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# irish youthwork **SCENE**

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# Our Primary Objective

by Tony Murphy, Chief Executive, NYF

Investment in young people should be our primary objective as we look to the millennium. Current haggling about "Objective One Status" for Ireland or its division into two regions is ultimately missing the mark. In the context of Ireland being at the top of the poverty league (UN report) and having the second highest incidence of literacy difficulties in Europe (OECD) we have a long way to go - notwithstanding the so called "economic boom".

It should be a guarantee for any young person regardless of where they live that they can access the necessary supports and the appropriate opportunities which will facilitate their development and their participation within their local communities and within society, ultimately. Evidence based on Northern Ireland research (i.e. Elements of a Youth Service 1995/97) would indicate that the widest opportunity for participant involvement relates to where there is a high staff/volunteer member ratio; low turnover of staff; and owner occupied premises (rather than those that are hired) which strongly suggest that mainstream youth services confer a positive impact upon the personal/social development of young people. The evidence is there but it is not being recognised. The Youth Service is not an end in itself but acts as a gateway for participation. It follows that a young person within Letterkenny, Tullamore, Blackwater or Bantry should be guaranteed opportunities which means they are available regardless of being targeted as "disadvantaged" and they are available regardless of what the parents socio-economic background.

The debate will be heated for and against "Objective One Status". However, if the Government within a new national plan intentionally resource commercial and community development initiatives within the transition period (2000-06) from exchequer funding we could have quite a balanced and equitable distribution of services. This would be the first established building block of a national youth service and community development provision in a multitude of places throughout the country. Characteristics of such provision should involve local co-ordination and interagency co-operation based on multi-annual funding; the recognition of salary grades within the youth work/community development sector that are on par with formal teaching/social work professions. Tokenism from Government without resources will achieve nothing positive, and possibly embitter more.

It need not be a dramatic or isolated case to say that the young person from a disadvantaged area, leaving school early and by a circuitous route, taking part in a vocational skills workshops and personal development courses within the local youth service, can place themselves in the third year of a Degree Course in Youth and Community Work (true story). This should not be the exception. All young people should have the opportunity to choose a purposeful and enjoyable career path that builds upon their strengths within a well rounded educational system providing support, guidance and learning opportunities. Young people and their development should be the primary objective for Government and society regardless of place, status or previous track record.

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# PARTNERSHIP: A Critical Perspective?

by Martin Geoghegan

(iii) a new form of ideology that makes it difficult to question the notion of partnership [indeed it has become something of a 'non-issue']

(iv) a fear of official and unofficial sanctions, especially in relation to resources

## Introduction

This piece explores and questions the implicit assumption that partnership is a natural and inherently benign development for the voluntary youth sector. It reviews recent articles in professional and academic circles on this subject and offers several points for consideration and discussion on the issue - the aim of which is to foster and promote a more rigorous and radical form of discourse in relation to the subject. This aim is in the context of the Green Paper on "**Supporting Voluntary Activity**" which specifically focuses on the community and voluntary sector's relationship with the state.

It was with a great sense of relief that I read the recent editorials and articles in Irish Youth Work Scene [Murphy, 1998(a) (b); Treacy, 1998] on the relationship between and within the voluntary youth service sector and the state apparatus.

For far too long has the concept of partnership gone unchallenged as a natural and inherently benign development within the provision of youth work and services. This current reflexivity is welcome as debate on this issue is essential, as we are rapidly accelerating to the point where partnership is fully established as the *only* model that is appropriate for the voluntary youth sector. If this scenario is played out to its conclusion, I would like to suggest that there are several ramifications for the sector. In the light of this it is vital that a vibrant debate take place so that we can elect, or not, to be part of this process - or at the very least to be aware of its implications.

Powell and Guerin [1998] correctly point out that civil society in Ireland is currently undergoing a significant change as voluntary groups change from a model of independent status to one of being intrinsically integrated with state apparatus. It is interesting that while many voluntary youth groups verbalise the problems and issues with such a model within informal settings, that, to borrow from Bryan Turner when referring to a similar practice in nursing [1995:149], this "*vocabulary of complaint*" rarely, if ever, translates into a widespread debate.

In many ways it is as if the very act of discussing the difficulties involved in the new model of partnership acts as a cathartic measure that ultimately prevents the problems being confronted in an arena where they could be truly meaningful. Why this is the case is open to interpretation, but is likely to involve several, or all, of the following reasons:

- (i) a reluctance to challenge dominant power elites
- (ii) the absence of a relevant and safe arena in which to air these views

These influencing factors [and there may be many more that are contextually defined] have contributed to the current situation where the voluntary youth work sector has, de facto, accepted the concept of partnership without a full and proper debate of the ramifications for the sector in the long term.

It is in the context of this situation that David Treacy's article "**Time to Choose Between Partnership and Partitionism**" [Treacy, 1998] is of great interest. He initially asserts that:

*"it is time to choose between partitionism and partnership with the youth work sector",*

and this is a sentiment I would have some sympathy with. However, what David goes on to outline is a prescriptive model by which we can successfully *execute* a policy of partnership within the youth sector. Apart from an inherent acceptance of the notion of partnership this article also implicitly raises two interesting questions:

(i) why should the voluntary youth sector act as a single entity given the wide spectrum of groups that it represents?

(ii) if a model of partnership within the youth work sector is accepted as the dominant ethos [to the exclusion of all others] then does this not put the sector in the uncomfortable position of being unable to argue against [or, worse, even think critically about] the concept when interacting with the rest of civil and political society?

Before I embark on attempting tentative answers to these questions it is worth noting that this piece is, as stated in the introduction, designed to stimulate debate. In many ways it is a response to several of the articles that I reference in that they present a relatively positive response to partnership [it should also be noted that 'partnership' encompasses far more than just partnership companies - it is also included more and more as a prerequisite of any new youth work activity that is funded by central government] or, at their most extreme, a mildly critical view.

These articles may be correct on certain points - partnership does indeed have some positive aspects - but this article seeks to draw out and on the serious implications of blind acceptance that partnership is the natural way forward.

To the first question: the notion of a unified sector through a partnership approach makes several implicit assumptions that are questionable.

It firstly assumes that the groups that comprise any partnership are close enough in aims and objectives to make a productive contribution that doesn't dilute their own individual reason for existing in the first place. It is important to note that one of the major reasons that there are so many different youth organisations is that they have very different ideas about what it is they are trying to accomplish, why, and - vitally - how this should be done. Indeed, it is a nonsense to even think of the voluntary youth sector as a homogenous entity. The variety of groups that the sector includes is enormous. Any partnership other than that between groups with almost identical aims and objectives necessarily involves a compromising of one's position. In some arenas in life compromise may be "a good thing" but, in this context, is it not valid to wish to remain separate in order to preserve the rationale behind the *raison d'être* of your own organisation?

In this instance partnership assumes that we all interpret social issues in the same, or similar, ways and that there is widespread agreement on how these issues should be tackled.

