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of Drug Users

Open College Network

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The Future Youth Games

WHAT DOES THE YOUTH SERVICE WANT FOR THE NEW YEAR?

by Tony Murphy, Chief Executive, NYF

Basic Priorities

What would you like for the future? It is not an unreasonable question to ask of a volunteer or a staff person working within the youth service. Each new year presents new possibilities. The outcomes that one could expect to see in any given year would obviously be dependent upon priorities that are set and agreed by the stake-holders involved in the non-formal education sector. If such agreement and consultation takes place this allows for all to be pulling in the same direction: lobbying, delivering service as indicators of better things to come for young people; co-operating and exploring joint initiatives as well as promoting the characteristic value of each individual organisation; increasingly moving towards a single representative call for a clear set of youth development agendas.

In respect of 1998 there are a number of basic priorities that one could call for, if not hope, that some small but significant movement will be made in the right direction:

1 Legislation

- i. A legislative base to be implemented for the National Youth Service wherein recognition is given to voluntary youth organisations as the primary deliverers of non-formal support services to young people in local communities. This should be based on a national register of recognised organisations who can guarantee quality assurance.
- ii. The first building block of developing a comprehensive national youth service is potentially legislation. However, effective co-ordination through a restructured Youth Affairs Section with increased resources and specialist expertise externally sourced (ie policy development and evaluation/ assessment) will be vital; as will concrete collaboration between Government departments in responding to young people.
- iii. On-going dialogue which facilitates real partnership between statutory and voluntary agencies through the establishment of appropriate national structures is a must.

2 Volunteerism

- i. Where other European nations have increasingly "statutorised" youth provision and consequently, excluded volunteers leaving only full-time staff engaging with young people - we in Ireland must avoid this obvious danger in order to protect and develop further a unique characteristic of youth work namely, volunteerism.
- ii. Recognition of the voluntary contribution in terms of educational competencies and non-formal 'added-value' deserves to be externally accredited. Such a development would greatly enhance the attractiveness of volunteering as a non-formal, adult education learning curve reflecting commitment and service to the community.
- iii. In regard to recruitment and selection, where statutory agencies can source information for screening purposes at no cost or difficulty, the same parity of treatment and access to information should be accorded to the voluntary sector.

3 Human and Financial Resourcing

- i. A transparent set of funding criteria which is equitably operated thus providing parity of resourcing to youth organisations by the Youth Affairs Section is long overdue. The inter-relationships between priority funding moving between Youth Service Grant, Youth Information, Disadvantaged Grants needs to be justified.
- ii. In order to improve the status and professionalism of the Youth Sector a set of common salary scales and grades (which are underwritten by the Department of Finance and index linked) would permit organisations to retain experienced staff for longer periods of service. Currently valuable personnel are moving to other sectors with better terms and conditions funded by other Government departments.
- iii. In recognition of this, organisations need to plan strategically thus anticipating future needs and developing local circumstances, multi-annual funding (i.e. 3-5 years based on adequate resourcing of all strands of youth service delivery) will provide the foundation for other building blocks such as, volunteerism and legislation to stand firm and provide the opportunities that are needed for young people to participate in a positive and effective way in developing the future of Irish society.

In ways there is nothing new in what has been said above. Unfortunately, they may be repeated again in twelve months time. But the request is for priorities to be named by the Minister of State for Youth, Mr Willie O'Dea and the Youth Affairs Section in collaboration with the voluntary youth organisations so that a stronger lobby can be achieved within Government and across departments, in order to establish the contribution of the youth sector as a key input to the overall development of young people. We live in hope.

With best wishes for the season and a Peaceful New Year to all.

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It is open to all readers to exchange information or to put forward your points of view. Send in news, 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.

Experiences of Children of Drug Users: Implications for Youth & Community Workers

By Dr Diane Hogan & Louise Higgins

Introduction

Against the backdrop of an escalating opiate problem in Ireland, particularly in the greater Dublin area, concern has grown about the risks to children and adolescents whose parents use drugs. The emphasis of this concern has primarily been on infants pre-natally exposed to the chemical effects of drugs. Children and young people may also be at risk, however, as a consequence of being raised in a particular social environment arising from their parents' use of drugs. Drug use by parents may affect children's social environments in the following ways:

- children may be exposed to a range of activities associated with drug use, including the buying, selling, and ingesting of drugs. They may see drugs paraphernalia in the home, overhear conversations about drug taking, etc.
- children may also be exposed to a range of illegal activities (in addition to that of drug taking itself) such as shoplifting and other crimes, and may witness the arrest and imprisonment of parents.
- parents may at times be unable to provide adequate care, and children may be placed either in the care of others or remain in the care of parents who have difficulties coping.
- health risks associated with opiate use, especially IV use, may result in the illness and death of a parent.
- children may be isolated in their communities and schools as a result of negative attitudes to illicit drug use.

These experiences may have negative implications for the psychological development and welfare of children of drug users. At present, because the issue of the social effects on children of parental drug use has received such little attention from researchers, the effects on children are not conclusively known. As a result, it is difficult to design intervention strategies to help support such children. In the context of this gap in research, *The Children's Centre* at Trinity College undertook an exploratory study on this issue in 1996. A full report on this exploratory study is now available (Hogan, 1997). A second and larger scale study, supported by funding from *Forbairt* under the Science and Technology Against Drugs Initiative, is now underway.

It should be noted that, in the absence of a comparison group of children of non-drug using parents in the exploratory study, it was not possible to conclude whether problems experienced by children were caused by parental drug use or by the conditions of social disadvantage in which all were living. In the second study, children of drug users will be compared with children of non-drug users from similar social and economic backgrounds.

Summary of Exploratory Study

In brief, the study focused on 10 children aged 6-11, each of whom had at least one opiate-dependent parent.

