

Irish YouthWork Scene

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a journal for youth workers

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The Long-Term View

Tony Murphy, NYF Chief Executive

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The newly appointed Minister of State Ms Síle DeValera, TD takes up her responsibilities at an extremely interesting time within the sector. The Irish Youth Work Act (2001) and proposals for a National Youth Work Development 2002 - 2006 await respectively implementation and final adoption.

Others may be envious. A unique opportunity is presented to Ms DeValera to passionately advocate on behalf of young people. The appropriate perspective is that of the five years suggested within the proposals for the plan, which, thankfully, may coincide with the proposed lifetime of the present Government. With such a timeframe in mind the immediate challenge is to ensure that the 11.4% increase achieved in 2002 is spent judiciously on maintaining current service, while initiating the establishment of core elements of the proposed Development Plan that ultimately will provide long-term gain. Three key initiatives should be commenced immediately namely, the establishment of (a) the Development Unit to focus on monitoring standards and promoting innovation/research; (b) the Validation Unit which will pay attention to the professional endorsement of youth workers on an Island basis and the recognition of professional contribution/accreditation of volunteer training and development - the latter being unique to Ireland and the envy of our European colleagues where service over the years have become overly professionalised to the detriment of the volunteer input. The final piece by way of immediate priority is the Funding Review which will help to establish acceptable benchmark levels regarding human, financial and capital resourcing within the sector and respected by statutory funders.

In addition the National Youth Work Advisory Committee needs scope to fulfill its role. It goes without saying that substantial discussions need to take place among the coordinated voices of the sector as represented by those who commit valuable time and resources from their own organisations to participate in this potentially dynamic committee. The establishment of the Development, Validation and Funding initiatives will offer complementary resources to the work of the sector and to NYWAC in seeking to fulfill its role on behalf of the Minister - all of whom should be seeking to improve the quality and the extent of services available to young people through committed and trained personnel, both voluntary and employed staff. It will be interesting to see how first steps are taken by the Minister of State and whether; swift clarity and prioritisation of the current year's spending will be initiated. The youth work sector is deserving of generous and on-going financial assistance in a climate of pending cutbacks. Current practice must be grounded in long-term investment and the cause of young people championed successfully by the Minister. In this regard we wish her well.

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Child Care, Juvenile Justice and the Children Act, 2001

By Raymond Dooley & Maria Corbett

Introduction

The juvenile justice system in Ireland is governed by legislation (the Children Act, 1908) that pre-dates the creation of the present Irish State. New legislation (the Children Act, 2001) has been enacted but the ongoing delay in bringing most of its provisions into force has resulted in the continued use of the outdated 1908 Act. Full introduction of the 2001 legislation is expected to take at least several years.

Underlying the Children Act, 2001 is the principle that detention should only be used as a last resort. In this respect the Act upholds the **UN Convention on the Rights of the Child**, which provides that detention of those under the age of 18 "*shall be used only as a measure of last resort and for the shortest appropriate period of time.*" The Act emphasises community-based non-custodial measures as alternative approaches for dealing with young offenders, including restorative justice, cautioning, family group conferences and the strengthening of the Garda Juvenile Diversion Scheme.

Public investments in community and statutory services offering prevention, early intervention and diversion must be made if the Act is to be fully and successfully implemented. Its effective functioning will also require the full staffing of the social work and child care services which are currently experiencing severe shortages of workers.

Priority given to Detention Facilities over Preventive Measures

Despite the Act's overall focus on prevention and alternatives to detention, most of the commencement orders to date have brought into force the punitive and non-resource intensive sections of the Act (Commencement Order, May 1st 2002). Similarly, the slow rate of investment in prevention, early intervention and diversion services contrasts with an increase in the provision of detention places over the past five years, suggesting an emphasis on incarceration over rehabilitation. St. Patrick's prison, for example, has increased its

places by 47% during the past five years, from 163 to 239.

Proposed Children's Prison for 14 and 15 year olds

In April 2002, following the death of two Gardaí in connection with a juvenile-related auto theft and joyriding offence, Minister for Justice John O'Donoghue announced plans to open a "temporary" children's prison wing for 14 and 15-year-olds at St. Patrick's Institution. The plan involves redesignating 3 floors of St. Patrick's Institution, a prison for juveniles aged 16 to 21 years, to a detention centre for offenders between the ages of 14 and 15 years at a reported cost of €9 million (Irish Times, 7.5.02). The new prison is described as a stop-gap measure, which will not be in force for more than two years.

