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SCENE



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# Budget Priorities

*Voluntary Youth Services work on the margins and in the gaps regrettably left by the statutory services. The Youthwork approach, delivered from a voluntary ethos, has proved very effective in responding to those young people for whom the system is failing, because it treats each individual as a partner in creating appropriate services rather than as a passive consumer of services that are deemed by others to be "good for them".*

*Over the past six years growth in the level of grants to most youth organisations has lagged dramatically behind growth in government spending on Education generally and also far behind public sector pay levels. This point is particularly significant because most of the government grant is directly tied to the filling of specific posts. It therefore seems particularly unfair that no effort was made to link grant aid for such posts to levels of public sector pay increases, especially since salary scales for youthworker posts are linked to other grades in the civil service. The Department of Education recognises this link in just two youth organisations, but not in any others.*

*This discrepancy in pay levels (more than 30%, cumulatively, over the past six years) has resulted in forced redundancies and unilateral breaches of pay scales and national agreements, for the simple reason that youth organisations are unable to pay. Efforts to have the matter addressed by the Department of Education have so far failed, despite the fact that its annual budget has increased by almost £800 million between 1989 and 1995. Even though its budget has shown a cumulative increase of £2.4 billion over that period, the Department has repeatedly stated that it cannot find £1 million for the youth service to properly fund existing services!*

*The situation obtaining over the past five years is INEQUITABLE in that not all organisations have been treated equally, and UNSUSTAINABLE in that youth organisations cannot continue in breach of their contractual obligations to staff. It has been acknowledged as such by the present government but we continue to be told that the money is not available to resolve the problem.*

*Notwithstanding these budgetary constraints, however, it now appears to be government policy to create a series of new youthwork administrator posts in the new Regional Education Authorities. These posts are to be funded by an exchequer which still argues that it cannot afford to address the underfunding of the voluntary sector. The Federation has no objection in principle to the creation of these new posts but objects strongly to budgetary priorities which appear to say that funding can be found for new administrative posts in the statutory system whilst none is available to resolve underfunding of existing posts approved by government in the voluntary sector.*

*Surely the continued existence of services to young people on the margins of our society is a more pressing budgetary priority than an extra layer of administrators to "manage" a steady decline of services on the ground.*

## **JOHN DUNNE**

*Chief Executive, National Youth Federation*

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## **IRISH YOUTH WORK SCENE**

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# Youth Work 2000.....

## The Mid-West Youth Work Initiative

### Background

There are many issues facing Youth Services as they enter the 21st century. Youth Services must ensure that the service offered to affiliated clubs is effective. Youth Clubs in turn must ensure that the service offered to young people is of maximum benefit and takes account of the changing needs of both current and potential membership.

With this in mind the Clare and Limerick Youth Services in association with Manchester based consultants Wendy Rowe and Bernard Davies, embarked on a process whereby having clarified their respective policies (in association with their voluntary leaders) they began to examine the strengths and weaknesses of the Youth Services with a view to developing a better response to the changing needs of young people.

Through this examination it was found that the strengths of the Youth Service lay very much with the voluntary leaders who were involved in the delivery of a service which provides young people with constructive ways to enjoy their leisure time as well as programmes of educational and social merit in their local communities. The strengths of the Youth Service stem from the fact that it is a local service, delivered by teams of trained adult volunteers, and involves adults and young people who choose to become involved. The weaknesses found were in the current loose structures which operated in many areas, the lack of clear job descriptions for voluntary leaders, the high turnover of leaders in the clubs and the lack of a clearly defined support structure for people involved in the delivery of the service.

The following sections formed the basis of the framework for development of this piece of work.

### Section 1 - Levels of Leadership

- 1 To clarify that, within the overall notion and commitment of youth leadership some tasks require:
  - Different levels of responsibility within the work, and
  - Different levels of skills, knowledge, understanding and self-awareness
- 2 To establish their levels more formally so that appropriate recruitment, selection, training, support and validation procedures for voluntary leaders can be established.

### Section 2 - Job descriptions and person specifications

- 1 To ensure that the volunteers themselves, all those working with them and/or those involved in selecting, managing, supporting, training and validating them understand:
  - What work at each level of leadership is required, and
  - The experience and qualities expected of those who take it on
- 2 In these ways to make as explicit as possible for all concerned the standards and values (the criteria) by which volunteers are being judged when they are being selected, evaluated and validated.

### Section 3 - Application

- 1 To enable anyone putting her/himself forward as a volunteer for the first time to 'make the case' why s/he can contribute to youth work.
- 2 To provide a base-line of information on the past/current experience and relevant interests/skills of someone putting themselves forward as a volunteer for the first time, to be used as a key part of the procedures for selecting/screening people for leadership roles.

### Section 4 - Contract

- 1 To provide volunteer, club/project/playscheme etc. and agency with as explicit an agreement as possible on the role and work to be undertaken by the volunteer.
- 2 To establish a base-line against which a volunteer's youth work can be monitored and, as appropriate, evaluated/validated.

### Section 5 - Probationary period

- 1 For new volunteers, or volunteers who are for the first time taking on a more advanced level of leadership, to provide an agreed period in which their entitlement to extra support will be explicitly recognised.
- 2 To build into the process an explicit stage at the end of an agreed period for reviewing the volunteer's work in their new role in order to decide:
  - Whether they wish to continue in it, and
  - Whether the agency sees them as suitable for the role.

## Section 6 - Validation

- 1 To provide volunteers with some explicit recognition of the 'level' of leadership they are seen by the agency to be capable of fulfilling.
- 2 To enable the volunteers to transfer this recognition from one youthwork situation to another.
- 3 To provide the agency and club/unit with a 'measure' of a volunteer's capacity with 'currency' beyond the particular youth work situation in which s/he is currently working.

