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The Best Chance

by Tony Murphy, Chief Executive, NYF

Fifteen years have passed since we got the last opportunity! In the coming ten months the completion of a five year youth work development plan will afford all voluntary youth organisations the best chance to set appropriate standards, and ultimately name the necessary and human financial resources required to deliver quality youth work on a national basis.

The Minister for State Mr Willie O'Dea is to be congratulated on commissioning a five year development plan through the offices of the Children's Research Centre (TCD) and managed by the National Youth Work Advisory Committee. It is to be an inclusive exercise and it should be so. All voluntary youth organisations will have much to say about how we should proceed. Whether competition becomes a characteristic of our contribution remains to be seen. However, this is a long overdue opportunity for us collectively to establish standards which will ensure quality delivery, increase recognition and establish a professional basis for those who work full-time within the sector. It will certainly mean giving regard to the necessary supports and development opportunities which should be provided to volunteers.

If this exercise towards the completion of a youth work development plan ends up being a paper exercise then the wrath of the sector will fall both on the Minister of State and the Government as a whole. The resources have to be provided. The patience and commitment of long standing volunteers and full time workers will be exasperated beyond repair.

An early indication of what one could expect would be a commitment in writing from the Minister of State that additional funding in the current year will be provided to pay the new terms of the Programme for Competitiveness and Fairness. To date nothing has been received. To date no announcement has been made. Will we see a repeat of 1997 PCW allocations by way of a supplementary grant in December? So all does not hinge on the completion of the youth work development plan. Commitments can be made at present.

And yet the mood is positive. The work is gaining recognition. Proposed local government reforms will require serious engagement based on a parity of esteem between statutory and voluntary at local level. New rounds of funding which underpin partnership companies should only be provided on the basis that the primary deliverers of youth work are voluntary organisations. Similarly for VECs within the new legislation. Let the Minister see to legislation and let him move quickly to ensure that VEC representation is placed within the National Youth Work Advisory Committee. It is only then that real discussion will take place resulting in a generous resourcing of youth work services both locally and nationally.

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A GUIDE FOR DEVELOPING OUTREACH, TRACKING & SUPPORT SYSTEMS

by Anne Murphy, Duane Byrne and
Marianne Dorney

Introduction

This article is based on the work of the Youth Support & Training Unit, a pilot project in Clondalkin, West Dublin, to access, support & track existing early school leavers. In preparing this article we hope to:

- share information, learning and experiences from a project which has been successful in supporting existing early school leavers;
- provide some guidelines for other groups and projects who are considering, or are in the process of, incorporating a support service for existing early school leavers into their own area;
- increase awareness and recognition of the issue of existing early school leavers, as distinct from youth 'at-risk' of early school leaving, and the need for interventative action dealing with early school leavers who have already left school, have dropped out of 'the system' and are no longer in contact with any structured support, service providers or agencies;

Background - The Youth Support & Training Unit

The Youth Support & Training Unit (YSTU), based in Clondalkin, West Dublin, was established in August 1997 as a pilot initiative in response to research which called for an alternative approach to dealing with early school leavers in the Clondalkin area. Having initially been funded by the Dept. of Tourism, Sport & Recreation and the European Commission through the South Dublin URBAN Initiative and managed through the Clondalkin Partnership, the Unit has now secured funding for the next two years from the South County Dublin VEC under the auspices of its Youthreach programme.

The objective of the YSTU is to identify, access and support existing early school leavers aged 15+ and to refer and link them with the service and training providers that are available in the area. The nature of the target group i.e. low motivational levels, lack of confidence, few life goals, etc., has led the Unit to develop mechanisms for supporting these young people and aiding their transition to further training and education. This is achieved through pioneering outreach, one-to-one support; motivational interviewing, assessment and development of an individual plan; support programmes such as Activity & Breakthrough programmes; individual literacy classes & specialist referrals; and through tracking & monitoring a client's transition & progression.

Target Group

The target group of the Youth Support and Training Unit are early school leavers over the age of fifteen years living in North and South West Clondalkin. The unit has been in regular contact with 210 early school leavers in the area, significant numbers of whom would have been out of school for a period greater than a year and seventy percent having left the

school system prior to the Junior Certificate. Of those young people who have left school for periods greater than two years, a significant number would have lost most or all sense of a structured training environment, requiring significant support and youth worker time to reintroduce them to any form of structured environment. The more recent early school leaver can generally be assisted and supported somewhat more easily.

Through its work the Youth Support and Training Unit have noted the diversity in the young people in contact with the unit. There was no one characteristic of the group - a range of social, emotional, home and school factors influenced their failure or inability to return to school. A number of the clients of the unit demonstrated a lack of confidence in themselves and 'the system', a sense of failure and uncertainty as to their future, and many were just unaware of the options and services available to assist them. A number had difficulty in behaving appropriately in a group setting and were at risk of being involved in anti-social behaviours and a significant number required assistance with literacy. Many of the young people the Unit supports felt that school was a negative experience for them, but, with encouragement from the Unit were open to other training options available for them.

Services & Supports to Early School Leavers Provided by the Youth Support and Training Unit

An outline of services that have been incorporated into the YSTU and which have been found to be extremely successful is provided below:

Identification and Tracking Early School Leavers

The Youth Support & Training Unit is the first pilot programme to attempt to develop a model for systematically tracking the extent of early school leaving in the Clondalkin area. Two groundbreaking protocols in conjunction with access to the FAS case management system have greatly facilitated the Unit's work and are outlined as follows:

1. Early school leavers who have been identified by FAS's bi-annual survey of school returns, are now contacted by letter by the YSTU and followed-up by home visits and outreach.
2. The Clondalkin VEC schools protocol has allowed the names of the early school leavers to be given directly to the Unit. Home School Community Liaison Co-ordinators now advise the Unit about young people identified by the school as "at-risk" of leaving school, and also ask these pupils and their parents to talk to the Unit about their future options.
3. The FAS Case Management Database system greatly facilitates the tracking of those who have come in contact with the Unit. It allows the Unit to categorise clients and the problems they present with, keep up to date with clients' movements and training efforts, draw statistics on the prevalence of early school leaving in the area, and effectively and efficiently co-ordinate and document the support that the client is receiving.

Accessing Early School Leavers through Proactive Outreach

Outreach is an extremely effective mechanism for recruiting this target group. The Unit has a team of three outreach workers who actively work in the community to identify early school leavers, enhance trust and inform them about the Unit. The outreach workers meet with young people in their estates in the evenings, in the streets, at home, in clubs, "drop-in" facilities or wherever young people congregate. The outreach component, however, does not only involve streetwork in the community. It also involves the monitoring of young people while placed with a training provider, keeping in touch with those who may not attend the centre regularly, and the picking up of those who drop out of a placement in order to find them alternative options to meet their specific needs. Outreach allows the Unit to track and monitor clients and draw them back into another form of training. The particular function of outreach varies throughout the year in accordance with the working requirements of the Unit. The stages involved are:

- Initially, the emphasis is on streetwork and cold calling which progresses into a snowball effect" (word-of-mouth promotion by the target group among each other) builds up a case load of early school leavers;
- In phase two, outreach diminishes and the focus changes to maintaining clients i.e. assessment, support, referrals and running in-house programmes;
- In the third stage, cold contact streetwork is minimal with the tracking and monitoring of placed clients taking precedence. Outreach mainly consists of home visitation and/or follow-up of particular clients.
- When school returns are published in January, the Unit again begins to undertake high levels of cold calling. Support and maintenance of these newly recruited clients follows this process.
- The level of outreach is then adjusted so that all staff can manage their varying roles without too much pressure. A balance must be achieved.

