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INSIDE

**The Youth Work Act 2000:
Will it Really Make A Difference?**

**The Youthcert Project:
Learning and Outcomes**

**Project Profile: Focus Ireland's
Loft Project**

**Working with Young Men and
Young Women: Differences and
Similarities**

News & Policy Update

Youthcert Products

Bumper Resources Section

Youth Work Bill 2000:

Perhaps It May, Perhaps It May Not?

by Tony Murphy, Chief Executive, NYF

As some readers may be aware the Youth Work Bill was due to have its first reading on Thursday 15 June but was dropped in order for emergency legislation in relation to the Bacon Housing Report to be enacted. The fact that the proposed reading of the Bill did not take place as expected this side of the Summer is disappointing. We are, yet again, to be hopeful for the Autumn period before a legislative base will be given to youth work.

The definition is an improvement on the 1997 Act but no reference is made to the purpose of youth work as reflecting social change (Costello 1985) or to the community development methodology and context. The thoughts of round table partnership in respect of developing guidelines and policies for the implementation of the Act is to be welcomed. It will need to go a lot further than round table partnership in so far as we will need very clear representation and procedures whereby the best is drawn from all parties concerned with significant levels of accountability.

The explanatory note accompanying the publishing of the Youth Work Bill is not a legal document, nor is it proposed to be transferred into legislation. However, it does clearly state that no "additional costs are expected other than the funding of the Assessor, the operations of the National Youth Work Advisory Committee, the Youth Work Committees and the Voluntary Youth Councils". Why would one want to proceed if this is to be the case? Current budgets are inadequate; significant gaps exist in current provision and since 1988 the bulk of the funding has been directed towards 'disadvantaged'. It is disappointing that the National Development Plan referred to IR£302 million over the life of the plan which can be accounted for from existing funding. So where is the vision in regard to development and expansion which also should include a significant review of existing resources? All voluntary youth organisations would be quite open to this in the hope of achieving a much more effective use of resources and value for money, both for the Exchequer and in terms of the multiplier effect, that is, releasing further funds.

Government departments need to be drawn into the preparation of the National Youth Work Development Plan, otherwise we will have the continued situation of disparate levels of funding being provided independently by different organisations (e.g. Gardaí; Health Boards; Partnership Companies). Without doubt it will be essential to provide formal recognition of qualifications suitable to undertake full time youth work and appropriate remuneration for the skills, qualifications and experience available. This will come one way or the other but it would be best for the statutory sector, voluntary youth organisations, and current/potential staff to be in unison in achieving this goal.

Yes we will wait and in the process it may afford a variety of agencies the opportunity to make suggestions and recommendations - all of which will not be taken on board but nevertheless could enhance the existing legislation before it is actually finalised. Here's to the future - perhaps it may happen, perhaps it may not! Give quality youth work its day and those who are best qualified to deliver youth services.

The Youth Work Act: Will it Really Make a Difference.....	3
Project Profile: The Loft Project, Focus Ireland.....	8
Better Apart? Working With Young Men and Young Women.....	10
The Youthcert Project: Learning and Outcomes.....	13
News.....	15
Resources.....	18

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THE YOUTH WORK BILL 2000: WILL IT REALLY MAKE A DIFFERENCE?

In May of this year, the Youth Work Bill 2000 was finally published, and, if enacted into legislation, will mark a milestone in the history of the Youth Service in Ireland in its intention to put the Youth Service on a statutory footing for the first time.

The Bill will have wide ranging implications for those in youth work as will the production of a five-year National Youth Work Development Plan being undertaken by the Children's Research Centre on behalf of the National Youth Work Advisory Committee to be ready by Spring 2001.

We asked a number of individuals from local/regional and national level, who are involved in different aspects of the Youth Service, co-ordination, management, and practice, their thoughts on what these developments may mean in reality for the future of the Youth Service in Ireland.

Anna Gunning
Programme Manager
National Youth Council of Ireland

Implications of the Youth Work Bill 2000 and the Youth Work Development Plan, on the future of the Youth Service

The year 2000 has the potential to be a very significant year in the life of the Irish Youth Service and we hope it will be a memorable one for reasons relating to the real development and progression of the Youth Service and not for memories of missed opportunities and political inaction. The publication of the Youth Work Bill 2000 in May has presented us with the best opportunity in years for providing a solid basis for youth work for the foreseeable future. After three years of living with a largely inoperable Act with only some pieces of the Act implemented, we can finally hope for a comprehensive review of the structures and supports for youth work provision in this country.

The other major development is of course the Youth Work Development Plan, being carried out by the National Youth Work Advisory Committee. The committee have engaged the Children's Research Centre in TCD to undertake research which will form the basis for the plan. The plan gives us an opportunity to think creatively about our needs for the future and the type of Youth Service we want. A number of challenges face us in the development of this plan and at the end of the day, we need to find the best structure to service the growing and complex needs of young people in Ireland.

I hope that the plan will be a brave one which pushes boundaries and encourages us to think of new and innovative ways to work together throughout the sector. The opportunity for long term planning is to be particularly welcomed and alongside that, the commitment within the Programme for Prosperity and Fairness to implement the plan gives the process an added value. Over the last number of years when there has been increases in funding to the youth sector, it has generally been divided among the organisations and any additional funding has been allocated to organisations on the basis of applications made. The Development Plan should provide us with concrete data for making funding decisions. The plan will hopefully mark out what the Youth Sector should look like in five years time and what steps we need to take to get there.

One of the most important issues to welcome under the proposed legislation is the shift from the centralised provision for youth work to a more involved model for youth work providers at a local level. The involvement of all providers at a local level in the development of a youth work plan for the area is central to ensuring real ownership of the plans by those who directly provide services. The decision making on the most suitable type of service for an area and how gaps in provision should be addressed must remain with the youth work providers on the ground.

The involvement of young people directly in the planning process through the Local Voluntary Youth Councils is also central to the development of a service which will address the real issues for young people. Another issue at a local level is how to ensure that the youth work processes and structures take account of other local developments such as the proposals around local government, the area partnerships and the drugs initiatives.

On balance, the current developments mean an exciting time in the development of the youth service and the National Youth Council of Ireland has taken the position that the most urgent priority is to ensure that the legislation is put forward in the lifetime of the current Government.

Martin Geoghegan
Youth Information Officer
Waterford Regional Youth Service

The Youth Work Act, 2000 : A change in cultural values?

Introduction

The Youth Work Act, 2000 is a fascinating document. I know that this may seem hard to believe, couched as it is in the near impenetrable language of the state's legislation draughtsmen (and, one hopes, draughtswomen), but its content – and the underlying assumptions on which it is built – will play an enormous part in the direction that youth work takes over the coming decades. As such, it demands our attention.

Much of the commentary on this Act will, I assume, focus on the minutiae of the detail contained within it: how many people sit on this committee or that council, who gets to nominate people to this advisory body or how such and such a decision will be arrived at. All of this, it must be said, is vital to a full technical understanding of how the Act will affect the provision of youth work. However, I will leave it to others to carry out this type of analysis. This article focuses on something different: if you like, it looks at the Act from a different perspective - what affect it might have on working with disadvantaged young people and the culture within which such engagement takes place? As such, this article is more interested in the long-term effects of the Act, the manner in which youth work takes place, and the way in which those involved in youth work relate to the State and State agencies.

What's in the Act?

Without wishing to over-simplify the Act too much, I believe that I can sum it up in a sentence: the Youth Work Act, 2000 is a blueprint for the management of youth work in Ireland. There you go – hardly the most incisive description ever, but accurate none the less.

The key word in that sentence is management: the Act is not really about the content of youth work, nor does it focus on what youth work is (or should be) trying to achieve (I suppose the Costello Report makes a stab at this), nor does it tease out any of the issues associated with youth work...it is primarily about who manages youth work.

What do I mean by “manage”?

Ordinarily, when we talk about “managing” youth work we mean the day-to-day operation of clubs,

projects and other youth activities. This, clearly, is not what I'm referring to when I talk about the Act “*managing*” youth work. Rather, I mean that the Act lays out where the power will lie – who defines what youth work is carried out, who decides on the provision of youth work, and who decides on the providers of youth work.