## Section 7 - Training

- 1 For each level of leadership, as appropriate, to provide volunteers with both initial and continuing opportunities to develop themselves and the specific skills etc. required for the work they are doing:
  - Directly with young people and their communities, and
  - In administering and developing their clubs/units and the service more widely

## Section 8 - On the Job Support

Why - as they actually carry out their work with young people, to provide volunteers with opportunities to gain confidence, develop their skills etc. extend the range and difficulty of the work they take on, clarify their training needs and generally maintain and improve the quality of the service they offer.

### *Pilot Phase:*

Following some initial work on these areas certain clubs were invited to pilot themes particularly those relating to 'levels' and structure. The clubs were selected for a number of reasons.

- They were interested in and open to development
- They were struggling with some of the issues facing many clubs
- A lack of leaders
- An interest in developing to provide for their members and potential members
- An appreciation of the changing needs of young people and a willingness to undertake work which might assist their development to meet these needs
- A change in the needs of their members which they were unprepared to meet
- Inefficient structure which placed an unfair burden on some leaders and failed to be explicit about how leaders progress and develop
- They had a strong programme and membership base
- They had a strong relationship with the agency.

The development of the guidelines was very much a participative process where each section was evaluated and reviewed before the final guideline was agreed. The active participation and involvement in the process by the leaders in the pilot clubs and other senior leaders was seen as

crucial if the guidelines were to be of practical value to all the clubs. It was essential that the guidelines were developed in conjunction with the leaders and not devised in isolation and imposed.

An essential element of the development was the process involved in formally recognising the contribution of the voluntary youth leader. In the absence of a financial recognition for the work the need to 'reward' volunteers was central to the discussions. With the launch of Youth Work 2000 the role of the voluntary youth leader was formally acknowledged and every effort will be made to continue to acknowledge the central role that the voluntary youth leader makes to the development of Youth Work. Examples of this 'rewards system' include the organisation of social functions, increased publicity which heightens the awareness and understanding of the work of the leaders in their respective communities and the identification of developmental opportunities for leaders and where necessary the provision of support and subsidies to facilitate participation.

The final set of guidelines covers six areas as follows;

- *1. Recruitment and selection*  
How the club/project finds and chooses its voluntary leaders.
- *2. Job descriptions and person specifications*  
How the club/project makes clear to its voluntary leaders what it expects them to do and the experience, qualities and abilities it expects them to have.
- *3. Induction*  
How the club/project ensures that new volunteer leaders understand their role.
- *4. Training*  
What training voluntary leaders are expected to do.
- *5. Support*  
How the club/project supports volunteer leaders while they are working in the club/project.
- *6. Review and evaluation*  
How the club/project can evaluate and review its work to ensure that it is meeting agreed objectives.

Further Information on Youth Work 2000 can be obtained from;

### *Clare Youth Service*

*Carmody Street, Ennis, Co Clare*

*Tel: (065) 24137 Fax: (065) 29416*

### *Limerick Youth Service*

*5 Lower Glentworth Street, Limerick*

*Tel: (061) 412444 Fax: (061) 412795*

# Housing for Young People in Ireland - Introducing the Foyer System

## Idirbhaile Foyer Development Ireland

Foyer Development Ireland (FDI) was established in January 1993 following a seminar in Dublin on The Foyer System organised by Focus Point in association with the European network of Foyers, OEIL. FDI is a federation of organisations concerned with the non-availability of low cost good quality accommodation for young single people under 26 years in the country, particularly those who are making the transition from their family/care homes to independence. As no foyer service yet exists in Ireland, its main focus over the past two years has been to promote an understanding of the foyer model of service, establish criteria for their operation and lobby for means to develop them in Ireland.

Its objectives are:

- (a) *to promote and assist the development of foyer services in Ireland*
- (b) *to act as a network of services which operate within an agreed code of practice for foyers which facilitate the mobility of young people within Ireland and Europe.*

People working with young people come face to face with a wide variety of need - in the 1990s the absence of good quality affordable housing and accommodation for young people is a major concern. Housing options for young people generally follows whatever is available in the private housing market. More often than not such housing is unsuitable to meet the young persons needs - the experience of many is that it is quite inaccessible - particularly to those leaving home for the first time and trying to become self-sufficient and independent. Coupled with this - and indeed inextricably linked to the difficulties experienced - is the difficulty of finding employment. Young people can, and do, experience great personal hardship in making this transition to independent living today - they can and often do - lose self confidence, motivation and hope in what appears to a harsh and inhospitable society. This society retains the expectations of youth which were appropriate in the past without seeing youth in the overall context of today's much changed society.

## Housing for Young People in Ireland - Introducing the Foyer System

The Foyer system presents an opportunity to develop services for youth which focus on their needs and which can acknowledge their contribution and participation in society.

### Background

Foyers have been established in France for many years and currently provide accommodation for over 50,000 young people spread across a network of 450 units. Such French services do not provide any blue print for a similar service here but an idea which can and should be developed to suit the Irish context. At its simplest level the Foyer concept is a form of transitional accommodation for young people linked to training and employment and social support. At a more complex level it provides a tool for helping young people become independent.

### Stepping stones to independence

The fundamental aim of the foyer is to help young people achieve their potential by providing a number of services which let them integrate the various aspects of their lives. This requires that all elements of the foyer, from the interaction of the staff and residents, to detailed aspects of the fabric of the building, work together harmoniously to assist this aim. This way of working with young people needs great flexibility, enthusiasm and commitment from foyer staff, project managers and developers alike. Residents would have a purposeful stay in the foyer.