Individual Support & Referral Systems

One-to-one support and guidance for early school leavers and practical assistance with getting back into school and/or appropriate training. Support varies from an informal chat to dealing with more pressing issues and focuses around an assessment of the needs and wants of a client and the most appropriate means of achieving these goals. The Unit liaises with schools and training providers, acts as a mentor for clients and negotiates on their behalf and will contact other appropriate agencies for additional support pertaining to issues such as housing, health, drug and safety issues. The Unit has been highly successful in referring and placing early school leavers into a range of training options including school, Youthreach programmes, CTW's workshops, Youthstart and other community based training programmes in the local area.

Programmes Conducted by the Unit Activity Programmes

Short, 3 week fun-based programmes to follow-up on the outreach work of the Unit and develop trust, interest and involvement. They best suit those young people who may have been out of the school system for a considerable length of time. Programmes concentrate on a range of fun activities such as

horse riding, day trips, art work and group activities while also including elements relevant to personal development and self esteem, discussing past school experiences, making personal and training choices, identifying personal goals and planning for future training options. Participants respond very positively and entry to further training options is facilitated.

Breakthrough Programmes

Short, 3 week intensive motivational training programmes concentrating on clarifying the individual aspirations of the young person, helping them to establish goals & a life-plan, and identifying the steps & processes for achieving these goals/ aspirations.

Literacy Training

Literacy training is provided by adult education literacy tutors who work on a one-to-one basis with a number of the clients.

Drop In

An informal drop-in facility where the young people can meet, chat, have a cup of tea, and talk to the youth workers, is an important aspect of attracting early school leavers. It provides the opportunity, in an informal environment, for the young people to develop their trust and confidence in the service and the youth workers/counsellors. This helps increase the number of contacts they make with the unit, and provides the opportunity to mix with other young people who may be in a similar situation to themselves. Early school leavers who have been placed in training options would drop in regularly to discuss their progress and may reaffirm to others the benefits of particular training options. Once trust and respect have been established, and the youth are 'engaged' in the service, the drop-in facility can also be used to explore other issues and to challenge inappropriate activities or behaviour which might only come to light in chat and discussions between the young people themselves.

Recommendations for Establishing an Outreach & Support Service for Early School Leavers

In its work over the past two years, the Unit has identified a number of key steps and processes crucial in their development of an outreach tracking project for early school leavers. These points may act as a guide for those who are considering developing a similar model in their local area.

Developing the Infrastructure

The initiation of any project should be approached in a developmental manner. It is important to review progress and continually refine processes in order to respond to the real needs of the target group. If effective outreach and recruitment is to be undertaken, it is essential that the infrastructure, in terms of internal supports and activities, has been established as well as the external links with support agencies and training providers. In addition, it is crucial that all external services and supports for young people are identified in order to avoid duplication of services within the area. A sophisticated data base system is required for

tracking the progress of early school leavers. The Unit found the FAS Central Data Base to be an important asset to the work of the Unit.

Co-ordination & Networking

It is extremely important that all external services and supports for young people are identified in the area in order to avoid duplication of services. The establishment of a management committee made up of a range of key agencies both statutory and community helps to guide the project. The enhancement of co-ordination within and between services is a gradual process. It is important in the establishment of a new project that you clearly inform other agencies of your role and that they understand your remit. Participation in relevant groups by project staff will assist in developing links with other projects. As the profile of the project improves, trust and information sharing increase and relevant providers may engage in more extensive co-operation and co-ordination. This may culminate in joint applications to address common needs and suggested mechanisms and approaches to fill gaps in the services. Furthermore, it is very important to establish referral and support guidelines and to create mutual information sharing processes among the support groups and agencies dealing with the same clients, as this information flow allows for comprehensive tracking ensuring those experiencing problems with either making the transition to training and/or other problems may be picked up in the earliest stages.

Development of a Model for Tracking

Investigate sources of information and research on early school leaving in your area. Where possible it is desirable to formalise informal working arrangements with other agencies. The development of protocols with the VEC and FAS in relation to forwarding of information and use of central database tracking system is crucial. Review work that is currently being undertaken with early school leavers, identify the current tracking systems and gaps in service and work to enhance these without duplicating the function of another agency. Review the needs of your target group and develop in-house programmes and supports for them. Make every effort to work in conjunction with other providers so that all opportunities for early school leavers can be explored and awareness of their particular needs can be heightened. In order to be as inclusive as possible in the identification of early school leavers it is important to consider including both targeted (school returns) and broad based (outreach) recruitment strategies. Ensure that all core staff have an interest in and respect for young people.

Selection Processes for Staff

It is important that selected candidates have appropriate skills with the target group, knowledge and experience of the education system and the ability to link with agencies, experience of working with young people with special needs, and a willingness to take on the long hours and

commitment involved with outreach. Personalities affect young people's response to interventions and as such, staff need to be trustworthy and approachable, with a non-confrontational and open approach. In order to cater with the workload they need to be flexible in relation to situations, adapt to the changing needs and be able to deal with quick role changes such as those required by outreach, intensive one-to-one support, dealing with crises, facilitating groups sessions, administration and maintaining clients files and records.

Flexibility with the Target Group

Rely on staff observations and individual in-depth discussions to deal with the needs of each client and identify appropriate routes that best suit individual needs. Ensure that the young person is informed properly and that a decision to avail of training or other supports is theirs. Develop programmes to cater for their interim needs and incorporate key learning experiences. Remember that the transition of clients to other training providers depends on the specific needs of the individual and on other factors that can impact on their ability to make the transition successfully. Some may require long-term individual support and/or may require several placements before they find something that suits their needs. Ongoing monitoring of young people ensures the ability to be able to make further training referrals if necessary and allows a "multi-chance" service to early school leavers.

GAPS IN THE SERVICE PROVISION FOR EARLY SCHOOL LEAVERS

Current Solutions for Existing Early School Leavers do not fit all Needs Groups

The issue of early school leavers is becoming increasingly apparent among younger age groups, such as those from 11-14 years of age, and for whom there are very few alternative training opportunities in place. The development of new initiatives or extension of existing alternative provision for this age group is a priority. Adequate support systems including childcare, access to counselling and psychological services, personalised encouragement and monitoring are essential if we are to encourage the participation of more marginalised early school leavers including 'at-risk' groups and young parents.