This proposal constitutes a reversal of stated Government policy and is inconsistent with the recently passed Children Act, 2001. It represents a major step backwards for juvenile justice policy and practice in Ireland.

The re-designation of St. Patrick's is possible only under the 1908 Act. It will not be possible if and when the relevant sections of the 2001 Children Act are brought into force, as there is no provision in the new Act to detain children under the age of 16 years in a place of detention [Section 150]. The 1908 Act permits such a measure if the child is "*so unruly and depraved*" that he or she could not be detained elsewhere.

Juveniles aged 14 and 15 years are detained at present in Children Detention Schools. These centres are managed by the Department of Education and have a specific therapeutic and educational focus. St. Patrick's Institution, on the other hand, is run by the Irish Prison Service and operates a regime not dissimilar from that of an adult prison. **A Report of the Committee of Inquiry into the Penal System (July, 1985), known as the Whitaker Report**, called for St. Patrick's to be closed down citing unsuitable physical conditions of the building and an inappropriate prison regime.

The announcement of the planned children's prison

ing was preceded by revelations that one of the youths involved in the crash had been in the care of the health board and had been refused a place in a Children Detention School last year as it was full. It was also highlighted that in order for the youths to be detained another young offender, described as being "prone to extreme physical violence", had to be released from custody (Irish Independent, 19.4.02 and Irish Times, 19.4.02).

The Detention of Non-Offenders

Primarily due to the failure to provide appropriate services and facilities to children with severe behavioural problems, Ireland's childcare and juvenile justice systems are now thoroughly intertwined. The lack of treatment and secure accommodation for young people with serious emotional and behavioural problems has led to the use of the High Court as a means of accessing placements for non-offending youths within the juvenile justice system. The use of the courts in this manner began in 1995 when a court ruling in the FN case placed the onus on the State to provide facilities for such children. In general, the young people who have come before the courts and been placed subsequently in secure accommodation have been in the care of the health boards for several years. Their care histories show episodes of homelessness and a series of care placements which were either inappropriate or could not offer the young person sufficient support to meet their needs.

The health boards have been criticised for not meeting the needs of these young people at an earlier age and for allowing their situations to deteriorate to the point where the only alternative is to seek a secure detention place to ensure the young person's safety. Two secure Special Care Units have been established to respond to the needs of these young people. However, the delay in providing such units and the inadequate number of beds provided prompted a High Court judge, Mr. Justice Peter Kelly, to hold three Government Ministers in contempt of court last year.

The ongoing lack of secure health board accommodation has led to non-offending children being routinely detained under court orders in Children Detention Schools, police stations, hotels, adult prisons and even adult psychiatric hospitals. It has been reported that at certain times as many as 40% of the places in Oberstown and Trinity House are occupied inappropriately by children who have

not been sentenced for a criminal offence but have been remanded due to behaviour or emotional needs (Irish Times, 7.05.02).

The detention of non-offending children in Children Detention Schools and within the prison system is a regressive practice. On the 16th of May 2002, the European Court of Human Rights ruled against the Irish Government the D.G. v Ireland case. The case challenged the legality of detaining in St. Patrick's Institution a 16 year-old non-offending child with serious behavioural problems who had previously committed offences. The European Court ruled that the detention of the child in St. Patrick's was in contravention of rights guaranteed under Article 5.1 of the European Convention on Human Rights. The court ruled that the State acted unlawfully in failing to provide the disturbed child with a safe, suitable therapeutic unit and upheld the claim that the young person's human rights were violated.

Staffing

The widespread and chronic failure to fill vacancies in the social services, particularly in the Dublin area, has had a crippling impact on efforts to provide non-punitive services to children with behavioural problems, to children who have committed offences and to children in and out of care who are at-risk of becoming offenders. Many centres are operating well below full capacity due to difficulties in recruiting and retaining qualified and experienced staff. For example, the Ballydowd Special Care Unit was built to cater for twenty-four young people but due to recruitment difficulties has never been able to deal with more than eight young people at a time (Irish Times, 4.2.02).

No system of service provision can operate with any reasonable degree of effectiveness when staff vacancy rates reach 25-50% of staff complement, as they have in the Dublin area, or when there are 2,272 children on the waiting list for social services, as there were in the Eastern Regional Health Authority service area as of the end of March of this year.

