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Children First

by Tony Murphy, Chief Executive, NYF

The recent publication of the National Guidelines for the Protection of Children by the Minister of State with responsibility for Children, Mr Frank Fahey T.D., is to be welcomed. The title speaks volumes. Children are to be at the forefront of our work and our procedures in ensuring their ultimate welfare must be every organisation's core priority.

In order to achieve improved practices is a welcome feature of the Minister's documentation and his press release that this can only be achieved through a co-ordinated multi-disciplinary approach. Additionally, the broader definition of abuse involving emotional, physical and sexual abuse is a step forward in recognising the scope and the breadth of what can take place both in an organised way or among peers in a debilitating way at the level of bullying.

Insofar as the National Guidelines are not legally binding, clarity is absolutely crucial as to their actual status. There is no room to avoid reporting one's concerns, though the Guidelines do not propose, at this point in time, mandatory reporting. Nevertheless objective signs are necessary in order to support "a suspicion or a concern". This can prove difficult to identify in practice. Employees and volunteers will experience emotional stress if they believe sexual abuse is taking place and yet, do not have sufficient evidence to proceed. Perhaps a number of successful test cases will be required under the Protection for Persons Reporting Child Abuse Act 1998 before wider confidence is felt among those working directly with young people.

The announcement of £30 million towards the development of appropriate resources, training and improvement of basic standards will go a long way to putting in place the necessary procedures within respective organisations for a thorough screening and recruitment process for full-time staff and volunteers. A corollary of this development will be the suggested protocols which currently hold between the Gardaí and the Health Board being broadened to incorporate youth organisations so that the current impasse of not being able to get Garda clearance will be a matter for the dark and distant past.

The majority of organisations are not shy of introducing more stringent recruitment procedures but cannot do so without the resourcing of professional staff to upgrade standards, the back-up from Gardaí and Health Boards and the transparent accountability which the public demand if young people are to continue to maintain their involvement and perhaps, more importantly, if the current decline in adults volunteering for roles is to be redressed.

The Minister speaks about putting children first and that must be our motto, while at the same time, we have an obligation to ensure that staff and volunteers are provided the respect and fairness which accords the commitment they reflect in the work with young people - very often in difficult and under-funded circumstances.

For NYF and other organisations it will be a case of children, volunteers and staff as first among equals with respect to core values, legal responsibilities and improved standards of youth service delivery.

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was agreed (1998, p. 46) that the principle difference between notification and registration is:

“When a system of notification is in place, the onus is on the person or organisation providing the service to notify the relevant authority, Registration, on the other hand, requires the State to agree to register or licence a service as meeting the minimum standards; it also empowers the State to realise registration and allows for annual review.”

The Specifics of State Registration

(1) Registration moves legal responsibility to the State for regulating standards of practice and everyone, social care workers, clients and the public, are clear about this.

(2) All social care workers who want to work would have to provide a full background profile to the registration body for consideration. This material could be held centrally and could be monitored on a constant basis. This approach is already used in the UK, where the United Kingdom Central Council for Nursing, Midwifery and Health Visiting requires that all registered nurses maintain a professional portfolio of their professional development and maintenance of their competence that will be periodically called in for inspection as a requirement to maintain their registration. Such a scheme would provide a database that would be invaluable for future information needs and social and educational policy formulation.

(3) A rating system for courses could be developed whereby a national standard could be agreed. For example, there are an estimated 4,000 people registered on childcare courses in over 50 centres nationally with wholly varying standards and qualifications.

(4) A code of practice and conduct could be established by which a social care worker would be expected to abide. A social care worker who is disciplined for infringing the code, for example through inappropriate practice (such as sexually, psychologically or physically abusing a child in his/her care) could be struck from the register and this noted with all relevant bodies to ensure that this person does not gain entry into social care again. Employers could seek such information or workers be required to produce proof of registration before they could take up employment.

Although this is contentious, if we really are concerned about the *'best interests of the child'* (UN Convention, 1989, Child Care Act, 1991) we have to be proactive rather than reactive. To ensure fairness and equity an appeals panel would need to be established. Any appeals process should have predetermined routes of complaint and procedure.

(5) State registration with an independent body would remove any 'difficulties' in the market place where collusion between favoured employees and employers could potentially arise.

(6) State registration would assist in the *"professionalisation"* of social care.

Conclusion

We do not believe that notification is an effective enough step in the social care debate, not least because it does not command a legitimacy amongst many that registration would. Collating the information for State registration will, in the short term, prove costly and demanding. It will require collaboration at government, academic and practice level amongst organisations and individuals.

At the moment Ireland is focused on what was done in the past to vulnerable children by those charged with their care, in particular the religious. However, Government and Irish society created the attitudinal and institutional environment which allowed children's needs and perspectives to be dismissed and placed faith in a closed world of prelates immune to outside scrutiny. In such an environment it was not surprising that abusers found a safe haven. There is no excuse for this blinkered attitude now. The lesson of the past is that regulation from the outside through a system of State Registration to Practice is the most effective way to protect children. It won't necessarily stop the isolated abusive incident happening, but it will ensure that the days when a serial abuser could go on blithely without fear of examination will not return to haunt Irish child care work again.

**** These are all scandals affecting social care workers where investigations were commissioned by the governments of the day.***

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statutory instrument. It operates as the Sub Committee of the City of Dublin Vocational Education Committee.

Occupational Map - Research Summary

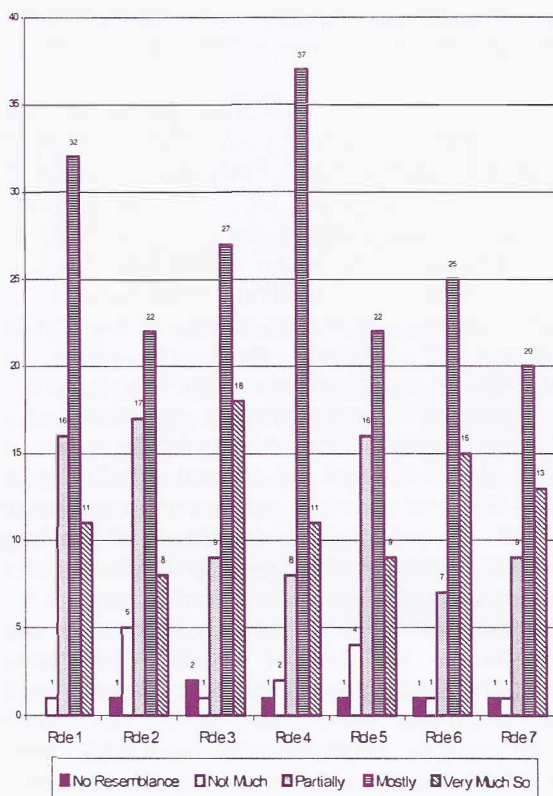
Occupational Roles

The research sought to establish whether or not the sector might be united in a common definition of the philosophy/ethos and role description of youth work based on seven pre-defined roles as follows:

- Role 1 Direct Face-to Face Work with Young People**
- Role 2 Information and Advisory Services**
- Role 3 Provision of Informal and Non-Formal Training for Young People**
- Role 4 Provision of Training for Adults who Work with Young People**
- Role 5 Research and Policy Development**
- Role 6 Project Management**
- Role 7 Agency Management**

The level of endorsement for how youth work functions are described are illustrated in the graph below. This shows that there is a very high level of endorsement by the sector of these roles and how they are described. This has enabled the Youthcert Project to progress with confidence in negotiating an accreditation framework for the sector based on the roles/functions of youth work proposed.

