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Youth **w**ork

SCENE

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SUICIDE & Young People

**Youthwork as an
Educational Process**

**Towards Equality &
Justice for Young People**

A magazine for Irish youth workers ...

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Irish Youth Work Scene

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This publication 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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Education Reform and the New Government

The proportion of young people leaving school each year without a leaving certificate has not increased significantly over the past twenty years. Yet such early school leavers are more marginalised in social and economic terms in the 1990's than they were in the 1960's. One significant cause of this is the "qualification inflation" brought about by government policy to retain people in formal education in order to reduce unemployment levels until the demographic bulge has passed. As a policy it is simply not working for between one fifth and one third of our youth population.

The fact that the education system is consistently failing a significant minority of our young people every year is beginning to be more widely acknowledged even in official reports (eg. the recent Green Paper 'Education for a Changing World'). Unfortunately responses to this problem have tended to be defined within the terms and parameters of the same flawed system.

What is needed is a broader and more fundamental review of our approach to education. The early announcement by Minister Currie of a task force on truancy is evidence of good intent. It is the Federation's experience throughout the country that truancy is a major issue, which official recording procedures systematically and significantly understate. But it is, in fact, more a symptom than a substantive problem and as such it could be a mistake to make it a focus of policy initiatives without regard to more fundamental aspects of education policy.

Remedial measures which address issues such as truancy within the formal education system often lose sight of the fact that the problems begin beyond the school gates in the social and economic circumstances of the young people concerned. Initiatives such as the home-school liaison system, for example, tackle a manifestation of the problem from the school's perspective without necessarily connecting with the lives of the young people concerned. Does the problem really go away in the summer-time, for example, just because schools (and the liaison system) are on holidays?

As a general principle the more severe the level of disadvantage the less effective the statutory system seems to be in resolving it. If the new government wants to really improve the education system it must address the various technical issues (curriculum, ownership, remedial measures) in the context of a new, holistic educational framework. This should go beyond the existing, institutionally oriented system to place individual young people at the heart of the vested interests. Such a framework would provide a context for policy relating to young people in justice, welfare, health and vocational training as well as formal education. The youth service could and should have a real part to play in such a vision.

JD

Towards Equality and Justice for Young People

In December, 1994 the National Youth Federation submitted recommendations to Government for consideration in the forthcoming budget. Louise Hurley summarises the main aspects of the submission.

Young Irish Population

The Irish population is relatively young in comparison with its European counter-parts. In addition, population trends would seem to indicate that Ireland's youth population is set to remain high by OECD standards. Since trends in economic and social policy are likely indicators of the context of economic and social life in the future, such trends while significant for the population as a whole have a particular significance for young people, since they are likely to shape the society within which they now live and be required to live in in the future.

Children, young people and lone teenage parents have an exceptional high risk of poverty

It is well documented that since the 1960s significant social and economic developments have taken place in Irish society that have had a negative impact

on the population as a whole. The growth of poverty, for instance, is now widely established through research as is the widening gap between those with access to wealth and the poorer sectors of society. The numbers of people who have been able to sustain reasonably paid employment has decreased both in absolute and relative terms over the same period to such a degree that unemployment and in particular, long-term unemployment has become an increasing and persistent feature of Irish society. In addition, while resources have increased within the economy as a whole, the percentage of GNP spent on welfare and the elimination of poverty has been reduced. Such shifts within the economy and within social welfare policy and the spending priorities which reflect them are of considerable concern to the NYF, since it is our belief that such policies have resulted in a reduction of living standards particularly amongst the most marginalised within our society over the past decade.

Youth work POLICY

At 25.8%, unemployment amongst young males under 25 is the highest unemployment rate of any age/sex category

The trends which have impacted upon the social situation of the population as a whole have had a particular effect on the life chances of young people. Children, young people and lone teenage parents, for instance, have an exceptional high risk of poverty. At 28.8% unemployment amongst young males under 25 is the highest unemployment rate of any age/sex category. Early school leavers are a particularly vulnerable group within society with such young people considerably more marginalised in social and economic terms in the 1990s than they would have been in the 1960s. The economic and social situation of young people in the 1990s would suggest that a combination of factors are likely to depress the rate at which young people achieve independence. Factors which prevent this are high levels of unemployment among young people, the decline in the marriage rate among young people and the decline in the availability of private rented accommodation within the income resources of many young people.

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Early school leavers are more marginalised in social and economic terms in the 1990s than they would have been in the 1960s

As a major youth work agency involved in the direct provision of services for young people throughout the country, the NYF is not alone concerned with developments that impact directly on its ability to deliver services to young people, but also with the wider developments in society which influence the life situation of young people in general. In the context of the NYF's interest in the social situation of young people the NYF formulated for the first time a pre-budget submission which it is hoped will influence government spending priorities in favour of young people. In its submission the NYF documented that amidst the harsh economic climate of the 1980's/90s the standard of living of young people have deteriorated significantly with growing numbers of young people now being considered 'at risk' and exposed to poor life chances. Through the submission the Federation argued that this situation cannot be allowed to continue and ways must now be found within Government spending priorities to alleviate the negative impact of growing deprivation amongst young people. In particular, the NYF asserts that unless the thrust of recent government economic and social policy is reversed, divisions in Irish society which have resulted from such measures will deepen and social exclusion be exacerbated. The NYF proposed that new policy developments in economic and social policy and the budgetary measures which support such

developments should give priority to:

- The elimination of poverty
- Increasing employment opportunities for all citizens
- Tackling social exclusion and rural isolation

In particular, the NYF argued that as the Irish economy enters a period of sustained growth and projected economic expansion real opportunity exists for Government to put in place measures that will benefit the poorest sectors of Irish society. Under the key areas of: tackling poverty; combatting youth unemployment; improving access to vocational opportunities for young people; providing basic income entitlements for young people and supporting youth and community developments the NYF recommended that a larger share of the resources arising from the projected economic growth be directed towards young people and those on the lowest incomes through enhanced social welfare benefits, a more equitable distribution of expanding employment opportunities and taxation reforms as key objectives of Government over the next few years. The following is a summary of the key recommendations proposed within the submission.

1 Tackling growing poverty amongst children and young people

- That priority be given to integrating tax and social welfare systems to ensure that nobody falls below a minimally established income.
- That tax reform measures should continue to concentrate on in-

creasing allowances and a widening of the lower tax band.

- That PRSI and tax systems be integrated.

2 Combatting unemployment, particularly youth unemployment

- In order to ensure that major construction projects which form part of the National Development Plan have impact on the poorest within our society, the NYF recommends that measures are introduced to ensure that such jobs created by such projects are filled by substantial numbers of long-term unemployed people. The Federation specifically recommends that a quota system for filling such jobs be established in line with Danish practice in this regard and that 35% of the quota be filled with young people under 25 who are long-term unemployed.
- It is the NYF's view that the current rate of 12.2% employer's PRSI militates against many smaller businesses and community organisations expanding their workforce. It, therefore, recommends that the Employer's PRSI exemption scheme currently in operation until 1996, whereby employers who offer full-time work to those registered as long-term unemployed be extended beyond that date.
- Government should introduce measures to curb systematic overtime with a target of reducing total overtime by one third in 1995/6 and ensure that this reduction is transformed into new jobs. (SIPTU has estimated that if one third of the 50 million hours of overtime were redistributed to those currently without work that this would create 8,000 new jobs). 50% of such posts should be targeted at those under 25.

