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Protecting Whom?

by Tony Murphy, Chief Executive, NYF

As things currently stand An Garda Siochana will only process requests for clearance for full time perspective health care employees directly employed by the Health Boards who will have substantial access to children or vulnerable adults. Previous requests being made by third parties with the consent of individuals for searches to be made for any personal data maintained by the commissioner on the Garda Criminal Record Database, will no longer be available to voluntary organisations. This arises from a review of the Data Protection Act and advice received by the Garda Commissioner from the Data Protection Commissioner. Though the Garda check was only one facility (not foolproof) to allow voluntary organisations to exercise some control over who would be employed, this facility is no longer available.

The Minister with direct responsibility for Children Mr Frank Fahey T.D., has had an Expert Group working for the past ten months due to report by the end of February 1999 in respect of revised definitions of abuse and proposed national guidelines for child protection to operate on an inter-departmental basis. Within these new proposals, keenly awaited by other Government departments who have deferred their own review of existing guidelines and voluntary organisations looking to advance the procedures and protections available for both children and volunteers, we need to ask a number of questions in regard to their implementation. The voluntary sector, particularly in regard to youth work, is predicated upon the involvement of volunteers who deserve and require training and ongoing development. The application of national guidelines raises the question as to whether there will be a register of volunteers. This facility would ensure that individuals, who may be involved in inappropriate behaviour, may not merely end an involvement with one organisation and, without proper screening procedures or a record of previous involvements being available, move to a new agency without being detected.

Similarly, a myriad of routes are available for individual staff to come into full-time employment via CE Schemes, Diplomas, Certificate or Degree Qualifications. There does not exist a register of qualified staff within the youth sector or the child care sector at present. This is surely a need which should be under consideration by Minister Fahey's Expert Group, as the application of the national guidelines will require "gateways" to exist in order to ensure individuals are properly qualified and also, are suitable to the task of working with young people.

Health Boards have a pivotal role in relation to the operation of current procedures and will, no doubt, have increasing responsibilities carried by the Programme Manager for Child Care in applying new national guidelines. In so doing, one would wonder whether adequate finances will be provided in order to guarantee that appropriate procedures are being operated effectively by voluntary organisations within the domain of the Health Boards. It should be noted that it will take some time for voluntary organisations to adjust their internal systems in order to provide and implement a clear set of protective procedures as possible. This will be easier to apply to new volunteers and new staff coming into the system after a particular date. Applying procedures retrospectively will be more difficult particularly in relation to volunteers who have already been in the system for a number of years. Nevertheless, the provision of such training and development for existing and new personnel would need to be quite systematic (and audited), in order to ensure that those who would be named on "the register" have actually participated and signed a commitment to administer the quality assurance procedures in respect of child protection.

All is not dependent upon Minister Fahey's Report but much could be advanced by it, while at the same time, voluntary organisations need to remain vigilant and pro-active in continuing to treat this matter with the highest priority.

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It is open to all readers to exchange information or to put forward 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.

Creative Encounters

by Jim Cathcart

Scéal Scéal Eile

I'm greatly looking forward to reading an evaluation report on Scéal Scéal Eile (A Creative Encounter in Youth Work). I was there for sure but my own recollections at the moment are being filtered through a three day haze of fever, flu and torrents of hot lemon drinks. Some strange and improbable images are appearing through the mist. Tai Chi Hokey Cokey; jugglers at a Karioke; a hall full of people making music with their conference packs; sitting on the floor while piles of primary coloured chairs sweep round the hall through sand, turf and plants; M. C. Deasy, stern faced, in charge, sometimes soft hatted and sometimes flames from his hard hat as he led us, piper, drummers and all, past the giant Russian dolls towards the fiery Scéal Scéal Eile logo towering overhead. Tricks of a fogged mind apart, what did happen at Tralee on the weekend of 5 - 7 February?.

There seems to be some clues in the pack/musical instrument that someone from Kerry Diocesan Youth Service gave us to bring home. There's talk of a prolonged period of exploring creative ways of working with young people and the need to reflect on this work and see what resonance it has with participants from around the country.

"Deepening our capacity to be direct and real about what it is we care about and are concerned to learn and develop through the arts, is the underlying purpose and primary explanation of Scéal Scéal Eile.