So who does have the power in this new management structure for youth work? The answer to this is quite complex – the Minister for Education and Science obviously has overall control, with local Vocational Educational Committees (VECs) playing an enormously significant and powerful role being responsible for, amongst other things, assessing local youth work needs, developing youth work plans, and deciding what groups and/or organisations access funds to carry out this work. This apparently all-powerful position is tempered somewhat by the necessity for the VEC to consult with local youth work groups and organisations through Youth Work Committees and Voluntary Youth Councils, and operate within a framework set out by the Minister. Suffice to say though that the VECs are the major *new player in youth work that the Act introduces.

The advent of VECs

It is the introduction of VECs as a major force in youth work that I want to focus on for the next few paragraphs. The introduction of any new player into any area of activity is bound to have many effects – some good and some bad. There are a few obvious things to say here: as VECs pre-existed the Act, almost all youth groups and organisations throughout the country will already have a relationship with one or several VECs. Naturally, the relationship that they currently have (built up over years where the relationship was not necessarily a key one) will be brought into this new scenario. Those youth organisations with an existing strong relationship with VECs will obviously be well positioned, whilst those with weak, non-existent or even negative relationships will potentially be in quite a tricky position. This much is obvious - I'm sure most groups and organisations had this much worked out ever since the present government indicated that the 1997 Bill was to be repealed.

The VECs' range of powers under the Act is considerable and, indeed, many people have expressed concern over the extent to which the VECs will be able to exert influence. These concerns are also in the context of many VECs having little or no experience of youth work – which is somewhat like asking someone to take over as managing director of a company when they have no business experience. Whilst I would share these concerns, I think it misses the point somewhat. Its less important that the VEC will be the responsible agency for youth work than the fact that this Act represents the first strides to bring youth work into a State framework, or

put another way, to incorporate youth work into the State apparatus. This is clearly the most significant development in Irish youth work for many, many years – perhaps even ever.

The move from civil society to the State

Incorporation into the State is especially significant given youth work's very independent history. Youth work in Ireland has taken a very particular direction during its evolution over the last thirty or so years. Unlike the UK, the overwhelming majority of youth work in Ireland has emanated from civil society (i.e. not the state, nor the private sector) and as such has taken many different forms, largely reflective of the dominant social norms of the time, coupled with the goals of the people involved. As many different people and groups became involved in working with young people, many different types of youth organisations sprang up, all with very different agendas that reflected their particular view of the world. As a result, we have a plethora of youth organisations that are attempting to do very different things with young people: from the National Youth Federation to the Catholic Youth Council, from Foróige to the Scouts, these (and many more) have distinct goals, ways of working and – crucially – different sets of values that underpin why they do what they do. The values of any collective group of people heavily influences what they do, and this is why youth work is not a single uniform *"thing"* that we all do, but actually is a representative word that covers different types of engagement with young people for different purposes.

As youth work is brought under the umbrella of the State, the disparate values that currently exist within this *"sector"* are much more likely to be homogenised, perhaps going on to reflect the values of the responsible agency and the people therein. This may take many years, but the value system will change – of that there can be little doubt. As the value system changes, then so does the way in which the work is done, and ultimately the outcome of the work changes as well. For some groups and organisations this will be a good thing, for others not. If the value system shifts towards how your group sees the world, then your vision of and for youth work moves to centre stage...but if not, then it is possible that your views and issues will become marginalised.

"Disadvantaged" youth work

What all this potentially means for *"disadvantaged"* youth work (what a strange word *"disadvantaged"* is...it makes it sound like poverty and social exclusion are minor irritants that are caused by accident) is particularly difficult to predict. Will incorporation into the State mean that the State apparatus begins to see things more from the perspective of disadvantaged young people, or will the values and views of state agencies come to

dominate? Obviously we cannot predict with any great certainty, but what is fair to say is that VECs, on the whole, are not the most radical bunch of people and thus there must be some concern about the cultural effects of this new management system will be on the outcomes of disadvantaged youth work. Most at risk in this evolving relationship will, I feel, be disadvantaged youth work's potential for social education.

Incorporation as part of the professionalisation process

Claiming that the increasing closeness of youth work's relationship with the State may have significant cultural effects is quite a dramatic claim, and you may correctly ask on what this argument is based. Well the history of the State incorporating other areas of activity may tell us something. Perhaps the most important of the many things that tends to happen when the State becomes involved in any activity is that it becomes professionalised: there are increasing pressures to rationalise the activity, to measure the activity, to develop specific qualifications for those that practice that activity - in short, to bureaucratise the activity. As the State moves into the area of activity, there is an ever-increasing demand for *"professionals"* who tend to displace those grassroots people who, up until that point, were the major players. To an extent this has already been happening in youth and community work over the last decade or so, and this trend is likely to accelerate over the coming years. This has been true of many areas that the State has moved into over the decades since independence: organic farming, environmentalism, community education, to name but three. The potential major losers in this new scenario are *"disadvantaged"* groups, who for very specific reasons are less likely to have the formal accreditation required to take up these *"expert"* positions. I have argued in this journal before that this process will dilute the class base of disadvantaged youth work, and ultimately make it less effective in socially educating young people.

Conclusion

"Partnership" has been the buzz word and the driving force behind much social policy of the last decade, and The Youth Work Act, 2000 sees the formalisation of the *"partnership"* approach to youth work, with the State, its agents and voluntary youth groups all involved in the process of delivering youth work. The Act lays out the precise roles that each will play: with the State funding, directing and taking overall managerial responsibility for youth work, and existing youth organisations being the deliverers of youth work. What is interesting is that the cultural values that exist within youth work are not always compatible, and this is exacerbated by the formal introduction of State agencies into the mix. What is clear is that youth work will change, although we do not know precisely how. The impact that VECs will

have on this will be significant, but the important thing to remember is that youth organisations, youth workers, the young people themselves and those that share our concerns about the society in which we live also have an important role to play in directing the cultural development of youth work over the coming years. In such a vital period of readjustment, now is the time to be clear about what your youth work is trying to achieve and why you are trying to achieve it. The results will be of influence for many years to come.

*** "New" here should be read guardedly: some, although not many, VECs have been involved in the direct provision of youth work for many years; and some VECs have already had similar management responsibilities to those envisaged in the Act for several years on a pilot basis. This said, the majority of VECs are not experienced in youth work.**

**David Treacy
Director
City of Dublin
Youth Service Board**

YOUTH WORK BILL 2000

The Youth Work Bill 2000 published by the Minister of State Mr. Willie O'Dea T.D. must be welcomed as a significant development in youth work policy. It was expected that the Bill would make few changes to the Act passed by the Oireachtas in 1997. However, the Bill includes a number of significant differences in the role envisaged for the VECs than that set out for the Education Boards in the Act.

I will concentrate on those differences in this short piece as well as commenting on some of the broader implications of the implementation of the Bill.

Role of VEC's

The Vocational Education Committee will be given statutory responsibilities for the development of youth work. They must ensure the provision of youth work and youth services by co-ordinating with "approved, designated and authorised" voluntary and local youth organisations and by providing assistance including financial assistance. For the first time, the future provision in an area will be determined by a 3-year development plan produced by the Youth Committee in consultation with the local communities and the Voluntary Youth Council. In addition, it seems to imply that the Department of Education and Science will fund youth work provision on a three year funding cycle.

A further change from the Act is the additional role of ensuring co-ordination of youth work programmes and youth services with other educational programmes and other services provided for young people. This role is also reflected in the proposed changes to the membership of the Youth Committee where it is proposed to include representatives of the gardai, the health boards, FAS, County Council or County Borough Corporation. This is a significant development, and attempts to ensure co-ordination and integration of youth work with other educational provision at local level. This is vital role given the different sources of youth work funding that have emerged in recent years, such as Local Drugs Task Forces, Young Peoples Facilities and Services Fund, Area Partnership Companies and Department of Justice.