Interviews were conducted with parents, key workers (usually a drug counsellor) and, in the cases of six children, with the child's teacher. Participants were recruited with the help of two community-based drug treatment centres and a neighbourhood youth project.

The *main findings* were as follows:

- Children's exposure to drug-taking activities could not be established. Parents themselves said that they concealed their drug use in the home. However, several key workers believed that children may have witnessed drug use.
- Children were affected by the illegality surrounding drug use. Five had a mother and seven a father who was currently or previously in prison, five had visited a parent in prison and three had witnessed the arrest of a parent.
- The majority of children had experienced frequent separations from parents. The length of separations ranged from permanence, due to long-term placement in out-of-home care, to temporary periods in the care of family members (primarily grandmothers and aunts) and friends.
- Separations also occurred due to parental imprisonment and due to hospitalisation for illness and/or detoxification. In addition, three of the children's fathers had died due to drugs-related illnesses.
- Children's school progress was reported to be poor by teachers. Problems were identified in the areas of school attendance, academic progress, and social behaviours with peers. Most parents were perceived as having very low levels of involvement in children's education. Children were seen as needing greater encouragement in the home and individual attention in school, in order to prevent school drop out.
- Parents had concerns about the effects of their drug use on their parenting competence. They highlighted concerns about lessened involvement with their children's daily lives, especially when actively using heroin. Some felt that they were more irritable with their children, and some also reported fears of a breakdown in trust in their relationships with their children as a result of the secrecy and concealment surrounding their use of drugs.
- Parents perceived the primary sources of support, especially in terms of help with child care, to be their own parents and siblings. They also received support through their local drug treatment agencies. Some, however, said they received little support in their families or communities, due to disapproval and hostility.

Previous research has found that children may develop specific emotional and behavioural problems as a result of the kinds of stressful experiences found in this study. As a result of being separated from their parents, for example, some children have problems with peer relationships; children whose parents are imprisoned may be more likely to become involved in crime themselves, and to suffer from depression; and children whose parents have little involvement with their daily lives have been found to have problems with delinquency and with poor attendance at school (Gabel & Schindedecker, 1993; Paulson, 1994; Larzelere & Patterson, 1990; Rutter, 1995).

It has also been found, however, that even when children experience stress in their lives, some do not develop problems. Some children are more resilient than others, and cope well in the face of considerable adversity (Werner & Smith, 1992). Those children who are more resilient appear to have at least one stable relationship with a caring adult, and opportunities to develop a sense of accomplishment (Rutter, 1990). Children of drug using parents who experience stress such as separation from a parent may cope well, therefore, if they have a caring grandparent or other adult to provide stability.

Implications for Professionals Working with Children of Drug Users

Variation in Experiences

Perhaps the most important point to make about this study is the degree of variation it highlighted, even within such a small sample, in the experiences of children and their drug-using parents. This point, above all, must be taken into consideration by those who design intervention programmes for drug users and their families, and for youth and community workers who interact directly with the children. In working with children of drug users, it is essential to recognise that the extent of support and intervention needed will depend on a multitude of factors which vary from family to family, and also potentially change over time. In this study, these included:

- parents' patterns of drug-taking, including such factors as the duration and extent of drug use, their treatment history
- the age of the child when drug use began and was most chaotic;
- whether one or both parents were drug users;
- whether children were living with a drug-using parent or were in out-of-home care;
- whether older siblings were also living in the home who could help to provide basic care to younger children and ensure that they attended school;
- the extent to which social support was available from family members, both immediate and extended, especially help in providing temporary care to children;
- the nature of local attitudes towards the family - parents experienced more difficulties when they experienced isolation in their communities caused by disapproval or hostility and some feared that their children were also being isolated;
- the availability of formal or informal support structures in the community, such as homework/after-school clubs for children, or neighbours who were willing to provide help with supervision of children or extra food.

Once it has been established that a child is experiencing difficulties, the nature and extent of support provided by youth and community workers should be based on the above factors.

Practical Steps

What can youth and community workers do to help children whom they know or believe to have parents who use opiates? The following are suggestions for some practical steps:

- encourage inclusion and integration of children of drug users with their peers; talk to children of non-drug users in the community about the importance of including

isolated or withdrawn children in their activities; challenge negative attitudes they may have;

- provide a supportive and stable environment for children with opportunities for them to have regular individual attention from an appropriate adult, to simply engage in activities for fun, or to talk about their experiences and needs;
- encourage children to identify one or more supportive relationship in their lives and to request help and support from these sources on a regular basis. If such relationships do not already exist, help children to identify possible adults in whom they can confide and develop a trusting relationship.
- encourage positive attitudes towards education and understanding of the long-term consequences of school drop-out;
- provide help with homework completion, and if possible, arrange for an adult to attend school functions when parents are unable to do so themselves; create
- opportunities for children to achieve a sense of accomplishment, perhaps through creative activities, that will increase their self-confidence;
- provide children with opportunities to describe and discuss their knowledge about, and attitudes to, drugs and crime. Encourage them to understand the potentially negative impact of opiate use and to develop ideas about alternatives to drug use and crime for their own futures.

In conclusion, this study suggests that while children of drug using parents *may be at risk* for social and psychological problems, not all will experience them. Youth and community workers can help children to overcome psychological problems and avoid school drop out by giving children opportunities to communicate with a caring adult in a stable environment, which also affords them opportunities to increase their sense of self-worth.

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- Dr. Diane Hogan is Research Officer and Louise Higgins is Research Assistant at The Children's Centre, Trinity College Dublin. Please contact The Children's Centre (01-6082347) for copies of the report on the exploratory study described here*

Why the Republic of Ireland Should Explore Establishing an Open College Network

By Ed Carroll

Context

To give a context to the nature of learning opportunities that organisations like the National Youth Federation offer it is worth noting a number of issues that face this sector:

- Current education and training is ad hoc, haphazard and presents a confusing variety of options for learners.
- There is a huge need for greater progression accreditation and certification of courses.
- Current provision lacks consensus within the sector in terms of how it might be integrated into the evolving national framework under TEASTAS (Irish National Certification Authority).
- There is an absence of agreed standards to ensure professionalism.