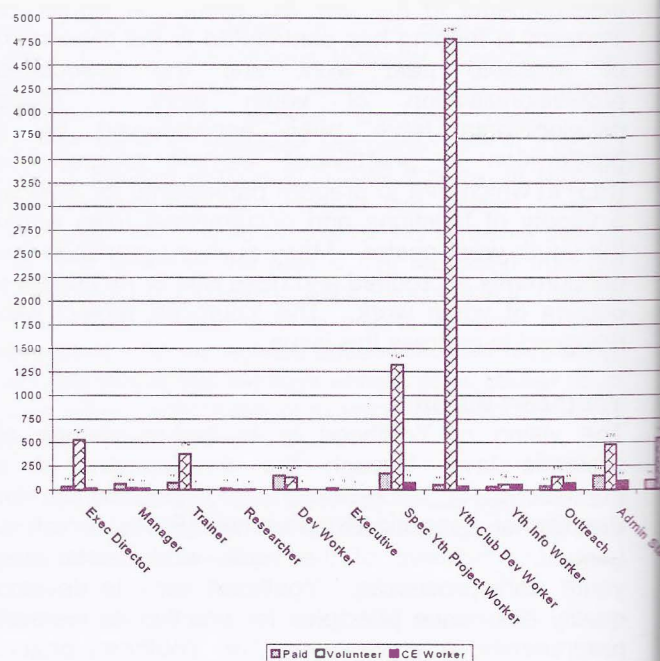
Graph 1: Level of Accuracy of Role Descriptions



Occupational Priority Areas

The research also sought to establish what roles/functions those engaged in the sector are likely to be clustered in relative to their status (paid, CE and staff). The graph below illustrates the findings of the research in this regard.

Graph 2: Staff (All) by Job Titles



Totals	Paid	882	N Valid	67	100%
	Vol	8377	Missing	0	0
	CE	447	Total	67	100%

This graph together with other findings of the research enabled the Youthcert Project draw the following conclusions from the data with regard to what roles/functions those engaged in the sector are likely to be clustered in. It also enabled the Project make some conclusions with regard the relationship between the individual's status of employment within the sector and the likely level at which s/he will implement each role:

Paid Staff

- Paid staff within the youth service are deployed across a range of roles/functions ranging from direct face-to-face functions/roles within youth groups, special youth projects, senior administrative management and development functions as well as secretarial functions within organisations;
- However, the vast majority of paid staff are located in functions which can be divided into two basic kinds of posts - special youth project work and development worker posts of various kinds;
- Within the division of responsibilities suggested for how the various roles might be implemented (direct undertakers; provision of developmental supports; provision of management supports) it

appears that paid staff are deployed primarily to fulfil the latter two categories.

Volunteers

- Volunteers still form the bulk of the work-force within the sector;
- However, it is evident from the available data, that volunteers are currently concentrated in what can be categorised as 'service provider' functions;
- While clustered in the same areas as paid staff their levels of responsibility within these areas are different, in the main being deployed as the direct implementers of services;
- As well as working at face-to-face level in the traditional youth club/group context, volunteers now appear to be working in multiple contexts: community-based youth projects for young people 'at risk'; after-school groups and homework clubs; summer projects; information advisory functions etc.;
- Fewer numbers than were expected were located in what could be referred to as policy/management functions within organisations.

CE

- Whilst numerically smaller CE workers are clustered in a greater number of job roles/titles than volunteers;
- Similar to volunteers, however, CE workers are clustered in a multiple range of face-to-face contexts with young people, including young people considered 'at risk' within community-based youth project contexts;
- CE workers form the bulk of those deployed to undertake outreach work within the Youth Service;
- In some instances, CE workers are recorded as being Board Members of Organisations;

Issues Arising

A number of inter-related issues arise from the research process which impact on the development of an accreditation framework for the sector.

The first concerns its focus. Should the immediate needs for training, based on what appears to be emerging as the greatest need - which is to better equip individuals, (particularly volunteers and CE workers) to fulfil roles 1 to 4 take priority? Or should this agenda be progressed in tandem with a longer term one which seeks to address these needs within the context of a broader accreditation framework?

The second question is related to the first and concerns the manner through which individuals can be facilitated to gain access to and accumulate credits for training undertaken within a broad accreditation framework [which allows them to progress (irrespective of status) to different levels within the sector as well as with awards which have currency both from within the employer base of the sector as well as across the traditional academic/vocational divide].

The third question is concerned with how a training/accreditation framework can be developed which both captures the role of 'youth worker' and

also enables it to be developed with reference to a generic knowledge/ values / competency base and which also prepares individuals to be competent within function-specific levels of responsibility.

The fourth question concerns the nature of work being undertaken by those engaged (irrespective of status) within the sector. From an accreditation view point what is at issue here is the relationship between 'professional standards' to be developed through the training process and the type of safeguards/standards which employers will put in place to both monitor and ensure that those undertaking such functions are both competent to undertake (and also recognised as competent to implement them at various levels of responsibility). Some obvious concerns in this particular respect is the fact that both CE workers and volunteers appear to be increasingly drawn towards working in contexts which involve them in informal educational and helping roles with individuals generally classified as encountering varying degrees of social exclusion (with its attendant difficulties). In the same vein it is notable that a significant number of organisations stated that their personnel were engaged in what were referred to as counselling functions. While it cannot be assumed from the data that all volunteers and all CE workers have no recognised qualifications to work in these contexts neither can it be assumed that they have. It is reasonable in fact to suggest that the vast majority of volunteers and CE personnel do not have the prior specific specialised training to enable them undertake such functions with both protection for themselves and safeguards for the young people in their care.

The fifth question concerns whether the title 'youth worker' should be retained to describe those with a pre-determined level of competence/ skill/ knowledge base which is certified and subject to ongoing monitoring. It can be reasonably assumed from the data that all those who call themselves or are called 'youth workers' do not have the same level of prior and/or current training to fulfil roles at the same standards. This is a problematic issue at a number of levels. In the first instance, employers cannot currently guarantee the standard of delivery/interaction (based on reasonable assumptions about qualifications) which those practising at various levels within the sector currently deliver. At another level, suggestions that only those who are trained and certified as trained are entitled to call themselves 'youth workers' is likely to be met with political resistance. Nonetheless, it is an issue which needs to be addressed within the context of developing an accreditation framework for the sector.