This assumption - that the correct way to deal with social issues is through consensus - is somewhat questionable, irrespective of how fashionable it is currently. By viewing consensus as the natural approach to dealing with social exclusion we implicitly accept that the societal structure that creates the problem is essentially sound. Not only does this discount the reality of social exclusion as experienced by a great many people, it also runs contrary to the views and source of motivation of many people involved in youth and community work - people who have very well thought out positions on the nature of exclusion, many believing that it is a direct result of the structure of society. In such an instance it is inevitable, and many would say welcome, ***that institutions that facilitate exclusion should be challenged and not entered into partnership with.***

When one regards the depth of the issues that youth work tries to confront it is inevitable that conflict situations are bound to arise, especially with groups, organisations and institutions that either contribute to or facilitate the system that causes the problem [social exclusion] in the first place. Conflict can be a healthy way of creating social justice. Indeed, it might be the only way. In an age that increasingly demands that youth and community workers have diplomas or degrees in a social science related discipline, it is astonishing that this adherence to what is essentially a functionalist account of society is maintained, when it receives little or no support in activist or academic circles.

Indeed this professionalisation could itself be part of the process of consensus, as it could be eroding the mobilising factor of class that for many over the last twenty-five years or so has been central to their involvement - by placing people who have no personal experience of the issues relating to social exclusion [which are essentially class issues] at the centre of the projects that are attempting to combat the problem. This constitutes an empirical claim about the profile of

graduates and where they go on to work which would need to be validated. If this indeed does turn out to be the case then it almost certainly makes empowerment of local communities difficult, and maybe even impossible. This issue could fill a thesis in and of itself, and as there is no precise research completed in this area yet I will cease to comment on it further except to say that the anecdotal evidence is extremely worrying. It should also be noted that I make these comments fully cognisant of the fact that I am part of this process myself.

Some people and groups appear to be content in thinking that the problems that young people [indeed any socially excluded group] encounter are resultant, in the main, to the inefficient use of resources and that a partnership approach, above all others, can address this. This process legitimises the structure that we live and work within as it treats social exclusion as an unfortunate by-product of our society - a problem that can be tackled through a combination of the reorientation of funding and the co-operation of previously antagonistic organisations. At the other end of the spectrum, some groups believe that the system structurally produces these problems and that no rejigging of resources is going to make much difference, and thus focus on promoting challenge to the system [albeit that these groups are now few and far between].

In a hypothetical situation where these groups were encouraged into a partnership approach it seems unlikely that such a hybrid can meet the needs of both groups, and, by extension, the young people they work with. This is also prior to the advent of statutory or social partner groups. The situation becomes even more complex with the addition of even further interest groups.

A corollary of this is that youth groups and organisations that recognise these anomalies and challenge other groups within a partnership setting are seen by others as "troublesome" and are labelled as such. This further contributes to their exclusion within their locality. Indeed, groups that work from a community development model are especially prone to this intra-partnership exclusion. In this scenario, it is not difficult to see how partnership could potentially cause more problems than it solves.

Many people who are active in voluntary youth organisations do so as a direct result of mobilising their protest *against* a system or society that they believe to be fundamentally unfair, with sections of our community excluded from the benefits that the remainder enjoy. The notion that consensus can tackle the issues that confront the young people that these activists work with is anathema to many, and this contributes to the eeriness of the silence that has greeted the advent of a partnership model.

These shortcomings are just the first of many that might be identified. The purpose of this piece is not to list all the potential problems that groups could arrive at as:

1. many are self-evident [each group throughout the country could relate tales of unequal partnerships, lack of understanding *between* sectors, lack of understanding *within* sectors, wasted time, and various common or garden problems associated with partnership approaches and
2. because the aim of this paper is to promote a debate on these issues, and is not necessarily a polemic against partnership.

It is the wider and longer lasting implications that I am more interested in and hence the second of my two questions. i.e. what happens if the ideology of partnership becomes so strong that it is the only one that the youth sector uses when relating to other groups and institutions, especially the state? There are several potential consequences for voluntary organisations of engaging fully in a partnership approach, which, at this embryonic stage of analysis, may be broadly categorised as being internal and external:

### Internal Consequences

When the relationship between the state and the voluntary sector is being redefined, it is almost certain that voluntary groups themselves are going through a period of redefinition in order for volunteers and staff to make sense and use of this development. One of the issues that we can already see in its embryonic form is what has been referred to as "*the iron fist of oligarchy*" i.e. that any social movement - in this case voluntary work - over time will relegate the vast majority of volunteers to "*foot-soldiers*" whilst relying on a core expert group. I would like to suggest that this is inextricably bound up with the concept of the professionalisation of voluntary work alluded to earlier: a process of increased involvement of University trained staff as central project leader figures within organisations.

Early anecdotal evidence is beginning to demonstrate that increased integration with the state through a partnership model is developing an attendant requirement for reporting and accountability. The interaction with statutory groups in relation to such issues requires a certain group set of skills that are only developed over time and with extensive training. This is contributing to a self-fulfilling need for full-time professional staff to instigate and maintain such relationships. In this scenario it is not difficult to see how volunteers could become surplus to requirements, or at best relegated to a subservient role due to a lack of expertise.

This potential development has enormous ramifications not just for the sector but for wider society. It is entirely possible that such a scenario could lead to either;

1. reduced volunteer involvement in terms of time or
2. reduced volunteer involvement in terms of meaningful engagement.

This latter point is also in the context of the fact that an increased focus on professional staff is likely to lead to a displacement of local people taking the central role in responding to the needs of their community.

Whilst the success, or not, of any such development is more than likely to be contextually defined [and it should be noted that University trained non-local people are not inherently "bad" - this would be a rather pathetic generalisation] it is undeniable that such a development will change the face of the work forever. The most notable change will be the inevitable shift in the class basis of youth projects' leadership. As the class base shifts, it is quite plausible that the element of protest involved in much youth work will be diluted as the sector moves from one based on solidarity with socially excluded young people to one of social care.

As with any period of flux, there are new opportunities arising - in this case some organisations are promoting the professional qualification of existing volunteers, with the aim of increasing skills whilst still maintaining a locally lead programme.

### External Consequences

When referring to external consequences it should be made clear that I don't believe that this separation of consequences takes place in real life - it is an analytical tool for identifying ramifications. The reality of this process is that they are intertwined and impact on one another.

As groups integrate further with the state there is the possibility that voluntary groups could become an extension of government policy. This might happen in several ways, but one of the obvious ones is that groups become less sure of their position in relation to critiquing state institutions because of potential effects on their funding. This rather simple minded observation is no less pertinent for the fact that it is glaringly obvious.

There are other more subtle possibilities though. One of the central components of any pluralistic society is the existence of conflictual stand points on a variety of issues. In a sector that no longer finds itself in a position to criticise or "*bite the hand that feeds*" it is not entirely dramatic to suggest that youth work would be in danger of thoughtlessly reproducing itself over time, irrespective of the issues.

A corollary of this is that public space is minimised to the point that any deviation from government policy could be viewed with suspicion, and the very organisations that were born of a need to challenge the structures and actors that cause such deep schisms and cleavages within our society will be the very ones that facilitate the death of any debate on exclusion - albeit unwittingly.