3 Improving access to education and vocational opportunities for young people

- That resources are put in place to ensure that new vocational options being developed as an alternative for those who do not enter third level education are developed with appropriate and credible levels of accreditation which are accepted throughout the EU.
- The NYF recommended that the resources are made available to accelerate the rate at which places are made available to young people to take part in VTOS making, at minimum, 4,000 places available during 1995.
- That improved access be made available for lone single parents to avail of VTOS programmes and CE schemes by the provision of tax free child-care allowances.
- It is of concern that no specific employment schemes exist for 16-21 year olds. Thus, while current arrangements with regard to CE schemes are welcomed by the Federation, the NYF recommends that special employment schemes, be re-introduced to respond to the special needs of young people trying to access or return to the Labour Market.
- That improved access be facilitated for young people on employment and vocational training schemes in rural areas by the provision of travel allowances.

4 Providing Basic Income Entitlements for All

- That the Department of Social Welfare undertake a review of what constitutes a minimally adequate income and that on the interim all social welfare payments

be increased to the 1995 equivalent of the Commission on Social Welfare recommended basic minimum, that is £65.23.

- That the Department of Social Welfare introduce a minimum child benefit rate that is structured to take account of the following:
 - the special needs of young lone parents
 - the retention of additional benefits for families of more than three children, given that 60% of children living in poverty come from poor families of three or more children (Callan, 1991).
 - that child benefit take account of the additional costs of rearing teenagers and include an additional £10 per month for teenage children.
- The treatment of young people in means tested payments results in many young people leaving home involuntarily to gain access to an adequate income. The NYF recommended that the current system of assessment for benefit and privilege be amended to allow young people residing at home access to a reasonable living income, that is, 85% of the maximum Unemployment Assistance Rate.
- It is of concern that increasing numbers of young people are refused requests for rent allowances forcing them to remain in or to return to the family home where they are means tested on the basis of their parents means. This results in having their psychological growth to becoming independent adults is stunted through forced dependency. Arising out of this, the NYF recommended that in the absence of public housing units for single young people support is given to young people to secure rent allowance as a right.

5 Supporting Community Development and Youthwork Services

- That clear and agreed criteria for funding for youth and community projects across all government Departments and agencies be drawn up and implemented under the direction of the Minister of State for Youth Affairs.
- That multi-annual funding commitments be put in place in 1995 for all existing youth and community projects.
- Increased private sector support could be encouraged by extending tax reliefs on covenants and capital donations aimed at community development. The NYF recommend that such reliefs be extended to youthwork and community groups immediately to aid independent fundraising by them.
- That Government argue for a zero VAT rating for charities and voluntary organisations at European level.
- That a system for extending tax reliefs to all recognised youth and community groups be implemented immediately to aid independent fundraising by them.

Towards equality and justice for young people

A copy of the National Youth Federation's Pre-Budget Submission, 1995 Towards Equality and Justice for Young People is available from:
Irish YouthWork Centre
20 Lower Dominick Street,
Dublin 1.
Ph: 01/8729933 on request.

Massive **SUICIDE** rise prompts outreach campaign

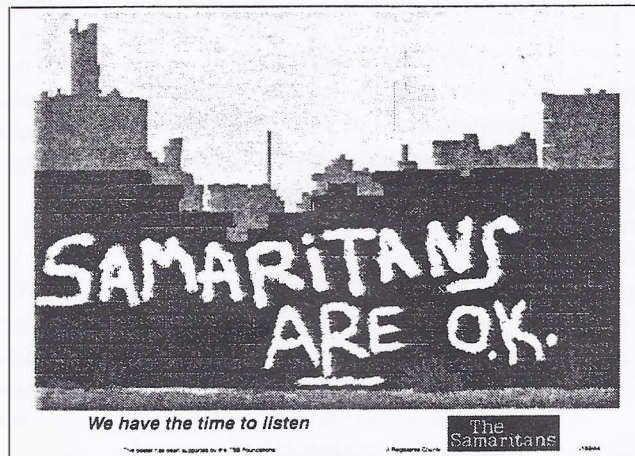
On average one young person in Ireland commits suicide each week

Death from suicide increasingly appears to be a feature of deaths amongst young people. Thus, suicide rates in many countries have risen amongst young people at the same time as they have fallen in older people. With the greater openness to both acknowledge and record such deaths in more recent years, it is now possible to detect a number of trends in relation to youth suicide. The main trend has been an increase in suicide rates in young men. A second trend relates to attempted suicide which are usually highest in amongst teenagers and those in their early twenties.

The first recorded growth in suicide amongst young people occurred in the USA during the 1960s and the 1970s. Between 1960 and 1981 suicide rates in American males aged 15-24 more than doubled. Rates in female suicides of the same age also increased but to a lesser extent. This pattern has been particularly marked in Britain in the past 15-20 years. Thus, between 1980 and 1992 the suicide rate for 15-24 year old males in England and Wales increased by 81.1%.

The rate for deaths from undetermined cause, the majority of which are known to be suicides, increased even more, by 97.3%. Combining both rates for suicide and deaths from undetermined cause revealed an overall rise of 86.3%.

The available records on suicide amongst young people in Ireland would seem to confirm the trend towards increased suicide amongst young people and the identification of young men between the ages of 19 and 24 as a particularly vulnerable group.



● Alison Weisselberg: 'At 16-plus a lot of people are saying to you "right, you're not my problem any more" - if things are going wrong you can quickly get in bad shape. If we can get to people at 15, 16 and 17 maybe they will remember us.'

Between the years 1982 and 1992 a total of 595 young people aged 25 years and under took their own lives. That is an average of more than one each week. Of these 502 (84.4%) were young men and 93 (15.6%) were women. The majority were single (93.8%) and over 70% were aged between 19 and 24 years (Mc.Daid, 1994).

Prompted by the huge increase in suicide amongst young people since the 1980s in Britain, the Samaritans have stepped up their campaign to reach young people on an outreach basis through schools and youth clubs. An outreach campaign similar to that operated through the Samaritans in Britain might well be one the services which could be developed to tackle the growth in suicide amongst young people in Ireland. **Tim Burke reports on the operation of the scheme in Britain.**

'Despair is something that doesn't choose particular people - it touches everyone'. Alison Weisselberg should know. As outreach officer for Central London Samaritans she has visited over half the schools in central London to introduce the organisation to young people. The outreach programme is a response to a big rise in the number of suicides among 15 to 24-year-olds in the last decade. In 1992 some 591 deaths in this age-group were listed as suicides, 500 of which were young men. In fact these

figures may be the tip of an iceberg. A high degree of proof is needed before a coroner will return a verdict of suicide and many open verdicts are likely to be suicides, especially among young women who are more likely to use methods which leave room for doubt - such as overdoses.

A questionnaire in London schools showed that 42% of young people said they had serious thoughts about killing themselves and that 11% had actually tried something. *'We don't know how serious these attempts were, but it does show that life can be bloody awful at times for young people,'* comments Alison Weisselberg. *'And these figures were the same in any group of young people, it's complete nonsense to think that top independent schools are somehow easier than a comprehensive in the East End.'*

At the root of most suicides lies a sense of isolation

At the root of most suicides lies a sense of isolation. Alison Weisselberg thinks it is quite insulting to think in terms of putting young people in a high risk group because of certain pressures on them. It is the way that pressures are dealt with rather than the pressures themselves. *'In a high-achieving school it might be worry about grades, in another school that might not matter but there may be a constant threat of unemployment. It might be that I'm spotty, so I start to withdraw from my peer group, and I might start to be scapegoated. At the other end of the scale it might be I've been abused for years. An isolated person feels that they have no-one to share all this stuff with. So the Samaritans are just saying if there's no-one to talk to, "we are here and it will go no further".'*

The Samaritans are prioritising outreach to schools and youth groups because it is here that young people are easy to reach. For those that go on to college there is likely to be a Nightline-type service but the others go out into the big bad

world, with or without the support of a family, and their progress can be difficult to monitor. *'At 16-plus a lot of people are saying to you "right you're not my problem anymore" - if things are going wrong you can quickly get in bad shape. If we can get to people at 15, 16 and 17 maybe they will remember us.'*

A lot of time is spent preparing before each outreach visit, so that each session is individually tailored to the needs of the school. Nowadays the sessions usually form part of PSE classes rather than religious education, which is a plus in image terms but, stresses Alison Weisselberg, they will go in under any label.