Evaluation of Youth Work.

In addition, sections 9 and 14 sets out that VECs should monitor and assess the youth programmes or youth services and examine the effect and efficiency of youth work services and of youth work programmes provided within its area. This would seem to allow the Youth Committee of VECs to comment on the provision by other agencies to young people as well as on the programmes and services provided by national/ regional youth organisations funded directly by the Department in their published Annual Report. It is a very strong commitment to evaluation as to-date little or no evaluation and assessment has been undertaken by the Department or by VECs of projects or organisations covered by the grant schemes operated by the Youth Affairs Section of the Department of Education and Science. This commitment is mirrored in the Bill with a section dedicated to the Role of Assessor. The Assessors work will be important in validating the good work throughout the country and in setting standards for good practice. The only concern that is worth noting is that the Assessor could spend too much time adjudicating the appeals procedures if the procedures and practices are not clearly set out in advance and if the VECs are not staffed to fulfil their functions.

The Issues Arising from Implementation.

Specialist Youth Work Staff for VECs.

It is clear that for the Bill to be implemented successfully staff will be needed to undertake the tasks of producing development plans, co-ordination of services, monitoring and evaluation of existing provision, providing support to the Voluntary Youth Council and the Youth Committee. While it must be recognised that this may be an issue for the voluntary sector who already see themselves under resourced, the success of the process locally will be dependent on the appointment of specialist youth work staff within the VEC. It can be argued that it is

in the best interests of the voluntary and community sectors in the long term that the Bill is implemented successfully and for that to happen VECs need to be staffed appropriately.

The Bill allows for the Minister to require two or more VECs work together, so it is important that the Department indicates clearly how this model will work and where as this may go some way to address the staffing issue.

Contracting Programmes and Services

Section 11 describes the procedure to be followed by the VEC in ensuring that youth work programmes and services are provided in their area where no provision currently exists. It is a protracted procedure designed to ensure that voluntary organisations can bid to provide the required programme or service. The term contract is not used anywhere, yet the procedure would seem to imply that the programme or service is to be placed for tender. The three-year period for the development plan would seem to indicate that contracts would be for a fixed 3-year period. The Bill does not state how the contracts will be renewed at the end of the period.

In addition, Section 11 (5) allows for the VEC to provide a programme or service directly in respect of where it has rejected proposals made in the area procedure by other organisations. As in the Act the VEC is permitted to provide a service for a maximum of three years and before the end of the second year apply the procedures again to ascertain whether suitable arrangements can be made for provision by the voluntary sector.

However, while the VECs welcome the limited opportunity to provide services directly, the Bill does not reflect the role some VECs have played in supporting communities managing their own services. The Bill does not allow for the development of a local management committee for a youth project or programme by a VEC, as is the practice in Dublin City. The danger in introducing a tendering system is to create a competition between groups at local level and this will contribute to local instability in provision and can be a destructive force in a community.

Funding of Youth Work

The Bill seems to imply that it is intended to place funding on a three year funding cycle and that considerable increase in funding will be provided to assist in the implementation of development plans. Yet throughout the Bill the phrase "*within the resources available*" places the proposals in a context. So don't get too excited about the increase in investment to come.

However, it also leaves significant questions unanswered in respect how the current system would

be changed to reflect the legislation. It would seem to imply that VECs should administer funding at area level in the future. This would have significant implications for the way the Youth Affairs section currently administers funding. Logically, the Disadvantaged Youth Grant Scheme and Youth Information Scheme should be administered by the VEC's where they are currently being administered nationally by the National Youth Federation and the National Association of Training Centres. It would also seem to be logical that funding under the Youth Service Grant Schemes for regional youth services should be administered through the VECs. This was a difficult issue in the Consultative Process in 1993 and is likely to be so again.

Conclusion

Overall, VECs will welcome the important role set out in the Bill. The significant issues will arise in the manner in which the Department will set about the full implementation of the Bill. This will require significant investment at all levels of youth work provision if the different aspects of the Bill are to work effectively. Of course the last paragraph of the Explanatory Memorandum specifically states "*that the new statutory provision for the organisational of youth work proposed in the Bill would involve any significant additional resources*" (p10). The positive sign is that the recent initiative by the National Youth Work Advisory Committee and the Department to develop a National Development Plan will provide the opportunity for the funding and other implementation issues to be addressed.

The cynic would say that the history of youth work shows that significant changes implied in policy statements does not occur in the way in which youth work is administered and that Governments change before youth work legislation is implemented. Only time will tell.

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Project Profile - Focus Ireland's The Loft, a Day Service for Young People out of Home in Dublin City.

*by James Parkin & Ivan
Mahoney, Focus Ireland*

Introduction

The Loft was established in September 1999 by Focus Ireland to provide a year-round service for young people who are 'out-of-home' in central Dublin. It is estimated that there may be up to 100 children under the age of eighteen out-of-home on any given night in the Eastern Regional Health Authority (ERHA) area. Quantitative research in this area is poor but last year almost 500 young people under the age of eighteen, made use of Focus Ireland services while over 1600 were referred by the ERHA Out-of-Hours team.

It is no surprise that by far the vast majority – if not all – users of the Loft come from the more disadvantaged areas of Dublin. Many come from care backgrounds and from families struggling with addiction and violence. Many have been the victims of abuse themselves and they or their families would generally be known to social workers before they come into contact with Focus Ireland's services.

The Loft Project

The Loft is open from 10.30am until 7.30pm, seven days a week and is one of a number of services developed specifically for homeless children. The project aims to provide a safe environment away from what can be a very destructive and dangerous street culture. It is not a generic youth service but is directed specifically at the population of young people who would be known to the Crisis Intervention Service of the ERHA.

Primarily the Loft offers a space where young people can have their practical needs met in the shape of cooked meals, washing and laundry facilities.

The project attempts to cater for some of the educational and social needs of young people by encouraging them to participate in structured indoor (arts & craft, drama, computer tutorials etc.) and outdoor (swimming, horse riding, cinema trips etc.) activities. Most are, however, casualties of a formal education system that has failed to meet their needs.

The Keyworker

The staff's most pertinent role lies in working with the young people and the statutory services to end their often-chaotic cycle of homelessness. This process is facilitated through the allocation of a keyworker.

The keyworker aims to build positive relationships with the young person and to liaise with the relevant bodies to co-ordinate a care plan, which if successful, results in the young person moving on from the Loft hopefully to a long term residential placement, or sometimes to return home if appropriate.

A lack of appropriate residential places often extends the time this process takes. The recent media attention that Justice Kelly's concerns have received is unfortunately just the tip of the iceberg. Many young people remain in the system for months, some years. This is exacerbated by the biggest obstruction affecting the young people: their often-chaotic drug use.

Project Clients

Research conducted over the last three years by Focus Ireland has shown a steady increase in the percentage of young people using our services who are mixing their drug use.

Approximately 80% of those accessing the Loft are occasional to regular opiate users. Many would also indulge in a cocktail of drug misuse including prescription medication, marijuana, alcohol and street methadone.

The drug use is often experimental in nature, making it difficult to ascertain the combinations of substances that are being taken and to predict behaviour patterns. Their efforts to finance this drug use often brings them into contact with the criminal justice system.

Flexibility of Service

In order to make the Loft as accessible as possible, rules and regulations are flexible and sanctions are designed to ensure that young people, who are asked to stay away, are not completely excluded from all services. Some are offered a limited service, which will still provide the basics of food and a shower. Others, who are unable to handle a centre-based service, are linked into Focus Ireland's Outreach Team.

Young People who do present under the influence of illicit drugs are not denied access to the Loft unless they are unable to engage, are 'goofing' or act abusively towards other young people or staff.

While the usage of illicit drugs and display of paraphernalia are not allowed within the project, the Loft is not strictly speaking 'Drug Free', as young people who are affected are able to access the service and any consequences they incur are based on observed behaviour. In this context, drug use is a common theme of keyword relations.