The existence of voluntary groups that have inextricable links with state apparatus may, in the long run, contribute to a conservative response to the

issues around social exclusion. Quite apart from the services/activities/work that such groups are involved in, these groups also perform vital tasks in our society - one of which is that they continue to highlight the existence of social justice issues. However, should a situation arise where the groups' capability to critique social policy is reduced we find ourselves in the unenviable position where the same group of people set the issue agenda, the responses to it and the reporting guidelines and assessment of all elements of this interaction.

Imagine, if you will, a hypothetical situation where drug policy is only ever seen in terms of being a law and order issue, where the responses of voluntary groups were limited to the pursuit of associated policies, and no dissenting voice out there to promote that this issue be looked in terms of social exclusion rather than purely law and order. In this fashion, the response will always focus on the perceived shortcomings of individuals and not on the overall trend that serious drug use is located primarily in socially excluded areas, and dealing with the issue on that premise.

Michel Peillon [1997] puts it well:

*"only a thin line separates centralised participation in the process of decision making from incorporation into the state apparatus. The document (the Green Paper on supporting voluntary activity) even hints at the possibility of such an institutionalisation of the voluntary sector, when it refers to the anticipated integration of local government and "local development system" (which includes the voluntary sector)...one should not accept the good intentions of a state institution at face value. Political winds are far too changeable and the practices of public agencies too entrenched."*

The voluntary youth sector would do well to heed such words and, at the very least, engage in a rigorous debate on the issue rather than blindly walking into pseudo-corporatist structures [I don't accept that they are genuinely corporatist as this would imply the bestowing of centralised decision-making power on organisational representatives which is clearly not the case at the moment] without the thought required to anticipate where, as a sector, this is likely to lead. A rather trite adage comes to mind in relation to the process that the sector has gone through over the last decade or so [as it tried to make the case for recognition by the state] - be careful what you wish for, you just might get it.

## Conclusion

In summation it is important to point out that many of the points that are made here are intentionally designed with the dual purpose of elucidating my own thoughts and to promote a rigorous response. It is incumbent upon those involved in the voluntary sector to be proactive in this debate. Dunne [1997:2] correctly points out that:

*"the statutory sector shows little regard for the voluntary sector's fears about issues such as*

*autonomy, user participation, the use of volunteers and the role of voluntary management committees...The reality is that partnership implies some measure of equality and the relationship between the statutory and voluntary sectors is profoundly unequal unless the statutory sector takes pains to ensure otherwise."*

This state-led interpretation of what partnership is [who the partners are and what the partnership is about] is the source of many of the potential difficulties, and as Chris McInerney [1997] has observed:

*"it is less than acceptable that the sectors' relationship with the state be defined by any other than the community and voluntary sector(s) itself."* Quite.

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# YOUTH WORKERS:

## Beasts of Burden?

by Shane Dunphy, BA, NDASSC

*"I'll never be your beast of burden  
My back is broke, my legs are hurtin'...  
I'm not too blind to see....*

(Taken from *Beast of Burden*, by the Rolling Stones. Released in 1978)

### Youth Work in the Nineties

Youth work can be one of the most rewarding, exciting, exhausting and frustrating jobs in the world. It is also one of the most important. Youth workers deal with our most precious commodity - our youth. They must, by the very nature of their profession enter the community "as the young person perceives it", and become part of the young person's circle (Hurley and Treacy, 1993). Youth Workers see our young people - *our children* - at their very best and at their very worst. Coleman (1992) writes:

*"Youth workers are a resource which we rarely acknowledge and seldom thank. They are on the front line of child protection and welfare, they operate quietly and efficiently, yet with very little representation at statutory level.*

As we enter the new millennium, as post traditional, post modern Ireland careers toward an era marked on the one hand by great prosperity, yet on the other by obvious poverty and ghettoisation, has the youth worker become the "beast of burden" in the sphere of community work, left to carry the heaviest load, to do the most difficult tasks, to bear the weight of our children's' hopes and dreams in sometimes impossible situations?

### The "At Risk" Society

Since 1973, families with children have replaced pensioners as the group most vulnerable to poverty in Ireland. While this is in keeping with the trends in other developed countries, the trend is very pronounced in Ireland (Nolan et al, 1994). There is a close association between lower social class and inferior outcome to a whole series of measures (compared to more affluent groups), such as infant mortality, general health, educational attainment or employment aspects (McElwee, 1996). While all of these aspects listed are important in an analysis of the "at risk" society, the most important, and certainly to the youth worker the most visible, is crime. 75% of all inmates in Mountjoy come from five postal districts in Dublin, where social disadvantage and the so-called underclasses reside.

In an Irish Times article (21-1-1996) Michael O'Connor of Oberstown Boy's Centre wrote:

*"If we really want to do something about tackling the roots of crime in our society, we need to empower vulnerable parents, working with them from the very outset, when children are still at the toddler stage."*

Thus we see the youth worker enter the debate. Who will help to facilitate this empowerment? Who is best placed to gain the trust of families at risk of poverty, violence and crime? Who is likely to be given access to their homes? Who is the front-line worker? In the at risk society, the youth worker is our primary defence.

### Childhood in the Next Millennium

It has been estimated that by the year 2,000 half of the global population will be children, *two billion* of whom will live in extreme poverty, and may be categorised as "at risk"<sup>1</sup> (Quinn, 1997). In Ireland, we have, over the last five years entered the drug culture with shocking momentum. Children living below the poverty line are now faced with a bewildering barrage of "bad choices", in the forms of an ever increasing variety of recreational drugs, prostitution, petty theft, joy-riding, gang violence. It is in this climate that the Youth Workers of the next millennium will be working.

There will be new issues to tackle, issues which are only in their infancy today: the influx of refugees will have formed, over the next number of years a community of ethnic minorities (we have already experienced some racial unrest - IT *will* get worse); our indigenous Traveller population is largely becoming more and more settled - the issues of settling larger numbers of the travelling community in public authority housing estates must be addressed; local development has become more community managed - a partnership attitude must be adopted, rather than the competitive mood which pervades multi-agency areas today; new modes of funding must be sought - EU money *will* dry up eventually, probably sooner rather than later.

### Conclusion

Youth Work is becoming a multi-disciplinary job, where workers are expected to have a range of skills which encompass field social worker, administrator, creative arts worker, counsellor (both family and childhood), child protection worker and home school liaison officer (Hannon and Ryan, 1994). They are expected to work in catchment areas which are often vast, and they are, to use a cliché, ridiculously overworked and understaffed. They are often paid at the same level as unskilled industrial workers. Yet we place our children in their hands, and ask them to mould them, to bring them safely to adulthood. If we want Youth Workers to do this, we must begin acknowledging that they need support. We must admit that Youth Work is an important job - and treat it as such.

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# YOUTHCERT: Promoting Accreditation and Currency in Training Programmes in Youth Work

by Hilary Tierney

## Introduction

It is generally accepted that Youth work aims to offers young people, on the basis of their voluntary involvement, developmental and educational experiences which... empowers them to emerge from an enveloping state of dependence.... and assists them to become active and critical participants in society and social development, (Costello, 1984)

In the fourteen years since the Costello Report was completed youth work provision has undergone substantial development including the introduction of CE schemes to the sector. A significant increase in funding has contributed to the expansion of available paid work and associated professionalisation of youth work. Youth work has become a complex practice requiring workers, paid and unpaid to engage with a range of serious social issues in a flexible and effective manner.