Diversification of Current Tracking Systems

The current statutory provision for identifying early school leavers (Social Guarantee Register) relies on schools forwarding lists of early school leavers to local FAS offices who then provide an offer of further training. However, gaps exist in the national identification, tracking and recruitment processes of early school leavers using this mechanism. Time lapses may occur between the individual leaving school and contact being made. Many early school leavers are not responsive to a formal 'system' approach, particularly one which relies on contact by letter. A study of 50 early school leavers by the Unit indicated that only 8 had been contacted by the

school return system, while the other 42 had been contacted through proactive outreach measures. The lack of quantifiable statistics on the real level of early school leaving hinders the development of systems designed to promote access & integration of early school leavers into second chance training options.

Need for Outreach

Many early school leavers do not have access to information relating to the support that is available to them and may experience problems when making the transition from school to training or to work. Outreach is one of the most important tools currently available to access a wider community of early school leavers. It allows for early school leavers to be identified in their own social setting, gives greater credibility to those who are trying to provide information about the potential support that is available and facilitates the provision of support at an informal level to those who might not otherwise avail of it. A recent report by the Co. Dublin VEC entitled "Early School Leavers", referred to the lack of quantifiable data in relation to existing early school leavers and identified interactive outreach as an essential component of future tracking processes with mentoring and guidance as key elements of the provision.

Further Enhancement of Existing Training Pathways

Currently there is a system in place which offers early school leavers over fifteen years opportunities for education and training in an alternative setting. The 'hands on', flexible and continuous assessment methods of the NCVA provided in many of these programmes is appropriate for early school leavers. However, if early school leavers are not to enter into a cycle of compromised educational opportunities, additional resources are required to enhance this progression route. Greater national promotion of the NCVA as an alternative training system is required as is the development and provision of level one training at a local level. The lowering of age and Junior Certificate entry pre-requisites in FAS training courses as well as the development of bridging programmes/pre-apprenticeship training would facilitate greater access of early school leavers into training and future apprenticeship opportunities.

Early school leavers have difficulties in re-entering the school system. There is scope for more integration between preventative and interventive responses to early school leaving and the provision of additional supports and resources for schools offering re-entry opportunities for early school leavers. Finally, the opportunities to complete Junior Certificate in alternative education settings and the literacy needs of early school leavers should be prioritised and made more widely accessible.

Policy Recommendations

Among the various policy recommendations made within the evaluation report of Unit are:

- The need for alternative mainstream approaches for tackling the existing early school leaving problem and the need for existing mainstream responses to be as flexible as possible so as to accommodate the range of needs experienced.
- If the overall issue of early school leaving is to be effectively addressed in the future, it is essential to integrate & replicate key achievements of current successful pilot initiatives into mainstream practice.
- The processes of Outreach and Tracking need to be incorporated into initiatives as mechanisms for Recruiting and Monitoring Early School Leaving
- Holistic support systems & integrated service delivery which takes into account the real needs of early school leavers and various issues impacting on their ability to take up training also needs to be provided, including formalised links & working relationships with other sectors such as justice, social services, housing, health, & psychological support services.
- The Education (Welfare) Bill published in April 1999, aims to totally re-develop the provision relating to education so as to ensure that each child receives a prescribed minimum level of education. Specific recruitment guidelines and training for the New Education Welfare Officers is required. This should concentrate on practical on-the-ground outreach work and flexible approaches based on the needs of the target group. Wider support services for youth and family will need to be considered to support the function of the Welfare Officers.

Training Opportunities for Existing Early School Leavers needs to be broadened in terms of:

- Appropriate training options for re-entry into education including flexible training and part-time options taking account of the real needs of early school leavers.
- Appropriate progression routes determined for alternative systems such as NCVA
- that will be widely accepted as acceptable standards of education.
- Alternative education options for existing early school leavers under 15 years so that
- every young person has access to a secondary education.
- Better teenage counselling and psychological services for young people.
- Lowering of age and Junior Certificate entry requirements for FAS courses.
- The development of pre-apprenticeship training and alternative provision of Junior
- Certificate to allow greater access to apprenticeships.
- Increased supports including counselling, psychological services and career
- guidance in alternative education providers.

More emphasis needs to be placed on Retention Strategies including the expansion of the existing statutory support services such as school psychological service, home/school liaison scheme, remedial service and 8-15 project and there is also a greater need for the identification of and provision of financial support to successful community pilot initiatives including pre-school, after-school, transfer, tracking and third level access programmes.

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Managing Conflict Through Negotiation

by **Damien Killen,**
Director of THRIVE

INTRODUCTION

"You know I hate when he does that, there is no talking to him." "She always gets her way." "I wish someday that I could say what I really think to that person. Why is it so hard to reach a compromise with her there never seems to be any middle ground" What he needs is a good kick up the..."

Have you heard some of these before? Have you said or thought them yourself? Conflict is something that we are surrounded by everyday, and yet it is something that we are not always adept at handling. We often slot into a particular mode and use that as our method of dealing with it, be it effective or not.

To suggest that there is an alternative, will be no surprise to anyone. To suggest that there is a way of improving how one deals with conflict that can be learnt, may take some convincing. So read on in hope or disbelief as you see fit. This article will look at a definition and possible causes of conflict, different modes of response and a model using negotiation to find more win-win solutions.

WHAT IS CONFLICT AND WHAT CAUSES IT?

In recent literature there is much debate over the definition of conflict and how does it differ from an argument or a dispute. However for the purposes of this article, we will accept that conflict is any situation where your concerns differ from another person's. As this suggests, it is quite broad and inclusive. However, it does beg a further question as to what makes some conflict more intense than others. Thomas & Killmann (1) rightly assert that it depends on the importance of the issue and the energy invested in it.

The causes of a conflict are significant for ascertaining its importance, but also for determining how best to deal with it. The context will condition the conflict, in that it has a significant bearing on typical responses and potential outcomes. But essentially conflicts arise because of a number of key issues. In this regard, the rule of thumb I use - is to play **Take Your PIC**.

P People or Personalities
I Income or Issues
C Clarity or Communication

I am sure that there are mnemonics that you could use, but remember is it often about

misunderstandings, personalities or money. Find some phrase that will help you in remembering to look for all the causes and not just the obvious one. In addition ask yourself "Where have I seen this before?" This will aid your reflection on what to do next.

TYPICAL RESPONSES

Kenneth Thomas (2) suggests that there are five different "modes", or responses to conflict, and that each person is likely to use one more often than another. To improve in conflict management, it is argued that a person needs to appreciate the appropriateness of each mode for different situations.

The five modes are created using two scales, cooperativeness (*the extent to which an individual attempts to satisfy the other person's concerns*) and assertiveness (*the extent to which an individual attempts to satisfy her/his own concerns*). The five modes are:

Competing	<i>the goal is to win</i>
Collaborating solutions	<i>the goal is to find win/win</i>
Compromising middle ground	<i>the goal is to find the</i>
Avoiding	<i>the goal is to delay</i>
Accommodating	<i>the goal is to yield</i>

In Fisher & Ury's groundbreaking book "**Getting to Yes**" (*the title put me off reading it for ages*), they suggest that not only do you need to be aware of your own type of response/mode but that to be successful in negotiating, you need to move from a position of either soft or hard bargaining to a position of principled bargaining. In other words whether your style is to try and placate the other (soft) or to never give an inch (hard), it will only be successful some of the time. It is more important that you approach from a principled position, i.e. not necessarily stating exactly what you want to get, but rather knowing what is the principle that you will not compromise on.