Despite and also because of this, young people are expected to take steps to address their drug issues. Inability to do so can often further exclude young people from residential placements and support services. Sometimes drug treatment can become a requirement of continuing access to the Loft or a factor in avoiding incarceration.

Conclusion

The provision of services for young people out-of-home has improved significantly in Dublin over the last two years, but as the recent report of the Forum for Youth Homelessness has highlighted there is still a good deal of work needed to be done. The service the Loft provides can only be one part of a multi-faceted approach needed to address the complex needs of young people out-of-home.

So what's needed now? The development of specific drug treatment services for those under eighteen years that don't just offer methadone treatment in isolation from other supports. This alongside residential placements that meet the needs of the young person, not of the residential projects themselves would go a long

way to improving a situation which is still a national disgrace.

For further information on the project, please contact:

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Focus Ireland is a national organisation, founded in 1985 to prevent, alleviate and eliminate homelessness. Originally based in Dublin, Focus Ireland opened a new housing development in 1998 in Limerick and a major new development in Waterford recently. Its mission is to advance the right of homeless persons to live in a place they call home through quality services, research and advocacy.

Work includes: crisis services; transition services and settlement services for people out of home; developing educational material for schools; research into housing and homelessness; publications; work with media; lobbying and campaigning; seminars and conferences.

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Better Apart? by Claire Harvey

Clare Harvey interviews two workers about the differences and similarities in working with young men and young women. Development workers Susan Morgan and Martin McMullan are responsible for the Youth Action Northern Ireland Gender Equality Unit's young women's work and young men's work respectively.

Susan: There are two main differences in the way Martin and I work. The first is that the young women's work derives from a feminist background. This means it aims to encourage young women to value themselves, develop their potential and challenge any prejudice they encounter in their lives.

The second is that young women's work has moved away from being youth-centre based, to a community development approach.

Martin: In working with young men we start by supporting the young men in reflecting on what it's like to be a man. Young men are unfamiliar communicating openly with other males and this is one of the key differences between Susan's and my work.

Within the Gender Equality Unit young women's work has been developing for over 15 years, whereas developmental work with young men is still in its infancy. There are theories within young men's work, but the two crucial issues affecting young men which need to be addressed are that of risk-taking behaviour and suicide.

Susan: An element of the Young Women's Project is peer education work, where we train up young women to work with other young women within their communities.

Martin: For the young men's groups that would be a wee bit further down the line, although it is something that has been talked about. I think what both Susan and I are trying to do with single gender work is a four-stage process. The first stage is about engagement, trying to build up a relationship with young people. Only after you've got through the first stage can you move on to stage two, self-awareness and personal development.

Stage three looks at self in relation to the community and stage four would be community development, which is what some of Susan's projects are about. I think we'd both agree that the first stage is often the hardest.

As a male youth worker in a young men's group it's hard to begin with, you have to go in and be confident and willing to take risks.

Susan: The major problem with stage one for me is actually getting young women to come along. Maybe they have to help out at home, or their boyfriends don't like them going to the group. For whatever reason, the first problem is physically getting them to join.

Once there, it's not usually a problem. It's part of the culture of young women to sit around in friendship groups and talk, so it's easier for them to start the process of group work.

Martin: Once you've built up some kind of relationship with the young men, they're really willing. You would think that young men wouldn't want to sit around talking, but they do. Just give them the opportunity and you'll be there all day!

Susan: Groups normally start off with some kind of icebreaker to get the whole thing going, and Martin and I will often swap ideas on what works best. However, there are some differences.

Martin: Some icebreakers we use with young men can be quite physical. There's one called '**Electric Chair**' where the group tries to pull one another into a chair in the middle of the room.

Susan: I find the young women are quite uncomfortable with that one, as it is competitive and physically aggressive.

Martin: I tend to avoid ones that involve pen and paper – it reminds them of school. I also try to avoid role-playing or anything creative until a sound relationship with the group has developed.

Susan: But young women are more comfortable with those kind of things; they enjoy being creative.

Martin: There is one ice-breaker where you have to get into a circle and hold hands. The young men always say '*Ergh!* We're not holding hands, we'll hold wrists, but that's it'.

Usually I'll avoid that one, but if the session is going to be dealing with sexuality, for example, I might use it. Later on the group could be asked to talk about why they felt so uncomfortable with holding hands, and that could lead onto a whole debate about sexuality.

Susan: Martin and I have come up with a whole series of statements or questions that can be used as a basis for group discussion. For example '**Young men can't show their emotions**' or '**Girls have more fun**' could be used as a starting point for

debate in either a young men's or young women's group - but the discussion would be different in each.

Martin: We will go off and do separate work with the groups, but on a daily basis we come back and share ideas, and I think that's crucial. Susan will say *'I tried this and it worked'* so then maybe I'll give it a go.

Susan: Another thing that Martin and I do jointly is gender awareness training with youth workers and volunteers in mixed gender groups. It gives the workers an opportunity to explore the single gender youth work approach and how youth workers impact on young people with regards to gender roles.

Martin: Sometimes a male youth worker will adopt a kind of bravado, and resort to behaving in a very stereotypically male way in order to get on with the group. The problem is that the young men will see this person as a role model. As a youth worker you sometimes don't realise the affect you have on young people.

Susan: It happens with female workers too. Female workers and volunteers can find themselves taking on stereotypical roles such as making the tea or taking the minutes. What we are saying when we train youth workers is that you are going to be a role model for young people, so be a positive one.

Martin: Work within the young men's groups tends to be more reflective than activity based, with group discussions and brainstorming. Initially we look at what it's like to be a young man in Northern Ireland today, and will move on to talk about how young men are perceived by their community.

Often the young men say it's a relief to be able to talk about those things because they don't usually have the chance to talk about their feelings.

Susan: What we find is that young men say people see them as aggressive, troublemakers; whereas young women say that people see them as passive, happy to watch. Once the young people have realised this; groups can work on ways of addressing those perceptions.

Both young men's and young women's groups have created posters and postcards to counter negative stereotyping within their communities.

Martin: We find that young people are more open to non-stereotypical activities in a single gender group. For example I've taken a group away on a residential and as part of the weekend we've had a relaxation session. We got oil burners and candles out and got the young men all lying down and put on a CD. They loved it. It's a safe environment to do that in, and the young men really valued the opportunity to take part in something new.

Susan: That's the kind of thing that just wouldn't work if there were young women in the room with them. In the young women's groups we had self-defence classes, which again wouldn't work so well in a mixed group.

There's less embarrassment because they are all women, and at the same level. We want young people to get to the stage where they can think for themselves, even if that's just thinking *'What about me?' or 'Why can't I do that too?'*

Martin: And it's about challenging behaviour, too saying *'I'm not happy behaving this way'* or *'I don't think you should be behaving in that way towards me'*.

Susan: I see this happening within groups and publicly. After taking part in a single gender group, young women will pick up on things people have said and notice that it was a sexist comment, for example. They'll also start to realise things don't have to be that way.

Some of the young women that I work with are getting involved with community groups and youth forums and stuff that they'd never even heard of before.

Martin: It can be hard to begin with, but each week things get better and you gradually feel the message is getting through. You really know it's working when one of the group comes up to you at the end, after everyone else has left, shakes your hand and says thanks.

Current projects, future plans for ... Young Women

There are two main areas of YANI's young women's programme. Work with young mothers and peer education. The peer education project Young Women Speaking Out has been the focus of development worker Susan Morgan's work for the past three years.

The project began in 1997 with funding from the Rural Development Council and Northern Ireland Voluntary Trust. The idea behind it was to pilot an accredited peer education training programme for rural young women so that they could continue the successful single gender approach to youth work in their own communities.

Eighteen young women from throughout Northern Ireland took part in the first 24-month programme. The course covered everything from gender awareness to recruiting local groups, finding funding and budgeting. The young women all went on to set up groups in their own communities, many of which continue to thrive after two years.

As a result of the pilot programme, the Speaking Out Peer Education Programme has been accredited through the Northern Ireland Open College Network.