Management and operational deficiencies of this order of magnitude ultimately translate into ever-increasing numbers of children coming before the courts, both as offenders and non-offenders, and more placements that violate children's rights. Moreover, despite government policies, domestic law and international treaties to the contrary, the knock-on effect promotes an increased reliance on

punitive measures over preventive, therapeutic and rehabilitative approaches to the treatment and care of children with behavioural problems and to the treatment and care of children who have committed offences.

Proposed Actions

We believe the following steps should be taken as quickly as possible to address the current crisis in the childcare and juvenile justice systems:

1. Abandon plans to open a new children's prison. The Government should drop its plans to open a "temporary" children's prison wing for 14 and 15-year-olds at St. Patrick's Institution. St. Patrick's is an unsuitable place of detention for children. Prison officers are not childcare or social workers. It is a mistake to expend substantial resources on inappropriate and futile training programmes when the same resources could be devoted to hiring professional child care workers and to opening and adequately staffing facilities appropriate for children.

2. End the practice of placing non-offending children in facilities for offenders. Children with severe emotional or behavioural problems should not be placed in facilities for offenders, including juvenile justice institutions as well as the adult prison system.

3. End the practice of mixing children and adults in detention. Children must not be detained in prisons, adult psychiatric hospitals, Garda stations, hotels and other inappropriate places of detention.

4. Correct the practice of misplacing children in Children Detention Schools. Provide specialised community services (and if necessary residential services) to meet the needs of certain at-risk children and adolescents. These children include those with learning disabilities, acute psychiatric illnesses, children requiring medically supervised detoxification for drug use, persistent school non-attendees and those at risk of leaving home. Culturally appropriate prevention services are needed to tackle the disproportionate representation of children from the Travelling Community in detention.

5. Bring into force the remaining provisions of the Children Act, 2001, including the sections covering family welfare conferences, special care provision and private foster care. Introduce bail supervision and support schemes to avoid

children committing crimes on bail. Priority should be given to the preventive elements of the 2001 Act and to the investment of resources in community and statutory services necessary to support these measures, including the full staffing of the social work service. Priority should also be given to resourcing community-based, non-custodial options and to the provision of community supervision services, step-down facilities and after-care services.

6. Fill vacancies in the social work service to provide children with access to care and counselling services without delays. Implement a drive to recruit and retain suitable, qualified and experienced staff. Ensure that all staff have received formal training adequate for their posts and that all staff who work with children are fully trained in children's rights and are committed to the principle that children are to be treated as children first.

7. Have all Garda stations provided with child-friendly holding rooms separate from adult cells. Ensure the separation of children in detention from adults and ensure that all Garda stations make available rooms that are child friendly and separated from adult cells and holding rooms.

8. Provide children with the right to representation at care reviews. Introduce guidelines to define the grounds on which a child may be detained in a Special Care Unit to ensure the right of the detained child to have access to a solicitor and the right to representation at reviews.

9. Provide additional safeguards for children under Special Care Orders and for offending children in detention. Draw up a national regulatory framework to govern disciplinary practices. Introduce guidelines to govern the type of accommodation and regime, which the Minister may define as a 'place of detention' (Section 150, Children Act, 2001) and in relation to the detention of children in cells where no other place is available. Appoint an Inspector of Children Detention Schools. Implement the Special Residential Services Board guidelines, particularly in relation to the duration of placement and review intervals.

10. Ensure that all children in detention are informed of their rights.

Raymond Dooley is the Chief Executive and Maria Corbett is the Policy Officer of the Children's Rights Alliance, a coalition of 70 non-governmental organisations concerned with the rights and welfare of children in Ireland.

The Stage Is Set To Make Youth Work Work!

By Tom Daly

Introduction

At last, the final pieces of the jigsaw are in place to enable Youth Work Programmes and Services gain true recognition, and proper integration with other education related services.

All that's needed now is an adequate "Euro supply" to secure existing services and build upon current provision to provide comprehensive and integrated programmes for the target group.

The National Youth Work Development Plan, together with the Youth Work Act 2001 are two welcome pieces of work - credit for which must go to the National Youth Work Advisory Committee and to the former Minister of State for Youth Affairs, Willie O'Dea, T.D.

The Minister of State and his Department officials gave their wholehearted support to the preparation and putting in place of these two final pieces of the youth service jigsaw that build upon the very valuable work of O'Sullivan, Costello etc.

The stage is now set for a new beginning in the youth services area!

Act on the Youth Work Act!