For example you need to be able to say that it is important that everyone has a job, rather than there will be no redundancies.

A MODEL FOR APPROACHING CONFLICTUAL SITUATIONS

I have found that it is difficult to deal with conflict in a manner that enables both parties to be happy with the outcome. Although this proposed method of negotiating aims to do just that, it is designed to enable you achieve what you believe is important.

The process is:

- ◆ **Creating Space**
- ◆ **Adding Value**
- ◆ **Getting Results**

Creating Space

- ◆ Begin by spending time *gathering the facts and check the assumptions*. Successful negotiating means spending approximately 500/0 of the time in preparation.
- ◆ *Explore the benefits of negotiating*. By doing this you can decide if it is worthwhile and what the alternative not to negotiating is.
- ◆ *Choose the right location*.
- ◆ *listen carefully*. Enter a situation in the belief that there is one thing that you do not know. You will *find* out much more.
- ◆ Everything does not have to be resolved in one go so don't be afraid to *take a break*.
- ◆ *Change the space*. It is usually better to attempt to resolve conflict in a different situation to where it occurred, as this removes any associations with the previous place.
- ◆ If necessary, do not be afraid to *seek a mediator*.

Adding Value

- ◆ *Expand the pie by creating options and alternatives*. If possible include the other party in this creation of alternatives.
- ◆ *Empathise - know each party's needs and interests*. In this way one knows what really is at stake.
- ◆ Contrary to popular opinion it is not necessarily a bad idea to *change first* Remember the only person you can change is yourself.
- ◆ *Use critical moments effectively*, to note what has been achieved or to finalise the discussion on a particular issue.
- ◆ As Fisher and Ury (3) suggest, focus on *principles, not positions or people*.

Getting Results

- ◆ *Look for win-win scenarios* enabling both people to leave some degree of satisfaction
- ◆ *Take one step at a time and acknowledge when a step has been taken*. Too often conflicts resurface because what has been achieved has not been noted.
- ◆ *Be persuasive and assertive* and not aggressive in getting your opinions across.
- ◆ *Claim your slice of the cake*. Too often one can be reluctant to do this, in case it is perceived as being victorious. it is essential for resolution to be able to do this.

CAUTIONARY AFTERTHOUGHTS

Ethical Negotiation

Should you look for more than what is fair and reasonable? It is up to you!! But ask yourself:

will it last? Are the others really blind? Are their colleagues really blind? How will everyone feel the next time? will they look for revenge the next time? What will your conscience say down the road?

Dealing with Very Difficult Characters

These are the characters that when someone says that they are "very balanced", they really mean that *they have a chip on both shoulders* or that *the aggression is coming equally from eyes, ears nose and mouth*. So some things to remember:

- ◆ *Examine what is happening & take time to reflect*
- ◆ *Talk to someone else if possible*
- ◆ *Try to explore what is behind what you see*
- ◆ *Allow people to let off steam (even run out of steam)*
- ◆ *There is no need to emulate destructive behaviour*
- ◆ *Feelings are facts*
- ◆ *Speak about yourself and not the other person*
- ◆ *Try and build a working relationship over time*

Finally...

I have yet to perfect this model, and as others will tell you can create and/or mishandle conflict quite easily. However, the learning curve is happening, and it the approach does work most of the time.

If you have any thoughts the material in the article, I would be delighted to hear from you. You can contact me at:

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- (1) Thomas-Kilmann **Conflict Mode Instrument** (1974)
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THE UNIQUE ROLE OF YOUTH WORK

by Sean Gibbons

Introduction

My purpose in writing this article is to reassert the unique role of youth work at a time when interagency provision may undermine the Youth Service as we now know it. The new National Plan proposes spending (relatively) vast amounts of money on the Youth Service, but the crucial questions are when, where and how it is to be spent. Most especially, how?

Nowadays the trend seems to favour interagency provision with the youth work agency entering into a partnership arrangement with, for example, the Gardai to provide specific juvenile justice projects or with the Health Boards to provide Neighbourhood Youth Projects. I'm not saying there isn't a need for these projects, but this phenomenon raises a number of important questions:

- **What does it say about the future of out-of-school support structures for young people?**
- **Where is generic youth work placed in this brave new world?**

These are especially important concerns in light of the Government's targets and priorities which seem to revolve almost exclusively around reducing the numbers of young people **NOT IN** employment, education or training.

While we may not argue with the essence of the government's research or proposals to improve services for the most socially excluded young people and improve opportunities for education, training and employment, there are fundamental issues around blurring the edges in roles and responsibilities of the different agencies involved in supporting young people in their transition to adulthood.

The uniqueness of the Youth Service lies in the voluntary nature of the 'engagement' with young people. Young people choose to be involved in this service in order to access resources, activities and, most importantly, in the knowledge that there are people interested in their needs and issues, and in working with them to fulfil their aspirations.

If the current move towards interagency provision focused on specific issues proves to be an add-on service to generic provision properly resourced, then it would be supportable. If it turns into an 'instead-of' then it paints a very bad picture indeed. The questions such a scenario raises include:

- **Where would lie the generic youth work which has always been the backbone of the Youth Service?**
- **Would all work with young people be compartmentalised so that we start viewing young people in deficit?**

While it is extremely desirable that the Youth Service targets work with 'at risk' young people, it is also very important to remember that *all* young people can be said to be at risk at some point in their lives. It is those young people that generic youth work has always served so well.

Generic youth work is aimed at all young people 'regardless' of whether or not they fit into any category of disadvantage or 'disaffection'. Surely this kind of *inclusiveness* is one way of breaking down the barrier of social exclusion that confronts so many young people in Irish society today?

I think it is time to remind ourselves and others of what youth work is all about, in order to re-affirm the importance of the generic nature of our work.

Kerry Young's recent book on the **Art of Youth Work (Russell House Publications, 1999)** is well timed to assist us in this task. Her definition of the core to youth work provision is that:

"The 'uniqueness' of youth work is not in its methods, curriculum or 'target groups', but in its purpose."

The future of youth work (and the Youth service) rests not on its ability to achieve the objectives of other agencies, but on a clear articulation of the 'core' purpose of youth work.

She goes on to explore this core purpose which she argues is about 'enabling and supporting' young people in the process of identity:

- **"What sort of person am I?"**
- **"what kind of relationships do I want to have with myself and others?"**
- **"What kind of society do I want to live in?"**

The development of youth work over the years has been built on its strength and ability to deliver a service that supports young people through this process particularly on their individual development of self-image and self-esteem. You may say this is nothing new, this is what we do, but the question remains; Is it what we will be doing in the future?

That is why we need as youth workers to re-visit and re-affirm the essence of our work and promote the 'uniqueness of our profession in order that we can continue to provide a 'core' generic Youth Service.