Foyers should give young people a period of stability in their lives allowing them time to make friends, local links and establish other support networks. They will then be more ready for independent living, and the foyer will have been a transitional element in this process. The length of time each young person will require will vary (it might be from a few months to 1-2 years). The foyer should provide support in moving for those residents who are and ready to move on.

## Integrated approach

Most of the services that the project is providing should be sited in one location if possible. This is to allow an integrated approach, giving young people immediate access to a number of facilities, with staff that are knowledgeable about all of these and able to adopt a variety of roles. However, the young people should not be isolated from the outside world, and should also use off-site activities and services, thereby, helping them to integrate into the local community. This process will be furthered by allowing local people to use Foyer facilities and it is, therefore, important, at the planning stage of any Foyer development, to consider how best the commercial element can be incorporated into the project. Foyers assist the process of social integration by helping young people into job search and training services. Foyers provide a safe environment with other young people in similar circumstances giving peer support, thereby, allowing them space to mature.

## Target Group

The target population would be aged 18-25 primarily. The total would comprise young people with different socio-economic backgrounds; different education histories; different cultures; different income levels; religions; nationalities and young people with different personal goals. A professional assessment of young people on intake together with a system of on-going monitoring would be required to ensure a balanced "social mix" of young residents.

## Type of Accommodation

One of the primary aims of the Foyer is to foster communications and integration. Therefore the emphasis should be on encouraging as much use of communal space as possible. Some facilities will be private, whilst others may be shared between a number of people. It is important to provide, if possible, services such as sports and leisure and to maximise the opportunities for interaction between young people. A wide range of young people and a balanced community will lead more easily to an establishment of a peer group, which gives rise to a positive and responsible culture amongst the residents.

The fabric of the buildings and the standard of services provided must be high to encourage young people and outside customers to use the Foyers, and to see them as non-institutional and different to the common perception of hostels. They should foster the idea of individual responsibility, and some may therefore have non-traditional facilities, e.g. shops on the premises. The design and layout of the building, as well as the colour schemes and quality of furnishings must reflect the foyer philosophy of concern for the whole young person.

## Assessment and Job Search

In order to achieve the aims of the Foyer, it will be important to provide access to some sort of employment and/or training services on site. It is essential that some of the Foyer clients using these services should be non-resident to promote further integration. The Foyer should have very close links with a number of local employers and a range of external training organisations.

## Rents

The rents must not be so cheap that young people cannot afford to leave the Foyer, but must also not be so expensive that they keep them in a benefits trap. Having reasonably inexpensive rents which compare favourably with local independent social housing must be one of the developers' primary goals.

## Conclusion

The promotion of foyers in Ireland comes at a time when there is growing unemployment and youth homelessness. Their potential therefore is great - while they cannot provide a solution to unemployment and homelessness they can go a long way in preventing such situations occurring for many young people.

A number of important prerequisites need to be met including:

- *an agreed criteria for operating foyers and methods of monitoring and evaluating projects needs to be established.*
- *the coming together in partnership of youth, social, community, education, employment, training and housing expertise in the planning, design and development of projects.*
- *a scheme of funding for both capital and revenue costs needs to be determined for such projects in Ireland.*

There is much debate on the future of the education system, on the future role of youth work and that of community development in Ireland. The answer may not be so much on where and how any one of these might be in the future but on how each can work together providing the maximum opportunities to young people.

## Rachel Collier, Focus Ireland

If your organisation is interested in developing a foyer service please contact:

*Foyer Development Ireland,  
c/o Focus Ireland National Development,  
1 Lord Edward Court, Bride Street, Dublin 8.*

*Contact: Rachel Collier  
Tel: 01 4751955 Fax: 01 4751972*

# Can the 'Net' Catch the Imagination of the Irish Youth Service

***In the first of a series of articles on the potential of information technology in youth work, Fran Bissett looks at the Internet.***

In recent times much hype and publicity has surrounded the development and expansion of the Internet. Indeed the cyberspace prophets of doom are predicting that in no time at all those not using the Internet will be unable to participate on an equal footing in society with users of the Internet and the mine of information they have access to. There has also been increasing debate and discussion within the youth work community both nationally and internationally on the potential benefits to youth work of using the Internet.

However, a combination of fear of technology, lack of knowledge and a healthy level of scepticism amongst those who regard themselves as 'people centred' within the youth service has led to a situation whereby the youth service in Ireland and particularly youth information services, find themselves lagging a long way behind their European colleagues in their usage of information technology.

I would include myself in those exhibiting some of this scepticism. However, having recently returned from a short study visit to Finland which looked at the potential of information technologies in youth information provision, my opinion would be that whether one likes it or not, the youth service in Ireland is going to have to move with the times or risk finding itself becoming *'informationally challenged'* as the information superhighway juggernaut motors on. The use of information technology, particularly the Internet in youth information is expanding rapidly in Europe, and it will increasingly be the case that much information of relevance to those within the youth service will only be available by accessing it through the Internet.

## **So exactly what is the Internet?**

In simple terms the Internet or the 'net' as it referred to by its users is a network of computers linked by phone lines, satellite and optical fibres. These enable information to be transmitted from one computer to another and allow the people using these computers to communicate with each other by various methods

## **Getting Started: What do you need?**

- **A computer**

The most basic of computers will suffice, however, to receive the benefit of some of the more exciting and visual products on the Internet a PC with Windows or a Mac would be preferable.

- **A dedicated telephone line**

You will need a dedicated telephone line linked to a modem (see below) to be able to 'talk' to others on the Internet. You can run up very large bills if you overuse the system. Be careful about connect-time charges imposed by your provider and surcharges from the network you use. The Internet service provider will explain these additional costs. If possible do not use the Internet during peak-time for telephone calls.