For the past thirty years or so many efforts have been made to establish a National Youth Work Policy in Ireland. There has always been an acknowledgement that youth work is part of the educational process with an ongoing commitment to ensuring a partnership between the state and voluntary youth work organisations in providing non-formal education services for young people.

Vocational Education Committee's will now be the designated statutory agents of the State to ensure the provision, within their administrative areas, of youth work programmes and services.

VEC Functions & Responsibilities

Their functions will include providing assistance, including financial assistance, to youth work organisations, the preparation and implementation of (three-yearly) Youth Work Development Plans for their area - ensuring co-ordination of youth work with other services for young people.

They will also have responsibility for the drafting of local youth work Budgets and will report on youth work services to the Minister. To enable them to fulfil their functions the VEC's will establish a Youth Work Committee and a Local Voluntary Youth Council for each VEC area.

These legislative functions place a heavy burden of responsibility on VEC's, not to mention additional administrative functions, which it is expected will be adequately resourced by the Department of Education and Science.

VEC's have a long and proven track record in ensuring the delivery of services in partnership arrangements with other statutory agencies, with voluntary organisations and with local groups.

There are adequate safeguards in place in the Youth Work Legislation to ensure that an effective and efficient service can be provided to young people through the partnership arrangements envisaged in the Act.

Voluntary Youth Organisations

Voluntary Youth Organisations have served this country extremely well. They have developed and promoted a number of key features in Irish Youth Work.

Foremost among these is the fact that Youth Work entails the involvement of young people on a truly

voluntary basis, where young people get involved because they want to, not because they have to.

Youth Work in Ireland is typically made possible by volunteer adult leaders working with young people in such a way as to promote the active participation of young people as real partners in the process. Another important characteristic of Youth Work is that it is a mutually beneficial and enjoyable experience entailing an active mode of experiential learning.

Voluntary Youth Organisations have also had an important role in providing structures whereby young people participate in decision-making, planning, organising and evaluating and in addition have facilitated communities in playing a meaningful role in meeting the needs of their own young people.

Under the partnership arrangements envisaged in the Act the strengths and experiences of each sector augers well for the future of the Irish Youth Service. We will be the flagship of Europe in terms of Youth Service delivery.

All that we need is the early implementation of all elements of the Youth Work Act and Government approval of the terms of the National Youth Work Development Plan 2002-2006.

Conclusion

Young people today have many challenges. We must be there - with them and for them, ensuring that their initial journey through the education systems, both formal and informal, is relevant, smooth, caring and responsive to their evolving needs.

As the seanfhocal says, "ní neart go cur le chéile". We have already achieved a lot in the enactment of Youth Work Legislation and in the publication of a five-year Plan.

I firmly believe that we can achieve even greater things through seizing the opportunities for enhanced co-operation now provided for, so that the lives of our young people, whom we all serve, can be further enriched.

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Safe Internet Use for Young People

By Fran Bissett

Introduction

On Wednesday 24 April, 2002 in the Abbey Court Hotel in Nenagh, Michael Smith T.D. Minister for Defence launched "**Safe Surfing: Guidelines for young people and those who work with them.**" The guidelines are aimed at anyone involved in working with young people and more specifically providing a public access Internet service, but does have information and helpful tips and advice for parents in a home setting.

The guidelines are produced in a ring binder format but there will also be a web book version available to be purchased online.

The use of the Internet by children and young people is an emotive issue, which has generated much public debate in recent times. The increasing media reporting and publicity surrounding the potential exploitation by young people of paedophiles & child abusers, those promoting racial hatred, and exposure to pornographic and other inappropriate materials, has made many concerned parents and those who work with young people fearful of allowing young people access to the Internet.

However, we live in the era of information technology, where most young people now have access to a computer be it at home, school/college, via mobile phones and increasingly in the high street. We should accept that we cannot prevent young people using the Internet. Indeed it should be encouraged, as it is potentially a wonderful leisure, educational and developmental tool that can open up many opportunities and new worlds for young people at the touch of a button.

The guidelines mark an attempt to assist those working with young people to ensure the Internet is used in a safe and enjoyable manner.



From Left to Right: Fran Bissett, IYWC Co-ordinator, NYF; Pauline Cummins, Youth Information Co-ordinator, Tipperary Regional Youth Service & Minister for Defence, Mr. Michael Smith, T.D.