"A Silent Revolution"

Side by side with this context is what could be characterised as a 'silent revolution' that has taken place in learning opportunities within the community and voluntary sector. One indicator of this is the number of learning opportunities supported by the EU Employment Initiatives - especially Youthstart, Integra and NOW. A not insignificant number of these projects have great experienced difficulty accessing accreditation and certification that is sensitive to the learning process that learners have undergone. The silence of this revolution is characterised by the lack of any meaningful policy response and recognition from existing certification systems in terms of a co-ordinated consideration of these programmes.

"At the Coalface"

To date Northern Ireland OCN has filled this gap in very practical ways through accreditation of programmes. For example

Moving On - Carlow and Dundalk

This is a EU Integra Project targeting the needs of Young Mothers. A comprehensive training programme was undertaken by the participants.

Kerry Travellers Training and Outreach Project

This is also an EU Integra Project targeting the needs of young Travellers and providing them with a skills based learning programme in diverse areas like Photography, Craft, Business/Enterprise etc.

Pavee Point Mediation Project

This EU Integra Project examined the establishment to train participants in the skills required to act as mediators in conflicts that arise between Travellers and the settled community.

Progression Routes Mentoring Programme

This EU Youthstart project sought among other things to training a group of mentors who would act as specialists in working with young people and

progressing them to further learning and labour market opportunities.

Community and Voluntary Accreditation Forum (CVAF)

The CVAF began March 1996 when a number of voluntary organisations involved at national level in the delivery of training of trainer programmes came together to examine issues of mutual concern in the field of accreditation. The key task which faces CVAF is to ensure that education and training delivered in non-formal environments is adequately and appropriately integrated into national accreditation systems.

Open College Network in the Republic of Ireland...

CVAF is one example of the growing demand for formal recognition of community based education and training. Combined with moves to develop a national accreditation framework through TEASTAS increasing pressure is now placed on national accreditation and certification systems to give space for inclusion of the community/voluntary sector in the process of development.

The establishment of an Open College Network in the Republic of Ireland is attractive for two reasons:

1. It is a "bottom up" accreditation model that has potential to put in place progression that ensures bridges and ladders within a national framework for learners who have experienced severe levels of educational disadvantage.
2. It could enable the creation of quality assurance processes in provision at the community and voluntary level through eg definition of standards; quality systems that link programmes, trainers and participants outcomes; creation of a system of external moderation of programmes; certification that is integrated within the national framework.

Most importantly the Open College Network could be a mechanism that fills a gap in the area of Community and Voluntary Sector Programmes the vast majority of which go unaccredited and uncertified.

The Way Forward

TEASTAS have been given responsibility to evolve a national certification framework. The modus operandi for any new forms of quality assurance must meet concerns in relation to the community and voluntary sector head on through invitations to healthy partnerships. There are some positive signs. CVAF was invited to join TEASTAS Quality Assurance Focus Group. But a meaningful and empowered coalition between current certification providers FÁS, NCEA, NCVA, TEAGASC, CERT and the community and voluntary sector. An Open college Network could provide one valuable model of practice in terms of charting the way forward.

Ed. Carroll is Accreditation Adviser to the National Youth Federation and provides support and development to the Community and Voluntary Accreditation Forum.

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The Future Youth Games

By Des Jennings

Introduction

In the background of potentially major political change and advances in Northern Ireland, ISAG are bringing together 420 young people to celebrate cultural diversity and give an example of how today's youth can overcome inherent sectarianism and prejudice, whilst sharing their love of different cultural and sporting activities. The Future Youth Games (FYG) will enable the participants to interact in a positive and productive manner with one another through group discussions on topics such as prejudice awareness, stereotyping, anti-discrimination, anti-sectarianism, identity, etc.

The Games shall be structured so as to provide sufficient opportunities for each participant to take part in community relations discussions, specialised sporting and cultural activities, theme talks, discussions and information gathering on varying aspects of Northern Irish society. Each of these elements shall be delivered by trained expert facilitators, tutors and coaches, who will be recruited and employed on a short term basis for the period of the Games.

Aims & Objectives

The 1998 Future Youth Games aim to promote the acceptance of cultural diversity between young people of different traditions by promoting co-operation in various cultural, sporting and educational activities.

The Programme Objectives are:

- To provide expert tuition/coaching in specified cultural and sporting activities with the aim of working together to improve skills.
- To go through a series of challenging and rewarding exercises that empowers participants through increasing self-confidence and self-esteem.
- To provide a series of educational Theme Days dealing with issues that are important to young people.
- To provide an opportunity for participants to experience a different activity to their chosen one.

- To explore issues such as prejudice, stereotyping, sectarianism and cultural awareness through a series of workshops and discussions led by a team of trained facilitators.
- To gain a deeper awareness and respect for cultural diversity, traditions and identity.
- To recruit 420 young people (15-17 year age range) from Northern Ireland and the Republic of Ireland, USA and Europe with proportional representation of gender, geographical, socio-economic and traditional/religious backgrounds.
- To encourage and support participants in continuing with community relations programmes within their own communities/localities.
- To have fun and provide a full and enjoyable social and leisure programme.

Programme

The programme consists of the following elements:

- I. Discussions
- II. Theme Days
- III. Specialist Activities
- IV. Alternative Activities and
- V. Social/Leisure.