While the sessions involve awareness-raising on behalf of the Samaritans, outreach should not be construed as drumming up trade. The sessions are equally about prevention and introducing people to the idea of listening skills. It is about telling young people that we are all vulnerable to despair, we all need to talk about it, and there are ways you can help yourself and your friends by being prepared to listen.

'I'm terribly impressed by the young people we see,' says Alison Weisselberg. *'Yes there's bullying and destructive behaviour, but there's a huge wealth of young people able to help each other. The outreach process also hopes to attract more volunteers to the Samaritans - there is a saying within the organisation that a volunteer is a caller on a good day'.*

There are often signs that isolation is leading to a despair that may be suicidal. Someone becomes quiet, there is sense of them withdrawing from a group, they stop taking care of themselves, and there may be physical signs such as paleness and red eyes. But equally sui-

cides can come apparently out of the blue.

'The only way to stop many suicides is to make it OK for young people to talk about their feelings,' believes Alison Weisselberg. Youth workers are well-placed to work proactively to prevent suicides, she adds. *'Isolation is having no proper relationships - the more people with no vested interest who befriend young people the better. Teachers and social workers generally have to get something from you - youth workers are open and can encourage others to be open.'*

'We spend a lot of time encouraging young people to go out on to the hockey field or whatever and take care of their physical health, but we tend not to look at health of the mind or spirit, about the need to talk,' she concludes. *'Talking shifts problems - it might not offer solutions but it gets things moving. It's terribly simple really - we need to talk and listen.'*

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SEMINAR

A seminar titled **Suicide and Young People** will be hosted by the *Irish YouthWork Centre* on Saturday 28 January, 1994. If you are interested in understanding the nature and causes of suicide amongst young people in Ireland, then why not contact NYF @ 01 8729933 for further details and application forms for the seminar. Closing date for applications for the seminar is Friday 20 January, 1994.

VIDEO

A new video, **Always There**, featuring Harry Enfield's Old Git character is available to help youth workers and teachers initiate discussion about suicidal feelings. The video which can be bought from Emma Borton, c/o The Samaritans, 10 The Grove, Slough SL1 1QP. Tel: 0753 532713 is available at a cost of £15 (Sterling).

Youth work PRACTICE

Finding a way to theory

Informal educators are little different from other educationalists in their quest to marry theory and practice in such a way that makes their work more effective and does justice to both. Whilst effective informal education requires a feel for and understanding of a great range of disciplines, ranging from child development to sociology and philosophy, some educators have been keen to examine the ideas of specific theorists, and I am no exception. My own interest stems from a long-held belief that 'if we can only get them talking', there is a myriad of possibilities for effective youth and community work. Our practice is grounded in communication, and for the most part this is verbal. It is through conversation and dialogue that we can share our interpretations of the world.

And so I came to Freire. Like many others undertaking professional training in informal, adult, community and continuing education, I was introduced to the work of Paulo Freire, the Brazilian educational philosopher. This initiation has had a lasting effect on me. These first introductions to Freirian philosophy were through *Pedagogy of the Oppressed* (Freire, 1972) and this soon led me to consider the possibilities of applying such methodology not only to the West but to my own work with young adults. Having read a number of Freire's texts I needed to gain some greater understanding of theory in practice, something Freire would have been proud of.

As is the case for many committed readers, one good reference leads to another and I was soon engrossed in *Living Adult Education*, a case study of an Edinburgh-based adult education scheme called the Adult Learning Project, or ALP (see Kirkwood & Kirkwood, 1990). At that time I was a distance learning student looking for an agency that would offer me the opportunity of a placement. ALP, like most progressive agencies, were keen to assist adult learners. I arrived at ALP with the aim of finding out how I could apply the agency's brand of Western Freirian philosophy to my own work.

Youthwork as an Educational Process - Freire for Young Adults

Youthwork is at the forefront of work with young adults. Despite this, it has struggled to affirm itself as an educational process. In efforts to demonstrate and promote its potential for learning, many youthworkers have adopted the mantle of informal education, believing it to be particularly suited to a service that 'does not simply acknowledge the experience of young people, however: it starts from how young people experience the world' (Foreman, 1990:27). In the article which follows *Graeme Tiffany* outlines how his understanding of the work of Brazilian educationalist **Paulo Freire** has influenced and enhanced his youthwork with young adults.

Developing Methodology: Theory into Practice

I returned to work armed with many new ideas and a personal commitment to try and adapt what I had learned about adult education to my work with young people. At the time I was working with a group of unemployed young people, aged between 16 and 19. The majority were male and all were white. Many had never worked, and most were motivated only by socially disruptive activities. None had auspicious academic backgrounds, most having left school at the earliest possible opportunity. Their attitudes to learning had been duly affected, with little time for teachers or schooling, nor for the thought of themselves as students.

I resolved to offer this group the opportunity of participating in a programme of learning that would be directed, as far as was possible, by themselves. Its aim would be to translate, through reflection, their own circumstances and situations into learning and positive action. They young people would be invited to 'say their own word'. For Freire, the 'word' has two dimensions, reflection and action, in such an interaction that if one is sacrificed - even in part - the other suffers: 'There is no true word that is not at the same time praxis. Thus to speak a true word is to transform the world'. At the heart of this theory is the necessity of working with others and acting consciously. Dialogue cannot be individual, nor can an unconscious act be named. Communitarian values and the desire for authenticity are obvious.

I tested out my ideas with two colleagues. Rather than explain the methodology to them, I encouraged them to engage in the process for themselves. We began with one of a number of large black and white photographs that we regularly received from a local newspaper and used in art work at the

Youth Centre. Only those photographs free from written words were used, given the likelihood of these words influencing the interpretation of the images. These were to be our 'codifications'. Whilst they were not specifically created to represent images of 'significant situations' (as would be generated from an 'investigation' process; see Kirkwood & Kirkwood, 1990: 9), I chose them in the hope that they would stimulate debate.

My methodology was to encourage the 'decoding' of these images by an initial brainstorming session to draw out ideas generated by the photograph. Thereafter, by facilitating dialogue on common themes, contentious issues and conflicting opinions, people's perspectives on everyday situations would not only become apparent to others but would also become clearer to the participants themselves. My intention was to stress the need to link thinking with action, in such a way that the group would seek further discussion, learning or an experience in order to act on their deliberations. We would work cyclically. One session would be spent on reflection, dialogue and deciding on a form of action. The following week we would participate in this action and then reflect in and on this action.

My colleagues were strangely sceptical. They suggested a whole range of likely ways in which this group, who were renowned for being frivolous and difficult, would scupper and sabotage the scheme of things. I would not be put off and, given my strong belief in the process of orientation of informal education (with its capacity to respond to any eventuality), felt that even should the proceedings turn out to be disastrous there was still learning to be had. After some persuasion we agreed to give it a go.

Theory in Action

I briefly outlined and explained the method behind my madness but encouraged the group of young people not to dwell on

these explanations and merely engage in the practice of it. I stressed that my colleagues and I were committed to engaging as equals in the decodification process. We would also 'say our own word' and participate fully in the process. I would record people's reactions, in the form of words and statements, on a flip-chart.