We need a service that may develop in many different ways but always retains core principles and purposes that young people have benefited from and can continue to benefit from.

The message needs to be given loud and clear:

- **Yes** we have the skills, knowledge and experience to work with young people effectively.
- **Yes** we can help the government to meet its targets on education, training and employment.
- **Yes** we can work in partnership with other agencies supporting young people.

But:

- We don't want a **new** Youth Service that is an **instead of** for the generic Youth Service.
- **Yes** we do need a Youth Service which is on a statutory basis with a commitment to addressing the serious lack of funding throughout the sector.

If these concerns are not put on the agenda for debate then I think that we may be very close to seeing the last of the generic youth service that has served so many young people so well over the years. It would be a terrible pity indeed if the only way a young person could come into contact with a youth worker in the future was by means of a 'referral'.

The essence of youth work is the voluntary nature of the relationship between the young person and the youth worker. This is our precious uniqueness - we should fight to preserve it.

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Sean Gibbons holds an MA in Youth and Communities, and is currently researching his PhD thesis which is on the relationship between the labour market and early school leaving.

He also does some work for Galway Rural Development on a project to promote greater co-operation between parents and schools.

**Sean Gibbons can be contacted at:
(086) 8754939 or by
e-mail: sgibbons@eircom.net**

This article is the first in a new series called Open Forum where we invite readers to react to, respond and comment on a specific article they have read in the next edition of the magazine.

Responses do not need to take the form of a complete article (although such are always welcome) and can be relatively short, but should be accompanied by the author's name and organisation they represent (where appropriate)

If you wish to respond to this article in the next edition simply contact:

**Fran Bissett,
Irish YouthWork Scene Editor,
National Youth Federation,
20 Lower Dominick Street,
Dublin 1.
Tel: (01) 8729933
Fax: (01) 8724183
Email: fbissett@nyf.ie**

NEW TRAINING AND EMPLOYMENT INITIATIVE FOR YOUNG OFFENDERS

The Minister for Justice, Equality, and Law Reform, John O'Donoghue in conjunction with Minister of State, Frank Fahey, T.D., have launched a new Initiative aimed at providing training and employment opportunities for young offenders.

The project is a joint venture between the State and the private sector in the provision of apprenticeship opportunities and it is hoped that it will become a major new initiative as an alternative to prison for young people between the ages of 16 and 21.

An Employers Group, representative of five targeted employment sectors will provide job placements for participants. This group will operate in conjunction with a training and employment project funded by the Department of Justice, Equality and Law Reform and run by the Probation & Welfare Service in association with CONNECT. **CONNECT** is an organisation formed by a group of business & community organisations in order to improve the inner city as a place to live, work and visit.

The project will involve the selection of suitable offenders who will participate in a pre-release programme which will look at their offending behaviour, the impact on their victim, relapse prevention in relation to criminal behaviour and addiction and accommodation issues.

On leaving custody, ongoing supervised programmes will be the responsibility of the Probation and Welfare Service and will include education, training, esteem building, anger management, addiction treatment and preparation for independent living. Day release work will enable them to prepare for their preferred apprenticeship.

The third phase of the programme will see them commence work with their sponsored employer. CONNECT and the Probation and Welfare Service will provide a continuous management support mechanism to the employer during the apprenticeship. It is hoped to place 30 young people in the first year of the project increasing to over 100 within 3 years.

For more information on the project, please contact:

*Department of Justice,
Equality and Law Reform,
72-76 St. Stephen's Green, Dublin 2.
Tel: (01) 6028202 Fax: (01) 6615461
Website: info@justice.ie*

NEW GUIDELINES ON PORTRAYING SUICIDE IN THE MEDIA

The Samaritans in partnership with the Irish Association of Suicidology have just launched and published a new booklet titled **Media Guidelines on Portrayal of Suicide**. The booklet includes the following sections:

- ◆ Suicide: the facts
- ◆ Media myths - a quick guide to some common views
- ◆ Copycat suicides and media reporting
- ◆ Recommendations on phraseology
- ◆ Guidelines on factual reporting
- ◆ Guidelines on dramatic portrayal
- ◆ Signs of suicide risk
- ◆ What to do - support available

Copies/further information are available from the following, although copies are limited. A reference copy is also available in the Irish YouthWork Centre:

*The Samaritans,
Southern Desk, Room 35,
112 Marlborough Street,
Dublin 1. Tel: (01) 8781822
Email: p.ohare@samaritans.org*

OR

*Northern Desk,
Thomson House,
5 Wellesley Avenue,
Belfast BT9 6DG.
Tel/Fax: (0801232) 660010
Website: www.samaritans.org*

NEW INTERNET ADVISORY BOARD ESTABLISHED

The Minister for Justice, Equality and Law Reform, John O'Donoghue T.D., has established a new non-statutory Internet Advisory Board to monitor & oversee the self-regulation structures recommended by the Working Group on the Illegal and Harmful use of the Internet. The self-regulation approach to Internet regulation has been adopted worldwide and the Board will help and support the Irish Service Provider industry to deliver an effective self-regulation environment.

The Board will also look at the progress of the new public hotline established by the industry for reporting child pornography; encouraging the adoption of codes of practice and other initiatives to ensure that self-regulation works in practice. For further information contact:

*Department of Justice,
Equality & Law Reform,
72-76 St. Stephen's Green,
Dublin 2.
Tel: (01) 6028202 Fax: (01) 6615461
Website: info@justice.ie*

MERGER CREATES NEW INFORMATION SERVICE ORGANISATION

The National Social Service Board (NSSB) and relevant information functions from the National Rehabilitation Board (NRB) have been merged to form a new organisation, which will mainstream information service for all citizens, including those with disabilities. The new organisation titled '**Comhairle**' was established officially on **Friday 31 March** and subsequently all of the services provided by the NSSB will appear under the title of the new organisation.

NATIONAL READING INITIATIVE

The National Reading Initiative is an initiative aimed at raising awareness in the general public of the importance of reading. The Initiative will encourage reading across all sectors of society, at all levels and in all contexts. The National Reading Initiative will

lay the foundation for increased emphasis on reading nationally and for an improvement in the quality of the teaching, learning and use of reading. It aims to work to significantly improve the effectiveness of major funding for literacy-related programmes already in place.