In response to the increasing demands of youth work there has been a *proliferation of training programmes for* those who work or wish to work in youth work. Each year many adults take part in training programmes designed to help them become better youth leaders and youth workers. The majority of these courses concentrate on developing participants skills, knowledge or qualities in some aspects of the key elements of youth work practice. Many of these courses however valued by the participant are recognised only in the local area, club or project where the worker/leader operate. They may not be externally accredited and may have little or no currency outside the immediate situation. Many youth leaders/workers would like their training achievements and range of skills recognised both within youth work, formal education and in the wider job market. However to date it has been difficult for training course providers to access appropriate accreditation for their courses.

The Youthcert Project has been established to progress the issue of accreditation for the many training courses (called practitioner learning programmes (PLP's) within the youth work sector which are not currently accredited and/or which have little currency in the wider sector. Youthcert is an initiative jointly developed and managed by the National Youth Federation (NYF) and the City of Dublin Youth Service Board. It is supported by the European Union human resources initiative EMPLOYMENT – Youthstart until the end of 1999.

The work of the Youthcert Project is being guided by a consortium made up of representatives of accrediting bodies as well as those involved in youth work. The consortium, called the Accreditation and Certification Support Mechanism (ACSM) represents the following agencies: City of Dublin Youth Service Board (CDYSB), Community and Voluntary Accreditation Forum (CVAF), FAS, Northern Ireland Open College Network (NIOC), National Rehabilitation Board (NRB), National Council for Vocational Awards (NCVA), NYF, and the Youthstart NSS.

## The Work of Youthcert

Youthcert is a strategic project in a long term youth work process to promote the development of a framework for

accreditation and certification for youth work practitioners which is genuinely inclusive of the youth work sector and which supports effective youth work practice. The work of Youthcert will focus on the non university sector and concentrate on the following key areas:

1. *development of quality assurance principles for learning programmes in the sector i.e. Youthcert will work with the wider youth work organisations, PLP providers and certifying bodies to identify, document and promote good practice in relation to provision of PLP's. The development of quality assurance principles are an integral element of the accreditation process and may be seen as the agreed good practice guidelines in relation to the design, delivery, assessment of PLP's.*
2. *brokerage of certification and accreditation for a range of practitioner learning programmes (PLP's). Basically this means that Youthcert will act as intermediary between PLP providers and certification bodies. The Youthcert team will support, assist and advise the PLP providers to negotiate appropriate certification for the PLP.*
3. *carrying out research to strategically map the occupational sector and the different types of provision in the youth work sector with a strong emphasis on identifying the gaps in accreditation and certification arrangements.*

*In consultation with youth work organisations Youthcert* aims to identify and assist in developing clear access and progression routes to work and professional training programmes from youth work learning/training programmes. Youthcert under the guidance of the ACSM will initiate a parallel process of dialogue in the wider youth work sector to agree quality assurance principles for PLP's. In order to support the continuation and development of effective work with young people there is a clear need to map the knowledge, skills and competencies that participants in such practitioner learning programmes achieve in terms of content, levels and standards.

In recognition of the diversity of valid routes into youth work practice, it is important to support the development of bottom up, open, flexible and accessible models of accreditation which support informal learning and which reflect the philosophy and processes of youth work. Therefore Youthcert will work in partnership with a number of PLP providers in the youth sector and with national certification and accrediting agencies to broker certification and accreditation for selected programmes. Youthcert will endeavour to work in ways which build the capacity of PLP providers to appreciate the value of quality PLP's as well as design, develop and gain accreditation for those PLP's.

Partnership, consultation and inclusiveness are key values in the Youthcert process. While a short term project such as Youthcert cannot hope, nor should it try to address all the complex issues associated with certification and accreditation in the youth work sector it is intended to make a meaningful contribution to the ongoing development of good practice in the sector.

It is intended to hold a number of consultative meetings and workshops to discuss issues of. Details of these will be announced in the future. Please feel free to contact the Youthcert office at **20 Lower Dominick Street, Tel: (01) 8729933 or Email: youthcert@nyf.**

**(Hilary Tierney is Project Co-ordinator for Youthcert)**



# SELF-INJURY: Comments From the Edge

by C. Niall McElwee

*"the suicide rate in the twelve months after self-injury is approximately one hundred times greater than in the general population"*

Most of the recent debate and media coverage on youth suicide has focused on the significant rise in suicide by young men. Far less coverage has been given to young women, primarily due to the figures for suicide being much lower. However, the concentration of the debate on young men (based on the bare figures) has resulted in another important related issue i.e. that of parasuicide and self-injury/harm, among young women in particular, not being adequately addressed.

In this article Niall McElwee explores the issue of self-injury. For those who might wonder about the relevance of the link between self-injury and suicide the above quote should give pause for thought.

## Introduction

My interest in self-injury arose from a book I co-authored in 1997 titled *Prostitution in Waterford City: A Contemporary Analysis*. During one particular interview I was conducting with a seventeen year old girl, she suddenly rolled up her sleeves and showed me the scars from bouts of self-injury. She claimed she cut herself to get attention. I was shocked as it was the first time I had confronted self-injury so close.

And yet, this reminded me of another experience I had whilst a university student I was playing drums in a college band one night in a small nightclub in Galway and a young couple in their early twenties were sitting opposite me watching me play. During the course of the evening, they began to cut their arms with a broken glass and stub out cigarettes on each other. It was shocking behaviour, all the more so because they knew I was watching them.

The results of the behaviour with these three people were similar, wounds made and scars left on the body, but the *context* was very different. I decided to come back to this subject again at a later date armed with a background in sociology and mental health. I am now writing a book on this subject and would welcome any comments or experiences any of the readers may have.

Self-Injury (SI) or Deliberate Self Harm (DSH) or Self-Injurious Behaviour (SIB) is an area that has been relatively neglected in Irish literature with scant information available. Favazza & Conterio (1988) estimate that 1.3% of the overall population self-injure and Appleby & Porshaw (1994, p.302) report 5% of general psychiatric in-patients and 10% of patients seen in casualty Departments self-injure. Research suggests that women self-injure four times more often than men.

Self-injury is certainly bizarre. Tantam & Whittikar (1992), for example, refer to patients who injected septic urine, partly strangled themselves with coat hangers and some who swallowed razor blades. There is no doubt that self-injury is under-reported for a variety of socio-cultural and personal reasons (McElwee, 1998). In the limited space available here, I can only highlight a number of points that may be of interest to readers of this journal.

## Towards a Definition of Self-Injury

Defining Self-injury has been problematic. Perhaps the one I most agree with is proffered by Winchel & Stanley (1991, p.306):

*"The commission of deliberate harm to one's own body. The injury is done to oneself, without the aid of another person, and the injury is severe enough for tissue damage, such as scarring, to result. Acts that are committed with conscious suicidal intent, or are associated with sexual arousal, are excluded"*.

Self-Injury is classified as:

1. Rare and extreme. This includes cases such as permanent disfigurement, limb amputation and castration.
2. Stereotypic self-injury. This includes such acts as head banging and biting.
3. Superficial self-injury which includes burning, cutting and hair-pulling.