It has been written up, so it can be delivered as an effective model of practice. Speaking Out continued its success with a second programme running in spring 1999. So far 30 young women have taken part, 20 local groups have been set up and Susan plans to run the next programme in 2000 with continued funding from the Youth Council for Northern Ireland.

Current projects, future plans for ... Young Men

YANI's Young Men's Project was first piloted in August 1997. The idea was to develop new and imaginative ways of working with boys and young men, targeting those from disadvantaged communities and marginalised groups (e.g. young fathers, those with disabilities).

During the first two years, development worker Martin McMullan set up 15 groups and established an effective model of practice.

The advocacy model used is really about young men talking. Sessions enable young men to reflect on masculinity, risk-taking and issues like drug and alcohol use. Work is largely reflective, using group discussion and brainstorming to get young men to think about their lives and what it's like to be a young man in Northern Ireland today.

The project received funding from YouthNet IFB to set up 13 projects over the two year period. The first year was very successful. Ten groups were set up with a total of 90 young men taking part. One group produced a set of posters and postcards to show their views and give a positive view of young men within their community.

The young men involved said that workers 'trusted us', 'listened to us', 'didn't judge us' and 'respected us'. Group discussions were described as 'really interesting, not at all boring!' especially when conversations centred on sex, religion or drugs.

The success of the first year's work means Martin is confident about what can be achieved in the future. A pilot project with young fathers will be developed this year, as well as a piece of work with young men. In addition, Ken Harland has just joined the Gender Equality Unit as Team Leader for the Young Men's Work.

Ken has been involved in research around young men's work for the past ten years. Together Martin & Ken hope to influence youth work policy and build up a team of male workers.

Funding runs out in August 2000, but Martin is confident that the quality of the work to date will ensure success in future bids for funding.

Article taken with permission from UK Youth, Spring 2000. Subscription rates, One copy 4 times a year – £15 for individuals; £20 for organisations.

For further information contact:

**Youth Clubs UK,
20-24 Kirby Street,
London
EC1N 8TS
England
Tel: 0044 20 7242 4045.
Fax: 0044 20 7242 4125.
E-mail: info@youthclubs.org.uk**

For more information on YANI's current work, contact Susan or Martin at :

**Youth Action Northern Ireland,
Hampton,
Glenmachan Park,
Belfast
BT4 2PJ
Northern Ireland
Tel: 02890 760067
Fax: 02890 768799
Website: www.youthclubs.org.uk**

YOUTHCERT: PROMOTING CERTIFICATION AND ACCREDITATION OF COMMUNITY BASED YOUTH WORK TRAINING

by Maurice Devlin & Hilary Tierney

Introduction

Youthcert, an EU Youthstart funded project, managed by NYF and CDYSB closed at the end of May with the launch of its publications. Youthcert was a strategic action to promote a partnership approach to the provision of certification and accreditation for the many community based training programme called Practitioner Learning Programmes (PLP's) which currently have little or no currency outside the immediate context. Youthcert involved collaboration among youth, community and voluntary work, education and training provision and certification and accreditation stakeholders. The project has demonstrated both the commitment of youth work PLP providers to the provision of community based accredited training and their ability to develop and deliver quality training in a variety of contexts. It has also demonstrated the capacity of the Youthcert consortium (ACSM) to facilitate greater co-operation between certifying bodies and providers in the formal and informal sector.

The initiative taken by the CDYSB and the NYF in establishing the 'Youthcert' programme with EU Youthstart funding was timely and important. Youth work in Ireland is undergoing rapid and unprecedented change and there are several areas in need of urgent review and rationalisation, among them the accreditation and certification of training for youth workers.

Changing nature of youth work

For most of the history of Irish youth work, of course, the question of accreditation and certification simply did not arise: youth work services were provided almost entirely by volunteers who did not need, and were not expected, to be 'accredited'. When, gradually, paid staff began to be employed by youth organisations (to 'support, not supplant, the volunteers') what mattered was demonstrable experience, aptitude and commitment rather than the possession of specific qualifications. As a result, until quite recently there was no such thing as a 'professional youth work' qualification.

The situation was transformed in the last twenty years or so, in response to a dramatically changing

social environment and the emergence of pressing new social problems affecting young people. It is now widely recognised that doing youth work – whether on a voluntary or paid basis – is a complex and demanding job; that – as with other difficult jobs – not everybody can or should do it; and that comprehensive training is required to be able to do it properly. At present two universities within the NUI system, Cork and Maynooth, offer professional third-level training in youth and community work, and numerous other institutions and organisations are providing youth work (and related) training at various levels which is accredited by a variety of bodies, Irish and British. The National Council for Vocational Awards (one of the members of Youthcert's Accreditation and Certification Support Mechanism) is also currently developing 'Level 2' certification in youth and community work, and it is particularly helpful that this has been happening parallel to, and with close reference to, the work of Youthcert. At the same time, it is increasingly common for newspaper advertisements for youth work jobs to stipulate the requirement for a 'qualification'.

In the context of all these developments, it is most important that agreement be reached between all stakeholders as to what 'qualified' status means, or at the very least how the various forms and levels of training relate to one another. It is also vitally important, of course, that any new developments do not simply serve to increase the difficulties already faced by those from disadvantaged backgrounds or communities who wish to gain access to training or careers in youth work. The work of Youthcert was intended to enhance rather than diminish such access, and its particular focus on community-based, practitioner-centred learning reflected this.

Need for clarity

There were other developments for Youthcert to take into account. The sheer number of people doing jobs called 'youth work' has increased substantially in recent years, and will increase even more noticeably in the Drugs Task Force areas in Cork and Dublin with funding from the Young People's Facilities and Services Fund. This is also part of a broader process of institutional proliferation and diversification, with 'youth work' (or at least 'youth work approaches') being adopted in agencies and organisations other than the traditional ones e.g. Health Board Neighbourhood Youth Projects, Department of Justice 'Special Projects', in Youthreach and Youthstart programmes and in numerous community development and area partnership settings. Given this proliferation, and for reasons both of effectiveness and efficiency, it is important to define clearly what 'youth work' is, how it differs from, and is related to, other forms of provision or intervention and, of course, how one gets to be called a 'youth worker'.

The increase in the number of paid staff has coincided with a perceived fall-off in volunteer numbers, which may also have been adversely affected by the widespread use by youth groups and organisations (for perfectly legitimate reasons and with substantial benefits both for them and the individuals concerned) of Community Employment schemes. Furthermore, it appears that nowadays volunteers are themselves more likely to see their volunteering in 'instrumental' terms, as a means perhaps to help them gain access to youth work training and/or a youth work career. Related to this, it is increasingly common for volunteers to want and expect some form of accreditation or certification for training they undertake as *volunteers*, which is part of a broader process of increased 'credentialism' in society as a whole.

Policy Developments

A number of other factors have made the work of Youthcert particularly relevant and useful. One is the dramatically increased awareness in recent times of the issue of child protection, and the concern to provide for it more fully in law. This is of obvious importance for youth organisations and youth workers, and is likely to lead to a general "tightening up" of arrangements for entry into youth work, whether paid or voluntary. Another is the Youth Work Bill 2000, which, if implemented, will for the first time provide a legislative basis for the development of youth work services as well as a definition in law of youth work itself. It is likely to lead, among other things, to the further 'professionalisation' of youth work, and systems of accreditation and certification are crucial to any professionalisation process.

The National Youth Work Development Plan, preparation of which is now underway under the aegis of the National Youth Work Advisory Committee, will among other things consider the human resource requirements of the youth work sector over the next five years, including of course the various issues related to training. The National Qualifications Authority established under the Qualifications (Education and Training) Act, 1999 will provide the framework for the sector to establish a qualifications framework and address issues of access, transfer and progression within a quality-assured system.