Note: An *Executive Summary of the Youthcert Research* is available directly from the Youthcert Project by contacting: **Ms Hazel Boylan, Youthcert Project, 20 Lower Dominick Street, Dublin 1. Tel: 01/8729933**

Transformative Multiculturalism & The New Pedagogy

by Professor Fred Powell

This paper represents a tentative attempt at transcoding and mapping the field of life long learning in terms of a critical theory of multiculturalism based upon a local experience in Cork, Carlow and Wexford. Inevitably such an exercise is open to criticism - for being reductionist and of underestimating the complexity of cultural production in diverse societies. It is true that culture is busy and diverse in our social life world. Yet, there is a common task shared by adult educators from Tawn to Friere i.e. the task of creating an emancipatory pedagogy that transforms the social, cultural and institutional relations in which meanings are generated that exclude and oppress. This is the essence of transformative multiculturalism. It seeks to change the social and historical conditions in which meaning-making occurs by demoralising higher education.

Background & Theory

Higher education has traditionally been the preserve of the social and academic elite. This reality belies a paradox. Society at large, through taxation is required to support higher education. Universities are consequently seen as having public responsibility to promote the common good through the pursuit of cultural, scientific and economic goals that go beyond the narrow interests of the academy. Equally, institutions of higher education are expected as the distinguished jurist, Dworkin (1998) has observed in relation to the United States *"to help improve the collective life of the community, not just by protecting and enhancing its culture and science or improving its medicine, commerce or agriculture, but by helping to make that collective life more just and harmonious"*. He adds *"our universities and colleges are surely entitled to think that the continuing and debilitating segregation of the United States by race, class, occupation and status is an enemy of both justice and harmony"* (p.100). Dworkin notes, with regret the undermining of the 1978 Bakke decision by the Supreme Court that introduced affirmative action into the U.S.

In Europe, at the turn of the millennium we are faced with a challenge in higher education. This is the challenge of social inclusion in a multicultural society during an era when life long learning is being promoted for the future as a means to redistribute possibilities' (Giddens 1998, p.109). Social inclusion, however, cannot simply be reduced to affirmative action programmes based upon admission quotes that promote more open access. It is also about transformative learning what Paulo Friere (1972) called *"conscientisation"* a word that reminds us of

the multicultural context within which we live and work, that defines the richness and potential of our civilisation. That potential includes the reflexive capacity to reinvent our social life worlds in more democratic forms - what Giddens (1998) calls *"democratising democracy"*.

Educational and cultural empowerment provides the key to this emancipatory discourse. Martin (1998) has observed that, to its detractors, as well as to a proportion of its supporters, multiculturalism has been connected to the more experimental trends in philosophy, notably the work of Jacques Derrida. He regards this connection as appropriate as *"it is a matter of what Derrida calls an 'experiment and experience of the impossible', an opening to the other who does not exist and whose voice cannot be heard in terms of the dominant culture"* (Martin, 1998 p.128). He concludes *"however, in the name of 'precision', rigour, 'standards', 'merit', many human possibilities are closed off, marginalised, violently crushed, for the sake of a kind of Eurocentric agenda that is insecure but well armed (ibid.)"*.

Transformative learning is based upon the notion of transformative multiculturalism that envisages the deconstruction of difference through an emancipatory learning environment. In a learning environment that is genuinely multicultural, differences of geographical background, economic class, face, religion, culture and gender are deconstructed in an emancipatory critique. Moreover, multiculturalism challenges those universalising norms that regulate meaning, reference truth and value that purport to be neutral (Goldberg 1995, p.30). On the face of it this might seem to be a utopian task but it is underpinned by a serious political purpose.

Multiculturalism is ultimately about the politics of recognition. Taylor (1994) has commented in this regard:

"The thesis is that our identity is partly shaped by recognition or its absence often by the misrecognition of others and so a person or group of people can suffer real damage, real distortion, if the people or society around them mirror back to them a confirming or demeaning or contemptible picture of themselves. Non recognition or misrecognition can inflict harm, can be a form of oppression, imprisoning someone in a false, distorted and reduced mode of being" (p. 75)

Recognition is mediated through forms of signification i.e. through models of intelligibility and ideological frames of sense - making that organise individuals and groups into socio-economic hierarchies of power and privilege (McLaren, 1994, p.p. 55-56). This takes us to the core of transformative multiculturalism (McLaren 1994) posits two central propositions regarding a transformative multicultural pedagogy.

- 1) Differences are produced according in ideology production and reception of cultural signs;
- 2) A critical multiculturalist curriculum can help teachers explore the ways in which students are differentially subjected to ideological inscriptions and multiply organised discourses of desire through the politics of signification (p. 57).

McLaren (1994) concludes: As multicultural educators informed by critical and feminist pedagogy, we need to keep students connected to the unacceptable and comfortable with the unthinkable by producing critical forms of policy analysis and pedagogy. In tandem with this, we must actively help students to challenge sites of discursive hierarchy rather than delocalising and dehistoricising them and to contest the ways their desires and pleasures are being policed in relationship to them. It is important as critical educators, that we do not manipulate students simply to accept our intellectual positions nor presume at the same time to speak for them. Nor should our critical theorising be simply a service to the culture of domination by extending students insights into the present system without at the same time challenging the very assumptions of the system. We cannot afford just temporarily to disengage students from the doxa - the language of common sense. If we want to recruit students to transformative praxis, students must not only be encouraged to choose a language of analysis that is underpinned by a project of liberation but must effectively invest in it (p.p. 68-9). This is the task of transformative multiculturalism. The rest of the article is concerned with the application of the theory to pedagogy.

Scaffolding the New Pedagogy

Community activism and innovative youth work have a long tradition in Ireland. Local people have for years worked together to ensure cultural, economic and social improvements in their own areas. Typically this work was undertaken by volunteers who committed time and energy with little hope of recognition or reward from statutory agencies. However over the last thirty years the community and youth sectors have begun to assume a more significant role in Irish Society. Legislators, policy makers and practitioners of contrasting political opinions seem prepared to invest their faith in the capacity and potential of even the humblest community self-help enterprises. Even within the European Union there is agreement that communities must be allowed to participate in the development process.

Therefore, although a vast number of those who are involved in Youth Work and Community Development are volunteers, an ever increasing number of activists are being paid for their work. the professionalism of workers is increasingly recognised and rewarded. Consequently many people now see Youth and Community Work as an attractive career option and

are actively seeking suitable training. At UCC we are offering a professionally recognised qualification in Youth and Community Work. Our aim is to encourage students to develop their skills and academic potential so that they will be better equipped to fulfil their roles in the community. We believe that Community Development can be a liberating activity undertaken to overcome inequality and precipitate social change. We encourage students to consider the wider political and social significance of the work. As they critically reflect on their own attitudes and experiences they develop models of practice, which are sensitive to the needs of those experiencing disadvantage and discrimination in society. This course is validated by the National Youth Agency in the United Kingdom, the statutory recognition body for Youth and Community Work in that country. The course is managed by the Department of Applied Social Studies, UCC in co-operation with the Centre for Adult and Continuing Education, UCC in partnership with the National Youth Federation and a variety of local interests in civil society.