Guidelines Content

The guidelines and the online web-book are broken into three sections as follows:

Practical Sections covering :

- Online Safety Measures/Tools
- Responsibilities of Internet Service Providers
- Internet Service Providers' Responses to Complaints/Queries
- How to Check Internet Resources Accessed by a Computer
- General Safety Principles
- Using Websites, Chatrooms, Newsgroups and Email
- Guiding Principles for Young People
- Simple Tips for Young People
- Guidelines for Parents

- Dealing with Computer Viruses.

A series of Sample Documents & Templates:

- Sample Youth Information Centre Internet Use Policy for Young People
- Generic Usage Policy for Youth Information Centres Sample Acceptable Use Policy (school/college based)
- Sample Parental Consent Form; and Sample Contract Between Parent and Child.

Useful Resource Appendices including:

- Monitoring & Filtering Tools
- Information, Education and Advice Sources
- List of Irish Internet Service Providers
- Health & Safety Issues/Use of VDU Equipment.

Many of the sections contained in the document can be extracted and/or used as stand-alone materials to suit either the setting you work in and/or the group of young people you are working with. Much of the information is standard but has been produced or written in different forms or language to suit a particular audience be it young person, parent, teacher or youth worker.

Readers are encouraged to use whatever materials are relevant and appropriate to their setting or circumstances and disseminate the information contained as widely as possible.



From Left to Right: Tony Murphy, Chief Executive, National Youth Federation; Fran Bissett, IYWC Co-ordinator, National Youth Federation; Minister for Defence, Mr. Michael Smith; Pauline Cummins, Tipperary Regional Youth Service; Luke Murtagh, Chief Executive, North Tipperary VEC at the launch of the Safe Surfing Guidelines.

Conclusion

Our role should be to ensure, to the best of our ability, that young people are using and enjoying the Internet in a safe and responsible manner. These guidelines recently produced represent in a small way an attempt to assist this process. They are not prescriptive and do not claim to have all the answers.

They do attempt however to document a range of successful and practical measures and advice which can be used by those working with young people in helping them to use the Internet in a safe a manner as is possible.

Contact Details

Also launched on the day were Safe Surfing tips poster and leaflet, both of which are aimed at young people and parents and the general public for dissemination in schools, colleges, youth & community settings etc.

Copies of the guidelines are available at a cost of €10.00 plus €2.50 postage. The web book can be purchased online via the National Youth Federation's website: www.nyf.ie. Copies of the poster and leaflet are available free.

For any of the above contact:

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Youth Participation: What Makes It Real?

By Diarmuid Kearney

Introduction

The concept of youth participation emerging as a new catch phrase will run the risk of being devalued by appearing in every strategic plan, funding proposal and policy document to emerge in the sector over the coming years. It's not that its appearance will devalue it but, for the most part, it will be applied with little understanding or commitment to what it actually means in practice.

There are probably two primary reasons for the accelerated emergence of youth participation as a 'good thing'.

Firstly, the experiment in participative democracy which we are all involved in (have you noticed what's happening in local government) has promoted a consultative or even consensual approach to decision making.

Secondly, a recognition of the rights of children and young people, formally asserted through the UN Convention on the Rights of the Child and publicly promoted through the National Children's Strategy and other mechanisms, has instigated visible (though some might suggest tokenistic) examples of youth participation in practice.

Youth Participation in Practice

It's important that we explore what this really means for youth work practice and in order to do that it is essential that we understand the concept. For my part I take as a baseline the premise that young people as individuals are not primarily to blame for the position in which they find themselves, and, as a group within society, young people are relatively powerless. They face considerable social, economic and political isolation and are becoming increasingly alienated. This is a position which does not define the young person as the 'problem' but which takes a situational view of their difficulties.

Young people, particularly those who experience disadvantage and discrimination, lack opportunities to make their views known, to be listened to or to influence agencies and institutions that control their lives. In short young people are denied their right to participate in decisions which impact on their lives. If we are serious about and committed to supporting young people's participation in these decisions then this in turn demands that we hold the beliefs that:

- Young people are as valuable as adults
- Young people should have control over their lives
- Young people should have influence over the decisions that affect them
- Young people's experience, knowledge, skills and attitudes must be recognized as valid - even though they may not have the breadth and depth of some adults.

Youth Participation Goals

Within this context I see three primary youth participation goals for our involvement in youth participation:

1. Empowerment
2. Improving the situation in which young people live
3. Reducing discrimination against particular groups of young people

Empowerment

This means seeking to increase the control that young people have over their own lives and to increase the involvement they have individually and

collectively in the decision making of the agencies, institutions and systems that affect them.