I placed the photographs face down on a table and invited one of the group to choose one at random. I remember it well. It depicted two young boys resplendent in singlets and waist ribbons, sparring in what, for me, appeared to be a boxing bout. Very soon, and with only limited encouragement, the group were confident enough to shout out a multitude of words and phrases that come into their heads: 'fighting', 'violence', 'aggro', 'sport', 'fear', 'getting a good hiding'. After seven or eight minutes I asked if the responses had anything in common. It became clear that many of the group were exploring situations of harm, fear and violence in their everyday lives. We went on to discuss the experience of facing and acting when confronted by fear and violence. Many of the group recounted experiences of 'going down town' where, very often, there would be other groups of young people from other areas and estates. The debate progressed to the factors that determined whether one engaged in violence and how one dealt with fear. 'It depends on how much you've had to drink'; 'It depends if you're with your mates'. Soon our dialogue centred on decision-making in a context of fear. The group agreed that this would be an interesting topic for further exploration. What then could we 'do' to learn more? After some discussion one participant suggested that we do something adventurous.

Reflection in Action

And so we went climbing. But the experience was strangely different from other outdoor activities we had undertaken together. Firstly, more of the group joined in than normal. Then there was a tangible air of purpose: we were going climbing for a particular reason. It was part of a whole, the second half of something we had begun the previous week. Throughout the day we talked about fear, about how we dealt with it ourselves, how we behaved towards others who were fearful themselves, and how all of this affected our attitude to self and others. The day, we all agreed, had been thoroughly enjoyable and very worthwhile.

Subsequent sessions saw the group decoding and developing action-learning programmes based on a variety of themes. Over one period we explored mediation and negotiation. On another occasion images of fishing boats moored to a dock-side sparked

off discussions about employment opportunities past and present (we were living in a port town). The group decided to invite speakers to talk about the local industrial heritage and the demise of the fishing industry. This programme proved somewhat extraordinary. A few weeks after what had been an enthralling talk one of the speakers was arrested on corruption charges! It transpired that he had only limited connections with the fishing industry and was in essence a con-man who had told us a profusion of lies. We had all been duped. Intriguingly, after much hilarity (and bearing testimony to the power of informal education to respond to any eventuality), we discussed lying and deception at great length. All of us agreed that despite our 'system' going 'out of the window' we had learnt a great deal.

Evaluating Outcomes

The programme had been successful in encouraging a high level of participation from all. Participants developed confidence in themselves and in the process; later they would often speak enthusiastically of it and suggest we use it again. My colleagues and I believed that a key factor was that our medium for learning was verbal. These young people had a variety of problems with other vehicles for learning, such as reading and writing, but it was clear that they shared a common ability to communicate verbally. What some may see as being 'cheeky' or 'gobby' seemed, in fact, to be a valuable tool in constructive communication.

Nevertheless, some individuals are more or less likely to participate fully than others. As informal educators we were well aware of the need to encourage the more timid to join in. Sometimes this would take the form of verbal and/or non-verbal encouragement. At other times more dominant group members were dissuaded from monopolising the sessions. A wide range of inter-personal skills are important in order to facilitate an effective process.

We were pleasantly surprised by the high level of motivation. I believe this is a direct effect of centring the work on young people's own experiences and opinions. They feel they are being listened to. There is an emphasis on equality. My colleagues made it clear that they were going to engage from their own perspectives and, unlike myself, would not be facilitating the discussion. As Hirst (1993) acknowledges, wants and desires are the very basis of motivation. It is the individual who is best placed to determine these wants and desires and, when invited to do so, motivation naturally ensues. The group developed a wider perspective and understanding of their own social situations (a key element in the promotion of autonomy is an educational aim). They experienced the

strength of co-operative learning, and understood how this learning depends on responsible individual input. An increasing preparedness to listen to, and work with, the views of others was a sure sign of developing interpersonal skills. Of great significance was the marked change in behaviour and attitude during these sessions. There were few interruptions, few moans, a general air of interest, and a commitment to the task in hand; all things we were able to refer to in the future as signs of personal development.

The elements of formality in parts of the programme (such as the structured format and overt statements about aims and objectives) seem to be welcomed, provided they are negotiated, like other curricula elements in informal education. It seems that formality is not, as some would have it, contradictory to the processes inherent in informal education.

Practice into Theory

Some time later when working in this way with a group, an enthusiastic participant asked if he could facilitate the discussion. I was struck by the almost immediate breakdown in the dynamics of the group. They soon lost all ability to focus on the task in hand. Through later research I became aware of Taylor's observations on the authority of the educator (1993:39). I feel that authority must be examined in a much wider content; for example by informal educators being aware that their participation and charismatic authority can have potentially distorting effects. We must be careful not to overwhelm proceedings, but to use our interpersonal skills to encourage the participation of all.

There is much to learn about dialogue. Analysing my own practice revealed environmental influences on dialogue, whereby 'the setting in which we work both provides a range of opportunities for education and particular constraints' (Tiffany, 1993:31). Presently I am examining criticism of dialogue as a normative concept; which asks, amongst other things, what we need to know (if anything) in order to ask questions and to what extent does equality exist in dialogue?

Conclusion

I hope my thoughts and experiences provide evidence of the learning potential of good youth work and the value of commitment to both theory and practice. These are complementary halves of a dynamic whole. Neither should be divorced from the other. Those sceptical of theory would do well to recognise that such praxis is not only highly effective, but essential to productive work with young adults.

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Youth work

DEVELOPMENTS

EU COMMISSIONER LAUNCHES EUROPEAN EMPLOYMENT DATABASE

A new EU-wide job hunting computer notice board called Eures was launched in November, 1994 by EU Social Affairs Commissioner Padraig Flynn. The £7.5m pilot scheme was launched to coincide with the EU Employment Week in Brussels and it will allow employers from the 12 EU states to advertise vacancies on an on-line computer database which people will be able to access at special employment offices. Speaking at the opening ceremony Commissioner Flynn said that the system would make worker mobility across the EU a reality and would "effectively mean that an Irish person seeking work anywhere in the EU can do so without undue expense or an impossible trawl through job advertisements.

Initially, there will be 350 pilot terminals throughout the 12 member states, funded by the EU with some support from employers. It is planned to extend the system further and include expected new EU members, Austria and the Scandinavian countries in the near future.

For further details contact:
FAS,
27-33 Upper Baggot Street,
Dublin 4.

MINISTER LAUNCHES NEW YOUTH ARTS INITIATIVE

At a reception held at the Arts Council offices in Dublin in November of last year, the Minister of State at the Department of Education, Mr Liam Aylward, announced the appointment of four youth arts development officers and the establishment of a National Youth Arts Monitoring Committee. Both these initiatives mark an initial response to last year's NYCI report, "Making Youth Arts Work" which argued for a greater commitment to youth arts by the Department.

The four appointments are initially for a one year period and will be co-funded by the Arts Council and the Department of Education. The role of the officers will be to provide advice and training to groups already involved in the arts, to introduce arts activity where it does not exist, to gather data on youth arts provision and advise on youth arts policy. The new appointments are a parallel partnership similar to that currently in operation between the Arts Council and local authorities in the appointments of regional arts officers.

A spokesman for the Arts Council welcomed the appointments as 'very positive', but added: "The lack of a comprehensive approach to the arts in the education system is seen as a real barrier to cultural development. This initiative, being operated jointly by the council and the Department, is seen as a initial step towards redressing this lack of provision"

The National Youth Arts Monitoring Committee will observe the impact of the officers and advise on future policy. The committee will be chaired by Mr David Treacy, director of Comhairle le Leas Oige.

The officers will work with four organisations: MusicBase (Mr Abe Dickey); the National Association for Youth Drama (Ms Cathy McArdle); the Dance Council of Ireland (Ms Siobhan O'Neill); and the National Youth Council Of Ireland (Ms Monica Corcoran).