The course is open to mature students (23 years and over) who are not required to matriculate on the basis of points. Students are selected instead on the basis of their experience and commitment to community involvement. There are twenty places on the course. The course is aimed in particular at people from marginalised groups in the Community so that they can be empowered to form their own agenda for social change. Applications are particularly welcomed from people belonging to minority groups and advertising is carefully targeted. In order to ensure that participants on the course can continue to be involved in the community, the course is designed on a flexible basis which brings the "class room" to the community and involves intensive periods of block learning. Students on the course are facilitated to take part of the course in other European countries through a wide network of student exchanges operated by UCC. The course is designed for adults and based on adult education principles, which emphasises student participation and individual capacity building. Assessment is geared towards the needs of adult learners and adapts a variety of different assessment methods, such as individual

portfolio work projects, open book examination and practice analysis. In this way the fears of adult learners are allayed regarding assessment. The staff team regard every student as a learning resource, and are committed to ensuring that the course, through the establishment of a personalised tutorial system, ensures every student's individual learning needs are addressed. The course has set itself against traditional pedagogy as its course aims clearly demonstrate:

- (i) To develop through an integrated studies curriculum an increased awareness of social education, on the nature of both urban and rural

communities within the context of a rapidly modernising and increasingly unequal society, as these contribute to a developing understanding of youth and community work practice which is anti-racist, anti-sectarian and anti-sexist.

(ii) To provide a training programme for students wishing to take up posts in youth and community work. The achievement of these aims requires students to develop and demonstrate:

(a) A critical understanding of the values, methodologies and knowledge necessary for effective practice in youth and community work.

(b) An ability and readiness to formulate, analyse and evaluate decisions.

(c) An understanding of self and others in a pluralist society and a respect for diversity and minority rights.

Access in terms of overcoming social and psychological barriers is a core objective of the B.Soc.Sc. (YCW) Course. The course seeks to address the challenge of transformative multiculturalism by positively discriminating in favour of marginalised groups in its selection procedures. Places are targeted at lone parents, ethnic minorities, disabled people and the long term unemployed. Local advertising and following up on former students from adult education courses is employed in the recruitment strategy. The localisation of the course in Cork, Wexford and Carlow breaks down the barriers of geographical access.

The scaffolding of the course pedagogy provides one of the biggest challenges. Traditional pedagogy is inappropriate in the context of transformative multiculturalism. We have been keen to break down the barriers between "college knowledge" and "personal knowledge" between "big teacher" and "small learner". The personal knowledge and experience of students has consequently been used as a counter-text to interrogate the set social science texts of the curriculum. A learning synthesis that values the learners knowledge and exposes received knowledge to critical scrutiny is vital in this regard. It has also been vital that the stereotypes of "big teacher" and "small learner" are overcome through participative and interactive teaching methods and participative and democratic management approaches.

Assessment has also been a major concern. We have searched for an authentic assessment based upon the goal of maximising the learners potential. We also accept that all assessment needs to be negotiated assessment. Examinations in the traditional written form are perceived as a major challenge by adult learners, who frequently see them as disempowering. Hence the need for authenticity and negotiation. We have sought to place the main emphasis on course assessment, on continuous assessment (75%) and written examinations (25%) have been converted into open-book examinations. A personal portfolio is a core element of the

assessment approach. The portfolio is negotiated with the personal tutor in a process of scaffolding reflective learning to fit the individual adult participants needs and aspirations.

A portfolio is like a mirror, it reflects your practice back to you. Portfolio's are shaping a new approach to social education, in which students document their practice and learning through a process of critical reflection, shared with fellow practitioners, students and service users as such portfolio's hold out the promise of transforming social education. But there is an inherent tension in the concept of portfolio between validating one's own personal development as a professional and producing a documentary basis for assessment and accreditation. Yet in an era when the traditional apprenticeship model of practice is clearly in crisis, the portfolio holds out the prospect of re-imaging practice learning. What matters most in the future of social education is the goal of producing the best possible trained students, who are empowered by knowledge. The portfolio provides a new vision of social education that promises to break down the traditional polarity between college and field-based learning, in which the rhetoric of integrated learning is transformed into a more meaningful and tangible reality. It demands a root and branch reform of practice learning because as the distinguished American educator Lee Shulman (1998) asserts, "*a portfolio is a theoretical act*". Shulman's argument is that essentially professional practice is "*a form of thought and judgement ... an act of the autonomous agent engaged in creating opportunities ... and adapting all kinds of goals and materials to the conditions of the moment...*" (1998:24). Portfolio learning moves on from the notion of a commonly held set of skills for generic practice to addressing the varying contexts and intricate complexity of youth and community work practice. It allows the theory to shape the practice and also allows students to explore the philosophical and ideological dimensions of their actions. Ultimately, their documented reflections on their practice learning becomes the core of the assessment, in which skills, values and knowledge are contextualized in the complexity of practice realities.

So what are the implications for practice teachers? Practice teaching in Ireland has traditionally been based upon a private contract between the practice teacher, the student and the College. Increasingly, in the changing organisational culture of social agencies arising out of new demands (e.g. the implementation of the Child Care Act 1991), practice teaching is being marginalised. What needs to happen is a new partnership between agencies and the college with the aim of creating the space and the synergy for students to learn to be reflective practitioners. The portfolio provides the basis for this transformation.

Portfolio Learning

But what is a portfolio and how exactly does it work? Where does it leave the practitioner as educator? The core elements of a portfolio involve:

- 1) The identification of goals, competencies and standards; What should a practitioner know and be able to demonstrate?
- 2) Gathering a body of evidence (i.e. note books, case studies, audio and video tapes, photo collages, community studies, policy documents etc. of learning to practice what should count as evidence?
- 3) Creating a set of portfolio entries: stating for each entry what is it? Why included? What learning does it represent?
- 4) Reflecting on learning: What has been learned about practice competence? Why is it important?
- 5) Presenting a portfolio and a narrative of one's reflective learning: What had been learned? Presenting and eliciting a response from other students, practice teachers and course staff to the portfolio presentation.
- 6) Setting of new goals for practice and one's own learning. Course staff use portfolio assessments for on-going evaluation of student learning, for setting new goals and for course review and revision.

(adapted from Nona Lyons, Developing a Teaching Portfolio, Dartmouth College, New Hampshire, USA, 1998/9)

Mentoring is a vital part of the process of portfolio-building. Students seek out commentators, they engage in self-directed local learning circles/action learning sets and belong to regionally based professional development groups that are led by tutorial staff. Practice teaching is transformed in this context with traditional individualised/singleton models replaced by long-armed supervision. Local agency contact workers provide students with support within the agency. This policy transforms the traditional apprenticeship model into a more modern idiom that reflects contemporary organisational realities.