It also means seeking to reduce to a minimum the period of transition from childhood to adulthood in gaining legal and civil rights.

Improving the Situation in which Young People Live

This means seeking to increase the relevance of services and facilities in local communities for young people to better meet their needs and to improve their situation.

All young people should have access to a variety and range of provision, which is responsive to the needs and concerns identified by young people, which operate in their interest and over which they have some control.

Reducing Discrimination Against Particular Groups of Young People

This means seeking to reduce discrimination against particular groups of young people such as young women, young people discriminated against for racist or political reasons, working class young people, gay and lesbian young people, young people from rural communities and young people with disabilities.

It also means seeking to increase the self-representation of particular groups of young people who experience discrimination.

These beliefs have a number of general implications for practice with young people, which particularly include:

- Designing projects or taking initiatives to fit the position of young people. Or, to put it another way, not fitting young people into predetermined services.
- Listening to what young people have to say and

involving them in developing an analysis of their needs.

- Ensuring young people play an important role in shaping the provision they receive.
- Creating direct links in the work between young people and their community.

Conclusions

In essence I believe that we need to see youth participation as the manifestation of a sea change in the hearts and minds of Irish society, the consequence of a fundamental shift from our national perception of young people as problems to one which values them as active citizens and which permeates our every action through engaging with them as equal and not just as the grand and frequently meaningless gestures we currently hear so much about.

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Resources

ADULT EDUCATION & TRAINING

Fixing or Changing the Pattern?: Reflections on Widening Adult Participation in Learning *By Veronica McGivney (2001)*

This study examines surveys and research into adult participation trends over the last decade and goes on to analyse some of the reasons why the social class profile of learners in organised forms of education and training has changed so little. The publication argues that non-participation in post-compulsory education and training is the product not just of personal circumstances, dispositions and preferences but also of economic and labour market changes, institutional factors and government policies which have often militated against efforts to encourage a wider mix of people to engage in organised learning. Some of the approaches and strategies that have proved most effective in widening participation are examined in this publication and whether the current policies are likely to achieve the intended goal of lifelong learning.

Wasted Potential: Training and Career Progression for Part-Time and Temporary Workers *By Veronica McGivney (1994)*

Report of a British research project undertaken by NIACE, with funding from the Employment Department, to investigate training provision for this group. It uncovers a worrying contradiction between the stated objectives of government and industry in developing a flexible workforce, while at the same time providing an inflexible approach to training based on a full-time norm.

It looks at how employers are meeting the challenge of training and career progression for atypical workers in a series of case studies, which reveal a variety of good practice and a range of solid

achievements. It will be of practical interest to all involved in human resource management and to those involved in developing training policy in the public and private sectors.

COMMUNITY-BASED LEARNING

Informal Learning in the Community: A Trigger for Change and Development *By Veronica McGivney (1999)*

Report based on a short DfEE-funded study designed to explore the role of community-based informal learning in widening participation and starting people on a learning pathway. It aims to show that informal learning plays a crucial role in starting people on a learning pathway and identifies the kinds of services, structures and conditions needed to develop learning pathways and encourage people to make the transition from informal to more formal, structured and accredited learning. The report will be of interest to policy-makers, funding bodies, adult and community education organisations, voluntary organisations, education institutions, guidance workers, outreach development workers and tutors.

WORK WITH EXCLUDED GROUPS

Working with Excluded Groups: Guidelines on Good Practice for Providers and Policy- Makers in Working with Groups Under- Represented in Adult Learning *By Veronica McGivney (2000)*

Set of guidelines that indicate the kind of approaches that work, in making effective contact with educationally disadvantaged and socially excluded groups, proposing some transferable 'principles of engagement' in working with them. The guidelines are based on the work of the Oxfordshire Strategic Partnership and other initiatives to widen

participation among groups with little or no previous contact with post-compulsory education. They are a valuable resource for all providers and individual workers who wish to make educational opportunities available to the people least represented in education and training.

WORK WITH MEN

Excluded Men: Men who are Missing from Education and Training *By Veronica McGivney (1999)*

Evidence from the field suggests that people working in some areas of post-compulsory education and training are becoming increasingly concerned at the low participation of some groups of men. Manual workers, men with low literacy levels and few qualifications, African-Caribbean men, disaffected young men and men aged over 40 are largely under-represented in most areas of education and training.