2000 and Beyond

Issues of training, accreditation and certification are highly political ones and moving forward on any coherent 'sector-wide' basis will mean convincing a wide range of parties that no one vested interest has set the agenda. In early 2000 Youthcert convened a series of meetings of interested parties to try to ensure that the valuable learning generated by the project was "mainstreamed". Youthcert was particularly concerned that the insights regarding accreditation and training might be fed into the appropriate

channels (such as the National Youth Work Development Plan) and that the value of the quality assurance framework and the Youthcert "brokerage model" be realised. As a result of these meetings an interagency forum has been established which will co-ordinate a response to some of the issues raised by the Youthcert experience. If this forum is sustained, Youthcert will not only have been an innovative, imaginative and productive project in itself but it will have made a lasting contribution to the development of the youth work sector in Ireland. Enormous credit is due to the managing organisations, to the PLP providers and (where relevant) their parent organisations, to the members of the ACSM and, last but not far from least, to the very able, hard-working and dedicated staff team.

It is evident that Youthcert has carried out its work at a time of rapid change and unprecedented challenge. There is reason to be very pleased with the outcomes, since they have the potential to strengthen the youth work sector's capacity to respond to these changes and challenges more promptly, effectively and inclusively than might otherwise have been possible.

Youthcert Publications

As mentioned earlier Youthcert has produced a series of publications which capture the learning from the various actions undertaken by the project since 1998. Briefly these publications are;

- 1) **Youthcert Final Report,**
- 2) **Irish Youth Work Practice – an Occupational Profile,**
- 3) **Promoting Quality - Quality Assurance Practices for Community Based PLP's,**
- 4) **Credit Where Credit is Due – a report on the brokerage process**
- 5) **and finally, Exploring Accreditation - a guide and workbook on the certification and accreditation process.**

A limited number of these publications are available from the Irish YouthWork Centre. Details of the publications are available on page 23 of this magazine.

YOUTHCERT TEAM

Hilary Tierney	Director
Win Jeffers	PLP Co-ordinator
Nuala Hunt	Accreditation Advisor (to Jan 2000)
Nuala Lennon	Book Box (from July 99)
Louise Hurley	Researcher (to July 99)
Tristan Delaney	Financial Administrator
Hazel Boylan	Administrator (to March 2000)
Sandra Hoey	Administrator (from March 2000)

YOUTHCERT MANAGEMENT TEAM

Hilary Tierney	Youthcert Team
Bill Blake	CDYSB
Jacinta Conroy	NYF (to Jan 2000)
Tony Murphy	NYF

The fund will be allocated in two three-year phases to support the development of models of good practice which will be capable of wider application and which will impact on future policy. It should be noted that the fund will not support routine activities of groups.

Applications are now invited for Phase One Funding for projects which will address adults' experience of educational disadvantage. It should be noted that only a small number of projects are likely to be selected for funding. Closing date for receipt of applications is **Friday, 14th July, 2000**. Further information and application forms are available from:

**The Secretary-General,
Further Education Section,
Department of Education and Science,
Floor 1, Block 4, Irish Life Centre,
Talbot Street,
Dublin 1.**

NEW EDITION OF CAFÉ FUNDING HANDBOOK TO BE LAUNCHED

The 4th Edition of the CAFÉ Funding Handbook will be available from the first week in July. This is the most comprehensive source of information ever on support for voluntary and community work in Ireland, North and South. The Handbook will be officially launched by Minister for Social, Community & Family Affairs, Mr. Dermot Ahern, early in July.

CAFÉ have updated the Handbook with assistance from the National Social Services Board, now Comhairle. The NSSB have worked with CAFÉ to develop an electronic version of the funding guide, which will be launched on the internet, linked to Comhairle's web site. The on-line guide will ease updating and complements the printed version.

The CAFÉ Funding Handbook is the definitive guide to funding sources for community and voluntary organisations in Ireland. It contains all the information any group will need to know about securing funds from the EU, National & Local Government, State Agencies, Private Trust Funds as well as the Corporate Sector.

**Copies are available directly from CAFÉ,
and from Easons Bookshops nationwide.
Cost: £12.95 plus £3.00 p&p.**

For further information, please contact:

**CAFÉ
143 Townsend Street
Dublin 2
Tel: (01) 6713268
Fax: (01) 6770330.
Email: cafe@connect.ie**

NYCI LAUNCHES NEW HOUSING POLICY DOCUMENT

In May, the NYCI launched their new housing policy titled ***Have Yiz No Homes To Go To?***. Survey-based with an accompanying set of recommendations, it provides a snapshot of current accommodation issues facing young people in Ireland. Areas covered include: Private Rented Accommodation; Social Housing; Homelessness; Local Authority Housing; and Home Ownership;

The findings are concerning on a number of fronts and highlight a number of key issues affecting young people including the following:

- ◆ Many young people now view home ownership as something beyond their reach, thus long term tenure in the private sector is more likely for young people.
- ◆ Regarding longer term plans, of those people living in the family home ¼ of them intend to remain living there .
- ◆ The lack of access of young people to local authority housing which is particularly acute for young people with child dependants.
- ◆ Many young people can find themselves without any accommodation. 12% of all respondents reported being without accommodation in the past.
- ◆ The private rented sector, currently the most common tenure type occupied by young people, displays some serious deficiencies. The rising cost of rents are commonly known, however what is less well advertised is the availability of rent allowance and rent relief to many people living in the private sector. The vast majority of young people are taking up neither, although clearly many would be in a position, or qualify to do.
- ◆ Local authority accommodation has yet to become a major player in accommodation for young people. This survey found only three young people in local authority housing, of which two have children.

The survey reveals a clear sense of the frustration being experienced by young people in relation to the current housing situation, with most reporting being priced out of the housing market in terms of property purchase, but increasing rent is also a problem.

Almost 20% of those who put forward suggestions sought government intervention in a range of issues from rising costs, to regulation of the private rented sector, the supply of housing and tighter control of investor speculation in the market. For further information/copies of the survey, contact:

National Youth Council of Ireland
3 Montague Street,
Dublin 2
Tel: (01) 4784122
Fax: (01) 4783974
Email: info@nyci.ie

Reference/loan copy also available in Irish YouthWork Centre

NEW MODEL OF GOOD PRACTICE IN LIFELONG LEARNING ACCESS FOR THOSE WITH DISABILITIES

A new publication by the EMPLOYMENT Horizon Thematic Consortium has just been published. The publication is titled ***Equality & Access to Lifelong Learning: a model of good practice to enable people with disabilities to access, participate in & benefit from Lifelong Learning.***

The recent establishment of the Equality Authority will serve to promote equality and combat discrimination for all disadvantaged people in society. This publication marks the start of what should be a proactive debate on the inclusion of people with a disability in this new era of equality.

Equality & Access to Lifelong Learning, is one of 6 thematic groups of projects approved by the Department of Enterprise, Trade and Employment to address priority issues concerning those with a disability.

This paper maps the development of Employment Horizon Projects that contain elements of education, training and lifelong learning. It outlines the barriers and

successes to the inclusion of people with disabilities in a mainstream environment. Recommendations, both immediate and long term, to be utilised by policy developers, disability organisations, programme designers, tutors and participants as a tool for equality and inclusion for all people are also identified. **A detailed research document and annexes, from which this report is drawn, is available from the Regional Authority office. Reference/loan copy also available in Irish YouthWork Centre.**

SAMARITANS AWARENESS WEEK HIGHLIGHTS PUBLIC IGNORANCE TO SELF-HARM AND SUICIDAL BEHAVIOUR

A report entitled ***Youth Matters 2000 A Cry for Help***, was prepared by the Samaritans in Britain arising from a survey commissioned for the Samaritans Awareness Week (19-27 May) and was reviewed by the National Suicide Research Foundation. The survey highlighted that the public have little understanding of the scale of youth suicide/self-harm or how to help.

The report provides an accurate, if depressing overview of self harm, and some disturbing public attitudes to it and lack of awareness of the issue. It also looks at the way forward highlighting successful initiatives in Britain and makes a series of recommendations.