Few, if any assumptions are being made about this weekend. But the hope that patiently and collectively we might find common ground and practical pathways on which to travel onwards from this first major gathering, is unashamedly at the core of the occasion"

A quick glance through the programme reveals an impressive menu of workshops:

- A Creative Approach to Working with Young Travellers
- Urban-Based Youth Work Using Circus and Samba
- Rural Youthwork - Clubs and Creativity
- Music and Rhythm
- Samba
- Multiple Intelligence

This sounds good, so seeking further clues as to how it all unfolded, I scan a few scribbled notes I find in the pack. Firstly my eye goes to the words that are underlined: Brilliant, Positive, Enjoyable and Challenging.

The notes suggest that people throughout the weekend did acknowledge their realities in terms of the benefits of arts with young people as well as some of the difficulties and challenges. That some of us have very different experiences and perspectives was also acknowledged. Some people spoke of the need to meet again and to find out from each other much more about the work we are concerned with. This sense of community and need to keep connected would seem to have been spoken of again and again.

Participants did not feel the need to see the weekend as being conclusive, but rather as a starting point for future conversations. One reason for this I think, was the clear proposition on a Youth Arts Forum which will meet through the coming year to address many of the same issues raised over the Weekend.

The Youth Arts Forum

To look at the story so far with the Forum, let me break for a hot lemon drink while relying on an extensive quote from the most recent Forum Leaflet:

"Over the last year a group of workers, involved in arts provision for young people in the Youth Service, have been meeting to look at ways in which they can collectively work to support and advance an emerging youth arts movement in Ireland. Out of these meetings a process by which this group can come together and grow has been developed.

Forum participants have...

Agreed as a group of people, concerned with developing a strong and legitimate voice for youth arts, to become involved in a capacitating process over a given period of time.

This process involves taking some time and space out to journey together through the work that we do; to share and consider our experiences, to learn from each other and to critically examine and debate some of the issues that militate against advancing work of this nature.

We recognise and respect that people are entering this process from a diversity of backgrounds and experiences but believe that there is a common basis of understanding for the work that needs to be sourced an articulated.

The ultimate purpose of this process is to strengthen our own capacity to advocate, develop and support arts and cultural activity as an integral part of youth work.

You are invited to participate in this process....."

This process, supported by the National Youth Arts Programme, will be centred around a series of themed seminars. Five seminars will be held through the year followed by a review.

There has been a light touch in terms of structures for the Forum and a wide range of organisations have already been involved in the process.

From the outset it has been stressed that the subject dealt with is essentially the arts in youth work. On that basis, people met and identified and prioritised a number of key themes:

- Youth Arts/Youth Work - Compromises or True Partnerships
- Clear Understandings - Languages, Cultures, Scopes of Work
- Impact and Benefits - The Arts in Young People's Lives
- Training - For Who? And How?

Alongside the seminars, there will be complimentary actions such as a Forum Newsletter, Launch of a Youth Arts Publication and some day long arts based workshops. There will also be continued strategic links with organisations and projects such as ACE.

THE ACE PROJECT

My own project, ACE, is an Integra funded project which hopes to enhance the capacity of the community youth work sector to develop arts practices as an integral part of its work.

ACE is a partnership initiative involving: Ferns Diocesan Youth Service, National Youth Federation, Priorswood CDP and the City of Dublin Youth Service Board. These organisations along with the National Youth Arts Programme and the National Association for Youth Drama have formed a consortium as a forum for co-operation.

This consortium will aim to capture and critique the learning of ACE and include this in a growing body of evidence on the benefits and potential of arts in youth work. This evidence will form the basis for advocacy in the arts in a range of general and specific areas.

One strand of ACE is being carried out with the National Youth Federation and the City of Dublin Youth Service Board. Arts Development Officers are investigating the extent and nature of creative work being carried out on the ground and looking at potential for growth and areas of need to be addressed.

This will inform both focused project work throughout the year as well as development of guidelines, policy and plans for the future. A longer term view is being taken and strategic links being built within an emerging youth arts movement. Scéal Scéal Eile and the Youth Arts Forum are two clear indicators of this developing community of interest.

A key element of ACE is the development of sustainable models of experience in Enniscorthy and Priorswood in conjunction with local partners. The projects have been established as action based learning programmes for a core group of youth workers and volunteers.

Alongside an Arts Development Worker, the group are investigating and building their capacity to work creatively with young people. This is done by a combination of research and visits, skills development, group development, project experience and working alongside arts practitioners.

All of the group members came with different interests and level of experience in arts or crafts. The mutual support they developed along the road has lessons for us all. M.C. Deasy, I seem to recall, spoke of the participants at Scéal Scéal Eile being, "a community of experts". I may be delusional, but I think I know what he meant.