For further details contact:
The Arts Council, 70 Merrion Square, Dublin 2. Tel: 01/6611840

MUSICBASE

MusicBase is located in Temple Bar. It provides advice and information on all areas of popular music. The service is widely used by young people seeking information on publishing, recording and live performance opportunities. It is also a contributor to courses and seminars on popular music throughout the country.

NATIONAL ASSOCIATION FOR YOUTH DRAMA

Youth Drama groups are well established in towns and cities throughout the country. Many are run on a voluntary basis, with a minimum of local professional support. The National Association for Youth Drama supports the work of local youth drama groups by providing training for both young people and leaders.

THE DANCE COUNCIL OF IRELAND

The Dance Council of Ireland has an existing youth dance programme, which includes workshops and performance based events. The council also offers training opportunities to individual dancers and to leaders of groups. Youth Dance groups are now beginning to emerge in art centres and schools nation-wide.

THE NATIONAL YOUTH COUNCIL OF IRELAND

The National Youth Council plays a leading role in youth work provision in Ireland. Over 50 national youth organisations are affiliated to the council, and it is committed to the introduction of a comprehensive programme of arts activity for young people.

DANCE POP

(Performance Outreach Programme)

DANCE POP is an outreach programme which offers performances and workshops by one of Ireland's leading dance companies, The Dance Theatre of Ireland. It is aimed primarily at young people in schools and youth groups to give provide them with an exhilarating experience in dance by taking part in workshops, to provide opportunities for young people to see dance in its theatre setting, and to look at dance as a creative, expressive and social activity.

Workshops can be booked from 9 January - 5 May, 1995 and can take place at your own venue (school, youth centre etc) or in the DTI dance studio in Dublin at a cost of £60.00 per workshop.

For further details or bookings contact:

*The Dance Theatre of Ireland,
Digges Lane, Dublin 2.*

*Tel: 01/4784205 10 am - 6pm
Monday to Friday.*

EUROPEAN ALCOHOL ABUSE SEMINAR IN CORK

As you may have read in the last edition of Irish YouthWork Scene the National Youth Federation hosted this seminar on behalf of the European Confederation of Youth Clubs (ECYC) in October.

The outcome of discussions at the seminar consisted of series of proposals by which ECYC could raise awareness of the dangers of excessive use of alcohol among young people in its member organisations and also campaign at a European level in order to highlight the need for action by legislators at national and community level.

The key conclusion of the seminar was that there is a need to raise awareness of the effects of alcohol abuse while acknowledging that these are universal despite traditions, cultures or social perspectives. Approaching the problem in a positive manner youth organisations would need to be more proactive in promoting the concept of a better quality of life through healthy living.

Elements of the proposal document being presented to ECYC are:

1 Preparation of an Alcohol Abuse Awareness Pack which would be used in a peer education context with support from youth leaders.

2 Co-ordination of a campaign by national organisations to lobby governments to address this fast growing problem by improving education programmes in the first instance and also by developing a range of responses and supports which will enable young people who become addicted to make a full recovery.

3 Introduction of guidelines, agreed by member organisations, which will address the use of alcohol by young people at ECYC activities.

The proposal document will be discussed at the next Executive meeting of the European Confederation of Youth Clubs in London next January.

European Seminar on Health Education

Anne Delaney and Susan Byrne, recent recipients of the Irish YouthWork Award for Health Education (with their colleagues from the Kilkenny Peer Education Group), are pictured left with Brian Murtagh, NYF, making a presentation on "The Value of the Peer Led Approach to HIV Education in Schools" at a major international seminar in Rome - "European Seminar on Health Education and HIV/AIDS Prevention in Schools". For Anne and Susan it was their first time to address such a large gathering (200 delegates from Departments of Health and Education throughout Europe). After their presentation they answered questions from the floor. They were highly commended for their work. A number of delegates have expressed an interest in learning more about the peer led approach to HIV education piloted by the NYF.



Youth work

DEVELOPMENTS

FUNDING DEVELOPMENTS

The last issue of Irish Youth Work Scene looked at some of the new EU initiatives coming on stream to promote education and vocational training at community level. In this issue we look at three of the new community-based initiatives the European Union is introducing in its drive to tackle the effects of unemployment and social exclusion; The Employment and Development of Human Resources Initiative; Adapt and Urban.

These new programmes will cater for:

- people who are participating in the Labour force but who face unemployment through a lack of marketable skills in a changing economic environment;
- people who are unemployed;
- people who are attempting to enter the workforce or gain access to types of employment or opportunities they have not enjoyed up to now - especially communities experiencing marginalisation and disadvantage, people with disabilities and women.

The Employment and Development of Human Resources Initiative

The Employment and Development of Human Resources Initiative is based on an integrated approach, drawing together various measures which are targeted directly at groups who face specific difficulties in the labour market. There are three strands to this initiative:

- (i) Employment - NOW
- (ii) Employment - HORIZON
- (iii) Employment - YOUTHSTART.

Employment - NOW is the follow-on to the Initiative that has run over the past number of years, New Opportunities for Women (NOW). The main focus of Employment - NOW is the development of equal opportunities for women, ensuring access for women to areas of employment previously not open to them and in this way to work towards the reduction of unemployment amongst women.

Employment - HORIZON is the follow-on to the HORIZON Initiative that ran over the past numbers of years which was designed for people with disabilities and those experiencing disadvantage. The main focus of this part of the new initiative is to address the root causes of marginalisation, to improve access to the labour market and the quality of training available for disabled and disadvantaged persons. Job creation actions such as new forms of work organisations, employment aids, support for work in the open labour market and sheltered employment will be developed.

Employment - YOUTHSTART is part of the YOUTHSTART scheme which aims to initiate actions by Member States leading to the provision of a youth guarantee in the longer term throughout the Union. The intention of the youth guarantee is that every person under the age of 20 will be assured a job or place in education and/or training. Employment YOUTHSTART's role in this scheme will be to develop pilot actions, to ensure the development of the innovative and transnational dimension of the national YOUTHSTART programmes, and to advance the development of a structured network of projects and programmes in order to ensure the exchange of good practice and experience.

There are four broad categories of actions that each strand of the initiative will support:

- (i) Systems measures aimed at initiating and supporting changes in the way services are provided;
- (ii) Training measures covering the delivery and content of services;
- (iii) Job creation measures;

(iv) Information / communication measures concerned with the dissemination of information to encourage an acceptance of the changes needed for new initiatives and new practices.

The total budget for this initiative will be 1.4 billion ECU which will be divided as follows: - NOW 0.37bn; HORIZON 0.73bn; YOUTHSTART 0.3bn

Adaption of the Workforce to Industrial Change (ADAPT)

The focus of ADAPT will be to ensure that economic activity and employment patterns within the European Union adapt to the changing needs resulting from an increasingly competitive environment, while at the same time improving the employment prospects for person affected by changes in work practices and organisation.

The underlying principals of this initiative are similar to the previous Initiative: transnationality, innovation, a bottom-up approach, and reinforcing Community policies and programmes. Four broad measures will be supported through the programme:

- (i) Supply of training, counselling and guidance,
- (ii) Anticipation, promotion of networking and new employment opportunities,
- (iii) Adaption of support structures and systems,
- (iv) Information, dissemination and awareness actions.

The estimated budget for ADAPT will be 1.4 billion ECU, of which 0.4bn will be made available for Objective 1 regions.

Urban Areas Initiative (URBAN)

The URBAN Initiative has been designed to respond to the needs of urban communities and areas experiencing social exclusion, unemployment, marginalisation, and the

lack of public resources to maintain and improve environmental standards.