Although British-based the information is very relevant to Ireland and the Irish branch of the Samaritans have prepared a supplement to accompany it called ***"A cry for Help in Ireland"*** which looks at the situation in Ireland. For information/copies of the report contact:

The Irish Regional Office
The Samaritans
Room 35, 112 Marlborough Street
Dublin 1
Tel/Fax: (01) 8781822
Freephone: 1850 609090
Email: jo@samaritans.org
Website: www.samaritans.org

A Reference/loan copy of the report is also available in the Irish YouthWork Centre as well as the other items prepared for the Week: ***A Cry for Help in Ireland; Press Release and Self-Harm/Suicide Fact Sheet***

DEPRESSION

Teenage Depression: A Way Out

Published by STS Educational Supplies

'*Teenage Depression - A Way Out*' was originally produced as a resource pack for PSE (Personal & Social Education) for schools and youth centres in the U.K. and has recently been introduced into Irish schools and youth centres. This resource pack is to be used as a guide only. Each section can be developed further as the teacher or youth worker sees fit. It does not pretend to contain any miracle cures but does encourage openness and frank discussion. It is ideal to use in a group session but can be adapted to be used on a one-to-one basis.

Available from:
**STS Educational Supplies,
Bridge Street, Newcastlewest,
Co. Limerick.**

Tel: (069) 61198 Mobile: (086) 8469939
Email: stseducation@oceanfree.net

DOMESTIC VIOLENCE

But that's not love: *training materials on domestic violence for work with young people,*
a pioneering approach developed in partnership with young people

By Nicola Chapman & Julia Clapson

Training handbook which can be used to develop work on domestic violence with mixed gender groups of young people aged fourteen and over. There are four, three-hour training sessions that will raise awareness and understanding of the effects of domestic violence and which can be used to enable young people to make changes in their relationships with others.

But that's not love was developed and piloted with young people. It will be a valuable resource for professionals who work in health, youth and social and education services in the voluntary and statutory sectors.

But that's not love
By Save the Children (UK)

But that's not love is a video developed and made with the contributions and participation of

children and young people. It complements the areas covered in the training sessions and draws on their experiences and perceptions of domestic violence. The children and young people were involved in role play, acting, writing scripts and scenarios, designing backdrops and sets, and also had editorial control of the video's content. All contributions were voluntary and there was support and access to counselling throughout. The video can be used at the discretion of the trainer during the sessions. There are powerful images and contributions from young people, and guidelines are provided for the benefit of young people taking part in the sessions.

Both resources available from:

**Publication Sales,
Save the Children,
17 Grove Lane, London
SE5 8RD, England
Tel: (0044) 171 703 5400.**

HEALTH & SAFETY

**Health & Safety in Youth & Community
Work: A Resource Manual**
By Doug Nicholls

Lively and readable, this book draws on the author's extensive networks and long experience in youth and community work - as worker, manager and workers' representative. It is full of specific peculiarities, traps, tricks and tips that cannot be found in generic guides to health and safety. This manual provides a comprehensive reference and planning tool for the office or centre. It will help users to implement a strategy for systematically introducing new and improved health and safety practice, and includes material for handouts, training and management.

Available from:
**Russell House Publishing,
4 St. George's House,
The Business Park,
Uplyme Road, Lyme Regis,
Dorset DT7 3LS, England.
Tel: (0044) 1297 443948**

MANAGING AGGRESSIVE AND VIOLENT BEHAVIOUR

Averting Aggression: Safety at work with adolescents and adults

By Owen Booker

Personal and practical guide for everyone whose work can require them to deal with aggressive behaviours ... in social or youth work, education, residential care, youth justice, the police, prison, probation and health services. It is well documented that young people in their teens and twenties have the greatest incidence of violent and aggressive behaviour. The handbook contains:

- ◆ a conflict-reduction model for response to an angry person
- ◆ 21 proven techniques to safely diffuse, divert, and reduce aggressive behaviour from any source
- ◆ practical ideas to improve safety, minimise sources of anger, manage others, and protect people from harm.

Available from:
**Russell House Publishing,
4 St. George's House,
The Business Park,
Uplyme Road, Lyme Regis,
Dorset DT7 3LS, England.
Tel: (0044) 1297 443948.**

Handling Aggression and Violence in Education : A Personal Guide

By Willie More & Andrew Howell

Handbook which is full of practical guidance on managing difficult situations at work. It considers the pressures on staff and the risks they face and the path to violence, including the difficulties confronting staff by the demands of parents and visitors and the unpredictable eruptions that can occur.

The book also suggests a wide range of practical steps that staff in schools and colleges - teachers, Lecturers, receptionists, etc. - can take to make safety more a matter of sound judgement than luck. How can we avoid potential danger in the first place? How can we minimise the parent's frustration when we have to say 'no'?

It is concerned with not only what to do when aggression spirals into violence, but also how to be safer when confronted by the sudden violence of the mugger in the street or flats, etc. the aftercare of victims of aggressive and violent abuse is also considered. Finally, the focus turns on the legal, insurance and compensation issues involved. A postscript highlights the positive steps that managers can take to reduce the risks faced by their staff.

Managing Aggression & Violence: A Model for Youth & Community Centres of legal compliance, safe working practices and good personal safety habits for staff

By Willie More & Doug Nicholls

Managing Aggression and Violence is a totally new concept of support for youth and community centres at a time when staff report increased levels of verbal abuse, threatening and intimidating behaviour and even physical violence. This manual will enable employers & managers to achieve a number of objectives:

- to achieve legal compliance - included is a model personal safety policy for the centre, as well as guidance and sample risk assessments, together with incident reporting forms ready to be photocopied for your immediate use.
- to devise and implement safe procedures to cover all aspects of youth and community work, including the management dimension - what to do and how to do it.
- to create a safety 'culture' - how employers and centre managers can do it easily and at minimum or no cost.
- to facilitate in-house staff development - a multi-part centre development programme, with all the information and guidance necessary for conventional presentation by, for example, a centre manager, or a self-directed learning tool for all the staff.

Both resources available from:
**Pepar Publications,
The Gate House,
112 Park Hill Road,
Harborne,
Birmingham
B17 9HD, England.**

MENTORING

A Second Chance:

Developing mentoring and education projects for young people By Sarah Benioff, Dalton Youth Project (DYP) and Crime Concern

Manual designed for use by statutory bodies, voluntary organisations and those who are interested in starting up a community-based mentoring and education programme for disaffected young people. It will be of interest to staff in youth justice, education and probation agencies who have responsibility for devising programmes for young offenders, people excluded from school and disaffected youth.

The manual goes through all the steps involved in setting up, developing and implementing a scheme, from identifying local needs to fundraising, and looking at all aspects of the mentoring process itself. It can also be used by existing mentoring programmes, to complement and reinforce their work. The manual is based on the experience of DYP, an award-winning intensive community-based mentoring and educational support programme for some of the most disadvantaged and disaffected young people in the London Borough of Hackney. In contrast to the majority of mentoring schemes which target existing achievers, DYP targets those who have fallen through all of the community's safety nets and are left little hope.

Available from:
**Commission for Racial Equality,
Elliot House, 10/12 Allington Street,
London
SW1E 5EH, England
Tel: (0044) 171 828 7022 OR _
Crime Concern,
Signal Point, Station Road,
Swindon
SN1 1FE, England
Tel: (0044) 1793 514596.**

PERSONAL DEVELOPMENT FOR YOUNG PEOPLE

**Over-To-You Workshop:
Personal Development Programme
A Resource Pack for Schools
and Youth Organisations
Published by STS Educational Supplies**

Over To You is a comprehensive resource pack covering issues of self-esteem, motivation, confidence and self-awareness for young people aged from 12-19 years of age. The pack comprises three separate ring binders containing the following:

- ◆ 140-page Trainers Manual
- ◆ Worksheets and Handouts
- ◆ Overhead Transparencies.

Think Right !: A Resource Pack for Schools and Youth Organisations

Published by STS Educational Supplies

The STS **Think Right! Trainer Manual** which introduces the benefits of positive thinking to young people. The aim of this resource pack is to encourage young people to recognise and build on their strengths. It will also help them to recognise their weaknesses and develop strategies to overcome them where possible. This trainer manual also includes photocopiable worksheets which can be handed out as indicated. The structure of each section is broadly the same throughout and is reflected in the structure of the manual. The trainer will need to check the materials required for each section and read through the activities and instructions beforehand. Each section is explained step-by-step and can be adapted to suit the user's requirements.