Discussions

Discussions during each residential will be led by 2 trained facilitators and supported by Coaches/Tutors. In groups of 30 young people of which the composition will reflect the geographical / religious / gender breakdown of participants. Each group will be assigned facilitators who will meet each day for 1.5 - 2hrs. This group is where the participants and facilitator will talk about issues surrounding prejudice, discrimination, stereotyping and sectarianism. This would start with defining and recognising the above, sharing experiences of being the victims of the above and possibly explaining about the times when they may have been the perpetrators.

It is within these groups that the skills of the facilitators come to the fore. They have the responsibility of building an atmosphere where the participants feel comfortable of sharing, an atmosphere of trust, honesty and safety. In achieving this participants can talk openly and truthfully. There are no rights or wrongs, just personal stories and experiences on how the individual's life has been shaped. Vivality, as well, there is an opportunity for the participants

to ask questions of each other; Why?; How did you feel?; What did you do? Through this process an understanding is being achieved.

Of course, the range of topics that may be covered in this section is immense, from gender issues to age, religion, politics, etc. The facilitator has the flexibility to move with the group and in fact be led by the group and their interests.

Through the discussions groups, the participants get a sense of who they are and where they are. Through being able to share they have learnt about themselves and others, their community and others broader afield.

Other issues, based on wider, more social topics with a relevance to Ireland, North and South, can also be discussed with all facilitators / coaches / tutors taking a lead. These may be in areas such as the role of the church; marches; paramilitaries and peace talks; values; unemployment; drugs, etc.. As well as covering issues that are important to the young people of today, the discussion workshop give the opportunity, when working in groups, to reach consensus decisions on whatever topic on hand.

Theme Days

The **Theme Day** inputs to all of the participants will reflect issues that are prevalent for the youth of today. These include issues such as drugs, identity. Input will be given by a well known and respected individual (or group) in that particular field. There will be a opportunity for participants to discuss the issues both in a large plenary and within their discussion groups.

The programme includes an **Out and About** day were the participants will get the opportunity to go to various locations in the greater Belfast area looking at cultural, historical and contemporary attractions. It is perceived that those working on the video & journalism workshops will carry out a project within the city centre, talking to the local community.

Specialist Activities

The **Specialist Activities** are based on both cultural and sporting themes. The cultural element, i.e., the music, performing arts, video and journalism workshops will celebrate the diversity of talent and backgrounds within the participants. All participants will have an interest in their chosen theme at some level. The tutors will work with the participants throughout the week, disseminating their knowledge and experience whilst encouraging them to share

personal knowledge and experience with each other.

The sporting themes are important for the participants in 2 ways: (a.) Through the qualified coaches they gain a knowledge and ability in their playing skills and (b.) They will learn that the 'team' concept is not a group of individuals but rather, individuals working together, maximising their strengths and minimising their limitations. They will be working with others with varying abilities to their own and they can learn from some whilst helping others.

Alternative Activities

Each participant will have the opportunity to try a new activity whether in is in the cultural or sporting theme. They will be encouraged to try an activity that is alien to themselves, their local community and culture.

Social/Leisure Programme

A crucial element of any programme is relaxed social/leisure activities - fun is vital. Quite often casual but very informative chats take place late in the evening having returned from the cinema or bowling. It is hard to qualify or quantify these chats but previous experience informs us that they can continue on from group discussions and are an important element of cementing relationships.

The Future Youth Games will take place at the University of Ulster, Jordanstown and the organisers are actively seeking young people to participate in the events. There are 120 places allocated to participants from the Republic. The cost per place would normally be £400.00, but due to sponsorship and other funding the cost per participant will be £60.00. This fee will include food, accommodation, sports uniform and activities for the week. There may be a small (£5.00) additional fee for transport depending on budget constraints.

For further details please contact: **Mr Des Jennings, Room 15GO9, University of Ulster, Jordanstown, Co.Antrim, BT37 0QB. Tel/Fax: (01232) 368280**

Copping On Conference Seeks Partner

The Copping On programme is a joint initiative between the Department of Education, and the Department of Justice. Its focus is the implementation of a national crime awareness programme within Youthreach, facilitated by Youthreach staff, Garda Juvenile Liaison Officers, youth workers, and related agencies. This programme specifically targets 15 to 18 year old early school leavers.

Over 100 staff are currently trained to implement the Copping On programme, and this process has raised some important issues, regarding support and network structures, identifying need, curriculum development, and staff training. This pilot year has seen some positive developments, and valuable initiatives, and we are keen to share these experiences, and hear from others involved in similar work.

It is proposed to host a European conference in October 1998 entitled **Crime Prevention Work with Early School Leavers within an Educational Programme**, which will bring together those working in an educational setting, who are involved in challenging offending behaviours amongst early school leavers. Alongside the broad aims of the conference, it is planned to also incorporate a number of thematic sub-conferences. This conference is seen as the first part of a three phase development. Follow-up will include short study visits for staff and a more intensive work-shadowing initiative.

Conference Aims

- to provide an opportunity to share experiences and insights in work with early school leavers which seeks to reduce the risk and incidence of offending behaviour;
- to identify key developments, and areas of common interest and concern for those working in the area of crime prevention with early school leavers;
- to develop national and international networks;
- to enable staff to identify possible partners for study visits and work shadowing exchanges;
- to promote the Copping On programme.

Participant Profile

It is envisaged that participants will be drawn from educational and developmental programmes aimed at teenage early school leavers, which incorporate strategies to challenge offending behaviour. It is hoped to involve both those involved in face-to-face work on such programmes, and those with responsibility for policy and curriculum development for this area. Participants will include: youth workers, (paid and unpaid); community based youth workers/animations; community development

workers; police; teachers; trainers; youth justice workers; social services; policy makers at government level.

Conference Content

Whilst the focus of the conference will be clarified as part of the preparatory phase, it is envisaged that the following will form central aspects of the key speaker inputs:

- effective interventions with early school leavers;
- developing local, regional, national and international networks;
- staff training issues;
- inter-departmental policy development;
- evaluating interventions.