There will be an extensive programme of events for the year will cover all reading circumstances and situations throughout the country, all interest groups and all ages and the objectives of the initiative will be achieved through these events/activities which will include the following:

- ◆ The review and refocusing of literacy support programmes
- ◆ International Reading Conference
- ◆ Local seminars and workshops
- ◆ Parent support initiatives
- ◆ Baby book packs
- ◆ Young starter reader schemes
- ◆ Book festivals
- ◆ Paired/peer reading initiatives
- ◆ Support of local reading initiatives around the country
- ◆ Reading-at-work promotions
- ◆ Vouchers, tokens and book discount schemes
- ◆ Promotion of use of Public Libraries
- ◆ Book weeks/fortnights
- ◆ Teenage reading events
- ◆ Reading summer schools
- ◆ Local and national media coverage of book clubs, book reviews

The Department of Education and Science is funding this Initiative but other Government Departments will be involved. It is expected that the voluntary organisations, the commercial sector, local community groups, the writing community, and all the partners in education will be involved. The office of the National Reading Initiative is based in Marino Institute of Education. The Initiative is anxious to support, publicise and disseminate good ideas/worthwhile projects on getting people involved in reading activities. For more information please contact:

*Bernadette A. McHugh,
National Co-Ordinator,
National Reading Initiative,
Marino Institute of Education,
Griffith Avenue, Dublin 9.
Tel: (01) 8376969 Fax: (01) 8376301
Email: nri@educ.irlgov.ie*

NEW YOUNG PEOPLE AT RISK NETWORK

Breaking through is a new all-Ireland Network set up to promote effective interventions with young people at risk. The network promotes inclusive ways of working, which are rooted in anti-racism, anti-sexism and anti-sectarianism. Set up arising from a European conference in February, 1999 focusing on young people, crime and disadvantage, the network's objectives are to:

- ◆ Facilitate links through local, regional and cross border networks
- ◆ Promote partnership and inter-agency co-operation
- ◆ Collate, document and share good practice
- ◆ Provide informed support for practitioners, within an atmosphere of mutual respect
- ◆ Influence policy and development.

Membership of the network is open all groups working with and interested young people at risk. For further information on the network and the conference please contact:

*Breaking Through,
Centre for Adult Education,
NUI Maynooth,
Maynooth,
Co. Kildare.
Tel: (01) 7086013
Fax (01) 7084721
Email: breaking.through@may.ie*

NEW EMAIL INFORMATION SERVICE

The Combat Poverty Agency has recently commissioned a regular email bulletin which will summarise the content of Oireachtas debates and legislation in the area of poverty and community development as part of its remit to increase public awareness of poverty and also to develop the capacity of the community and voluntary sector to contribute to developing policies that tackle poverty.

The bulletin is compiled and disseminated by Brian Harvey and the audience will comprise national networks, Community Development Programme organisational participants and key voluntary and community groups involved in influencing policy.

Each bulletin will be short and tailor-made, designed to highlight key state-wide policy issues being debated in the Oireachtas. The bulletin will be sent during periods when the Dail sits. The email addresses of community and voluntary groups not already on the list are invited, although the Combat Poverty Agency reserves the right to refuse inclusion on the list. If you are interested in receiving the service contact:

*John-Mark McCafferty,
Policy Officer,
Combat Poverty Agency,
Bridgewater Centre,
Conyngham Road,
Islandbridge,
Dublin 8.
Tel: (01) 6706746
Fax: (01) 6706760
Email: mccafferty@cpa.ie*

BANK OF IRELAND MILLENNIUM SCHOLARS TRUST

To mark the new millennium, Bank of Ireland is providing £10 million to establish the Bank of Ireland Millennium Scholars Trust. From 2000, the Trust will provide opportunities for further study to approximately 600 people over a ten year period. The Trust is focused on people with talent and ability who face economic or other obstacles, such as disability, which prevent them from realising their full potential.

It will fund third level educational opportunities in a broad sense, including conventional degree courses, and will also support individuals who wish to equip themselves through further education to provide leadership in their communities. Gifted people who are offered exceptional opportunities, whether artistic or academic, which are beyond their financial means will also be eligible for scholarships.

Scholarships will provide funding to cover educational and living costs to substantially relieve recipients of the cost of participation in third level education. The average award is expected to be £5,000 a year with a likely

upper limit of £30,000 for a four-year course of study. Scholars will be offered support through a mentoring system involving Bank of Ireland staff and may be offered vacation work placements in Bank of Ireland.

Applications are already being accepted via Nominating Bodies, which have been established throughout the island of Ireland. The NYF National Office has successfully applied to become a nominating body, whose role will be to provide the resources/expertise to identify suitable candidates & to co-ordinate applications.

For further information on the trust and the role of the nominating body, please contact:

Fran Bissett,
Irish YouthWork Centre,
National Youth Federation,
20 Lower Dominick Street,
Dublin 1.
Tel (01) 8729933
Fax: (01) 8724183
Email:fbissett@nyf.ie

NEW RESOURCES ON UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

The Children's Rights Alliance have recently produced three new information resources explaining what the UN Convention on the Rights of the Child is and what it means for children and young people.

The first is a brochure which explains in clear and straightforward terms:

- ◆ what the convention is,
- ◆ the rights of the child,
- ◆ importance of family/parents
- ◆ how the Convention works
- ◆ why the Convention is important
- ◆ background information on the Children's Rights Alliance and what it does.

The second resource is a small poster aimed at primary school level children which explains in language they will understand by using the

thoughts of two children, what the Convention means to them.

The final resource is a short video they have produced, again aimed at primary school level children, which has two children speaking about what the convention means to them, using similar language to that used in the poster.

For copies of the above and further information on the Children's Rights Alliance, please contact:

Children's Rights Alliance
Dominick Court
40 Lower Dominick Street
Tel: (01) 8733199
Fax: (01) 8733612
Freephone: 1890 200715
Email: info@cra.iol.ie

WORK AND VOLUNTEERING OPPORTUNITIES IN ENGLAND

Alton Castle is a residential retreat centre working with young people aged 9 -13 years of age offering short courses in personal and spiritual development and using methods such as outdoor work, music and art. The centre works with 5000 children each year, and from **20 August** later this year they will be looking for young people, in particular gap year students to join their team. They will also be looking for a qualified youth worker and a climbing instructor from the same date.

If you are interested in any of the above , you can apply in writing with a c.v. or request further information from:

Fr. Michael White
Alton Castle,
Alton,
Staffordshire,
ST10 4TT,
England.
Tel: 0044 1538 703224
Fax: 0044 1538 703224
Email: altoncastle@bigfoot.com
Website: www.altoncastle.freeserve.co.uk

- **The responses of the young people** - dealing with disclosure of abuse by a young person who, when confronted with the statutory processes, denies it ever happened.
- **The lack of common, working definitions of confidentiality.**

DAY CARE PROVISION FOR CHILDREN

Early Years: good practice guide for community youth projects

by Nora Greer on behalf of NIVT

Much has already been written about the mechanics of setting up and running play or day-care provision for children. This booklet will hopes to signpost readers through the information which is currently available. There is a section on "How to" manuals and their contents - from staff recruitment, registration and policy-setting, to activities, equipment and record-keeping.

There is also information on the Children (NI) Order, (1995), outlining the relevance of this legislation to anyone who wants to run a service for children and a list of current training courses and training organisations, with some pointers through the maze of qualifications and accreditation's on offer.

DEVELOPMENT WORK

Working for a Better World: Options for Working in Development

by Comhlamh

Booklet which outlines the different ways one can work for global development, and provide a general framework to think about possible options. For those who are interested in working abroad, it raises some of the issues to be considered before making a decision, and it attempts to illustrate the different kinds of work you might do.

The booklet also highlights the possibilities of working for change from Ireland. 'Global development work' is about carrying a critical perspective of global issues in your work, be that overseas, in solidarity work in Ireland or in community development work here.