Drawing on research into the views and attitudes of men and the views of practitioners, this study examines the reasons for male participation and sets these in the context of the social, cultural and economic changes of the last few decades. It describes particular approaches that have been used to overcome the barriers that deter men from taking part in education and training opportunities. It will be of interest to all working in the field of adult education and training as well as to those working with men in a wide range of statutory and voluntary organisations.

YOUTH WORK

Youth Work and Study Support: The Code of Practice *By National Youth Agency (2001)*

Publication which sets out the principles of good practice for those setting up or running study support projects and provides case studies across the three categories of good practice - emerging, established and advanced - to illustrate the code in practice. It aims to draw together the learning that is available from the many initiatives that have taken root in the UK over the last few years and looks at issues as

diverse as involving young people, getting the best from staff and managing improvement. It compliments existing material to support out-of-school hours learning and provides a clear and coherent structure for taking work forward and supporting informal study support centres in their efforts. The Code of Practice should be read with its companion volume, *Youth Work and Study Support Framework: Key Policy and Practice Issues*, which contains guidance to set up a study support programme involving youth work.

Youth Work and Study Support Framework: Key Policy and Practice Issues *By National Youth Agency (2001)*

This framework and guidance is for anyone who wants to set up a study support programme involving youth work and the youth service, including:

- Local education authority officials
- Youth work managers and practitioners; and
- School managers and teaching staff

It is divided into two parts. **Part one** deals with the background and context for study support, including a definition of study support, an outline of national policy developments and an indication of the broad range of activities covered by study support. **Part two** considers the issues and implications for youth work, including some of the critical factors that need to be addressed by youth services and their partners.

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

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Round-Up

CORRECTION

In the last edition of Irish Youth Work Scene (April, 2002), in this round-up section, we highlighted a new drug education information website from the Dun Laoghaire Youth Information Centre. The website is funded by the Young Person's Facilities and Services Fund. However, in the article the impression may have been given that Dun Laoghaire Youth Information Centre is funded by the Young Person's Facilities and Services Fund. This is not the case, it is only the website which is funded by the Young Person's Facilities and Services Fund. We apologise for this lack of clarity and any misunderstanding this may have caused.

NEW SEXUAL HEALTH INFORMATION WEBSITE LAUNCHED

A new website has been launched by YIELD Ireland for young people and parents which aims to provide up to date and realistic information on sexual health and related issues for both young people and parents. In a recent survey conducted by Generation RX.com 1 in 4 15 - 24 year olds are using the internet for health information and the majority are acting on what they find. Nearly 40% of those surveyed say that they have changed their own behaviour. Half of all online youths have searched the Web for information on specific diseases such as cancer and youth orientated topics such as HIV/ AIDS, birth control and Sexually Transmitted Infections.

YIELD Ireland has also designed the following programmes that provide information to both Parents and Young People.

1. **The 'Parent Talk' programme** is designed for parents of teenagers, over a period of weeks it provides a safe forum where parents gain skills and knowledge on how to deal with situations regarding their child's sexual health.

2. **'Get Connected' an Accredited Sexual Health & Drugs Peer Education Programme** is accredited through the Northern Ireland Open College Network (NIOCN) the 9 or 15 weeks programme provides young people the skills for communicating the correct sexual health information to their peer group. This programme is designed so that it can be delivered in any surrounding and is ideal for those communities, schools or groups who

wish to develop peer educators.

3. **'Healthy Choices'** is designed that it can be delivered in any surrounding and on a sessional basis. It believes that learning should be fun and informative and therefore the programme is interactive where young people are able to explore their attitudes towards others and themselves

4. **'No Apologies' The Truth about Life, Love & Sex, a character - based abstinence based curriculum.** It has been translated into 11 languages and adapted for use in 49 countries outside the U.S. including Australia, China, Mexico, Brazil, Greece, Russia, India, Hungary and South Africa.

*For more information on the above programmes go to: www.yieldireland.com/education.htm. For more information on the services of Yield Ireland and the website please contact **Tim Bingham**, yield@eircom.net or phone 086 389 3530*

IRELAND'S FIRST NUI DEGREE BY E-LEARNING LAUNCHED

Mr. Éamon O Cuiv, TD, Minister for Community, Rural and Gaeltacht affairs, launched Ireland's first NUI degree programme to be delivered by e-learning using the Internet, on Thursday 20th June. The new four-year degree programme is the first NUI Bachelor of Science, (BSc) degree in Rural Development in Ireland.