The measures to be supported will include:

- New economic activities
- Employment for local people
- Improvement of social, health and security provisions
- Special workshops for residents to improve environment and security
- Support in improving local capacity to solve problems, transnational exchanges and the creation of partnerships of city organisations and all the actors concerned.

The budget for this initiative will be 600 million ECU. It is unlikely that more than 50 projects will be supported. Urban areas in Objective 1 Regions will be given priority. In general only areas in cities of at least 100,000 people will be considered - but exceptions may be made for urban areas of smaller cities in particularly bad economic decline. URBAN projects will be supported for up to four years.

TSB EDUCATIONAL TRUST FUND SET UP

Last month the TSB Bank announced at a ceremony in its New Ross branch the setting up of The Carol Walsh Memorial Trust to support the educational advancement of young people. The trust has been established in memory of Carol Walsh who was shot and killed in November, 1992 during a bank raid at the TSB Bank's South Street branch in New Ross. Carol was very active locally in voluntary youth work, hence the decision to focus the fund on the needs of young people. At the ceremony it was announced that the bank was investing £75,000 in the Trust, which will support educational advancement by means of scholarships and bursaries. The Trust will remain in operation for 21 years and will be open to young people under the age of 25 resident anywhere in the Republic of Ireland (but with particular reference to the South East)

For further details contact:

*Mr Rory Keogh,
Slattery PR.
Tel: 01/6614055*

DÁIL WATCH

Reporting of Child Sexual Abuse

The Minister for Justice, when asked if it would be made a criminal offence to knowingly conceal, or fail to report adults who are known to have sexually molested children stated that under the existing law a person who knowingly conceals a felon, which includes a person who sexually assaulted a child, depending upon the circumstances, could be found to be an accessory and liable on conviction to be sentenced to a term of imprisonment.

Amenity and Recreational Lottery Grants

The Minister of the Environment stated that there was no provision for grants for amenities/recreational facilities, nor any current scheme under which allocations could be made to projects of an amenity or recreational nature during 1994 and that any change in this position would result in allocations being made for this in the context of the budget on the allocation of National Lottery resources.

Introduction of Identity Card System

The Minister for Justice reported that she had no proposals to make any regulations to facilitate the introduction of an age identity card for the purchase of alcohol and argued that the more effective curbing of under-age drinking was through support for voluntary local age card schemes which were backed by community and youth groups locally.

Employment Programmes for Young People under 21

In response to a question raised by Deputy Gregory, the Minister for Enterprise and Employment said that there were no specific plans to re-introduce special measures aimed at this group.

Conference of Religious Pilot Employment Project

The Minister for Enterprise and Employment gave an update on the plans to set up a pilot employment project on the lines suggested by the CMRS. The Minister said that the scheme would cater for up to 1,000 people and is being administered on behalf of the Conference of Religious by a project manager based at SMA House, Maynooth under the title Part-Time Job Opportunities Programme. The project, which will operate for three years, is being monitored by a committee comprising of representative of the Conference of Religious, FAS and the Department of Enterprise and Employment. An interim evaluation of the programme will take place in 1995.

Leonardo Programme

It was reported that funding for the Leonardo Programme which is an amalgamation of four EU Programmes - PETRA, FORCE, EURO-TECNET and COMETT is down from the original figure of £635 Million to £484 and that at this stage Ireland's allocation from the programme is still not clear.

Youth work RESOURCES

GROUP WORK / FACILITATION

Groupwork in Education and Training: Ideas in Practice

by Michael Reynolds

- Geared to practitioners involved in education and training, this manual provides practical guidance, case study material and an evaluation of current ideas and theories on groupwork. Topics covered in detail include; why groups?; models for educational design; boundaries, predictability and control; values and beliefs in experiential learning; and implications for staff development.

A Practical Guide to Facilitation Skills: A Real World Approach

by Tony Spinks & Phil Clements

- Handbook that provides a no-nonsense approach to facilitation with a simple message, that to be effective, facilitated learning must be relevant, significant and meaningful to the learner. The authors bring together theory and practice to produce a pragmatic model of facilitation that can be easily measured by results. Topics covered in depth include; real-world facilitation explained and compared; pre-course liaison with learners and sponsors; making real-world contracts; maintaining group momentum; difficult behaviours and coping strategies; and realistic future action.

A Guide to Creative Tutoring

by Stephen Adams

- Practical handbook offering guidance on how to handle basic tutorial duties as well as those requiring greater sensitivity and skill. Although written for teachers working with young people in a school pastoral structure it is adaptable for use

within a youth work setting. Topics covered include organising tutorial groupwork; counselling skills for tutors; tutor/student/parent relationships; getting help and using referrals; and recording and reporting.

CHILD REARING

The Cost of a Child

by Claire Carney, Eithne Fitzgerald,
Gabriel Kiely, and Paul Quinn

- Report commissioned by the Combat Poverty Agency to establish the actual cost of rearing a child, by using a pricing index across a range of commodities and services required for a basic minimum standard of living. The findings showed a substantial deterioration in the relative position of households with children since the early 1970s, and that current social welfare provision for children falls far short of the actual cost of a rearing a child.

BULLYING

Bullying: A Community Approach

by Brendan Byrne

- New publication which 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 and community-based approaches in particular.

ADULT SEXUALITY

Sexuality, Young People and Care: Creating Positive Contexts for Training, Policy and Development

by Jeni Bremner & Anthony Hillin

- Timely contribution to the support and training of anyone involved in working or training on issues of sexuality with young people, especially managers and those involved in residential settings. Looks at adolescent sexuality on an topic by topic basis covering issues such as safer sex, HIV/AIDS, oppression, cross cultural work, gender, homosexuality, and policy, managerial and legal issues.

SOCIAL ISSUES

Suicide in Ireland

by Fergal Bowers

- Officially, around 350 people take their own lives in the Republic each year. However, the true figure is known to be much greater. Several thousand people also attempt suicide and are saved from death by family intervention, medical assistance, or sometimes by sheer luck. In this book, the first of its kind in Ireland, leading health correspondent, Fergal Bowers, lifts the lid of silence on a subject which has remained a taboo issue for too long. There are moving personal stories of the impact of suicide on families and how people attempt to come to terms with the event. The history of suicide in Ireland, the most common methods used, suicide 'blackspots' the rise in youth suicide particularly in rural areas and the reasons for suicide are discussed in detail. The author also examines how professionals on the front line cope with suicide and attempted suicide cases, and he makes personal recommendations on the future approach to tackling this growing problem.

Poverty & Policy in Ireland

Edited by Brian Nolan & Tim Callan

- Recent research carried out in The Economic and Social Research Institute has contributed to the debate on a wide range of issues from the

measurement of poverty to the operation of the labour market, the impact of unemployment, the role of education and training, the persistence of poverty over time and across generations, the rigidities of physical and psychological ill health, and the structure and effects of the tax and social welfare systems. The objectives of this book are to bring together what has been learned in the course of this research about the extent, nature and causes of poverty, how to frame policies to combat it, and to make these findings available to a wide audience.

DEVELOPMENT EDUCATION

A World That Works?

by DEFY

- One World Week is an annual event of awareness raising, education and action. It is the week each year when people throughout Ireland learn about justice issues at local, national and global level. The theme for One World Week this year is "A World that Works?". The pack is designed as a tool to allow young people to express their hopes, concerns, worries, anger and expectations about the world of work. Each activity encourages discussion on their own experience and of the experience of young people from the Developing World and also to learn more about some of the reasons for and effects of unemployment, local and global.