Jim Cathcart is the Arts Development Officer on the ACE Project within the National Youth Federation.

For the real story on Scéal Scéal Eile contact:

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For information on the Youth Arts Forum contact:

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National Youth Arts Programme, National Youth
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Tel: (01) 4784122 Fax: (01) 4783974
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For details on ACE contact:

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Drug Education: A Peer Education Approach

by Louth Youth Federation

Introduction

E.S.C.A.P.E. (Education in Social Choices And Personal Effectiveness) is a drug and alcohol awareness programme developed by a team of youth co-ordinators in Louth Youth Federation (LYF). The pilot programme was launched in April '96. This programme is currently being developed and will run in conjunction with the North Eastern Health Board (NEHB). This initiative was undertaken following a visit to the Netherlands in September '96, when youth co-ordinators for LYF represented Ireland at a drugs seminar called **Soft drugs, what's the score?**

The programme comprises of three sections. Section 1 involves training in how to deliver the programme, personal development and exploration of the concept of Peer Education. Successful completion of this section will lead to section 2 which is training in the actual programme with an emphasis on social choices. Section 3 is ongoing monitoring and evaluation. Each section comprises of various units.

Selection Criteria

The target group for the Programme are young people between the ages of 15 and 18 years old. Candidates must satisfy the following criteria in order to become a successful Peer Educator:

- Willingness to work as a member of a team.
- Readiness to commit oneself to all aspects of the training programme
- Literacy Skills.
- Openness to change in oneself.
- Basic level of competence, self-respect and ability to communicate.
- Respect for people with whom they will be in contact as a Peer Educator.
- Willingness to take part in an ongoing monitoring / evaluative process.
- Motivation around the issue.

Upon the successful completion of this programme, participants will receive a certificate from the NEHB and LYF. The Programme will continue to be delivered on request to schools and youth clubs in Louth and a programme aimed at parents and guardians is also now available.

Programme Content

The programme comprises of four sections:

Section 1: Introduction to the concept of Peer Education, Training in Communication, Active Listening, Assertiveness, Dealing with Conflict, Trust Building & Confidence, Group Dynamics, Participation, Presentation and Facilitation Skills, utilising individual, small and large group work.

Section 2: Training in the programme

Section 3: Practice in delivery of the programme

Section 4: Delivering the programme in schools, youth clubs/projects with ongoing monitoring and evaluation.

Methods of Evaluation

- **Participant Evaluation** ; Twenty minutes at both the beginning and end of each session for verbal feedback on the programme.
- **Leader's Evaluation** ; Written evaluation completed after each session.
- **Participant / Leader Evaluation** ; Sessions at both mid-section and at the end of each section facilitated by an external evaluator.
- **Individual Evaluation** ; Participant evaluation carried out on a one to one basis with an external evaluator commencing at the conclusion of section one.

Current/Future Developments

- **Photo pack** ; The participants are in the process of creating their own photo pack to use in the delivery of the programme;
- **Different topics**; Currently researching other areas where Peer Education can be utilised: sexuality, unexpected pregnancy, H.I.V./A.I.D.S., family breakdown, education/alternatives to education, physical and psychological illness, disability etc;
- **Step-up to Peer Education**; a less detailed programme aimed at younger age groups;
- **Cross-border links** with other Peer Education groups;
- **Accreditation for the Peer Education Programme**; As the programme comprises of approximately one hundred hours of training accreditation is being sought for participants involved in the programme.

For further information on any of the above, please contact: **Lisa Marmion, Louth Youth Federation, Unit 3, Riverlane House, Riverlane, Dundalk, Co. Louth Tel: (042) 38323/30813 Fax: (042) 37953**

The Legal Position

Article 40.1 of the constitution states:

"All citizens shall, as human persons, be held equal before the law. This shall not be held that the State shall not in its enactments have due regard to differences of capacity, physical and moral, and of social function."

(Taken from Hanley in McElwee, p 26, published in 1997)

All citizens are equal. While the article is mainly designed to deal with gender and marital equality, it can also be extended to children. If this indeed is the case, then some discrepancies begin to appear. Assault is defined in Irish law as: *the unlawful beating of another*. It includes the least touching, provided it is done wilfully, or in anger. The offence can include an attempt or offer to beat another, *though no actual harm is inflicted* (Doolan, 1996).

Assault is a criminal offence. Should this legislation not also be extended to children? Surely slapping a child, touching a child both wilfully and in anger, constitutes an assault, as legally defined. If so, then according to Article 40.1 of our constitution, crimes are being committed in thousands of homes around our country every day.