EQUAL OPPORTUNITIES FOR LESBIAN AND GAY STUDENTS

Education Lesbian and Gay Students: Developing Equal Opportunities by Gay HIV Strategies and Nexus Research Co-operative

Study which examines the problems and difficulties faced by lesbian and gay students in first and second level education in Ireland. It explores developments in overall governmental and national policy, and in Educational policy and programmes that have particular relevance in addressing the identified needs.

This report is a major strategic initiative towards combating the educational disadvantage experienced by lesbian and gay students, and towards promoting equality of opportunity and attainment. It will be of use to policy makers, teachers, the lesbian, gay and bisexual community and all practitioners in the education field.

INTERCULTURAL EDUCATION

Exploring Cultural Values in the Community by Interculture Ireland

Civic, Social and Political Education aims to enable and empower students to become participative, aware and responsible citizens. As Irish society continues to become more multicultural, it is clear that young people need to develop the knowledge, skills and dispositions necessary to live with, appreciate and benefit from cultural diversity. A prerequisite to interacting comfortably within a multicultural society is an awareness and understanding of one's own culture. This module enables students to begin this process of understanding Irish culture through exploring cultural values within their own communities.

This module is designed to highlight for students the realities of cultural values within their communities. It allows them to compare the images they have of being Irish with the reality as experienced at community level. It helps them to appreciate how diversity can enrich communities.

Based on the theme of interculturalism, the module incorporates aspects of the concepts of **Democracy, Rights and Responsibilities,**

Human Dignity, Interdependence, and Development.

Each activity has one or more "concept icons" - attached to it so that teachers can easily identify which concepts are being covered by a particular activity. The module can be used to supplement other materials on community or as an alternative way of introducing community.

This module aims to enable students to:

- Broaden their perceptions of community
- Recognise the diversity of groups and needs within their own communities
- Analyse the extent to which various groups are valued within communities
- Compare their images of Irish culture with the reality experienced within communities
- Appreciate how diversity can enrich the community

VOCATIONAL GUIDANCE, COUNSELLING AND ASSESSMENT

Someone Who Believed in Me: *The practice of mentoring, advocacy, guidance, information and counselling activities for young people experiencing difficulties* by Youthstart Thematic Cluster Group and Mainie Jellett Project

Report arising from the experience of seven Youthstart projects and represents a radical but necessary departure for traditional services in calling for a complementary provision of guidance for those outside of formal education, training and labour market services.

In particular, the projects highlight the importance of a coherent cohesive and organise linkage between the various approaches that seek to either keep young people within the education system or enable their transition into the labour market.

The Assessment and Guidance Handbook of Good Practice

by YouthTurn Transnational Partnership
Handbook produced by YouthTurn to provide a framework for client-centred assessment and guidance good practice for practitioners working with young people who have left the formal education system with few or no qualifications,

and who are thereby at risk of exclusion from the labour market.

Although there are generally accepted standards of good practice among assessment and guidance practitioners who use client-centred approaches, there has, up to now, been no available documentation on these standards in Europe.

The handbook was developed in response to this gap in the literature. YouthTurn is a transnational partnership of three Youthstart projects:

1. New Energies for Work, Consorzio Euroimpresa - Milano, Italy:

2. Second Chance School for North Cork, Synergy - Mallow, Co. Cork, Ireland

3. Workstart, Workforce - London, UK.

These projects are being developed under the Youthstart Initiative, which is one of four strands of the Employment Initiative, a community initiative of the European Commission which is funded by the European Social Fund to Spring 2000.

WORKING WITH REFUGEES AND ASYLUM SEEKERS

**Tools For Change
by National Committee for Development Education (NCDE)**

Directory which includes a comprehensive listing of resources and organisations for those offering training and education around the issues of asylum seekers and refugees, anti-racism and human rights. The idea for this directory stemmed from a workshop held in 1998 exploring the relationship between development education and refugee and asylum issues, both locally and globally.

YOUNG PEOPLE AND CRIME

**Breaking Through: Young People, Disadvantage and Crime
by Copping On Programme**

Report of a European conference held in February, 1999 which aimed to provide an opportunity to share experiences and insights regarding working with early school leaver and

young people at risk to seek to reduce offending behaviour and identify area of common interest to those working in the areas of crime prevention within an educational setting.

The conference explored current research and theoretical frameworks in working with young people at risk of offending; models of intervention and practice issues; and the development of networks among many other issues. The report also identifies the key issues arising from the conference and arising recommendation plus an update on a number of outcomes and initiatives that had developed since the conference.

Youth and Crime: A Critical Introduction by John Muncie

Introductory textbook which crosses the disciplinary boundaries of criminology, sociology, history, cultural studies and social policy to present a comprehensive picture of contemporary youth research and youth policy.

Each chapter focuses on a substantive topic such as the nature and extent of youth crime, social histories, the causes and meaning of offending, youth cultures, social policy and the youth justice system, while emphasising the importance of critical, historical and comparative perspectives.

The book explores a wide range of public, political, academic and professional discourses about young people and highlights the significant presences and absences routinely employed in constructions of the 'youth problem'.

Youth and Crime is an interactive text, written primarily to introduce the key aspects of a 'youth criminology' to undergraduate students. Each chapter includes an overview, explains key concepts, summarises the main arguments and provides study questions and guides to further reading. It will prove invaluable to any student or teacher of criminology, criminal justice studies, social policy, social work, sociology and youth studies. It will also encourage a critical rethinking amongst policy makers and practitioners.

YOUNG OFFENDERS & PREVENTION

Preventing Offending - A Stake in Civic Society by Irish Association for the Study of Delinquency

The Irish Association for the Study of Delinquency (IASD) held its first Conference on 6 and 7 November 1998 in the Stand House Hotel, the Curragh. It was attended by 80 delegates from all parts of the country, drawn from national and local government, public, voluntary and community sector organisations whose activities influence or are affected by young offenders or the wider issues of social exclusion, as well as those involved in research in those areas.

The Conference theme was Preventing Offending: A Stake in Civic Society. Its stated aims were to examine theoretical and conceptual frameworks relating to offending behaviour; to identify factors impacting on offending, in particular social exclusion; to explore responses to offending and social exclusion; and to seek to influence policy and decision making, in particular by identifying what works and why it works.

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

Further Information:

**Fran Bissett & Michelle Drumm,
Irish YouthWork Centre,
National Youth Federation
20 Lr Dominick St.,
Dublin 1.**

Tel: 8729933

Fax: 8724183

Email: fbissett@nyf.ie or mdrumm@nyf.ie

IRELAND

Planning for a More Inclusive Society: The National Anti-Poverty Strategy (NAPS)

Venue: Davenport Hotel, Merrion Street, Dublin 2

Date: Thursday, 11 May, 2000

One-day national conference which aims to support the current national and local policy focus on tackling poverty and social exclusion; to contribute to shaping the future development of NAPS with particular reference to the new social partnership agreement, A Programme for Prosperity and Fairness and EU policy measures to tackle poverty and social inclusion; to promote public awareness of progress in implementing the NAPS; and to consider the findings of a new assessment of the NAPS.