- **A modem**

This is the piece of equipment that converts the computer's binary data into an analogue signal that can travel the phone lines, and then converts it back to computer language on its arrival. The faster the modem the better - slower modems will suffice and will be cheaper to buy, but will prove far more expensive on the long term because the waiting time for information to be transmitted is longer so phone bills will be larger. Speed is measured in bits per second (bps) and the 28,800 bps is the most recommended modem at the moment.

- **An account with an Internet service provider**

There are a number of companies i.e. Internet Service Providers offering Internet accounts at a fixed monthly rate which allows you a set period of usage on the Internet without worrying about extra costs. This however, does not take into account the phone bill at the end of the month! Shop around for the best offer, some providers will also provide all the software you will need as part of their initial package as well as a free trial period.

When selecting a provider primary consideration should be given to whether you can access the Internet with a local call, set-up costs, monthly rates, what basic service & software they supply, and whether they have the facility to let you set up your own 'home-page' on the World Wide Web.

## What can you do when you are on-line?

Use e-mail with your electronic address. For the cost of a phone call you can exchange messages, ask questions and complete/exchange files with any other user.

- Join specialist theme-based bulletin boards, read and leave messages, ask questions.
- Visit news groups on particular topics and join in discussions.
- Explore the World Wide Web (see Internet Jargon). This is probably the most widely known service on the Internet outside of e-mail. There are a number of 'search engines' i.e. tailor-made programmes which will allow you to search the system on a topic by topic basis.
- Make your own 'home-page', newspaper or forum and invite 'net' users to communicate with you and/or your group.

These services may sound a bit abstract, so just to give a flavour, some of the youth information options that will be available on the Internet include:

- The **National Youth Information Database** recently launched by the National Youth Agency in England.
- The Finnish National Youth Agency, *Allianssi* have recently launched a database called **ProYouth**, which is an information database for professional youth workers. As a result of this they have been funded by the European Commission to produce an international version (**ProYouth International**) in English which will contain information and details on: all bodies within both the EU and the Commission that deal with youth; DG's that fund youth activities; bulletin boards of European training events for youth workers; transnational partnerships; database of youth research, etc.
- **Orbis**, a CD Rom disc produced in Sweden on international youth exchange containing detailed information on the geography, travel arrangements, visas/passports, accommodation, political situation, study and work opportunities etc in over 100 countries world-wide. Plans are under way to produce an English version.

If you want further information on the Internet and how to get connected there are a number of service providers you can contact: Ireland OnLine (01-8551739), Internet Eireann (01-2791060), IEunet (01-6790832), Eirnet, Cork (021-274141), Cork Internet Services (021-277124), Genesis Project, Belfast (080232-560552)

## Internet Jargon

**Address** Either the address of a user or a system, as in an e-mail address (required so your message can be directed to someone) or the address of a site on the Net.

**BBS** Bulletin board system

**Cyberspace** A term coined by William Gibson in his novel *Neuromancer*, and used to describe the collective

'world' of networked computers. Now commonly used to refer to the world that exist within computer networks, accessed by comms technology. Some people favour the definitions 'the electric domain' instead.

**Download** The transfer of a file from another remote computer to your computer.

**E-mail (Electronic mail)** A method of sending messages via computer instead of the usual land-based postal system. One of the most popular and important uses of computer communications.

**File Server** A computer that stores files on the Internet, making them available for access by various Internet tools.

**Gopher** A menu-based system for exploring the Internet. This would constitute an example of a World Wide Web search engine mentioned in the article.

**Internet** Worldwide network of computer networks, connected using the IP protocol.

**IRC** Internet Relay chat enables many users to chat in real time across the Internet.

**ISDN** Integrated Services Digital Network combines voice and digital network services in one medium.

**Login** The process of identifying yourself on an on-line system. Generally a two-stage process involving the input of your user-name followed by your particular password.

**Login Name** The 'username' or name of your account used for identification purposes.

**Mail Gate** A machine that transfers mail between two or more e-mail systems.

**Modem - MODulator/DEModulator** A device which converts binary information into an analogue signal that can then be transmitted over normal voice-carrying telephone lines, and then converts that signal back into computer readable data at the other end.

**Net Surfer** Someone who surfs the Internet, wandering around looking interesting places to visit, interesting files to grab and interesting people to talk to.

**Newsgroup** A message area, defined by subject matter, which forms part of Usenet.

**Protocol** Standards governing the transfer of information between computers. Developed to improve reliability and speed of data transfer.

**Telnet** An Internet protocol that enables you to log-in to other computer systems on the Net.

**UNIX** An operating system commonly used across the Net.

**World Wide Web (WWW)** A hypertext-based information and resource system on the Internet.

*The next article in this series will look at CD Rom and Multimedia products and also examine the fears expressed by many about the availability of undesirable information on the Internet such as computer pornography and neo-nazi/racist newsgroups and bulletin boards.*



## UPDATE ON IMPLEMENTATION OF CHILD CARE ACT

Deputy Gregory asked the Minister for Health for an update on the implementation provisions of the Child Care Act, (1991), which were due to be implemented by 1 October 1995. In response, Minister of State at the Department of Health, Austin Currie announced to the house that he had signed an Order bringing the following 44 sections of the Child Care Act into operation with effect from 31 October 1995: sections 4, 6 (3) and (4), 12 to 48, 68 and 70, and 75 to 78.

Sections 12 to 48 constitute the whole of Parts III, IV, V and VI of the Act. These deal with the protection of children in emergencies, care proceedings and the powers and duties of health boards in relation to children in their care. The commencement of these key provisions will greatly strengthen the powers of the Health Boards and the Gardaí to intervene quickly to protect children who are being abused or neglected. They will also provide the courts with a range of new options in proceedings involving children who are not receiving adequate care and protection, including the power to make supervision orders authorising health boards to monitor children in their own homes.