The Rights of the Child.

The **Universal Declaration of Political and Civil Rights** sets out many basic rights which it is designed to protect. There is one primary article which concerns us in this argument:

Article 7 - Freedom from torture and inhuman treatment (Robertson and Merrills, 1996). Ireland ratified the covenant in 1976. Torture is defined as:

"the infliction of severe pain to extort a confession or as a punishment"

(Wordsworth Concise English Dictionary, 1988).

Once again, slapping and the physical punishment of children could quite easily fall into this category. If we as a nation state wish to adopt the recommendations of the Covenant, then surely we should be endeavouring to enter into the spirit of it fully. By continuing to allow children to be tortured as a matter of course is surely in direct violation of this most basic human right.

Psychological Ramifications of Slapping.

The first five years of a child's life contain the steepest learning curve which will ever manifest itself in the duration of that person's time on this planet (Herbert, 1998). Children develop many of the attitudes and ideas which they carry with them throughout their lives during this period (Dadds, 1995).

The behaviour of the significant adults in any child's life, specifically parents, the most significant of all adults, *must* then have a massive impact on the child's behaviour, in the formative years and in later life (Giles, 1993; Frances and Gragg, 1996). What kind of messages, then, are we as adults sending our children by slapping them?

1. **Violence is acceptable.** If it is alright for adults in authority (parents, teachers, careworkers etc) to hit a child, well then violence *must* be an acceptable response to undesirable behaviour (Darling and Steinberg, 1993).
2. **It is right for someone bigger to hurt someone smaller.** We spend a lot of time talking to our children about bullying. Yet is corporal punishment not the ultimate form of bullying - a bigger, stronger, older person hitting a smaller, weaker, younger person (Ost and Caro, 1990). This must be very confusing for the child.
3. **It is right to lash out when you feel angry.** Slapping often is more a release mechanism for the parent than a genuine attempt to change the child's behaviour (Meisels and Shonkoff, 1996). This does not help to teach the child control or moderation of behaviour, but clearly communicates that it is acceptable to behave violently when under strain.
4. **I do not care about you enough to talk about our differences.** Slapping limits verbal communication. Conflict, something which can open a relationship up to discourse on many new levels, becomes something to be avoided by the child, for fear of the fist of the parent (Atkinson et al, 1993).
5. **I am not in control.** Slapping a child is not a sign of strength or governance, but a sign of weakness and futility. Children pick up on this, and can lose respect for a parent (Herbert, 1998).

6. *I sometimes want to hurt you.* Slapping causes physical pain. No matter how you look at it, a parent slapping his/her child is actually a person inflicting physical pain on another. The message being sent is: I want to see you in pain (Malik and Furman, 1993).

The Social Care Worker/Youth Worker.

As you read this, numerous investigations are being undertaken into reported incidents of care workers physically abusing their clients. While some of these incidents will undoubtedly prove to be groundless allegations, most will be proven. I think that most of us will agree that a care worker, or for that matter a youth worker, who slaps a client is a worker with a problem. Provocation is no excuse.

Part of the care worker or youth worker's job is to be able to endure provocation, of a verbal or a physical nature. Part of a care worker or youth worker's job is also to interact with the client group in a nurturing and therapeutic way, despite problematic or violently challenging behaviour. Slapping a client, under any circumstances, is a breach of contract, and an action which brings the entire profession into disrepute.

There are, I submit, a number of ways to counteract the danger of social care workers losing control and lashing out. Firstly, training must prepare an individual for the rigours of professional life. Many students, despite having been on work placements, leave college with an unrealistic idea about what care work is actually like. College is an artificial environment; the student is buffered from the hardships of real life by lecturers, parents and the status which goes along with being a student, a status which dictates that a student is *expected* to make mistakes.

This attitude is paralleled in the way students are treated on placement - they are protected from the more unpleasant aspects of care work by their supervisors, and often are not given vast amounts of responsibility. If students actually had the full care work experience while still at college, maybe less would be so traumatised when they go out into the world as professional, qualified care workers.

Secondly, all care workers should be obliged to undergo a course of counselling while still in training. Qualified counsellors and

psychotherapists are not permitted to deal with other people's problems until they have addressed their own. Surely care workers should be regarded in the same way.

Finally, as has been stated by many commentators (McElwee, 1997, 1998; Bailey, 1998), care worker's qualifications should be standardised and closely monitored, and the Health Boards should be obliged to employ *only* fully qualified care workers. Most other professions are standardised, yet care work remains a *semi-profession* in the eyes of many.