It will be of relevance to government officials, statutory bodies and agencies, social partners, community and voluntary sectors, academic and research interests and the media. The conference programme will include keynote speakers and parallel seminars on:

- Ireland's anti-poverty strategy in an international context:
- Findings from the Combat Poverty Agency's recent assessment of the first two years of NAPS
- Other EU anti-poverty strategies
- Applying a social rights approach to social inclusion
- Involving the community and voluntary sector in the NAPS
- Extending setting of anti-poverty targets in a growing economy
- Business and social responsibility

Further Details: Combat Poverty Agency, Bridgewater Centre, Conyngham Road, Islandbridge, Dublin 8.

Tel: (01) 670 6746 **Fax:** (01) 670 6760

Email: info@cpa.ie **Website:** www.cpa.ie

Policy Training for Community and Voluntary Trainers

Dates	Venues
18 May	Monaghan Hillgrove Hotel
8 June	Dublin Temple Bar Hotel
14 November	Limerick City t.b.a

Three one-day regional training seminars for training community and voluntary sector trainers organised by the Combat Poverty Agency. The overall aim of each training seminar is to assist community and voluntary sector trainers and facilitators to incorporate policy work into the work of community groups.

More specifically, the seminars aim to enhance knowledge of policy making in Ireland; to update trainers on current anti-poverty policy initiatives, and to support participants in integrating learning from the day into their work.

There will be three presentations in the early part of the morning, comprising of the policy-making process in Ireland; the experience of a voluntary organisation in integrating policy work into work with community development organisations; and current anti-poverty initiatives in Ireland. Participants will then respond to presentations and share experiences in a workshop setting. The afternoon is workshop based, with groups discussing practical strategies for incorporating policy work into their work with community and voluntary sector groups. Trainers' support needs will also be discussed.

Cost: £25.00 (maximum of 60 participants per training seminar)

Further details: John-Mark McCafferty or Kate Ennals, Combat Poverty Agency, Bridgewater Centre, Conyngham Road, Islandbridge, Dublin 8.

Tel: (01) 6026633/6026620 **Fax:** 01 6706760

Emails: mcaffertyjm@cpa.ie or

Ennalsk@cpa.ie **Website:** www.cpa.ie

"Meeting the Therapeutic Needs of the Sexualised Child"

Venue: Dublin City University (DCU)

Date: Monday, 22 May, 2000

One-day conference which will have two keynote inputs from Dr. Tony Baker, a British based Consultant Psychiatrist who has been involved in pioneering clinical research concerning child sexual abuse since 1983 and Eileen Gallagher, child sex abuse specialist, with the NSPCC Manchester. The conference will also include two 90 minute workshops that will give delegates a chance to explore, in an interactive environment, the professional and practical issues involved around the day's central theme.

The event is aimed at a wide variety of people including: Health Professionals working with children: Psychologists, Psychiatrists, Social Workers, Doctors, Public Health Nurses and Care Workers; Practising (and trainee) Counsellors and Therapists; Educational Psychologists, School Principals and Guidance Counsellors Parents Groups and Organisations working with Children, Teenagers and Families

Gardai and Legal professionals; Politicians, Public Officials, Journalists and Researchers
Cost: £65.00 per person (including lunch)
Further Details: CARI National Office @ 01-8308529 or by **E-mail:** info@cari.ie

Raising Money Through Corporate Sponsorship

Venue: Carmichael Centre for Voluntary Groups, North Brunswick Street, Dublin 7
Date: Saturday 10 June, 2000. 10.00am - 1.00pm

This half-day course is aimed at people who have some experience and would like to get corporate sponsorship for their organisation. It will cover how to approach companies for sponsorship as well as how to sell an idea or project. There will be some input from a corporate funder and the trainer will be Brid McGrath, an Information consultant

Cost: £20.00

Further Details: Sheila Cahill, Training and Support Service Manager, Carmichael Centre for Voluntary Groups, North Brunswick Street, Dublin 7.

Tel: (01) 8725550 **Fax:** (01) 8735737

Email: carmichaelcentre@tinet.ie

What About Us? - Health issues and concerns for the worker

Venue: Camden Court Hotel, Camden Street, Dublin 2

Date: Saturday 17 June, 2000.

One-day seminar providing an opportunity to explore, discuss and reflect on the health issues relating to those who work in youth work settings. The event will explore the health status of those who work in youth work settings; the potential of youth organisations as health promotion settings for everyone; to identify key issues of interest and concern to youth workers and volunteers; to identify health promotion interventions for youth work staff and volunteers; and to plan an approach for implementing these interventions.

Cost: £20.00 (maximum of 60 participants)

Further Details: National Youth Health Programme, 3 Montague Street, Dublin 2

Tel: (01) 4784122 **Fax:** (01) 4783974

Email: nyhp@nyci.ie

Street Collections and Payroll Giving

Venue: Carmichael Centre for Voluntary Groups, North Brunswick Street, Dublin 7
Date: Saturday 24 June, 2000. 10.00am - 1.00pm

What are the pros and cons of these two different methods of fundraising and how can you use them effectively to raise money? This half-day course will help participants plan a successful street collection and explore the potential of payroll giving for their organisation. The trainer will be Simon Devilly, journalist and media consultant

Cost: £20.00

Further Details: Sheila Cahill, Training and Support Service Manager, Carmichael Centre for Voluntary Groups, North Brunswick Street, Dublin 7.

Tel: (01) 8725550 **Fax:** (01) 8735737

Email: carmichaelcentre@tinet.ie

A Strategy for Dealing with the Drugs Issue in Youth Organisations

Venue: Castleray Park Hotel, Limerick

Date: Saturday 24 - Sunday 25 June, 2000

Two-day training course based on Youth Work Support Pack for Dealing with the Drugs Issue produced by the National Youth Health Programme. The course offers a strategic approach to dealing with the drugs issue from an organisational perspective by: exploring a range of appropriate organisational responses; managing drug-related situations on a day-to-day basis; developing a framework in drawing up an organisational policy; and discussing guidelines for good practice in addressing the drugs issue within youth and community organisations. *The course will also be run in Monaghan in September and in Cork in November.*

Cost: £40.00 (maximum of 30 participants)

Further Details: National Youth Health Programme, 3 Montague Street, Dublin 2

Tel: (01) 4784122 **Fax:** (01) 4783974

Email: nyhp@nyci.ie

2nd Annual Youth Conference

Venue: t.b.a.

Date: Wednesday 28 and Thursday 29 June, 2000.

The second annual youth conference organised by the University of Ulster and the Youth Council for Northern Ireland. This year's theme will **Youth; Fact or Fiction**. A detailed brochure will be available closer to the event.

Further Details: Sharon Adams, Short Course & Professional Development, University of Ulster at Jordanstown, Newtownabbey, BT37 6QB.

Tel: (0044) 28 90366680 **Fax:** (0044) 28 90366060 **Email:** scpdu@ulst.ac.uk