The Minister also drew the deputy's attention to the fact that he had signed three sets of new regulations governing the placement by health boards of children in foster care, residential care and with relatives. These new regulations, which are required to give full effect to Part VI of the Act, would also come into force on 31 October. They will require health boards to visit, supervise the review children in their care on a more systematic basis than before.

## EDUCATION MINISTER ADMITS THAT NO RELIABLE DATA ON TRUANCY EXISTS

Deputy O'Dea asked the Minister for Education her views on whether the rate of truancy in Ireland is increasing steadily and what steps, if any, she proposed to take to rectify this situation. In response, Minister Bhreathnach stated that her Department did not currently have available detailed or reliable data on the incidence of truancy in Ireland during the years in question. In the absence of such data, the Minister felt it was not possible to comment with any assurance as to emerging trends in the area.

With regard to rectifying the situation, the Minister pointed the deputy to the report from the working group on truancy published in April, 1994 by her Department. One of the issues highlighted in that report was the absence of adequate data on school attendance and the working group made a number of recommendations in relation to this matter.

## MINISTER OUTLINES ALLOCATION OF ADDITIONAL YOUTHSTART FUNDING

Deputy Gallagher asked the Minister for Enterprise and Employment what amount of additional funds would be spent in Ireland under the EU Youthstart initiative which has been allocated an extra 100 million ECU (£80m) recently. Responding, Minister R. Bruton stated that his department had recently been notified of an additional allocation of 17.53 million ECU's for the two human resources initiatives, Adapt and Employment. The employment initiative incorporated a number of distinctive strands, including the Youthstart programme referred to by the Deputy. The Commission had indicated that at the European Union level an additional 100 million ECU would be assigned to the Youthstart programme but that at national level, flexibility would be given to determine how the additional funds will be allocated in line with national priorities.

The additional funding now notified was for expenditure in the period 1997-1999. Proposals from the different member states of the European Union to indicate their plans for the allocation of the new funds will be put to the Commission in the interim. In making proposals in this regard the Minister stated that he would take fully into account the needs of the most disadvantaged groupings on the labour market.

## INCREASE IN REPORTING OF ALLEGED CHILD ABUSE

Deputy Kathleen Lynch asked the Minister for Health the number of child abuse cases reported in each Health Board area in the most recent year for which figures are available; the number of cases resulting in further action; and whether he was satisfied himself with the procedures adopted. In response, Minister Noonan supplied the figures requested in table form for 1993 (see Table 1) and stated that the preliminary figures for 1994 indicated that over 4,600 reports had been received, a rise of almost 500 on the previous year. He further stated that he was satisfied that all the Health Boards were taking the necessary steps to improve existing arrangements for the assessment and management of child abuse cases.

| HEALTH BOARD  | 1993             |                   |
|---------------|------------------|-------------------|
|               | REPORTS RECEIVED | REPORTS CONFIRMED |
| Eastern       | 1,376            | 552               |
| Midland       | 647              | 263               |
| Mid-Western   | 464              | 167               |
| North-Eastern | 539              | 208               |
| North-Western | 121              | 46                |
| South-Eastern | 455              | 220               |
| Southern      | 248              | 82                |
| Western       | 260              | 71                |
| <b>TOTAL</b>  | <b>4,110</b>     | <b>1,609</b>      |

## 1996 EUROPEAN YOUNG CONSUMER COMPETITION

This is the third year of this competition organised by the Institut de la Consommation, with the financial support of the European Commission. The competition is aimed at heightening the awareness of young people to consumer issues. It has been extended this year to the 15 countries of the European Union.

The competition is open to young people at school aged between 12 and 14 to work in groups and reflect on consumer issues throughout the school year of 1995-96. For the 1996 competition, students are invited to prepare informative material for individuals of the same age on the following theme: *"The Impact of Consumer Behaviour on the Environment"*.

The winners will represent Ireland at the European Final organised in Brussels in the Spring of 1996 and prizes may be awarded to the top twenty national projects with additional prizes to the top three projects. The closing date for registering to participate in the competition is **17th January, 1996** and the completed project should be submitted by **2nd April, 1996**.

For further information and registration forms contact: *Director of Consumer Affairs, Shelbourne House, Shelbourne Road, Dublin 4.*

## NEW HANDBOOK FOR YOUNG PEOPLE LEAVING HOME

Tallaght Homeless Advice Unit has published a booklet entitled *'Moving Out - How To Get Sorted: A Guide for Young People Leaving Home'*. The booklet is aimed at:

- Young people who have already made the decision to leave home;
- Young people about to leave a care situation, prison, hospital, hostel, institution etc;
- Young people forced to leave home due to an insecure or unsuitable domestic situation;
- Students planning to secure private rented accommodation.

Sections covered in the booklet include young people and the law; leaving home; flat hunting; work; student accommodation; homelessness: money matters & budgeting; healthy eating; cheap entertainment; and information on London.

The booklet can be purchased in bulk orders e.g. 30 copies for £10.00, 100 copies for £25.00 and is available from: *Tallaght Homeless Advice Unit, St. Mary's Priory, Tallaght, Main St, Dublin 24*

## YOUTHREACH TRAINEES PUBLISH TRAINING PACK

The young people on the Youthreach Programme in Leixlip, Co.Kildare have just launched a training pack arising from a one and a half year project. The project involved the young people selecting a number of topics (drugs, lone parents, homelessness etc) which they felt there was a lack of accessible and relevant information for young people, researching them thoroughly and then writing up the information gathered in their own language.