It is important to realise from the outset that engaging in acts of self-injury depend upon cultural factors, access to implements and imitation. Here are some of the frequently asked questions around self-injury.

## Why Does Self-Injury Occur?

There is no brief answer to this. There are a diverse number of personal, emotional, psychological and cultural explanations used to explain why people might deliberately mutilate themselves. Arnold & Magill (1996, p.17) sum up the argument thus,

"Put at its simplest, people self-injure because it makes them better for a time, and helps them to cope".

What does appear in global literature are the following; relief of feeling, self-punishment, communication, distraction and control (see Finn, 1998).

### Who is Most At Risk?

1. Clients with personality disorders (particularly anti-social and borderline personality disorder).
2. Clients with previous psychiatric disorders.
3. Clients with a previous history of self-injurious behaviour.
4. Clients with a history of sexual, physical or emotional abuse.

### Is Self-Injury Attempted Suicide?

Many people confuse self-injury with para-suicide. My research indicates that the majority of people who self injure are very aware of the fine line they walk between injuring and killing themselves as death is not normally the desired outcome although it can happen (McElwee, 1998). Self-injury is as its name suggests - only that. It is worth noting that the suicide rate in the twelve months after self-injury is approximately one hundred times greater than in the general population

### What Parts of the Body Are Injured?

Many self-injurers utilise more than one method in harming themselves but one study reported that 74% involves wrists, 44% involves legs, 25% injuries to the abdomen, 23% to the head, 18% to the chest and 8% involved genitalia (in Finn, 1998, p.15).

### Conclusion

Thus, from even an introductory piece such as this, it is apparent that self-injury is a complex area of study. I am aware that I have probably raised more questions than provided answers, but this is deliberate.

Each person carries his or her own unique life experiences with them and this largely shapes the way we see the world and our place in it. Not everyone who self-injures wants to be 'discovered'. Self-injury may well be about the wish to communicate, but not always with other people. Self-injury is difficult to treat quite simply because it is so complex.

### References

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## European Drug Prevention Week

European Drug Prevention Week took place this year from the 15 - 22 November, 1998. It is an annual European initiative, which occurs simultaneously across all fifteen member states during this week. It is being co-ordinated by the Health Promotion Unit of the Department of Health and Children. A National Co-ordinating Committee was established, with representatives from many of the governmental and voluntary agencies who are involved in drug prevention and education throughout the country. These include the health boards, the Gardai, and other government departments. The theme of the Week was "**Multi-disciplinary Approach and Drug Prevention: Awareness Raising in Society and Partnerships**".

A large number of initiatives were undertaken during the Week, with projects involving the music and entertainment industry, the media, and many others. A National Telephone Information Helpline has been established for the month of November, with a freephone number, widely advertised on TV, radio and through a poster campaign. The project enlisted the support of schools, libraries, churches, youth groups, parents, and all interested parties in promoting the week. National press, radio and TV, and regional press and radio also participated.

For further information on European Drug Prevention Week, please contact: **Gemma Conville, 22 Prospect Heights, Stocking Lane, Rathfarnham, Co. Dublin. Tel: (01) 4930870 Fax: (01) 493 6146 E-Mail: conville@indigo.ie**

## New Lesbian Information and Resource Pack

LOT have recently produced a resource pack for group leaders to explore the issues of homophobia and heterosexism in society. The pack is aimed at facilitators, group workers, youth leaders, community development workers, trainers and people working for equality for all in Irish society. The Resource Pack contains the following:

- Background information and theoretical links to equality
- Exercises to use in groups with different focus in chapters on heterosexism, what does being a lesbian mean?, workplace issues, coming out, attitudes, values and beliefs, representation and cultural stereotypes.
- Chapter on Legal Issues for Lesbians
- Chapter on Health Issues for Lesbians
- Chapter on Abusive Relationships: Choices and Supports
- Background information about LOT and the LEA NOW project
- Listing of groups and organisations from around Ireland
- Listing of Further Reading and Resource materials
- Details of LEA NOW Outreach Service
- Poster to display in work situations.

The pack is available at a cost of £12.00 (£6.00 unwaged/students plus £2.00 postage from: **LOT, Lesbian Information and Resource Pack, 5 Capel Street, Dublin 1.**

## USI Poverty Study Launched

Research for the latest USI Poverty Survey 1997/98 was conducted during the periods of October and November 1997 and January and February of 1998. The aim of the survey was two-fold: to investigate the financial situation experienced by third level students and compare the results with the findings of the last poverty survey conducted by USI in 1995/96. The survey covered the following areas:

**Biographical Details:** including the sex and age of the respondents, the occupation of their parents and if they attend third level education.

**Educational Details:** the survey investigated the educational background of the respondents, if they attended Post Leaving Certificate Colleges or other third-level courses, attendance at paid grinds or revision courses while in second level education and the reasons behind their decision to choose their current course option.

**Respondents' Outlay:** the main focus of the survey was to investigate the income and expenditure of third level students. The survey looked at the monthly living costs for respondents living at home and away from home while at college, the income sources of respondents, their relationships with financial institutions and the reasons for their choice of financial institutions.

**Housing:** students traditionally reside in the lower end of the private rented sector for economic reasons, the survey looked closely at housing conditions and the compliance of landlords with recent tenancy legislation.

**Health and Nutrition:** detailed questions were asked about the respondents' health, attendance at doctors, dental care and the number of times that they attend either a doctor or dentist in the last academic year. The survey also asked a number of questions about nutrition, including the number of times the respondents eat essential meals such as breakfast, their weekly intake of fresh vegetables and meat.

Copies of the survey are available from: **USI, 1-2 Aston Place Temple Bar, Dublin 2. Tel: (01) 6710088 Fax (01) 6710761**

## European Partners in Crime Conference

Copping On, the National Youthreach Crime Awareness Programme is organising a European conference, for those involved in crime prevention with early school leavers and young people at risk. The conference will focus on sharing models of intervention, and discussion of policy and legislative

factors, training and support of workers, and mainstreaming the lessons.

As well as key speaker inputs, there will be four thematic sub groups, focusing on issues such as racism and crime, and volunteers in crime prevention work. The conference is taking place at the Glen Royal Hotel, Maynooth commencing on Saturday 20 February, 1999 and finishing on the following Wednesday.