Possible themes for sub-conferences include:

- volunteers in crime prevention work;
- community-based interventions;
- developing local, national and international networks;
- links between criminal activity and drugs and alcohol;
- identifying young peoples' needs.

This aspect of the conference is envisaged as being workshop-based, with high levels of interaction, as well as incorporating project visits. It is intended to involve young people in this element of the conference. The Copping On Initiative is actively seeking partner groups for this conference.

If your organisation is interested please contact: **Ms Marian Quinn, Copping On Co-ordinator, Centre For Adult Education, N.U.I., Maynooth, Co.Kildare. Tel: (01) 7083468 Fax: (01) 6289370 Email: ae 94901333 @ may.ie**

Carmichael Centre Training Programme

The Carmichael Centre for Voluntary Groups is offering training in three areas, voluntary sector, computer skills and community employment training.

The voluntary sector training programme comprises a number of courses, ranging from managing a small organisation, managing volunteers, facilitation skills, counselling skills to book-keeping and promoting your own organisation.

For further details contact: **The Carmichael Centre for Voluntary Groups, North Brunswick Street, Dublin 7. Tel: (01) 872 5550/ 872 2914/ 873 5702, Fax: (01) 873 5737.**

New Arts Trainers Guide

Creative Activity For Everyone (CAFE) have recently produced a new guide for arts trainers. The guide is aimed at those involved in designing and delivering training programmes and practical workshops in the community arts sector.

The guide is the result of a training course where participants used a range of non-traditional methods as well as movement and drama to present assessment assignments in different ways. The guide costs £6.00 including post and packaging.

Copies are available from: **The Learning Wheel Project, CAFE, 23-25 Moss Street, Dublin 2. Tel: (01) 6770330 Fax: (01) 6713268**

Opportunities for Placement in Developing Countries

Are you aged between 18 and 30 and interested in working and living in a developing country such as Paraguay, Peru, Honduras, South Africa or Thailand? Interculture is offering placements on four to six-month programmes to work on community development or agricultural projects or to teach in schools, under its Community Service Programme. Interculture is a voluntary, non-profit organisation, founded in 1976, which aims to promote understanding and combat injustice through intercultural programmes and international exchanges. Programmes start twice yearly, in July/ August and January/ February, and cost from £1,600 to £1,900, excluding airfare and insurance. The organisers give advice on fundraising.

For further information contact: **Catherine O'Dowd, Interculture, 10a Lower Camden Street, Dublin 2. Tel: (01) 478 2046, Fax: (01) 478 0614 or Email: iculture@iol.ie**

Masters Degree in Education Training and Development

A new two-year Distance Learning Masters Degree in Education Training and Development Programme will commence in Ireland January 1998. The programme is designed for experienced practitioners in the fields of training and human resource development. Over 80 professionals in Ireland have graduated since it was established here in 1992.

The course involves:

- Four taught modules by distance learning
- Includes material with specific Irish perspective
- Five weekend residentials over two years

- Tutor and group support throughout
- Supervised dissertation
- Training in postgraduate study skills and research methods

The course offers comprehensive coverage of all aspects of training and development in their organisational context. It attracts participants from private, public, commercial, industrial and voluntary sectors and it provides exceptional opportunities for professional networking within Ireland, Northern Ireland, UK, EU and South Asia.

For further details contact: **The University Of Sheffield, Aileen Jones, Division of Continuing Education, 196-198 West Street, Sheffield S1 4ET, Tel: (0044) 114 2227021 Fax: (0044) 114 2227001 Email: A.Jones2@sheffield.ac.uk**

Irish Social Policy Association

The Department of Social Policy and Social Work of University College Dublin has established the Irish Social Policy Association. For further information contact: **Patricia Kennedy or Nessa Winston Tel: (01) 7068419 Fax: (01)7061197 Email: patricia.kennedy@ucd.ie**

New Booklet on Accounting For Voluntary Groups

The Combat Poverty Agency has produced a new booklet, **Financial Management for Community and Voluntary Groups**, which outlines the basics of accounting for new or established voluntary groups. It is the sixth publication in the series *Managing Better*, which deals with organisational and management issues for the community and voluntary sector.

The booklet is aimed at helping groups gain an understanding and control of their finances and to enable them establish good accounting practices. The booklet outlines basic accounting methods along with a list of useful reference books and a glossary of basic accounting terms. Financial roles and policies, the basics of keeping accounts, financial procedures, controls and documentation, budgets, cash flow, end of year accounts, audits, payroll, information systems and accounting returns are all dealt with, with examples of typical financial records.

For further details contact: **Combat Poverty Agency, Bridgewater Centre, Conyngham Road, Islandbridge, Dublin 8. Tel: (01) 6706746 Fax: (01) 6706760**

ANTI-RACIST WORK

Domino: A Manual to Use Peer Group Education as a Means to Fight Racism, Xenophobia, Anti-Semitism and Intolerance
by The Council of Europe

Recipes for educational work do not really exist, particularly not recipes of similar value for all European societies. Youth and social workers, youth leaders and teachers most constantly adapt and react to the special requirements of young people and their particular social environment. Domino tries to give some assistance to those working or planning to work with young people on peer group education projects.

The different sections of Domino contain some theoretical background on peer group education as well as different project descriptions, methods, quotes and stories from young people. The references to resources used have been put in brackets and the sources can be found in the bibliography at the end of this publication.

Domino is the result of different youth work practices in several European countries, both in the formal and informal educational sector. The editors have drawn from experiences in youth organisations, youth initiatives and schools. The existing diversity in Europe is also reflected in the presentation of different practical approaches, aimed at enriching the dialogue between and amongst young people and adults.