Titled *"The Rough Guide to Head-Wrecking Management"* the pack is accompanied by a video containing four short films made by the trainees, examining some of the key issues in young people's lives, and a user's handbook which provides guidelines on how to use the pack and video.

For further information contact: *Marian Quinn, Youthreach, Kildare V.E.C., Mill Lane, Leixlip, Co.Kildare. Tel: 01/6244084 Fax: 01/6246648.*

## DEPARTMENT STUDY SUPPORTS STAY SAFE PROGRAMME

In a recent survey of 269 schools, commissioned by the Department of Education, 86% of parents, 89% of teachers and 75% of principals indicated that they thought the introduction of the Stay Safe Programme had increased the alertness of children to potential abuse. 98% of parents supported the programme and had given permission for their children to participate while 87% of parents felt that the programme was having a beneficial effect on their children.

On the implementation of the programme, 89% of boards of management surveyed had sanctioned the programme and only 12% were in favour of a modified version. The Stay Safe Team recorded 100% co-operation from both teachers and parents and 94% from boards of management.

The Stay Safe Project Team have revised the programme and piloted a new video on the revised lessons. They have also produced a support book for parents.

For further information and details of the training supports available to both teachers and parents contact: *Child Abuse Prevention Programme, The Lodge, Cherry Orchard Hospital, Ballyfermot, Dublin 10. Tel: 01-6232358 Fax: 01-6232358*

## RESEARCH ON NEEDS OF YOUNG PEOPLE IN WATERFORD PUBLISHED

In 1993 the Waterford Area Action Plan recommended that research should be undertaken into the development needs of young people in the city. During late 1994 and 1995 Waterford Regional Youth Service with staff from a part-time job opportunities scheme under the guidance of Nexus undertook such research, which culminated in the publication '*Seen and Heard: A Report into the Needs of Young People in Waterford*'.

The research covered a number of areas:

- Youth population trends in Waterford;
- Youth population trends in local communities;
- Existing services, organisations and locally based youth groups;
- Issues facing young people;
- Extent of current provision for young people, gaps in that provision and possibilities for community-based responses in each area.

Apart from these aims, the project also had the benefit of involving local youth organisations and young people in the research process.

The findings should prove of interest to anyone involved in youth work and the background and methodology involved will prove useful to anyone considering undertaking locally-based research into the needs of young people and/or any particular aspect of their lives.

Further information and copies of the report are available from: **Waterford Regional Youth Service, Edmund Rice Youth and Community Centre, Manor Street, Waterford.**

**Tel: 051-72710/53650**

## FUNDING AVAILABLE FOR GUIDANCE PROJECTS

The National Centre for Guidance in Education is actively seeking submissions for innovative guidance projects, which it will part fund. Projects should focus on the following areas:

- guidance materials
- guidance practice
- guidance with a transnational dimension

For further information contact: **The National Centre for Guidance in Education, Léargas - The Exchange Bureau, Avoca House, 189/193 Parnell Street, Dublin 1**  
**Tel: 01/8731411**

## NEW PSYCHOTHERAPY JOURNAL LAUNCHED

A new journal entitled the '*Irish Journal of Child and Adolescent Psychotherapy*' has just been launched, the first edition having been produced for September, 1995. The first edition was general in nature looking at the growth, development and suitability of child/adolescent psychoanalytic psychotherapy. Future editions will look at theory, practice and technique, relevant case studies and will aim to keep readers up to date with changes and developments in the field. The journal will be open to contributors with the editorial committee seeking both papers and articles commenting on papers published in the journal.

For further details contact: **Michael Fitzgerald, Editor, Irish Journal of Child and Adolescent Psychotherapy, 43 Rock Road, Blackrock, Co.Dublin.**

## ANNUAL DRUG MISUSE REPORT PUBLISHED

The *Treated Drug Misuse in the Greater Dublin Area Report* is now available for the year 1994. Published annually by the Health Research Board it gives a comprehensive breakdown of all those treated for drug misuse in all the recognised hospitals, clinics and treatment centres in Dublin. It contains valuable statistics on drug use by type of drug, duration of use, method of use, age, sex etc. It also examines the profile of those in treatment by looking at their educational, living, and employment status.

Although Dublin based, the information contained is highly detailed and will be useful to anyone involved in or considering undertaking research on the topic or involved in the setting up and implementation of drug education programmes.

Copies are available from: **The Health Research Board, 73 Lower Baggot Street, Dublin 2. Tel: 01/6761176 Fax: 01/6611586**

## NATIONAL VOLUNTEERISM STUDY RE-PUBLISHED

The National College for Industrial Relations have just published the second edition of the research study '*Reaching Out - charitable giving and volunteering in the Republic of Ireland*'. Copies are available from **NCIR, Sandford Road, Ranelagh, Dublin 6 Tel: 01/4972917**

## IRISH YOUTHWORK CENTRE

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 available for the Centre 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

### DEVELOPMENT EDUCATION

#### MAKING CONNECTIONS

by Banúlacht

Development education resource handbook designed for educators and trainers in women's, community and adult education groups. It makes connections between local and global development issues from a gender perspective. It can also be used in other non-formal education settings as well as in the formal education sector. The content and design of the handbook is based in a tutor/leader training course organised by Banúlacht in 1991/92 with community based women's groups. The training approach is based around four key elements: gathering information and gaining knowledge; skills acquisition; social analysis; and gender analysis. The topics, development, oppression, health, debt, work, food/trade were selected as live issues for course participants.