However, reflective learning on its own is not sufficient. As McLaren (1994) puts it, "*self-reflection alone - even if it is opposed to all forms of domination and oppression is only a necessary but not nearly a sufficient condition for emancipation*" (p.63). He adds "*we need a language of criticism as an antidote to the theoretical use of personal experience in advancing claims to emancipatory action*".

McLaren (1994) argues that a curriculum reform strategy, that seeks to develop a transformative multiculturalist perspective, needs to provide opportunities to construct "*border identities*". To live in a "*border culture*" is "*to experience a deterritorialisation of signification in a post-nationalist*

cultural space" (p.65). McLaren (1994) views the experience of border identities as a cultural translation - a translation of one level of reality into another creating a multidimensional reality that I call the *cultural imaginary*, a space of cultural articulation that results from the collision of multiple strands of referential codes and sign systems" (p.67)

Conclusion

At UCC, we have sought to promote the exploration of adult learning through the introduction of an outreach degree, which enables students to learn in their environments. In the case of the B.Soc.Sc (Youth & Community Work) we are seeking to develop a course based upon the principles of transformative multiculturalism - particularly as the idea and language of the community is integral to the conflict and search for identity. Partnership also provides a focus for inclusiveness. We look forward to developing this initiative in the new millennium.

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Youth Work: Changes and Challenges

by Maurice Devlin

Introduction

The NYF/CDYSB Youthcert initiative provided a valuable opportunity for experienced youth workers to share ideas about the issues and challenges they currently face by hosting a seminar on the *'changing face of youth work'* in June. The seminar was designed to explore changes in the context within which youth work is practised and the implications of these changes for roles, tasks, responsibilities, training and support systems.

Social and institutional context

The discussion made it very clear that the social and institutional context of youth work has become considerably more complex. The social problems confronting youth workers - and which they are often specifically employed to deal with - have become more severe and demanding. The number of Government departments and statutory agencies with an interest in youth work and closely related services has increased, and sources of funding, nationally and internationally, are much more diverse. The fact that the Youth Work Act was passed in 1997 was also regarded as significant. Although amending legislation is in preparation, the key features are likely to remain, and the important point is that there will be for the first time a legislative framework for youth work.

Other relevant aspects of the changing social and institutional context are the increased concern with child protection and related issues (which has led among other things to the recent publication of Children First: National Guidelines for the Protection and Welfare of Children); and the broad trend whereby people in all walks of life are more concerned with formal qualifications and certification than before (a trend towards what sociologists call *"credentialism"*). Taken together, these factors have had a huge impact on volunteering, which was one of the key issues at the seminar.

The Volunteer Base

There was widespread agreement that the profile of youth work volunteers has changed significantly over the past few years. In simple numerical terms, the volunteer base has diminished considerably. Furthermore, volunteers are now more likely to expect something concrete from their volunteering - in terms, say, of certified training or of entry into a paid youth work job. In particular, it seems more difficult to recruit male volunteers. Various reasons were suggested. There is perhaps a heightened sensitivity to the child protection issues already mentioned, and perhaps also a perception that there are as yet insufficient 'volunteer protection' mechanisms in place; or it may be that working lives are busier in general (for women and men) and the 'culture of volunteering' in decline. There is, unfortunately, little reliable quantitative data available to allow us to reach firm conclusions, but the participants at the seminar seemed, on the basis of

experience, in little doubt about the nature and direction of the trends.

Professionalisation?

It is probable that the above trends have also been affected by the growth in the sheer number of paid youth work jobs, making it more realistic for people who would previously have seen themselves as long-term volunteers to think in terms of paid employment (for reasons of space I'll leave aside here the question of CE schemes). This raises the question of whether, and in what way, youth work is 'professionalising'. The afternoon session of the seminar provided some interesting perspectives on this question. Prompted by a small group 'simulation' exercise in which participants had to pretend to be the management committee of a community-based youth project and decide how best to allocate financial resources on key personnel (i.e. whom to employ, with what kind of background or training and what kind of skills/competencies?), the variety of views which emerged essentially crystallised into two alternative 'models' of youth work as a profession.

'First and Foremost Youth Workers'

The first model puts an emphasis on the core components of the job of youth worker and on the importance of everyone in a youth work context having a particular profile of competencies or skills. Those with the requisite additional management/ supervisory skills or aptitudes would then gain access to senior positions, usually after some years of 'direct' experience of practice. This model is, in fact, close to that seen in other relevant 'social' professions (e.g. teaching, social work).

'Different Jobs, Different Skills'

The second model makes a distinction between the skills and qualities needed to do 'direct' work (with both young people and adults) and those needed to fulfil the responsibilities of management positions (coordinating, supervising, overseeing, policy development and so on). This approach is one that can be seen in practice in many youth organisations, where it is not uncommon for people in management positions to have backgrounds in fields other than youth work itself (although it was suggested this pattern may be changing).

Questions and Challenges

The ensuing discussion focused on the way in which these two alternative approaches - both of which have advantages and disadvantages - highlight some of the key questions and challenges facing youth work at this stage in its development. There was general agreement that youth work is 'professionalising', if only in the sense that more and more it is a job that people get paid for and for which they are expected to have certain demonstrable skills and aptitudes. However the challenge is to reach broad agreement on what kind of profession we want to see it become, and how it can meet these challenges without undermining the value of volunteers and volunteering.

Maurice Devlin is Lecturer in the Centre for Applied Social Studies at NUI Maynooth and Chairperson of the Youthcert ACSM (Accreditation and Certification Support Mechanism)

Minister Announces the Allocation of £1m Youth Fund

On 26 August, the Minister for State or Youth Affairs, Further Education and School Transport Mr Willie O' Dea announced the allocation of the additional £1million to disadvantaged youth, youth organisations, new youth initiatives and the Youth Information Fund. Of particular significance is a new local youth grant scheme to the value of £300,000 geared toward disadvantaged youth, and youth clubs in particular, which will be administered by local VEC's this year on a pilot basis. As the Minister stated in his announcement:

"Until now, with the exception of grants provided through the City of Dublin VEC and City of Waterford VEC, grants from the Department of Education have been for support services only and did not provide funds towards the running costs of youth clubs and youth groups. As a consequence of this, youth clubs and groups have depended on contributions and local fundraising to cover the high cost of insurance, which is typically in the region of £200 per group per annum - in addition to the running costs of programmes and the hiring of facilities."

The remainder of the extra funding will go to the Youth Service Grant Scheme, some individual initiatives as well as the following areas:

- setting up of a **Youth Work Assessment and Development Unit**: £20,000
- the development of a **five year plan for youth work** by the National Youth Work Advisory Committee: £15,000
- additional funding to the **Youth Information Fund**: £46,895 (to confirm new benchmark funding of £30,000 per Information Centre)
- additional funding to **Special Projects to assist Disadvantaged Youth**: £229,211 (to confirm new benchmark funding of £30,000 per Disadvantaged Youth Project)

For further information contact:

*Department of Education and Science,
Youth Affairs,
Tullamore,
Co. Offaly.
Tel: 0506/21363
Fax: 0506/41052*

**2,900 Homeless Adults in EHB Area
According to New Survey**

A new Survey entitled "**Counted In**" undertaken by the ESRI on behalf of the Homeless Initiative suggests that there are 2,900 homeless adults in the Dublin, Kildare and Wicklow at any one time. These findings are far higher than any previous surveys of homelessness undertaken by local authorities and amount to more than double the number estimated for these three counties.