If you are interested in participating, or would like more information, contact: **Copping On, Centre For Adult and Community Education, NUI Maynooth, Co. Kildare. Tel: (01) 7083468 Fax: (01) 6289370 Email: ae949001333@may.ie**

The Copping On initiative has recently undergone a review evaluation by the Children's Research Centre. The evaluation reviewed the operation of the initiative and the development of cross-departmental co-operation. As well as this the report also contained a series of recommendations for the future development of the initiative. A full report is available from: **The Children's Research Centre, Áras an phiarsíagh, Trinity College, Dublin 2. Tel: (01) 6082901/6082230 Fax: (01) 6082347 Email: ccentre@tcd.ie Web site: [http://www.tcd.ie/Childrens\\_Centre/](http://www.tcd.ie/Childrens_Centre/)**

### **Irish Centre For Talented Youth Student Search**

The Irish Centre For Talented Youth is a national centre founded by Dublin City University in 1992. It aims to identify students (8-16 years) who reason exceptionally well mathematically or verbally and to provide services for them, their parents and teachers. Every year the Centre undertakes Talent Searches via aptitude tests and applicants who score highly are offered places on the academic programmes offered by the Centre. These include:

- Summer Residential Programmes
- Saturday Courses
- Correspondence Courses
- Special Discovery Days

Post-primary students who participate will gain a certificate of participation with awards for the top scorers, have the opportunity to take the Scholastic Aptitude Test (SAT), the most widely used test for college entry in the USA and have the opportunity to qualify for one of six £300 merit scholarships towards the cost of the 1999 summer course at Dublin City University or a variety of other awards. Younger students aged 8-13 years with high academic ability can apply for similar courses designed for the younger age group.

For further details, dates for aptitude tests and application forms contact: **CTYI, Dublin City University, Dublin 9. Tel: (01) 7045634 Fax: (01) 7045693**

## **One World Week 1998**

One World Week 1998 took place this year from 14 - 21 November and focused on the rights of young people throughout the world, and the promotion of the protection and practice of these rights in reality. The organisers of the week (DEFY) called on the Government to set up an office of a Children's Rights Ombudsperson in accordance with Ireland's commitment to the UN Convention on the Rights of the Child to which it has signed up.

Other activities during the week included: "The Rights Stuff" Children's Rights Hearing which took place on Cork on 21 November; and various activity based workshops in local areas.

For further information on the week, and the campaign, please contact: **DEFY, 7 Camden Place, Dublin 2. Tel: (01) 4751826 Email: defy@iol.ie**

### **EU Adopts New European Voluntary Service Programme for Young People**

The European Parliament and the Council of the European Union have adopted a new European Voluntary Service (EVS) Programme for Young People. It will replace to pilot action which as operated since 1996 and will run until 31 December, 1999 with an overall budget of ECU 47.5 million. EVS provides a vehicle for intercultural learning for young people by contributing to volunteering in local organisations throughout the European Community.

The programme is open to young people between the ages of 18 and 25 who are nationals or resident of a Member State of the European Union, Iceland or Norway. Volunteers carry out activities or projects in host organisations that are of benefit to that organisation and the local community. The host organisation is approved by the European Commission and as well as providing the activities/project for the volunteer is responsible for providing a mentor for the volunteer and all practical arrangements regarding the volunteers' stay in that country. The sending organisation applies for funding to prepare and send the volunteer to the partner host. The sending organisation provides the volunteer with preparatory training, guidance and ongoing support, before, during and after the EVS activity.

The projects can be short term (3 weeks to 3 months) or long term (6-12 months) and the next deadlines for both are 1 November, 1998 and 1 February, 1999.

The contact national agency in Ireland which is responsible for the implementation of EVS is: **European Voluntary Service, Youth Work Service, Léargas - The Exchange Bureau, 189-193 Parnell Street, Dublin 1. Tel: (01) 8731411 Fax: (01) 8731316 Email: evs@leargas.ie**



### **Confronting Offending Behaviour:**

**A learning resource manual for trainers and educators working to promote and support personal change in offenders and those at risk.**

*By Gillian Squirrell, University of Bristol*

What do offenders need to understand about the expectations of other people in their lives? How can they be encouraged to think about their impact on the societies in which they live? And how can they deal with their masculinity? This comprehensive resource will enable users to encourage adults and young adults to: explore the relevant issues; have a face-to-face with the consequences and implications of certain activities and attitudes.; consider what will happen if they don't make personal changes and cultivate the skills and strategies for making change.

The learning activities allow users to produce a customised menu of activities for individuals or groups to work on:

- How are offenders and Ex-Offenders Viewed?
- Why Offend?
- Confronting Myself and My Offending.
- Domestic Offences.
- Finding Ways to Change and Manage Dangerous or Difficult Domestic Situations.
- Aggression and its Consequences.
- Managing Myself and Putting Interactions Right.
- The Consequences of Using Others to Make My Money.
- Taking from Others
- Why Get Money in other ways ?
- Why Should I Change and How?

All the activities are photocopiable, fully resourced, and supported with clear trainer's notes and encourage: learner self- assessment; the review of information; testing out other ways of responding to situations and events; setting personal success criteria; action planning and review of progress.

For experienced trainers and staff who have had a training role added to their other responsibilities it covers: using the manual; formative assessment processes; action planning and review materials; identifying particular learning needs; individual and group learning plans;

evaluation materials; references; specialist sources of assistance.

### **Addressing Anti-Social Behaviour:**

**A learning resource manual for trainers and educators working to address anti-social behaviour and promote individual change**

*By Gillian Squirrell, University of Bristol*

Specially developed and tested for use in non-traditional learning environments, this comprehensive resource enables the user to encourage adults and young adults to explore the relevant issues, have a face-to-face with the consequences and implications of certain activities and attitudes, consider what will happen if they don't make personal changes, and cultivate the skills and strategies for making change. The learning activities let users customise their menu of activities for individuals/groups for work on:

- managing aggression and aggressive responses
- understanding addictions
- confronting addictions
- understanding and confronting risk taking
- confronting disregard of others
- valuing others
- valuing myself
- finding better ways to manage myself

All the activities are photocopiable, fully resourced, and supported with clear trainers notes and encourage: learner self-assessment; the review of information; testing out other ways of responding to situations and events; setting personal success criteria; action planning and review of progress.

For experienced trainers and staff who have had a training role added to their other responsibilities it covers: using the manual; formative assessment processes; action planning and review materials; identifying particular learning needs; individual and group learning plans; evaluation materials; references; specialist sources of assistance.

## RESEARCH METHODS

### Strategies of Qualitative Inquiry

*Edited by Norman K Denzin University of Illinois, Urbana-Champaign and Yvonna S Lincoln Texas A&M University*

In this, the second of a three-volume paperback version of the landmark Handbook of Qualitative Research, the editors consider the major strategies employed by the qualitative researcher. Starting from the research design process and following through to consider a range of methods that can be applied in any study, it covers funding, case studies, ethnography, grounded theory, participative inquiry and much more - offering a range of methods that can be employed in any study.

### Collecting and Interpreting Qualitative Materials

*Edited by Norman K Denzin University of Illinois, Urbana-Champaign and Yvonna S Lincoln Texas A&M University*

In this the third of a three volume paperback version of the landmark Handbook of Qualitative Research, the editors turn to the tasks of collecting, analysing and interpreting qualitative materials.

#### Part One:

Looks at core topics such as interviewing, document analysis, visual materials, data management, and the use of computers in qualitative research, among others.

#### Part Two:

Examines the criteria for assessing validity in qualitative research, writing as a method of inquiry, programme evaluation, and the role of qualitative research in the policy process.

### The Landscape of Qualitative Research: Theories and Issues

*Edited by Norman K Denzin University of Illinois, Urbana - Champaign and Yvonna S Lincoln Texas A&M University*

Surveying the field of qualitative research from a theoretical perspective, this volume: locates the field, providing context as well as background on applied qualitative research, the 'self' and the 'other', and the politics and ethics of qualitative inquiry; examines the major paradigms that inform and influence qualitative research in the human disciplines; and considers the future of qualitative research.