### POVERTY & DISABILITY

#### DISABILITY, EXCLUSION & POVERTY

by Combat Poverty Agency

Disability, Exclusion & Poverty is a report that identifies the links between poverty and disability and the gaps which exist in knowledge of these links in Ireland. It also provides a review of key policies affecting the incomes of people with disabilities and considered the wider framework of the rights of people with disabilities. It concludes by proposing an agenda of priorities for future action. This report which also provides a summary of the papers presented at a national conference in 1993 will be of interest to government officials, decision-makers in statutory and voluntary organisations, those involved in disability and poverty lobby groups and anybody interested in equality and rights issues.

### PEER EDUCATION

#### \* PEER EDUCATION MANUAL

by Brian Murtagh

Resource manual which provides practical guidance, information and a model for peer education with session outlines for those working with young people aged approximately 14-24 years. All the exercises draw directly on the practical experience of working with young people and were tried or developed in the field. The manual is divided into three distinct handbooks:

- Book 1: Peer Education - An Introduction
- Book 2: Training Peer Educators - A General Resource
- Book 3: Training Peer Educators - HIV/AIDS & Sexuality

### GAMES AND SIMULATIONS

#### THE SIMULATION AND GAMING YEARBOOK VOLUME 3

by SAGSET

Third volume in this stimulating series that brings together topical and authoritative contributions from many of the leading figures in the field of games and simulations and/or the business context. International in its outlook and covering themes as diverse as cash games and computer interfaces, re-engineering and real-process simulation, this collection represents a snapshot of current thinking and best practice. Key topics considered include: the crucial and neglected role of debriefing; direct business applications; curriculum design and innovation; development and design issues; partnerships between industry and higher education; and computer applications.

**GOOD PRACTICE IN RESIDENTIAL WORK**

**AWAY FROM HOME AND SAFE:  
A CODE OF PRACTICE**  
Away from Home and Safe Federation

Set of guidelines aimed at encouraging and ensuring the protection and well-being of children while they are absent from their families/carers during educational/holiday schemes. It includes a Code of Good Practice that is recommended as a framework which should be generally applicable to schemes whether they are organised for educational, recreational or respite purposes, residential in nature or with a host family or located within the United Kingdom, Republic of Ireland, continent of Europe or the United States of America. It contains features which reflect some of the varying needs of children while they are in different geographical areas and participating in schemes which may have a variety of aims and objectives.

**TRAINING EVALUATION**

**TRAINING OF TRAINERS CONFERENCE:  
INSIGHTS AND CHALLENGES FROM THE  
COMMUNITY INITIATIVES**  
Department of Enterprise and Employment

The Training of Trainers Conference "*Insights and Challenges from the Community Initiatives*" was held in Dublin on 14 March 1995. The conference was hosted by the Department of Enterprise and Employment in conjunction with the National Support Structures of the Community Initiatives (Human Resources) EUROFORM, HORIZON, NOW. The purpose of the conference was contribute to on-going developments and debate in the area of training of trainers within the national and European context. The conference proceedings are reproduced in full in this document together with an executive summary and an outline of key issues that arose during the conference.

**TRAINING OF TRAINERS**  
European Social Fund Programme Evaluation Unit

The subject of this report is the training of trainers in Ireland, specifically those who are involved in the delivery of vocational training under the Community Support Framework (1989-93). The aim of this evaluation is to examine all European Social Fund co-financed training of trainers activity in Ireland in order to determine the scope of such activity, and the adequacy of the structures, processes and procedures upon which such activity is based. The

study primarily focuses on trainer training activities and systems that support ESF-aided vocational training provision in Ireland, but also examines the Human Resources Community Initiatives and Training Grants from a training of trainers perspective.

**YOUTHWORK PRACTICE**

**YOUTHWORK 2000:  
THE MID-WEST YOUTH WORK INITIATIVE**  
Clare Youth Service & Limerick Youth Service

The Clare Youth Service, in conjunction with The Limerick Youth Service, has devised and piloted procedures in order to improve the services that they offer to voluntary youth leaders and young people. **Youthwork 2000** focuses on a new systemic way of developing youth leadership in clubs and projects. The stages involved in implementing **Youthwork 2000** are as follows:

- Stage (1) Research and Planning
- Stage (2) Recruitment and Selection
- Stage (3) Job Descriptions/Job Specifications
- Stage (4) Induction and Training
- Stage (5) Support
- Stage (6) Review and Development

**\* SENIOR YOUTH CLUB MEMBER TRAINING**  
by Nightshift Enterprises

Training manual specially designed to assist young people, youth workers and trainers to focus on the elements of participation and involvement through a course of training which looks specifically at ways in which everyone can move along a path with clearly designed objectives. Sections covered include: recruitment and selection; first contact; warm-ups & icebreakers, planning, 'what's in it for me'; 'I can do that'; and evaluation & review.

**UNEMPLOYMENT**

**WORKING FOR WORK**  
by I.N.O.U.

Working for Work is a handbook for people who are unemployed. It outlines your rights and entitlements with regard to your social welfare payments. It also provides valuable information and advice on your options and opportunities in relation to looking for work and further education or training.

\* Available for sale only

## NOTICEBOARD

Noticeboard contains information on conferences, seminars and training events of relevance to those involved in the youth and community work sector.

### IRELAND

#### TRUANCY SEMINAR

*Dublin: National Youth Federation  
20-21 January, 1996*

Two-day seminar that will look at the increasingly prevalent problem of truancy and its underlying causes. The seminar will focus primarily on two areas, firstly the incidence of truancy, and secondly it will outline a range of policy responses to respond to the problem. Speakers will include Robbie Gilligan and Eoin O'Sullivan, Department of Applied Social Studies, Trinity College Dublin.