DEVELOPMENT EDUCATION

A World Of Difference: making global connections in youth work
Edited by Douglas Bourn and Ann McCallum

A World of Difference is a welcome and valuable resource for all who are engaged in the provision of youth work and development education. By offering clear definitions against a range of practical illustrations, it underlines the complementary nature to the two areas of work. If youth work aims to provide personal development and social education opportunities for young people, they can be helped in the process by a consideration and comparison of the local and global issues that frame their lives, and in that process achieve a balanced perspective. Not least they can be encouraged to accept their responsibilities with a questioning approach to the causes of inequality.

This report and its recommendations offers us a challenge to co-ordinate our approaches to the informal education curriculum. There is something here for those who make policy decision, the managers, trainers, workers and, most importantly, young people. If we accept the challenge, we will have to find ways of promoting an understanding of global issues to youth workers and young people whose immediate concerns are likely to be within their own community.

DRUG EDUCATION

THE WORLD OF DRUGS (for secondary schools for 11 to 14 year olds)
by TACADE

The World of Drugs for Secondary Schools is a programme of drug education for 11-14 year olds, their teachers and parents. It is comprehensive, flexible and adaptable and can be used in conjunction with other programmes, for example, Skills for Life, to support existing personal and social education provision in the secondary school.

Drugs and drug misuse continue to be a matter of substantial concern to society. Young people are continuing to experiment with both legal and illegal drugs. This concern is reflected by government policy and documentation. In England, for example, the Department for Education Circular 4/95: Drug Prevention and Schools encourages schools to address drug education in the curriculum and develop drug policies: "Those schools which fail to tackle drugs in schools are failing their pupils." (Gillian Shephard, Secretary of State for Education).

The programme seeks to support schools tackle this sensitive issue by providing a practical resource. Young people should be equipped with relevant information about drugs but they should also be given learning opportunities to focus on the attitudes and skills required to cope with a drug using culture. Its purpose is to raise awareness about a wide range of drugs and drug use issues. It has a major objective of preventing drug misuse and the harm associated with it. Throughout the material the term 'drug' is used to denote legal and illegal substances.

It contains the following units:

- UNIT 1: Learning about drugs, Essential information
- UNIT 2: Striking a balance, The 'no use', 'use' and 'misuse' of drugs
- UNIT 3: Alcohol: The drug of choice?, The use and misuse of alcohol
- UNIT 4: They made me do it, Peer pressure and influence
- UNIT 5: Want to say 'No'?, Resistance and assertion skills
- UNIT 6: Good for a laugh: Taking drugs for fun'
- UNIT 7: A risk worth taking?, Drugs and risk taking
- UNIT 8: A question of value, Drugs and values
- UNIT 9: Me, myself, and I , Drug use and responsibility to self and others
- UNIT 10: Case studies , Drug related situations
- UNIT 11: Training workshops, Staff and individual training and parental involvement.

EARLY SCHOOL LEAVING

Hear My Voice: A Longitudinal Study of the Post-School Experiences of Early School Leavers in Ireland

by Scott Boldt, Marino Institute of Education

Research undertaken in the Republic of Ireland on the post-school experiences of school leavers. The study is significant in being the first to represent, on a longitudinal basis, the qualitative experiences of people who left school with no qualifications, or with the Junior Certificate only. The research was conducted over a four year period and presents the experiences of one hundred and thirty-seven early school leavers from the inner city of Dublin, Dublin-North, Dundalk, Edenderry and Kilkenny. The study sheds light on their perceptions and lifestyles and aims to give a voice to those who are often overlooked or ignored.

The findings from the research raise fundamental questions about the goals and targets of policies on early school leaving. Policy makers and programme developers will be challenged by such questions to address these situations. The study is not only descriptive: it suggests answers and recommends innovative approaches in addressing the needs of early school leavers, particularly school teachers, training instructors, youth workers, social workers and those involved in community work.

Factors Influencing Participation in Secondary School Education: The Experience of the Ballybeg Community in Waterford

by Ballybeg Community Development Project and Nexus Research

Research undertaken in the Ballybeg Estate from September 1994 to April 1995. The idea of carrying out research came about after a Youth Survey was carried out in Ballybeg during April 1991. The purpose of this survey was to identify the needs of young people in Ballybeg. The survey showed a high number of young people were leaving school at the age of 15 years. It also highlighted the low level of young people from the community participating in third level education.

In the community there was a huge level of frustration among parents, young people and youth workers, regarding the educational system. There was a huge concern in the community, as to why young people were leaving early. Both parents and young people felt alienated from the formal education system. Many people had good experiences of the local primary school on the estate but when it came to second level, young people were dropping out of the system. There was also an issue around the discrimination of young people from Ballybeg in the school system. Young people and parents felt that they were being treated differently as they were from Ballybeg; or from a family who lived on social welfare.

During the process there was a high level of consultation. Schools were interviewed; young people who had left school, young people still in school, parents, teachers and youth workers. The participation in the research, by people living in the

Ballybeg community, proved the huge interest there is in educational issues.. Many parents find that, even after making these sacrifices, they experience disappointment and frustration as their children leave school. Being caught in the poverty trap is an obstacle too great, for some children to stay in the formal education system. While carrying out the research, it appeared evident that different schools had different models and policies. Some schools were more sensitive to young people from disadvantaged communities. In many cases, the progress of young people in the school system depended on the goodwill of their teacher.

The research highlighted these difficulties and makes a series of recommendations. Some of the recommendations in the concluding chapters are in place, or can be immediately worked on, while other recommendations will take longer to bring into effect.

PARTICIPATION

The Fourth Partner: Participant or Consumer? by Jeff Baker for The National Youth Agency

Within youth work, young people are participants in and not just consumers of a service - they become the fourth partner alongside government, local authorities and voluntary organisations. This well documented publication explores participation in the youth service in depth, and the central position it holds in the theory of youth work.