## SOCIAL & LIFE SKILLS

### Developing Social Skills and Developing Life Skills

*By Gillian Squirrel, University of Bristol*

Specially developed and tested for use in non-traditional learning environments these two comprehensive resources will enable users to help adult and young adult learners consider their personal development and help them develop their life and social skills. Designed to encourage reflection and change, the learning activities let users draw up a customised menu of activities for individuals or groups for work on:

- Communication Skills
- Non-verbal Communication
- Communities and Relationships
- Understanding and Managing Emotions
- Self Management
- Developing Assertiveness
- Seeing it from Others' Points of View
- Managing Time and Money
- Instituting and Maintaining Relationships with Partners and Family
- Instituting and Maintaining Relationships with Friends
- Instituting and Maintaining Relationships with People at Work
- Dealing with Authority
- Identifying and Managing Stress
- Managing Change and Crisis Situations
- Developing Learning Skills
- Developing an Understanding of the Workplace and Workplace Skills
- Applying Communication Skills
- Identifying Personal and Transferable Skills
- Developing Personal Support Networks
- Food and Nutrition
- Exercise and Hygiene
- Positive Attitudes
- DIY: Improving your Home, your Appearance and your Chances

All the activities are photocopiable, fully resourced, and supported with clear trainer's notes and encourage: learner self-assessment; the review of information; testing out other ways of responding to situations and events; setting personal success criteria; action planning and review of progress.

For experienced trainers and staff who have had a training role added to their other responsibilities it covers: using the manual; formative



assessment processes; action planning and review materials; identifying particular learning needs; individual and group learning plans; evaluation materials; references; specialist sources of assistance.

## SUICIDE

### **The Tragedy of Hopelessness**

**By David Aldridge**

Since the early 1960s there has been an enormous increase in the number of fatal and non-fatal cases of suicide. The author argues that it is the ecology of the individual, the family and the wider social environment that must be considered. Attention should therefore be addressed to the social context of the patients life and treatment should involve the whole family.

Drawing on case studies, qualitative research using family narratives, as well as research statistics it constructs a background against which suicidal behaviour can be perceived as an understandable response to isolation, neglect, conflict and social disruption. It investigates the complex web of prejudice surrounding society's view of suicide and proposes strategies for intervention based on a systemic understanding of the problem.

## TRAINING SKILLS

**Becoming an Effective Trainer: A manual to promote professional practice for new and experienced trainers and educators in non-traditional learning environments.**

**By Gillian Squirrell, University of Bristol**

Specially developed for use with the author's other training manuals, *Becoming an Effective Trainer* will help staff and volunteers who are thrust into taking on training activities as part of their wider professional roles. *Becoming an Effective Trainer* will encourage you to develop learners' learning skills and their personal awareness and provides:

- a guide to a wide range of group working, assessment and learning issues.
- a workbook with self-assessment and review activities to help you explore these issues and develop them within your own working context;
- a source of photocopiable exercises and activities for use with learners. It focuses on: the roles of the trainer and learner and the essential skills for each; how to encourage groups to work more effectively; how to work with client self-assessment and action

planning; marketing and programme evaluation.

### **Creative Training: Sociodrama and Team Building**

**By Ron Wiener**

A 'how to do it' book for people who want their training to be imaginative, energetic and effective. It shows how to run staff training groups; what to do with stuck teams; and how to utilise sociodrama as a training tool in a different light.

## TRANSITION YEAR PROGRAMMES

### **OK! LET'S GO...**

**By City of Galway VEC**

The 'OK! LET'S GO ...' series is a Primary to Second-level Transition Programme. The Programme forms a three-pronged approach to addressing some of the problems and fears of children associated with transitions from Primary to Second-level school, particularly for children who are potential early school-leavers.

**Part 1** in the series is the Primary School Transition Programme. It is produced in two sections. Section 1 is based on a whole-class approach. Section 2 is a targeted groupwork approach which is aimed, in particular, at potential early school-leavers.

**Part 2** in the series is the **Transition Summer Programme**. *This is normally delivered in a community setting during the summer holiday period, by youth and community groups.* It gives guidelines to providers towards a programme of activities with a targeted group of potential early school-leavers in transition from Primary to Second-level school.

**Part 3** in the series is the Second-level School Transition Programme. It has two sections. In Section 1, it addresses recommended induction and monitoring procedures during the first month in the second-level school. Section 2 sets out a series of follow-up actions with potential early school-leavers.

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 Street, Dublin 1.

**Tel:** 8729933 **Fax:** 8724183 **Email:** fbissett@nyf.ie

## IRELAND

### Analysing Training Needs

**Date:** Wed 2 - Thur 3 December, 1998

**Venue:** National Management Centre,  
Sandyford Road, Dublin 16.

Two-day training course which aims "to deliver what trainers have been looking for". It is a course founded on current theories of training needs analysis which provides practical solutions. The course will use a case study approach to demonstrate the application of techniques and to discuss implementation and practical exercises which focus on the application and tailoring of training needs analysis tools to the participants' organisational requirements. At the end of this course participants will:

- Understand a strategic process of training needs analysis, enabling them to define training needs for their organisation from a broad business perspective down to the level of the individual employee
- Have practised the implementation of a series of training needs analysis
- Understand a broad range of business issues that affect the process of training needs analysis ensuring that the most effective training solutions are recommended
- Have prepared to implement a number of practical training needs analysis tools in the work place

**Cost:** £445.00 (IMI Members) £555.00 (others)

**Further Details:** Catherine Forde, Course Administrator, Irish Management Institute, Sandyford Road, Dublin 16.

**Tel:** 01 207 8474 **Fax:** 01 295 5150

**FreeFone:** 1800 223388

**Email:** regoffice@imi.ie

### Eating Disorders

**Date:** Sat 5 - Sun 6 December, 1998

**Venue:** All Hallows Institute, Dublin

Third in a series of two-day workshops by the Marino Centre on Eating Disorders Counselling which will explore the therapeutic process in recovery from Emotional Eating Distress, and offers insights in to the skills and techniques which facilitate this process. Areas covered will include:

- Understanding Eating Disorders;

- Managing Anxieties About Weight and Shape; Group Work;
- Telephone Contact; Family Work and Support; Beyond Dieting;
- Nutritional Issues;
- Medical Complications;
- Relapse Prevention; and
- Getting Back to Life after Recovery.

The workshops will feature guest speakers on nutrition, medical complications and personal experiences of Eating Distress.

**Cost:** £110 ( 2 days )

**Further Details:** Marie Campion, Eating Distress Counselling, Marino Centre, 22 Marion Mart, Fairview, Dublin 3.

**Tel/Fax:** 01 833 2126

### The Silence is Over

**Date:** Thursday 10 December, 1998

**Venue:** University Industry Conference Centre, U.C.D., Belfield, Dublin 4

First ever European conference on Male Victims of Domestic Abuse.