Conclusion

Slapping is unacceptable under any circumstances. If I were to go into my College and strike one of my students or one of my colleagues for whatever reason, my employment would be terminated immediately and without question, and most right-minded people would agree that this would be a good thing. The exact same criteria should apply in our schools and in our child care centres and in youth work settings. Let us become a *fully* child centred society. Let the violence end. For good.

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Copping On Training

The Copping On (National Youthreach Crime Awareness Initiative) Programme is running a series of two-day residentials aimed at those working primarily with young people at risk. The two days will look at participants own values; policy issues; young people's needs and developing inter-agency co-operation. The training will be based on an accompanying resource pack via experiential group work and all participants will be expected to facilitate the group at some stage.

There will be a follow up day to the residential event a month later, which includes a prison visit, in order for participants to establish whether or not it would be appropriate to include such a visit for the young people in their own programme. The remaining dates and venues are as follows:

- 25 March: Howth
- 15 April: Kilkenny
- 22 April: Monaghan
- 29 April: Howth
- 6 May: Wicklow
- 13 May: Blarney
- 20 May: TBA

The cost of the training is £65.00 and this includes the training, accommodation, resource pack and prison visit. For further details contact: **Marian Quinn, Copping On, Centre For Adult Education, N.U.I., Maynooth, Co. Kildare. Tel: (01) 7083468 Fax: (01) 6289370 Email: ae94901333@may.ie**

Communications Course for Transition Year Students

Gael-Linn is currently running a week long communications course for transition year students. The course provides participants with the opportunity to learn communications skills through Irish such as: journalism; conducting interviews; press releases; using tape recorders and microphones; how to work in a studio; and editing sounds by computer. The course is currently being run every week, Monday to Friday from 9.30 a.m. to 3.30 p.m..

For further details contact: **Clare O'Sullivan, Gael-Linn. Tel: (01) 6767283 Home: (045) 864585 Mobile: (086) 8414849 Email: sceimlinn@tinet.ie**

Building World Citizenship - the Irish Girl Guides get busy!

The Irish Girl Guides, in conjunction with DEFY - Development Education For Youth, have recently produced an activity pack for their members to use. The pack contains a range of activities and games, which heighten the international awareness among our members, both on a Guiding and global level. There are four programme packs; each developed for a

specific age group, which encourage the girls to think of themselves as citizens, firstly within their own environment and then within a world context. Through the games, information gathering and other activities contained within the packs, the girls are encouraged to enjoy exploring the theme set by the World Association of Girl Guides and Girl Scouts (WAGGGS) for this year; Building World Citizenship.

For further details contact: **Irish Girl Guides, Trefoil House, 27 Pembroke Park, Dublin 4. Tel: (01) 6683898 & 668 9035 Fax: (01) 660 2779 E-mail: trefoil-igg.iol.ie**

New Arts Arena Opens

A new Arts Arena has recently opened at the Share Holiday Village in Fermanagh. The Arena is a purpose built arts and conference venue with full disabled access. The Arts Arena has been provided with assistance from the Arts Council of Northern Ireland's National Lottery Fund, and the Department of Agriculture through Interreg with voluntary donations been raised by Share. The Share Holiday Village is open to everyone to use, regardless of age, background or ability and welcomes individuals and groups who wish to advance their skills or explore a different variety of arts. The facilities include:

- seater theatre
- dance and pottery studios
- music and craft rooms
- photography dark room suite
- community arts resource depot
- exhibition and reception areas
- conference rooms
- a dining-room and bar facility
- office space and admin support

A wide range of professional audio/visual and lighting equipment is also available, with trained operators on hand. The Arena offers training and opportunities to develop artistic skills such as: stage lighting; running a bar; acting as companion to programme participants; taking a pottery class, and much more. There are plenty of different opportunities within each of the programmes that are on offer.