Previous official figures suggested there were about 1,400 people homeless in Dublin and roughly 2,500 in the entire country. Mr. Greg Maxwell of Dublin Simon Community stated that the findings that 2,900 people were homeless in the week of this survey meant that as many as 10,000 people could experience homelessness for periods in Dublin in any given year.

At the launch of the report in August, a number of voluntary agencies dealing in the field (Dublin Simon Community, Faltiu Day Centre, Focus Ireland, Merchant's Quay Project, and Threshold) called for a major expansion in social and public housing and a range of other measures to respond to these figures including: giving priority for housing to 3,000 homeless people a year for the next three years, and new Government investment of £115 million in voluntary agencies dealing with homelessness over a five-year period.

At the launch, The Minister of State for Housing and Urban Renewal, Mr. Bobby Molloy, said that the Government would announce a programme of additional measures to respond to homelessness following consideration of an inter-departmental committee report which is expected later this year.

Copies of the report are available from:

**Homelessness initiative,
6 St. Andrews Street,
Dublin 2.
Tel: 01/6705173**

New CORI Report Suggest the Way Forward for Adult and Community Education

At the launch of, **Social Transformation and Lifelong Learning** last month, Sister Teresa McCormack, Director of CORI's Education Office, criticised the low level of investment in adult education. She highlighted the fact that four out of every 10 adults leave school before the age of 15, but the Department of Education

and Science give less than one-quarter of 1% of its expenditure to adult education.

The policy document makes over 80 recommendations and strategy suggestions under a number of headings including the following:

- guidance and counselling leading to individual plans for people who missed out on an education.
- the establishment of the National Adult Learning Council, as proposed in the Green Paper
- a five year plan for the development of adult and community education
- the enhancement of the education and training component of CE Schemes based on careful analysis
- the education and training needs of people not paid for their work to be addressed
- greater modularisation of curriculum options
- a "lifelong learning entitlement scheme" aimed at three groups .i.e. young people who left school without completing the senior cycle; people aged 25 to 40 who did not complete the junior cycle and any other adults who have literacy problems.
- substantial extra funding for community education.
- an emphasis on students planning their own learning.
- alternatives to a subject-based curriculum, implemented through a timetable and delivered in 30-to 45-minute units of time.
- a greater role for school-based assessment and a lesser role for written examinations.

The document was produced as a contribution to the debate arising out of the publication of the Green Paper on Adult Education in November, 1998 and was issued in advance of the National Forum on Adult Education in Dublin Castle later this month. A Government White paper on Adult Education is expected shortly.

Copies of the document are available from:

**CORI,
Education Office,
Milltown Park,
Tel: 01/2698220
Fax: 01/2698887
Email:education@cori.ie**

New Report Addresses Health Needs of Young People At Risk

The **Youth as a Resource: Promoting the health of young people at risk** report addresses the health needs of young people at risk and has been carried out under the auspices of the National Consultative Committee on Health Promotion. It provides an overview of the relationship between socio-economic status, social disadvantage, young people-at-risk, health status and behaviour and documents a consultative process on the health needs of young people at risk.

The report outlines some examples of good practice and makes a series of recommendations including:

- youth participation and access
- integration of services
- parenting and family support
- education
- good practice and funding
- health promotion

It is planned that these recommendations will be implemented by working with the health and other relevant sectors whose policies and initiatives impact upon the health status of young people.

For further information contact:

**Health Promotion Officer,
Health Promotion Unit,
Department of Health and Children,
Hawkins House,
Dublin 2.
Tel: 01/635425
Email: Sara_Burke@health.irlov.ie**

Creating a Caring Community Award

The Creating a Caring Community Award is a new award scheme from the Irish Security Industry Association (ISIA) designed for people who have contributed to a caring community. Submissions are invited from individuals or groups who have completed a project which demonstrates caring in the community through

heightening awareness of security and safety. Nominations can also be made by a third party. The winning individual or group will receive a cash prize of £1,000 for a community group, youth club or voluntary group of their choice within their own community. The presentation will be made at the ISIA Awards in Dublin in November.

A written summary of the project or activity is required which can be in bullet point form but should include: the objectives of the project; the results achieved; the main features of the project; the time frame; and the personnel requirements.

The project or activity must have taken place between July 1998 - July 1999, although projects which are ongoing or indefinite will be allowed. It must deal with the level of crime and security in a local community, crime caused by drugs, security for the elderly or security initiatives which have helped foster a sense of caring. The completed application form and project summary sheet must be validated by a member of An Garda Siochana from the local Garda station. The closing date for entries is Friday 15 October, 1999. For further details and entry forms contact:

**Irish Security Industry Association,
Huband House,
16 Upper Mount Street,
Dublin 2
Tel: 01/6610595
Fax: 01/6614769**

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 assessments 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.

Assessments for the younger group will take place on: Saturdays 27 November, 1999 & 4 March 2000 in Dublin City University and on Saturday 20 November, 1999 in University College Cork and University of Limerick. Scholarships to cover costs are available to many students on the basis of merit and/or need.

For further application details and forms contact

**CTYI,
Dublin City University,
Collins Avenue
Dublin 9.
Tel: (01) 7045634
Fax: (01) 7045693**

One World Week 1999

The year's One World Week will take place from 14 - 21 November and the accompanying pack for schools and youth organisations which contains ideas and activities to undertake during the week is now available. This year's pack is entitled "**The World Has Enough**". It has a 'James Bond' type theme, hence the title as the new Bond film will be called *The World is Not Enough*.

For further information and copies of the pack please contact:

DEFY, Tel: (01) 4751826

SOCIAL SKILLS TRAINING

Developing Social Skills: A Learning Resource Manual for Trainers and Educators Working in Non-national Learning Environments.

By Gillian Squirrell

Specially developed and tested for use in non-traditional learning environments this comprehensive resource will enable you to help adult and young adult learners consider their personal development and develop their social skills. Designed to encourage reflection and change, the learning activities let you draw up a customised menu of activities for individuals or groups to 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
- Instituting and maintaining relationships with partners and family
- Instituting and maintaining relationships with friends
- Instituting and maintaining relationships with people with work
- Dealing with authority

All the activities are photocopiable, fully resourced, and supported with clear trainer's notes. They encourage learner assessment, review of information, testing other ways of responding to situations and events, setting personal success criteria, action planning and reviewing progress. This invaluable manual is for experienced trainers and for staff who have had training added to their other responsibilities. It covers using the manual, formative assessment processes, action plans and reviews, identifying particular learning needs, individual and group learning plans, and evaluation with references and specialist sources of assistance.