**Cost:** £85.00

**Further Details:** Mary T. Cleary, AMEN Conference Office, 10 St. Patrick's Terrace, Navan, Co. Meath.

**Tel:** 01 83332126

**Email:** amen@iol.ie

### Exam Stress Counselling Certificate Course

**Date:** Friday 4 December, 1998 &  
Friday 8 & 22 January, 1999

**Venue:** Jury's Hotel, Ballsbridge, D4

Three-day practical course which is based upon the results of the National Study of Exam Stress (1994/95) which is aimed at teachers, tutors, counsellors. It is designed: to teach participants the basic theory and origins of performance anxiety and exam stress; and equip them with means of identifying those most at risk of under-performance with practical proven methods of behavioural and cognitive psychology for dealing with these. Participants will receive 2 relaxation training tapes, assessment forms, 8 training tape sets for students and a training manual

**Cost:** £185.00 (£40.00 payable with application, balance of £145.00 by 1 December, 1998)

**Further Details:** AllCH Education Ltd, 118 Stillorgan Road, Dublin 4.

**Tel:** 01 260 0118

# BRITAIN

## Managing Change In Organisations

**Date:** Tuesday 5 January, 1999  
**Venue:** London

Change is often referred to as the only constant in organisations. The aim of this seminar is to:

- Understand personal responses to change;
- Share current thinking and ideas on managing change;
- Identify successful strategies for you and your organisation;
- Overcome resistance to change;
- To explore change and personal paradigms.

Designed as a mixture of input and exercises in order to share current best practice and experience and, more importantly, to work on participants own areas of interests and concerns regarding changes they are trying to implement.

**Cost:** £95.00 (voluntary/charity organisations)  
£120.00 (statutory/commercial organisations)

**Further Details:** *Meena Varma, Directory of Social Change, Training Department, 24 Stephenson Way, London NW1 2DP.*

**Tel:** 0044 171 2094949

**Fax:** 0044 171 2094130

## The Leadership Challenge

**Date:** Thursday 21 January, 1999  
**Venue:** London

Seminar based on the premise that third sector organisations have borrowed many of the models of managing and leading from the 'for profit' sector. The challenge now is for the voluntary sector to develop a new model of leadership that questions previous assumptions and builds on the positive aspects of the voluntary sector. The aim of this seminar is to:

- Enter into new areas of leading and leadership;
- Share the latest thinking on leadership and managing;
- Balance experience, input and discussion with developing new ideas and specific actions;
- Develop thinking for a new model of leading and managing in the third sector
- Identify individual actions for leading organisations.

The day is designed to share best current practice and some of the latest research and ideas. Through discussion and sharing of participants' experience, our aims should be to develop a new model of leading for voluntary organisations.

**Cost:** £95.00 (voluntary/charity organisations)  
£120.00 (statutory/commercial organisations)

**Further Details:** *Meena Varma, Directory of Social Change, Training Department, 24 Stephenson Way, London NW1 2DP.*

**Tel:** 0044 171 2094949

**Fax:** 0044 171 2094130

## Creating the Learning Organisation

**Date:** Monday 30 November, 1998

A common feature of organisations today is the rate and volume of change. Coping with that change is the challenge for all individuals and organisations alike. If one can learn at a rate greater than the rate of change then both will survive and thrive.

The Learning Organisation is a key concept that needs to be understood by all managers in organisations and the aim of this seminar is to:

- Help individuals understand the concept of the 'Learning Organisation'
- Identify ways in which the a Learning Organisation' can become a living reality for your organisation.
- Identify your individual 'Learning Organisation' agenda.

The workings of the day are designed around three components:

- **Understanding**, where we will explore the current concepts and ideas on the Learning Organisation and also your personal perspectives and experiences;
- **Designing**, where we will design what the Learning Organisation could mean for you and your organisation;
- **Implementing**, where we will identify some possible first steps on the path to becoming a Learning Organisation.

**Cost:** £95.00 (voluntary/charity organisations)  
£120.00 (statutory/commercial organisations)

**Further Details:** *Meena Varma, Directory of Social Change, Training Department, 24 Stephenson Way, London NW1 2DP.*

**Tel:** 0044 171 2094949

**Fax:** 0044 171 2094130

## How to be a better TEAM LEADER

**Date:** Wednesday 9 December 1998

**Venue:** The Charity Centre,  
24 Stephenson Way, London.

Teams are the current management fashion in people organisations, but teams need leaders to be effective. As many have discovered, the change from being a manager to being a good team leader is not always an easy one. This conference is designed to help participants make that important change. The workshops will cover the following essential topics:

- the differences between manager and leader;
- the traits of effective and ineffective teams;
- how team size can affect performance;
- how to manage negative events in your team;
- the team roles you need to fill.

**Cost:** £95.00 (voluntary/charity organisations)

£120.00 (statutory/commercial organisations)

**Further Details:** Meena Varma, *Directory of Social Change, Training Department, 24 Stephenson Way, London NW1 2DP.*

**Tel:** 0044 171 2094949

**Fax:** 0044 171 2094130

## Strategies For Democratic Renewal: An International Agenda for Citizen Action and Community Development

**Date:** 8 - 12 April, 1999

**Venue:** Edinburgh, Scotland.

International conference organised by IACD, the international membership organisation for those working in or supporting community development which will bring together policy makers practitioners, trainers and researchers to share their expertise and experience in building practical strategies and models of democratic renewal.

The Conference will be held over five days in Scotland, in the month leading up to the elections to its first Parliament for three hundred years. It has been organised to provide practical learning opportunities for participants to discuss and share best practice, to network and to explore the opportunities for building a common agenda.

It will include: Keynote presentations from leading politicians & citizen activists; Five expert panel sessions and a series of focused workshops on:

- development and democracy
- democratising the media
- citizenship and minorities
- education for democracy
- citizen participation and government

- citizen action and community regeneration
- organising around the environment
- building citizen organisations and networks
- new social movements

The weeks activities will also include: Exhibitions and publication stalls; Visits to local community and citizen organisations; Scottish ceilidh and social events; and the Annual General Meeting of IACD.

**Cost (conference only):** £250.00 (EU

participants) £150.00 (North American

participants) £100.00 (others)

**Further Details:** IACD, *Roseberry House, 9 Haymarket Terrace, Edinburgh EH12 5EZ. Tel: 0044 131 3132488*

**Fax:** 0044 131 3136800

**E-mail:** IACD@scec.dircon.co.uk

## The 1999 Charity Management Conference: Raising Your Game

**Date:** Thursday 28 January, 1999

**Venue:** The Charity Centre,  
24 Stephenson Way, London

Conference based on a series of practical sessions running thematically, whereby delegates can make selections to meet their own needs. The themes for the day include:

Building your organisation through strategy, organisation working together, and new funding options;

- Effective change through managing conflict, positive change and leadership;
- Harnessing the people actor through training, new volunteer strategies and employment law update.

**Cost:** £110.00 (voluntary/charity organisations

with turnover less than £100,000)

£130.00 (voluntary/charity organisations with

turnover over than £100,000)

£180.00 (statutory/commercial organisations)

**Further Details:** Meena Varma, *Directory of Social Change, Training Department, 24 Stephenson Way, London NW1 2DP.*

**Tel:** 0044 171 2094949

**Fax:** 0044 171 2094130