The detailed studies demonstrate a range of approaches to participation - they all operate in different environments and locations but are characterised by a series of principles which enable young people to experiment and learn from experience, to become partners in the youth service. The concluding chapter looks at factors which inhibit participatory practice, including contemporary emphasis on accountability and the political context in which youth work operates. The examples of practice make **The Fourth Partner** a vital resource for anyone involved in youth work, from volunteer and part-time face-to-face workers through to managers and policy makers.

SCHOOL INTERVENTIONS

Primary School Interventions by Scott Boldt, Marino Institute of Education

What initiatives have primary schools in Ireland developed to meet the changing needs of their students, their families, their communities and society? Are there effective ways to increase school attendance, to help children do their homework, to teach primary school students mathematics and philosophy or to involve parents in partnership with schools? This concise study answers these questions, describes a wide range of primary school interventions in Belfast, Cork, Derry, Dublin, Galway and Limerick, offers helpful suggestions on the process of developing an approach to a variety of school problems and provides many examples of what can be accomplished by

responding to needs with commitment, willingness and co-operation.

Primary School Interventions is a reference and a guide for anyone interested in primary school education in Ireland. It is the first study of its kind to identify school-based interventions aimed at specific needs and developed by people working on the ground. The reader will be pleased to discover the depth and diversity of initiatives occurring in Irish primary schools and impressed by the partnerships forged by these interventions between practitioners, parents, communities and other professionals.

SOCIAL PARTNERSHIP

Achieving Social Partnership by Community Platform

Community Platform is currently comprised of fifteen national networks and organisations within the community sector; committed to combating poverty and exclusion. The Platform serves as a mechanism to negotiate and organise the participation of the sector as a social partner in decision making arenas at the national level as a means of furthering the interests of those experiencing poverty and exclusion. This publication gives some background to the Community Platform and records its approach to and involvement in the negotiation of Partnership 2000 which was completed in December 1996.

'Achieving Social Partnership' details how the Platform organised its participation in negotiating Partnership 2000. It makes an assessment of this participation and its outcomes. It describes the ratification process adopted by the Platform. It also sets out in summary form the broad policy agenda brought to the negotiations by the Community Platform. This covers issues of taxation, social inclusion, equality, public sector reform, enterprise and of social partnership. The recommendations made by the Community Platform are set out in a format so that their impact on Partnership 2000 can be assessed.

WORKING WITH MEN

Working with Men By Tim Newburn and George Mair

How can you respond more effectively when confronted by men who display difficult or aggressive behaviour? Practice has begun to change in response to this challenging question. Now the editors of this important new book draw on the experience of experts in the field whose work is defining current best practice. Their goal is to show - and share - what is practical. The contributors have first hand experience of innovative projects that focus on work with men, including:

- working with angry young men;
- parenting courses for young men;
- motor projects and masculinity;
- counselling programmes with violent men;

- groupwork with male domestic violence offenders;
- intensive behavioural groupwork;
- and training in development work with men.

WORKING WITH YOUNG WOMEN

Invisible Women: Detached Youth Work With Girls and Young Women by Denise Benetello for the National Youth Agency

'Many workers have fought for years to get detached work with girls and young women on the agenda. Now, because of crime issues, it's all going out the "back door". Once again they become invisible.'

This book examines the issue of detached work with girls and young women. The research highlights the need for drastic reassessment of the way work with young women is approached and funded, and recommendations are made to providers to redress the imbalance of youth service provision.

It also questions how work with girls and young women fits into the overall ethos of the youth service and, in turn, where it fits into detached work and examines the need for youth service agencies to ensure that young women are given equal opportunities to participate in provision and how young women's needs can be prioritised. **'Invisible Women'** is a valuable resource for anyone involved in the struggle to get detached work with young women firmly back on the youth service agenda aggression and provide effective responses to violence

SUICIDE

Suicide and The Irish by Dr. Michael Kelleher

Suicide is usually a hidden, lonely act - frequently chosen by people who are ill. Irrational or psychotic suicides are comparatively rare. Attitudes to suicide are changing, with a growing public understanding about its causes and effects.

In **'Suicide and the Irish'**, Michael J. Kelleher explores the subject of suicide from the perspective of a psychiatrist who is the founder of the Suicide Research Foundation. He explains some of the reasons why people choose to take their own lives, with a full chapter on the problems of teenage stress and suicide. He explores the effects on and responses of relatives of those who commit suicide, and outlines the kind of help which can be given to the suicidal. The morality of suicide, assisted suicide and euthanasia is considered. Finally, the author devotes a chapter to the suicide of Pat Tierney.

All of these titles and others on related topics are available on loan (**NOT SALE**) from the IYWC, the official sales agent in the Republic of Ireland for Youth Clubs UK and the National Youth Agency.

Further Information: Fran Bissett & Bríd Horan, Irish YouthWork Centre, 20 Lr Dominick St., Dublin 1.

Tel: 8729933 **Fax:** 8724183 **Email:** NYF@iol.ie

Working With Young Men

Venue: National Youth Federation
Date: Saturday 14 February, 1998 (prov.)

One-day practice-based workshop which will look at practical and creative ways of working with young men. The workshop will focus on areas where it has been traditionally been difficult to work with this group including topics such as: assertiveness & self esteem; gender roles & stereotyping; sexism; dealing with aggression & conflict constructively.

Cost: £25.00 (limited to 30 participants)
Further Details: *Fran Bissett, Irish YouthWork Centre, National Youth Federation, 20 Lower Dominick St, Dublin 1.*
Tel: 01 8729933 **Fax:** 01 8724183
Email: nyf@iol.ie

Ex-Offenders and Volunteering

Venue: NIVDA, Annsgate House, Belfast
Date: Thursday 5 March, 1998

Half-day workshop which will explore the fears, stigma and misinformation which must be dealt with and overcome if ex-offenders are to contribute to society through volunteering. The workshop will look at the development of a code of practice for involving ex-offenders as volunteers.