COMMUNITY INITIATIVES

Progress Through Partnership

by Sarah Craig

- Between 1991 and 1993 a pilot programme was run in twelve areas to test out an area-based response to long-unemployment. This report documents the evaluation results of that programme. This pilot programme was, in many respects, a radical initiative. It emphasised partnership and dialogue between the social partners, statutory sector and the voluntary and community sector. It also stressed the importance of integrating a range of different economic and social actions so

that there would be a more comprehensive and integrated response to unemployment and social need. It insisted on the active involvement of local communities in the planning and implementing of the initiative, thus directly challenging the very centralised and compartmentalised Irish administrative system to operate in a new, more flexible, integrated and decentralised manner. The lessons from the pilot programme outlined in this report will be highly relevant to both policy makers and to those who are involved in implementing those policies on the ground.

A Programme in the Making

by Barry Cullen

- In 1990 a fund to support the work of local community development resource centres was established by the Minister for Social Welfare. Fifteen projects were initially funded and this report reviews its first phase. Four years later there are over forty-five projects in the Community Development Programme. This report makes an important contribution to an understanding of the context in which community development takes place through its exploration of the concept of community, different types of community and their particular characteristics. In the context of the Community Development Programme, it also discusses the application of some of the key principals of community development, including a discussion on local organisational structures, the viability of local voluntary management committees and expectations of them, as well as the support required for their effective operation. The report also identifies the impact of the Community Development Programme as an anti-poverty strategy and discusses key issues such as funding needs and the need for integrated supports to projects.

Turning the Tide

by Dublin Inner City Partnership

- Progress report which describes a range of programmes undertaken as part of the Dublin Inner City Partnership and their achievements to date and the extent to which such demands have increased. Unemployed people in the Inner City, directly and through community

organisations, are now demanding some of the services which two years ago were only concepts. This report also documents the role of the Dublin Inner City Partnership in beginning to develop these services.

VOLUNTEER MANAGEMENT

Essential Volunteer Management

by Steve McCurley & Rick Lynch

- First published in America where it became a best-seller, this handbook has been completely revised for a British market. Issues covered include; an introduction to volunteer management; planning for a volunteer programme; creating motivating volunteer jobs; recruitment; screening & interviewing; orientation and training; supervision; retention & recognition; and volunteer/staff relations. Appendices include a sample volunteer management policy, and sample forms for every stage of volunteer management e.g. enrolment, interview, agreement, time sheets & expenses, assessment and evaluation.



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

This book is a comprehensive and accurate primer on the key issues relating to the issue of legal structures for voluntary community-based organisations. It recommends that "any unincorporated organisation which is employing several people on a long term basis would be strongly advised to take on formal legal structures as soon as possible". This is undoubtedly sound advice but there is a danger that in some cases change of legal form will be seen as no more than a technical adjustment rather than a key formative influence on the matter which the organisation operates.

The book contains a very useful model memorandum and articles of association for a charitable company. These provide an excellent guideline/framework for drafting although of course they do not help an individual organisation resolve what may for it be difficult specific questions relating for example to defining membership or composition of the management group. One specific point about the 'model' articles which occurred to me was that the power of the committee (ie board) to delegate is contained in what is shown as an optional text. This is an important power which should be specified somewhere in the memorandum and articles of any company.

The book notes the restriction under Irish charity law which prohibits paid employees of a charity being members of the board. A similar point of particular interest to youth organisations which is not mentioned in the book is that members of the committee/board of a company must be aged at least

BOOK REVIEW

A Guide to Legal Structures for Voluntary and Community Organisations

by Mel Cousins Published by Combat Poverty Agency (1994)

eighteen years. This could become a technical difficulty if a youth organisation wished to incorporate itself and had a youth participation policy which involved having board members aged seventeen or under.

One of the most worrying provisions in the Companies Act 1990 from the point of view of voluntary organisations incorporating as companies limited by guarantee was the introduction of the concept of reckless trading. At the time that the bill was being drafted the Federation made representations to the then Minister for Industry and Commerce to point out that this provision could have adverse implications for charities/voluntary organisations wishing to incorporate. We were assured that as the book notes "this legislation was not introduced with voluntary bodies specifically in mind" and was actually targetted at so called "phoenix" directors who run up large debts, go into liquidation and open up again somewhere else. Whilst judicial interpretations of the act since its passage have favoured this benign view the act is potentially of great significance for the directors of voluntary companies. In particular whilst the legal convention appears to be that the test of recklessness is "objective" (ie it applies to the notional standard of a "average, reasonable person" rather than the specific individual) the framing of the act has tended to discourage some professionals eg solicitors and accountants from agreeing to sit on the board of voluntary organisations.

In regard to the responsibilities board/committee members the book highlights the fiduciary duty

of acting in the best interests of the company. The second key duty placed on all company directors is that of care and whilst the book does address this by means of an excellent checklist of ongoing responsibilities it might have been useful to also instance examples of failure to take reasonable care ("negligence") on the part of company directors.

This is a timely and useful book which by and large achieves its objective of providing "good quality information and practical assistance". I found myself being constantly impressed by the amount of information which was clearly and distinctly stated in a mere thirty pages of editorial copy. This is quite an impressive achievement and Mel Cousins deserves to be congratulated. Nevertheless I would not recommend that any group attempt to set up any of the legal structures discussed in the book purely on the basis of the information it contains. Specialist advice in this area is essential and indeed it is probably worth pointing out that many solicitors familiar with commercial companies are generally not as familiar with the particular problems of adapting the company form to a community based voluntary organisation. The book concludes with a list of useful addresses for further information and advice. Any youth organisation/local youth service seeking such advice might like to consider adding the National Youth Federation (telephone 01 8729933) to this list for advice based on the specific experience of problems encountered in the past by other youth groups and organisations.

Finance For the non-Financial Manager

24-26 January, 1995 in Dublin
21-23 February, 1995 in Cork

Three-day intensive training course run by the IMI aimed at providing participants with the basic skills in financial procedures in a business setting. Particularly suited to those involved in the financial management structure of a voluntary or community organisation.

Further Details: Irish Management Institute, Registration Department, Sandyford Road, Dublin 16. Tel: Freephone 1800 223388

BRITAIN

Managing Your Volunteer Programme

1-2 February, 1995
London

Two-day training course that will provide participants with the skills involved in planning, organising, and evaluating a volunteer programme. Topics covered will include marketing, matching volunteers to the right job, interview and communication techniques, placement, and broadening the volunteer base.

Cost: £130.00stg (voluntary orgs)
£160.00stg (statutory orgs)

Further Details: Directory of Social Change, Radius Works, Back Lane, London NW3 1HL. Tel: 0044 71 4311817 Fax: 0044 71 7947724

Assertiveness and Volunteering

7-8 February, 1995
Milton Keynes

Two-day training course aimed at both managers and volunteers looking at assertiveness issues in the context of volunteering. Participants will identify situations where assertiveness is important both to themselves and to volunteers and practice

assertiveness skills in a supportive atmosphere.

Cost: £125.00stg

Further Details: Volunteer Centre UK, 29 Lower King's Road, Berkhamstead, Hertfordshire HP4 2AB. Tel: 0044 442 873311 Fax: 0044 442 870852

Time Management of Team Projects

London
13 February, 1995

One-day course aimed at anyone involved in managing teams. Participants will learn how to plan and time-line projects enabling them to establish a procedure for reviewing the progress of work in a methodical and time-efficient way. Topics covered will include delegation, critical path analysis and setting team targets.

Cost: £75.00stg (voluntary orgs)
£95.00stg (statutory orgs)

Further Details: Directory of Social Change, Radius Works, Back Lane, London NW3 1HL. Tel: 0044 71 4311817 Fax: 0044 71 7947724

Workers At Risk - managing detached youth work

Leicester
15 February, 1995

One-day seminar aimed at managers of detached work sharing experiences and looking at the need for training and guidance in developing good detached youth work practice

Cost: £50.00stg

Further Details: Judith Green, National Youth Agency, 17-23 Albion Street, Leicester LE1 6GD. Tel: 0044 116 2471200 Fax: 0044 116 2471043

Recruitment, Selection and Support

London
14-16 March, 1995

Three-day training course which examines the recruitment process and looks at the continuing support

necessary for volunteers to contribute effectively and feel valued in their work. Topics covered will include; choosing recruitment methods; effective matching and fair selection; identifying support needs; and the rights and responsibilities of volunteers.