TRANSITION FROM EDUCATION TO WORK

Good Work for Young People

By National Youth Agency

The transition from childhood to adult life is taking longer that it did in the past and, for many young people, is becoming more difficult. One of the most important transitions is from education to work. *Good work for young people* considers this transition. It is the distillation of two seminars organised by the Carnegie Young People Initiative, which investigated the factors that can help or hinder young people as they move from education towards employment, full participation in society and independent adulthood.

By providing insights into the ways in which young people make a successful transition from school or college into a good job this book highlights what can be done, locally as well as nationally, to make that transition easier to accomplish.

VOLUNTARY SECTOR RESEARCH

Reaching Out: Donating and Volunteering in the Republic of Ireland. The 1997/1998 Survey

By Helen Ruddle and Ray Mulvihill

Report which presents an in-depth picture of the extent and nature of donating and volunteering behaviour over a 12-month period from February 1997 to January 1998. The findings are based on data collected in face-to-face interviews with a national, random sample of 1,181 respondents. The Report is the third in a series; the first two carried out in 1992 and 1994. The series of studies is designed to provide accurate systematic data over time and is intended to be of value to managers and staff of voluntary organisations, policy makers and researchers interested in the voluntary sector.

Uncovering The Non-profit Sector In Ireland: Its Economic Value and Significance.

By Freda Donoghue, Helmut K Anheier and Lester M Salamon

Report on the Irish findings from the international study of non-profit sectors (see Salamon, Anheier and Associates 1998). The 'non-profit sector' will be used as an over-arching term comprising the voluntary and community sector (which, lacking a precise definition can be taken as smaller than the overall non-profit sector. Despite the long history of the sector in Ireland, research in the area is relatively recent. The area of non-profit research in Ireland, however, is thriving, like the sector, and it is hoped that this report, which provides a profile of the size and economic significance of the sector in Ireland, will be a valuable contribution to non-profit scholarship and its development.

Chapter 2 examines the historical, policy and legal contexts of the non-profit sector in Ireland. **Chapter 3** presents data on the income and expenditure of the sector, while **Chapter 4** details employment data. **Chapter 5** examines the 'voluntary and community sector'. **Chapter 6** places the Irish findings in an international context, while Chapter 7 draws some conclusions from the findings presented in the report and raises some questions for further exploration.

All of these titles and others on related topics are available on loan (**NOT SALE**) from the Irish YouthWork Centre, an official sales agent in the Republic of Ireland for Nightshift Publications, Russell House Publishing, Directory of Social Change, Combat Poverty Agency and NYCJ among others.

IRELAND

Towards a Healthy Model of Sexuality: A Sexuality Training Programme

Venue: 26 Longford Terrace, Monkstown, Co. Dublin

Dates: Four successive Fridays, 29 October & 5-2-19 November, 1999

Four-day programme which offers an opportunity to re-examine one's views of sexuality and explore the complexities involved. The programme is practical and experiential and will cover among other issues: Irish Construction of Sexuality; Sexual Practices/Partners; and Ethical and Legal Issues.

Cost: £450.00

Tel: Liz Sherry @ 0404 45254

Email: lizsherry@tinet.ie

Developing a Training Policy: Guidelines and Implementation Plan

Venue: Marino Institute of Education, Griffith Avenue, Dublin 9

Date: Friday 29 October and Wednesday 17 November, 1999

Two half-day workshops for those responsible for developing and implementing a training policy within their organisation. The first workshop will enable participants to share their own experience, familiarise themselves with specific tools which they can then put into practice within their organisation. The second workshop will give participants a chance to share, challenge and give feedback on their policy and plan as developed in the interim.

Cost: £40.00 (limited to 16 participants)

Further Details: Training and Development Service, NSSB, 7TH Floor, Hume House,

Tel: 01 Ballsbridge, Dublin 4. 6059000

Fax: 01 6059099

Email: nssb@nssb.ie

Should We Treat People Who Sexually Abuse: An Irish Issue

Venue: Grand Hotel, Malahide, Co. Dublin

Date: Friday 29 October, 1999

One-day conference which will mark the formal launch of the Irish Branch of the National Organisation for the Treatment of Abusers (NOTA IRELAND). Concurrent workshops will cover: Investigative Powers & Interviewing of Alleged Sexual Offenders; Treatment Issues: Working with Adult Sexual Offenders; Treatment Issues: Children with Sexual Behaviour Problems; and Establishing a Treatment Service. There will also be a keynote address on whether treating sex offenders prevents child sexual abuse from Dr. Kevin Browne, Professor of Forensic and Family Psychology, University of Birmingham and also from Research Co-ordinator, Glenthorne Youth Treatment Centre, Birmingham and Executive Councillor, International Society for the Prevention of Child Abuse and Neglect (ISPCAN).

Cost: £120.00 (includes one year membership to NOTA)

Further Details: c/o NIAP Secretary, St. Clare's Unit, NOTA Conference, The Children's Hospital, Temple Street, Dublin 1.

Working With Gay and Lesbian Youth

Venue: National Youth Federation, Dublin

Date: Saturday 20 November, 1999

One-day practice-based seminar which will explore a range of issues involved in working with gay and lesbian youth within the youth work sector. Areas covered will include: Why an Issue for the Youth Service; Homophobia and Heterosexism; Challenges for the Youth Work Sector; and Profiles of Practice in working with gay and lesbian youth and awareness raising.

Cost: £40.00 (tbc)

Further Details: Fran Bissett, Irish YouthWork Centre, 20 Lower Dominick Street, Dublin 2.

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

Email: fbissett@nyf.ie

Child Sexual Abuse - Relationships, Trauma and Healing

Venue: Regency Airport Hotel, Swords Road, Dublin 9

Date: Saturday 6 and Sunday 7 November, 1999

Special 10th Anniversary conference organised by the CARI (Children At Risk in Ireland) Foundation for children, families and groups who have been affected by sexual abuse.

Cost: £60.00

Further Details: CARI National Office, 110 Lower Drumcondra Road, Dublin 9

Tel: 01 8308529 **Fax:** 01 8306309

Email: caridub@indigo.ie

Positive Strategies for Managing Difficult Behaviour in Young Children

Venue: Conference Room, Barnardo's, Christchurch Square, Dublin 8

Date: Monday 8 November, 1999

Self-explanatory title of a one-day workshop aimed at those involved in working with young children in whatever capacity.

Cost: £60.00

Further Details: Martina Dumpleton, Barnardo's, Christchurch, Dublin 8

Tel: 01 4530355

An Introduction to Managing Volunteers

Venue: Temple Bar Hotel, Fleet Street, Dublin 2

Date: Tuesday 9 November, 1999

One-day workshop for those responsible for managing volunteers within their organisation. Will look at various aspects of managing volunteers including: planning for volunteer involvement; recruitment; selection; training; support and supervision.