Further Details: *Sandra Adair, Training/Development Manager, Northern Ireland Volunteer Development Agency, Annsgate House, 70-74 Ann St, Belfast BT1 4EH..*
Tel: 01232 236100 **Fax:** 01232 237570

Special Training Day: Volunteers and The Law

Venue: Malone Lodge Hotel, Belfast
Date: Monday 11 May, 1998

One day conference covering the legal position of volunteers, in particular payment to volunteers and the implications for employment rights, your obligation to your volunteers and the volunteers' obligation to you and your clients.

Cost: £50.00 (members of NIVDA)
£60.00 (non-members)
Further Details: *Sandra Adair, Training/Development Manager, Northern Ireland Volunteer Development Agency, Annsgate House, 70-74 Ann Street, Belfast BT1 4EH..*
Tel: 01232 236100 **Fax:** 01232 237570

Partnership and Beyond: National Youth Federation Annual Conference

Venue: Grand Hotel, Malahide
Date: Saturday 21 - Sunday 22 February, 1998

Third year of the NYF Annual Conference. This year's format will centre around two key note addresses and three concurrent sub conferences (three sessions in each) looking at the Context of Local Development, Models of Partnership, and Evaluation of Beyond Partnership. Themes covered will include EU Policy & Local Development; Poverty, Social Exclusion & Local Development; Ireland's Economic Strategy & Social Exclusion; Impact of Community Development in Local Partnership; and Experiences of Partnerships North & South amongst others.

The conference will conclude with a plenary multi-media experience, a panel question & answer session and a 'storyteller' to reflect back on the issues raised throughout the two days. A full course brochure and application forms are available (see address below).

Further Details: *Brid Horan, Irish YouthWork Centre, National Youth Federation, 20 Lower Dominick St, Dublin 1.*
Tel: 01 8729933 **Fax:** 01 8724183
Email: nyf@iol.ie

Transnational Links & Volunteering

Venue: Ulster People's College, Belfast
Date: Thursday 12 February, 1998

One day conference where volunteers from other countries can provide you with diverse supply of time, experience and skills while benefiting themselves in unique and challenging ways. This event will look at how this two-way process can be enhanced through effective recruitment and selection, integration within the team and the country, appropriate support, and by overcoming language barriers, difficulties around legal status or differing expectations.

Cost: £40.00 (members)
£55.00 (non-members)
Further Details: *Sandra Adair, Training/Development Manager, Northern Ireland Volunteer Development Agency (NIVDA), Annsgate House, 70-74 Ann Street, Belfast, BT1 4EH..*
Tel: 01232 236100 **Fax:** 01232 237570

BRITAIN

In From the Margins: Working with Young Excluded People

Venue: Feltham

Date: Wednesday 28 January, 1998.

One day conference is organised by the Trust for the Study of Adolescence in partnership with HM Prison Service. It will focus on good practice initiatives in work with excluded young people. Topics include early intervention and prevention, diversion from prostitution, peer education and transforming disaffection into advantage.

Further Details: *Jan Hill, The Trust for the Study of Adolescence, 23 New Road, Brighton*

BN1 1WZ.

Tel: +44 1273 693311

The New Deal: Early lessons for provider of community learning

Venue: Birmingham

Date: Tuesday 24 February, 1998,

Venue: London

Date: Wednesday 4 March, 1998

Joint National Youth Agency (NYA) and NIACE events to consider effective strategies for implementing the New Deal initiative: to learn from the early experiences of planning and implementation, and the development of partnerships in the Pathfinder Regions, and to find out more about the curriculum, guidance and support in the Gateway Process.

Further Details: *Conference Office, NIACE.*

Tel: +44 116 2044200 **Fax:** +44 116 2854514

Minicom: 0044 116 20446049

E-mail: averil@niace.org.uk

NIACE website: <http://www.niace.org.uk>

Social Inclusion and the Information Society

Venue: Birmingham

Date: Tuesday 10 March, 1998

Conference to disseminate the findings of a major Dept. for Education and Employment-funded research project looking at effective practice in raising IT awareness and understanding amongst different groups of people through different approaches/understanding and the costs and benefits of such schemes.

Further Details: *Conference Office, NIACE.*

Tel: +44 116 2044200 **Fax:** +44 116 2854514

Minicom: +44 116 20446049

E-mail: averil@niace.org.uk

NIACE website: <http://www.niace.org.uk>

Health of Young People

Venue: Liverpool

Date: Wednesday 14 - Friday 16
January, 1998

Three day conference which aims to share learning and experience between service providers and young people; provide young people with information about health promotion strategies and current services; provide an overview of current research; and develop a network for relevant agencies in the Northwest.

It is being organised by the NHS Executive North West in collaboration with the Health Education Authority, The Trust for the Study of Adolescence, North West Public Health Association and Healthy Cities. The conference will launch the Young People's Health Network in the Northwest. The event aims to bring together young people and a wide range of professionals involved in young people's health including those in education, probation, social services, youth work and a range of voluntary organisations.

Further Details: *Health of Young People, c/o HIT conferences.*

Tel: +44 151 227 4423 **Fax:** +44 151 236 4829

Take Part '98

Venue: Lake District

Date: Thursday 5 - Sunday 8
February, 1998

Take Part '98 is a four day residential, workshop-based event providing an opportunity to reflect on experimental learning methods in a youth and community work context. The event hopes to bring together youth workers from across Europe to share experiences and to learn from one another. Participants will be able to take part in four workshops ranging from music, circus skills, outdoor adventures and drama through to art based games and environmental education. There will be plenty of opportunities for participants to meet in small groups to review experiences and reflect on learning.

Further Details: *Phil McGrath, YMCA, China Street, Lancaster LA1 1EX*

Tel: +44 1524 389696