Further Details: Volunteer Centre UK, 29 Lower King's Road, Berkhamstead, Hertfordshire HP4 2AB. Tel: 0044 442 873311 Fax: 0044 442 870852

Access, Training and Employment of Disabled Youth and Community Workers

Leicester
3-4 April, 1995

Two-day conference aimed at youth & community workers with a disability, those who employ them and potential employers looking at existing difficulties encountered in the access, training and employment of disabled youth & community workers.

Further Details: Jenny Hand, National Youth Agency, 17-23 Albion Street, Leicester LE1 6GD. Tel: 0044 116 2471200 Fax: 0044 116 2471043

EUROPE

Youth, Education and Training

Venue to be decided
15 February, 1995

One of a series of one-day seminars organised by the Euro-Citizen Action Service to act as a citizens audit on various aspects of the recently published EU White Paper on Competitiveness, Growth and Employment.

Further Details: Euro-Citizen Action Service, Rue du Trone, 1050 Brussels, Belgium. Tel: 0032 2 5129360 Fax: 0032 2 5126673

Youth work EVENTS

IRELAND

Counselling Information Day-1995

*Mansion House, Dublin 1
2 February, 1995*

Annual event hosted by the Irish Association for Counselling and Therapy to explore the range of counselling services available. Individual counsellors, counselling organisations, and those working in the non-medical health care areas will be represented and available to answer questions from the public and advise on the range of services available. A series of information seminars will be held on the hour covering topics such as addiction, bereavement, sexual abuse, HIV/AIDS, and accreditation for counsellors.

Entrance Fee: £1.00

Further Details: Ms Karen McCarthy, Irish Association For Counselling and Therapy, 8 Cumberland Street, Dun Laoghaire, Co.Dublin. Tel: 01 2300061

Information Seminars on the National Economic and Social Forum

Three seminars are being organised by NESF representatives to offer community based groups an opportunity; to find out about the NESF, its role, work completed to date and its future plans; to discuss future themes being reported on by the NESF with the representatives of disadvantaged / community groups on the Forum; and to provide information on the participation of the disadvantaged / community sector in the Forum and its future involvement. The

NOTICE BOARD

Noticeboard is a new permanent addition to *Irish YouthWork Scene* which will contain a quarterly update of conferences, seminars and training events that will be of relevance to those involved in the youth and community work sector. It will include Irish, British and European mainland based events.

seminars will be held at the locations and dates indicated:

DUBLIN: Ormond Hotel, Ormond Quay, Dublin 1. Thursday, 19 January, 1995.

KERRY: Brandon Hotel, Prince Street, Tralee. Friday, 20 January, 1995.

GALWAY: Aras na nGael, Dominic Street, Galway. Monday 30 January, 1995.

Further Details: Niall Crowley, Community Workers Co-op, Pavee Point Centre, North Great Charles St, Dublin 1. Tel: 01 8732802

Information seminars on the new European Union Human Resources Community Initiatives: Employment and Development of Human Resources and Adapt

The Department of Enterprise and Employment is hosting a series of information seminars on the new human resources community initiatives. The seminars will provide detailed information on all aspects of applying for funding under these initiatives including application procedures, eligible measures and criteria for funding. The seminars will take place at the locations, times and dates indicated below:

DUBLIN: Dublin Castle Conference Centre Monday, 23 January, 1995 10.00am

CO: OFFALY: Bridge House, Tullamore, Co.Offaly Wednesday, 25 January, 1995 10.00am

GALWAY: Corrib Great Southern Hotel, Galway Thursday, 26 January, 1995 10.00am

SLIGO: Sligo Park Hotel, Sligo . Friday, 27 January, 1995 10.00am

LIMERICK: Castleroy Park Hotel, Limerick. Tuesday, 31 January, 1995 10.00am

CORK: Silver Springs Hotel, Cork Wednesday, 1 February, 1995 10.00am

KILKENNY: Hotel Kilkenny, Kilkenny. Thursday, 2 February, 1995 10.00am

Further Details: Ann O'Neill, Technical Support Services, 40 Applewood Heights, Greystones, Co.Wicklow. Tel/Fax: 01 2873088 or Tel: 01 6614444 Ext 3204/3399

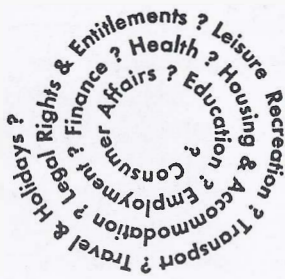
Young People & Suicide

*National Youth Federation, Dublin
28 January, 1995*

One-day seminar organised by the Irish YouthWork Centre which aims; to provide participants with an overview of trends in youth suicide and parasuicide; to examine the causes of youth suicide; to identify young people most at risk; and to explore the role of youth workers in responding to young people at risk. The seminar is limited to thirty participants, all of whom will receive a comprehensive theme pack.

Cost: £20.00 (includes lunch, teas/coffees and copy of theme pack)

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



Youth Information Centres

CARLOW REGIONAL YOUTH SERVICE
St. Catherine's Community Services Centre, Station Road,
Carlow. Tel: 0503 40903

CASHEL & EMLY YOUTH SERVICES
O'Brien Street, Tipperary Town. Tel: 062 52604

CLARE DIOCESAN YOUTH SERVICE
Carmody Street, Ennis, Co. Clare. Tel: 065 24137

FERNS DIOCESAN YOUTH SERVICE
Francis Street, Wexford. Tel: 053 23262

KERRY DIOCESAN YOUTH SERVICE
New Road, Killarney, Co. Kerry. Tel: 064 31748

KILDARE YOUTH SERVICES
Canal Stores, Basin Street, Naas, Co. Kildare. Tel: 045 97893

LIMERICK YOUTH SERVICE
5 Lower Glentworth Street, Limerick. Tel: 061 412444

NORTH CONNAUGHT YOUTH SERVICE
5a Market Street, Sligo. Tel: 071 44150

OSSORY YOUTH SERVICES
Dessart Hall, New Street, Killkenny. Tel: 056 61200

ROSCOMMON REGIONAL YOUTH SERVICE
Abbey Street, Roscommon. Tel: 0903 25395

TRALEE YOUTH CENTRE
Day Place, Tralee, Co. Kerry. Tel: 066 21674

WATERFORD REGIONAL YOUTH SERVICE
4 Canada Street, Waterford. Tel: 051 72710

The National Youth Federation provides a network of free and confidential information advice services for young people. Youth Information Services are designed with the special information and advice needs of young people in mind and are open to all young people. They provide a comprehensive range of information in the following areas:

- ▶ Employment
- ▶ Education
- ▶ Welfare Benefits
- ▶ Finance
- ▶ Consumer Affairs
- ▶ Transport
- ▶ Travel & Holidays
- ▶ Health
- ▶ Housing & Accommodation
- ▶ Legal Rights and Entitlements
- ▶ Leisure & Recreation

In addition to information provision, many Youth Information Services provide inexpensive secretarial services for young people which include access to telephone services, photocopying facilities, assistance with job applications and the compilation of CVs.

For further details on the services available to young people in your area, why not contact your local information officer at one of the listed locations.



National Youth Federation
Conascadh Naisiunta na nOg

20 LOWER DOMINICK STREET, DUBLIN 1. TEL: 01 8729933 FAX: 01 8724183