Cost: £40.00

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

#### MANAGING PRIORITIES AND MEETING DEADLINES

*Cork: Fitzpatrick Silver Hotel: 18 January, 1996  
Dublin: Westbury Hotel: 19 January, 1996*

One-day seminar for managers on how to achieve more in less time and with less stress. Topics covered will include: identifying true priorities; maintaining balance and control; anticipating problems and bottlenecks; short cuts; conflict resolution; and goal tracking. All participants will receive a take-away reference book.

Further details: CareerTrack International, Sunrise House, Sunrise Parkway, Linford Wood, Milton Keynes MK14 6YA, England.

#### BUILDING COMMUNITY RESOURCES THROUGH TRAINING

*Dublin: Ambulance Training School, St Mary's Hospital, Phoenix Park  
11 March, 1996 at 6.30 p.m.*

Further Details: Arena Magazine, Programme of Events Section, IITD, 14 Herbert Street, Dublin 2. Tel: 01 6615588

#### ORGANISATIONAL BEHAVIOUR - A CASE STUDY

*Jury's Hotel, Ennis Road, Limerick  
17 April, 1996 at 8.30 p.m.*

Robert Sillery, Executive Director of the Brothers of Charity will present a case study of the organisational characteristics of a voluntary organisation.

Further Details: Arena Magazine, Programme of Events Section, IITD, 14 Herbert Street, Dublin 2. Tel: 01 6615588

### BRITAIN

#### THE TROUBLESHOOTER WORKSHOPS: NO. 1

*Swansea Prison  
18 January, 1996*

Group sessions will include:

- Section 53s: The allocation procedure; The early warning system; Criteria governing placement in secure accommodation.
- The Criminal Justice and Public Order Act 1994; The principle changes affecting the juvenile age group, both remand and sentenced.

- The Howard League Troubleshooter Project: How it works; Lessons learnt.
- The Remand Management Strategy Project: How it works, with particular reference to the release of juveniles from custody.

Cost: £75.00 or £85.00 unwaged/Howard League member.

Further Details: Howard League for Penal Reform, 708 Holloway Road, London, N19 3NL. Tel: 0044 171 281 7722 Fax: 0044 171 281 5506

## THE TROUBLESHOOTER WORKSHOPS: NO.2

*Hull Prison*

**21 February, 1996**

Group sessions will include:

- Section 53s: The allocation procedure; The early warning system; Criteria governing placement in secure accommodation.
- Prison Governors: Powers and responsibilities to remove juveniles from the prison system
- The Howard League Troubleshooter Project: How it works; Lessons learnt.
- Remand Services: Remand provision; Bail support; Prison initiatives.
- Bail and temporary release: What is being done for juveniles within prison.

Cost: £75.00stg or £35.00 unwaged/Howard League member.

Further Details: Howard League for Penal Reform, 708 Holloway Road, London, N19 3NL. Tel: 0044 171 281 7722 Fax: 0044 171 281 5506

## STAFF-VOLUNTEER RELATIONSHIPS

*London*

**23 January, 1996**

One-day course designed to focus on identifying roles and responsibilities and developing techniques for improving relationships between staff, volunteers and committee members. Look at ways of clarifying boundaries and dealing with conflict, the implications of involving volunteers in relation to paid staff, and how to build a strong volunteer programme with effective volunteer/staff teams.

Cost: £120.00stg

Further Details: Directory of Social Change, 24 Stephenson Way, London NW1 2DP. Tel: 0044 171 209 4949 Fax: 0044 171 383 0448

## youthwork events

### MANAGING YOUR VOLUNTEER PROGRAMME

*London*

**30-31 January, 1996**

Two-day course which will present the key concepts in developing and managing a volunteer programme. Beginning with a comprehensive assessment, participants will discover the importance of planning, organising and evaluating. They will apply sound marketing principles in order to recruit the right volunteers for the right jobs and to broaden their volunteer base. By developing appropriate interview and communication techniques, placing volunteers will be more easily and successfully integrated and assimilated into the organisation.

Cost: £180.00stg

Further Details: Directory of Social Change, 24 Stephenson Way, London NW1 2DP. Tel: 0044 171 209 4949 Fax: 0044 171 383 0448

## HEALTH INFORMATION 2000

*Bristol*

**15 February, 1996**

National conference and exhibition that will look at health information provision in the year 2000, with particular emphasis on the use of new technology and enhanced skills in information giving.

Further Details: Jennie Foster, The Help for Health Trust, Highcroft, Romsay Road, Winchester, Hampshire S022 5DH. Tel: 0044 1962 849100 Fax: 0044 1962 849079

## EUROPE

### WOMEN ON THE MOVE

*Brussels*

**8-10 March, 1996**

Three-day international conference addressing the impact of relocation and mobility on women, their career and their families.

Further Details: Women on the Move, c/o Sheraton Brussels Hotel and Towers, Place Rogier 3, B-1000 Brussels, Belgium. Tel: 0032 2 2016334 Fax: 0032 2 2016355

**Now available from the Irish YouthWork Centre**

**dealing with...**

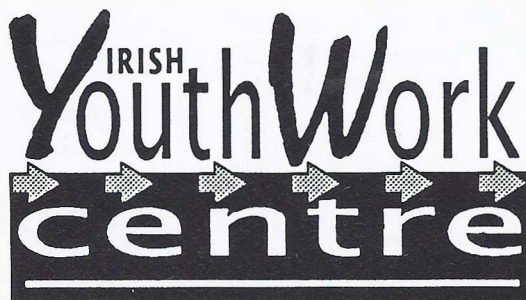
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**Guidelines for Youth Workers Series**

**SUICIDE**

**SEXUAL ABUSE**

**BULLYING**



**IRISH YOUTHWORK CENTRE . 20 LOWER DOMINICK STREET . DUBLIN 1**

**Tel: 01 8729933 . Fax: 01 8724183**