Both resources available from:
**STS Educational Supplies,
Bridge Street, Newcastlewest,
Co. Limerick.
Tel: (069) 61198 Mobile: (086) 8469939
Email: stseducation@oceanfree.net**

SEXUALITY AND WORKING PRACTICES

Myths, Risks and Sexuality: *The role of sexuality in working with people*

Edited by Karen Buckley and Paul Head
Some of the authors in this challenging new book are academics and teachers, and write as such, some are practitioners, some reflect on personal experience. Some are probation officers whose work with criminals forces them to address issues of sexuality that might otherwise be hidden because clients' sexual behaviour has become a problem for others. Others write from their experiences in working with agencies that provide advice and support to people suffering disadvantage and

discrimination. All have been encouraged to write in their own voice in this thoughtfully edited book. It is intended for anyone who asks for a better understanding of people they work with. It challenges ideas and behaviour, and seeks to make clear how attraction - in particular, sexual attraction - influences decision-making in our personal lives and our work with other people.

Available from:
**Russell House Publishing,
4 St. George's House,
The Business Park,
Uplyme Road, Lyme Regis,
Dorset
DT7 3LS, England
Tel: (0044) 1297 443948**

WORKING WITH LESBIAN AND GAY YOUNG PEOPLE

Pride and Prejudice: Working with lesbian and gay young people By Sophie Laws

Many lesbian and gay young people today still face bullying by peers, and rejection by friends and family. Youth groups for lesbian and gay young people can offer a way out of isolation. The Wayout group was set up in Oxford by a partnership of agencies including Save the Children, and shows how lesbian & gay young people can be heard and their needs met.

In this handbook, the young people themselves, along with the workers who run the Wayout group, explain why these groups are important, and give advice to others planning to set one up. Key aspects of good practice in youth work with lesbian and gay young people are identified. It will be of special interest to youth workers and youth work managers in the statutory & voluntary sectors, teachers, sexual health workers, health and social services policy-makers, academics and students.

Available from:
**Publication Sales,
Save the Children,
17 Grove Lane, London
SE5 8RD, England
Tel: (0044) 171 703 5400.**

YOUNG PEOPLE WHO SEXUALLY ABUSE

Working with Young People who Sexually Abuse: *new pieces of the jigsaw puzzle*

Edited by Martin C. Calder

Collection of carefully edited papers aims to consolidate and extend our current knowledge and practice base in relation to young people who sexually abuse. A thought-provoking book, it addresses a range of issues facing practitioners, managers and policy-makers in all corners of the globe. It explores a variety of developments from theory, practice and research that will encourage the reader to reflect, review and extend their practice base. It also provides policy makers with a good platform from which to respond to the challenge of further guidance and co-ordination.

Contributions spanning England, Scotland, Northern & Southern Ireland and USA, include academics, researchers, social workers and managers from both the statutory and voluntary sectors, psychologists and educational representatives. This text is essential reading for all professional groups involved in managing young people who sexually abuse, the legal profession, researchers, policy makers, academics and students; and it can be of assistance to the public and the media in grasping the complexity of the problem.

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DT7 3LS, England
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YOUTH SERVICE DEVELOPMENT

The Challenge of the Future: *Towards the new millennium for the Youth Service*

**Edited by Ian Ledgerwood
and Neil Kendra**

Brings together different perspectives and differing, even opposing views from senior men and women in organisations such as National

Youth Agency, Community and Youth Workers' Union, Rank Foundation and Church of England Youth Services; and sets them alongside the research & opinions of academics and practice-based reflections of youth workers. It poses a number of challenging questions:

- ◆ Will critical compassion or political correctness best enable young people to understand and respect their own and others' identities? And how far do the value systems of each and every youth worker impinge on the choices open to the young people with whom they work?
- ◆ Are we developing youth work that is centred on young people, helping them to challenge and change the structures of society? Or are we meeting the agenda of funding agencies with vested interests?
- ◆ Is funding a lottery dependent upon the social or political crisis most in the public eye? Is access to youth work a lottery directly related to the perceived need for social control? And can we reach those deemed to be most in need through open-ended or targeted provision?
- ◆ Above all, where is the legitimacy in expecting social conformity and responsibility in the young, if so few opportunities exist even to offer this choice?

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4 St. George's House,
The Business Park,
Uplyme Road, Lyme Regis,
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DT7 3LS, England.
Tel: (0044) 1297 443948**

YOUTH WORK

The Art of Youth Work By Kerry Young

In producing this book, the author talked with youth workers and young people across England, Wales and Northern Ireland - asking them *'What is youth work?' and 'What do youth workers do?'* Their answers demonstrate that despite differences in context, methods, 'curriculum' and 'target groups', youth workers and young people believe that the essential purpose of youth work is to enable and support young people to ask and answer the central questions of self. The central question of identity - *'who am I', 'what sort of*

person am I?', 'what kind of relationships do I want to have?', 'what kind of society do I want to live in?'

What youth workers do is to make relationships with young people through which young people are supported to learn from their experiences and develop the motivation and capacity to:

- examine their values - as a central feature of their identity
- deliberate over the principles of their own moral judgements; and
- develop the skills and dispositions to make informed and rational choices that can be sustained through committed action

Essentially this book is a return to the idea that youth work is centrally concerned with the development of young people as authentic human beings - not because they are 'in trouble' or 'cause trouble', not because they are at risk, disaffected, or socially excluded - but because they are young people in the process of creating themselves - their identity; and the meanings and values which shape their lives and guide their actions in the world.

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DT7 3LS, England.
Tel: (0044) 1297 443948**

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: (01) 8729933 Fax: (01) 8724183

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

Exploring Accreditation - a guide and workbook on the certification and accreditation process.

Resource pack which is commonly known as **"The Book Box"** and contains the following four resources

Exploring Accreditation: Setting the Scene

Introduces and provides a context for the Resource pack as a whole. It comprises the following:

- Introduction and Acknowledgements
- Accreditation – a question of diversity, equity and community values: essay by Dr. Pat Davies
- The Qualifications Education and Training Act 1999 – a review
- Glossary – which gives explanations of the terminology used throughout the pack
- General Resources section which lists other useful publications and reports.

Exploring Accreditation: Getting to Grips with the Process Workbook

Practical guide to the accreditation process which explores a range of ideas and gives examples of what constitutes best practice in accreditation. It provides an interactive approach which is ideal for working through the process as a team. There is no endorsement of any one single awarding body – it is up to the reader to make this decision.

Exploring Accreditation: An Assessment Handbook

Handbook gives an overview of the principles upon which assessment practices are based within the youth and community sector. It focuses on appropriate assessment methodologies for learning programmes within this sector and gives suggestions on how to set up your own assessment system or work within an assessment system specified by an Awarding Body.

Exploring Accreditation: A Training Directory

Provides easily accessible information on accredited and /or well-established learning programmes which focus on the development of skills essential for effective participation in youth and community work. In addition it lists other training directories which may be of use to those seeking training within the sector.

Youthcert Final Report: Record Document

Describes the main actions of the project from an evaluative perspective.

Promoting Quality for Community Based Youth Work Training

Documents Quality Assurance principles and proposes a framework for the provision of community based youth work Practitioner Learning Programmes

Irish Youth Work Practice: An Occupational Profile

Report which analyses a piece of research commissioned by Youthcert to build up a profile of youth work in Ireland - what youth workers do, the needs they meet, their functions and roles, the challenges they face, how they are employed, th training they receive etc.

Credit Where Credit is Due: Brokering Certification

Booklet which outlines the process involved in brokering certification and accreditation in the youth and community sector, why learners/organisations would want their training accredited and the principles and functions underpinning brokerage in relation to awarding bodies.

Limited copies of all these publications are available from the Irish YouthWork Centre. There is a £10 handling charge for the Book Box but the remaining publications are free, on a first come, first served basis. For copies of the above please contact:

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mdrumm@nyf.ie