The Arts Arena is available for residential use or hire throughout the year. Prices start from £38 for a full-board weekend including accommodation and an arts or activity programme. For further details on availability and information on programmes and prices, please contact: **Celia or Karyn, Share Holiday Village, Smith's Strand, Lisnaskea, co. Fermanagh, BT92 OEQ, Tel: 080 13657 22122 Fax: 080 13657 21893 E-mail: share@dnet.co.uk**

CONFLICT RESOLUTION

Conflict Resolution - A Foundation Guide by Susan Stewart

Handbook which aims to provide a starting point for practitioners, students and anyone wishing to learn about or develop an interest in conflict resolution. Content includes the following:

- What is Conflict?
- Strategies for resolving Conflict
- Approach to the Territory
- Family Mediation
- Mediation Between Neighbours
- Restorative Justice
- Mediation in Schools
- Cross-cultural and Multi-Faith Mediation
- Environmental Conflict
- David and Goliath
- The World of Work
- Training
- Academic Study and Research
- Issues for the Future

CREATIVE OUTDOOR WORK

Outdoors With Young People by Geoff Cooper

Imaginative and practical guidebook will help everyone who wants to provide positive, safe and enriching outdoor experiences to young people of all ages. It provides a simple framework and practical ideas and activities that will help users and their organisation to introduce environmental issues in ways that: enhance the experiences that you want to offer; satisfy young people's curiosity and concerns; provide low-risk alternatives in adventure-based programmes that can ease funding and staff requirements; and meet the growing interests shown by national governing bodies in producing environmental codes and guidelines.

EDUCATIONAL DISADVANTAGE

Integrated Services and Children at Risk: *The Integration Services for Tackling Early School-Leaving and Educational Disadvantage at Local Community Levels* by Barry Cullen

Study which explores the concept of integration as it relates to efforts to develop comprehensive

responses to early school-leaving and educational under-achievement at local, community levels. The framework is concerned mainly with educational disadvantage during primary and early secondary school years and with children who are perceived to be at risk of leaving school early and/or without formal qualification. The focus has been influenced primarily by the concerns articulated in the CPA documentation on its Demonstration Programme.

The study identifies different levels of integration and factors which contribute to or hinder the achievement of integrated responses are analysed. The information is presented in seven sections: An introduction and definition of children 'at-risk' and integrated services; An outline of distinctions in different levels of integrated services; A brief summary of integration issues in a European context; An outline of integration services and schools in the US; An examination of an integrated service model in a US city, San Diego; A summary of an evaluation undertaken on a state-wide integration service in California; Summary

Educational Disadvantage and Early School Leaving: *Discussion papers*

by Scott Boldt, Marino Institute of Education and Brendan Devine, Training and Career Consultant, Delma MacDevitt, European Research and Information Sources, Brussels, and Dr. Mark Morgan, St Patrick's College, Drumcondra.

In recent years, a number of government sponsored programmes have been developed in Ireland to address the general problem of educational disadvantage, and particularly early school-leaving. This collection of papers by experts in their respective fields contributes to the current debate about the most effective measures to reduce the number of young people leaving school early or without adequate qualifications. There are three separate papers:

- Educational Disadvantage in Ireland: Literature Review and Summary Report (by Boldt and Devine)
- Measures to Combat Early School-Leaving in EU Countries (by McKeivitt)
- Early School-Leaving Interventions: International Comparisons (by Morgan)

CHILDREN'S RIGHTS

Seen and Heard: Promoting and Protecting Children's Rights in Ireland

by Mel Cousins

Research report which explores mechanisms for the promotion and protection of children's rights in Ireland whose terms of reference were to examine how arrangements for promoting and protecting children's rights in other countries could have relevance in Ireland, and to make recommendations concerning appropriate options for this country.

The focus of the research was not specifically on children at risk or disadvantaged children but to look at how the rights of all children can be protected and promoted in the context of the UN Convention on the Rights of the Child which was ratified by Ireland in September 1992.

LOCAL DEVELOPMENT

Local Development in Ireland: Policy Implications for the Future

by Community Workers Co-operative

ADM funded publication which contains 13 articles from experts in their particular fields which look at future policy implications for a number of issues from a local development perspective. Issues covered include local governance & democracy, partnership, rural disadvantage & development, equality proofing, gender issues, housing & homelessness, the elderly, and gay and lesbian issues.

NEGOTIATING SKILLS

Getting to Yes: Negotiating an Agreement Without Giving In

by Roger Fisher & William Ury and Bruce Patton

This book provides a few powerful and easily remembered principles which will guide users to success no matter what the other side does or whatever tricks they try and turn adversarial haggling into constructive joint problem solving.

The book deals with a number of specific areas outlined as follows:

- Don't bargain over positions
- Separate the people from the problem
- Focus on interests, not positions
- Invent options for mutual gain
- Insist on objective criteria
- What if they are more powerful?
- What if they won't play?
- What if they use dirty tricks?