Cost: £40.00 (limited to 20 participants)

Further Details: NSSB, 7TH Floor, Hume House, Ballsbridge, Dublin 4.

Tel: 01 6059000 **Fax:** 01 6059099

Email: nssb@nssb.ie

Talking to Small Children: Assessing Pre-school Children when there are Allegations of Abuse

Venue: The Freeman Auditorium, The Mater Hospital, NCR, Dublin 7.

Date: Monday 22 November, 1999

One-day conference which will be of interest to those working with small children be it in the area of child welfare, mental health

Further Details: Conference Secretariat, St. Clare's Unit, The Children's Hospital, Temple Street, Dublin 1.

Tel: 01 8745214/8742887

Email: tchschi@indigo.ie

Strategic Planning for Voluntary Organisations

Venue: Green Isle Hotel, Clondalkin, Dublin 22

Date: Tuesday 23 November, 1999

One-day workshop which will cover: definition of strategic planning; how to prepare a strategic plan; implementing the strategic plan. Participants need to bring a copy of their organisation's mission statement and/or aims & objectives.

Cost: £40.00 (limited to 15 participants)

Further Details: Training and Development Service, NSSB, 7TH Floor, Hume House, Ballsbridge, Dublin 4.

Tel: 01 6059000 **Fax:** 01 6059099

Email: nssb@nssb.ie

Working Towards Balance: Our Society in the New Millennium

Venue: Conference Centre, West County Hotel, Ennis, Co. Clare

Date: Wednesday 3 - Friday 5 November, 1999

Three-day conference aimed at Corporate, Community & Church leaders, Teachers & Educationalists, Managing & Human Resource Directors, and Strategy Makers among others. The conference will address a range of issues based on the premise that economic activity represents only one aspect of human existence and that that the personal, social and spiritual elements also need to be addressed. Topics covered will include: Corporate Responsibilities to Communities; The Human Dimension of the Workplace; Power and Ethics; The Challenge of Success; The Illusion of Growth; and Balance...Myth or Reality.

Cost: £150.00

Further Details: Rural Resource Development Ltd, Town Hall, Shannon, Co. Clare.

Tel: 061 361144 **Fax:** 061 361954 **Conference**

Email: millcon.ennis@tinet.ie

BRITAIN

Self Harm in Adolescence

Venue: Copthorne Tara Hotel, Kensington, London

Dates: Friday & Saturday 22-23 October, 1999

Two-day conference aimed at those working with troubled young people who harm themselves. The

conference will address a wide range of issues including: the management of self harm; suicidal behaviour; violence; and the links between eating disorders and self starvation.

Further Details: APSA Secretariat, BHM Ltd, 1 Arun House, River Way, Uckfield TN22 1SL.

Tel: 0044 1825 706886

Living Values: Empowering Young People in the 21st Century

Venue: Global Co-operation House, London

Dates: Tuesday 2 November, 1999

One-day national conference aimed at young people and those working with young people. The conference will give participants an opportunity to reflect on their own values, their vision for young people and start the process of dialogue towards the empowerment of young people. Sessions will include Personal Insights on Empowerment; Recognising the Values; Personal Sovereignty; Creating the Vision Building for the Future.

Further Details: Global Co-operation House, 65 Pound Lane, London NW10 2HH.

Tel: 0044 181 7273355 **Fax:** 0044 181 7273351

Email: liz@bkwsugch.demon.co.uk

Talk2Training, Developing effective and creative counselling relationships with young people

Venue: The Charity Centre, DSC, 24 Stephenson Way, London NW1 2DP

Date: Tuesday and Wednesday 23-24 November, 1999 with a follow up day on 8 February, 2000

Three-day course which will help participants develop their understanding of adolescence and explore creative strategies for working with young people. Course content will include: legal, moral, ethical and practical issues of counselling; the needs of both young people and counsellors; and issues of diversity and power.

Cost: £150.00stg (commercial/statutory organisations), £80.00stg per day (voluntary/charitable organisations) limited to 16 participants.

Further Details: Youth Access, 2 Taylor's Yard, 67 Alderbrook Road, London SW12 8AD.

Tel: 0044 181 7729900

Email: yaccess@dircon.co.uk

About the Irish YouthWork Centre



The Irish YouthWork Centre is an initiative of the National Youth Federation (NYF). It acts as a one-stop research and documentation centre which has been developed to respond to the varied information, research and training support needs of youth & community workers, researchers and students, and anyone who works with young people. Its' services include:

Enquiry Services on:

- ◆ Trainers, consultants and specialists on youth & community work and related topics
- ◆ Venues suitable for hosting youth events and conferences
- ◆ Courses in Youth & Community Work and related fields
- ◆ Where to find youth & community work resources and training materials from other agencies
- ◆ Through its project database the Centre can connect people with other youth & community work projects doing exciting and innovative work within their field of interest

Sharing Good Practice

The Irish YouthWork Centre is constantly engaged in researching and documenting innovative approaches to work with young people in areas of special interest. This information is available to youth workers through hard copy resources, database information and ongoing independent research being both undertaken and commissioned by the Centre and published by the *Irish Youth Work Press*. These publications include quantitative and qualitative research, training manuals, issue-based guidelines for youth workers and policy documents.

Good Practice and Policy Development Seminars

The Centre regularly organises theme based, seminars and workshops. All the seminars are supported with; up to date analysis of the issue and what's happening on the ground in the form of information and/or research packs; the issues that youth workers are likely to meet; success stories, innovative projects, good practice; and sources of further information.

Library

- ◆ Lending service for youth & community work related books, videos and training materials.
- ◆ Photocopy and reference services for reports, statistics and hard-to-find articles on youth work.
- ◆ Newspaper cuttings, Dáil Debates, Government Bills/ Acts and youth related Statistical Updates.
- ◆ Profiles on over 200 organisations in the youth, community, social & voluntary sectors.
- ◆ Retention of over 80 youth work and youth work related periodicals/journals.
- ◆ On-line database facilities of all information stocked in the library.
- ◆ On-site study facility.

Publications and Resources

Low cost resources and training materials for sale (*the IWYC acts as an official sales agent for a number of agencies including the National Youth Council of Ireland, Combat Poverty Agency, Russell House Publishing, Nightshift Publications and the Directory of Social Change*). The Centre also offers an extensive range of research, guidelines, policy documents and programme packs for sale published by Irish Youth Work Press, the publishing arm of the NYF.

A complete **Publications For Sale Brochure** is available (see address below)

Free quarterly magazine (**Irish YouthWork Scene**) to members of the Centre.

For further information on the services of the IRISH YOUTHWORk CENTRE, why not write, call in, telephone, or email us:

Fran Bissett/Michelle Drumm, Irish YouthWork Centre, National Youth Federation, 20 Lower Dominick Street, Dublin 1.

Tel: +353 1 8729933 **Fax:** +353 1 8724183

E-Mail addresses: fbissett@nyf.ie mdrumm@nyf.ie **Web site:** www.iol.ie/~nyf