LONE MOTHERS

Lone Mothers in Ireland: A Local Study by Anthony McCashin

CPA research study which provides an incisive exploration of the economic and social circumstances of a group of lone mothers in the Coolock area of North Dublin.

The study illustrates the diversity of experience encountered by the mothers, their routes into lone parenthood, their range of support networks, their financial circumstances and their hopes for the future.

POVERTY

Where are Poor Households: by Brian Nolan, Christopher T. Whelan & James Williams

Based on the findings of Irish national Household surveys in 1987 and 1994 and Census of Population data this CPA study attempts to answer the questions as to whether poverty is concentrated in particular areas, where and why these concentrations may exist and what are the characterisations of this poverty concentrations.

RISK MANAGEMENT

Good Practice in Risk Assessment and Risk Management Book 1

by Hazel Kemshall and Jacki Pritchard

Provides a complete guide to good practice for those involved in risk assessment and management, and with a strong emphasis on practice, this book is the first to bring together the key issues and methods of risk measurement, predictability and management, drawing upon the experience of the contributors in a wide variety of

social care settings. It will be of use to practitioners, managers, trainers, policy makers and students.

Good Practice in Risk Assessment and Risk Management Book 2

by Hazel Kemshall and Jacki Pritchard

Book 2 is aimed at managers who are under increasing pressure to predict risk accurately, and face serious consequences for failure. This new collection explores the arguments and means of assessment in a clear and accessible manner and with a practice-based emphasis. The contributors consider subjects as varied as child adoption, violence, mental health, alcohol and suicide in a wide range of social care settings, all linked by the difficulty of accurately assessing risk. This acts as a complement to Book 1.

SUPERVISION

Good Practice in Supervision: Statutory and Voluntary Organisations

Edited by Jacki Pritchard

Book which examines supervision in a variety of both statutory and voluntary organisations in the context of different work settings and staff groups within agencies.

It has not been possible to consider every work setting/ client group but it is hoped that the reader will be able to find something useful in each chapter and transfer the knowledge and exercises to their own workplace.

WORKING WITH ADOLESCENTS

Adolescence: Positive Approaches for Working with Young People

by Ann Wheal

Handbook which provides easily accessible material and ideas that are consistently backed up by what the author discovered during extensive interviews with young people and those who work with them. Their words provide the context for:

- strategies for creating the right environment
- guidelines for training the people involved
- ways of dealing with hiccups, obstacles and pitfalls

The emphasis is on work with young people aged between 12 and 16, but much of the information can easily be adapted or used for working with other age groups. All the advice and suggestions are thoroughly grounded in a comprehensive review of current thinking and a survey of current work in a variety of settings, from a multi-agency perspective. They are built around the idea that establishing a positive approach involves: treating each young person as an individual; treating them with respect and dignity; helping them to achieve their potential in all facets of their life; and giving them opportunities to learn new skills discover new experiences, and prepare for a happy and fulfilling adult life.

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

For further information please contact:

Fran Bissett and Bríd Horan
Irish YouthWork Centre,
20 Lower Dominick Street, Dublin 1.

Tel: 01 8279933 **Fax:** 01 8724183

Email: fbissett@nyf.ie

IRELAND

Working With Young Men

Venue: National Youth Federation

Date: Saturday 27 March, 1999

One-day workshop aimed at responding to the problems often encountered when working with young men. The seminar will follow from an introductory workshop undertaken last year, will be practice focused. The areas to be covered in this seminar were identified by participants at the introductory event and will include: Managing and Responding to Aggressive/Violent Behaviour; Setting up Self-Supports/Support Groups for workers; What are the Issues for Young Men; and Models of Practice in Working With Young Men

Cost: £40.00 (includes lunch, tea/coffees and resource pack, limited to 30 participants)

Further Details: Fran Bissett, IYWC, National Youth Federation 20 Lower Dominick Street, Dublin 1.

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

Email: fbissett@nyf.ie

Stress Solutions Seminar for Women

Venue: Jurys Hotel, Pembroke Road, Ballsbridge

Date: 19 March, 1999

One-day seminar which aims to guide participants towards a new refreshing way to think about oneself, ones priorities and self-esteem. The seminar objectives are to equip participants with some simple stress management skills which will help to: Stay calm and collected in anxious moments; Deal with stressful people assertively and positively; Learn to manage personal stress factors with grace and confidence; Live more energetically and work more productively - in spite of work and home pressures

The ideas gained should assist participants to: Keep energy levels high throughout the day; Improve concentration and stop procrastinating; Make better decisions under pressure; Maintain composure, even when others are losing theirs; and Relax and revive quickly. The carefully designed curriculum will help participants to know their limits, rethink their roles and identify the factors that really cause stress.

Cost: £99.00

Further Details: CareerTrack International, P.O. Box 299, Redhill, RH1 3YT, England. **Tel:** 1 800 558616 **Fax:** 1 800 558522

opportunities to share practice. Planned topics include community development and health; sustainability and Local Agenda 21; crime and disorder; regeneration programmes including New Deal for communities and lifelong learning and education.

Cost: £135.00/£50.00

Further Details: SCCD, 356 Glossop Road, Sheffield S10, 2HW. **Fax:** 0044 114 2767496.

Tackling Inequalities in Health

Venue: Brighton

Date: Wednesday 17 - Thursday 18 March, 1999

The aim of this national conference is to debate national and local policies for the reduction of health inequalities. It will provide participants with the opportunity to discuss whether the government's new strategies will reduce inequalities and what the barriers are to partnerships between local government, the NHS and the voluntary sector. The conference is aimed at community development workers, primary care professionals and anyone who is concerned about the public's health.

Cost: £245.00 (two day pass)

Further Details: David M Bebb, Profile Productions Ltd, Northumberland House, 11 The Pavement, Popes Lane, London W5 4NG.

National Conference on Drug Abuse - Current Developments

Venue: York

Date: Monday 22 March, 1999

One-day conference will provide an opportunity to exchange information on current developments in prevention, treatment and service provision for people with drug abuse related problems. Speakers with experience in research and clinical practice will present their findings to conference delegates. There will also be a debate on different models of service provision for people suffering from drug abuse and their families.

Cost: £117.50

Further Details: National Conference Secretariat, P0 Box B135, Huddersfield HD1 1YG. **Tel:** 0044 1484 532102

National Conference on Alcoholism - Current Developments

Venue: York

Date: Tuesday 23 March, 1999

One-day conference to provide an opportunity to exchange information on current developments in prevention, treatment and service provision for people with alcohol related problems. Speakers with experience in research and clinical will present their findings to conference delegates. There will also be a debate on different models of service provision for people suffering from alcohol abuse and their families.

Cost: £117.50

Further Details: National Conference Secretariat, P0 Box B135, Huddersfield HD1 1YG. **Tel:** 0044 1484 532102

BRITAIN

The Standing Conference on Community Development

Venue: Birmingham

Date: Friday 5 - Saturday 6 March, 1999

The theme of the conference is **Think Policy: Act Community - New Agendas for Practice in Community Development**. Workshops will be run over two sessions to provide a policy input and

PUBLICATIONS ON EARLY SCHOOL LEAVING AVAILABLE FROM IRISH YOUTH WORK PRESS

Opening Horizons: A Progressive Policy of Inclusiveness For Young People Who Leave School Early

by *National Youth Federation*

Comprehensive policy document from the NYF formulated by a specially convened ad hoc committee. The document provides a thorough overview of the context of early school leaving and includes:

- key policy statements on the issue;
- the marginal position of early school leavers in the labour force and the impact of early school leaving in terms of their life chances;
- the measures currently in place to tackle early school leaving the formal, non-formal and informal education sectors;
- deliberation on key aspects of educational provision as they relate to early school leaving;
- the identification of key policy concerns;
- the outlining of summary recommendations for tackling early school leaving; and
- proposing a role for the Youth Service in tackling the issue of early school leaving and educational disadvantage.

Cost: £6.00

No School No Future

by *Eoin O'Sullivan and Robbie Gilligan for the
National Youth Federation*

Report commissioned by NYF in order to provide a legislative and socio-economic background within which the issues of education disadvantage and early school leaving might be addressed. The report also describes innovative practice in both the formal and non-formal education sectors which are contributing to the prevention of "truancy" within local communities. The analytical framework together with the description of innovative practice in the field make this a significant report. The report adds to the literature which establishes the link between early-school leaving and subsequent unemployment. It also clearly highlights that the complex nature of the problem of educational disadvantage requires qualitative as well as quantitative measures of success.

Cost: £6.00

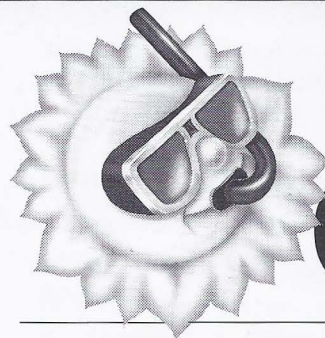
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