The degree offers those who are interested in rural development the opportunity to obtain a professional /academic qualification that acknowledges and advances their interest and their work whether as volunteers or as professionals. The degree will have the same status as all other NUI degrees.

Students can do the degree without leaving their homes or their local community while studying under the direction and guidance of Ireland's best experts in the field of rural development. They will study course materials, do research projects, take tutorials and interact with other students using on-line classrooms/chat rooms successfully tested here and in universities in the US.

This programme is aimed at people who are already highly involved in rural development and it is designed to produce a new type of specialist graduate equipped with superior rural development, advisory, and management knowledge and skills.

Taking full advantage of new information technology, this is also the first degree to have been developed and produced in a landmark joint collaboration by the four constituent universities of the NUI - NUI Cork, NUI Dublin, NUI Galway, and NUI Maynooth. It was developed employing a combination of the faculties of Food Science and Technology, UCC, Agricultural Science in UCD, Commerce in UCG and Arts in Maynooth.

Dr. Michael Ward, NUI Cork, Professor Jim Phelan, NUI Dublin, Professor Michael Cuddy, NUI Galway and Dr. Ted Fleming, NUI Maynooth form the academic steering group which developed the new degree programme. The degree will be offered from a new Virtual Centre of Excellence in Rural Development managed by four universities.

Further details:
Lily Mulhall, NUI Dublin,
Tel: 01 7167561, Mobile:087 2461164
Michael Kenny, NUI Maynooth,
Tel: 01 7083590
Eilis O'Regan, NUI Galway,
Tel: 091 52441
Mary O'Shaughnessy, NUI Cork.
Tel: 021 902300

NEW MINISTER FOR YOUTH APPOINTED

On Tuesday 18 June, the Taoiseach Bertie Ahern made the announcement of the new Junior Ministers to the Cabinet. Of particular interest and relevance to those in the youth sector is the appointment of Sile De Valera as the new Junior Minister attached to the Department of Education & Science with responsibility for Adult Education, Youth Affairs and Educational Disadvantage. Other junior appointments that will be of relevance to the youth sector include:

Brian Lenihan, attached to the Departments of Education, Health and Justice **with responsibility for children**

Noel Ahern, attached to Department of Community, Rural and Gaeltacht Affairs **with responsibility for the National Drugs Strategy and community affairs** also attached to the Department of Environment and Local Government **with responsibility for housing and urban renewal.**

Willie O'Dea, attached to Department of Justice **with responsibility for equality issues including disability issues.**

National Youth Federation Chief Executive Vacancy



National Youth Federation
 Cónascadh Náisiúnta na nÓg

You should be passionately interested in the development of young people. You may be a volunteer and know the value of youth work. You may be involved in organisational development work that has brought about change in the lives of those in receipt of social services, community development initiatives or not-for-profit business. You may be seeking a career change as a social entrepreneur. If so read on.

NYF is committed to promoting community based youth services that are relevant, accessible and attractive to young people. The primary customer is the Member Youth Service working enthusiastically with and for young people. Committed volunteers and staff are at the heart of the work. NYF receives funding primarily from the Department of Education and Science (€4M) in addition to a variety of sources funding the 19 affiliated Member Youth Services directly (€20M approx). Ongoing conversations and debate have been taking place over the past two years and this will lead to decision-making among the members with regard to a new set of strategic priorities and policies to be agreed November 2002.

The Board of Directors (NYF) will advertise on **25 August** to commence the recruitment of a Chief Executive for the National Youth Federation.

The reporting relationships will be to the NYF President and NYF Board of Directors. Professional qualifications and experience along with business creativity and an ability to be politically sensitive will be essential in order to address this challenging and exciting position. It is expected that the person appointed will contribute to the strategic development and networking of youth service initiatives and ultimately, support those who empower the participation of young people in local, regional, national and international relationships. Central to the work will be the development of interdependent relationships and external advocacy in establishing NYF as the best development agency for Local Youth Services in Ireland.

An initial five-year contract will be offered based on an attractive remuneration package. Interviews will take place late September/October with the dates specified in the forthcoming advertisement and a briefing pack will be made available for further information.

Should you wish to make an informal and confidential enquiry, you can do so by contacting:

Tony Murphy, Chief Executive, National Youth Federation, 20 Lower Dominick Street, Dublin 1 (Tel: 01 8729933 or email: tmurphy@nyf.ie).

Experiencing Art through the Eyes of a Child

Date: Friday 2 August, 2002

Venue: Barnardos, Limerick

Facilitator: Deirdre Ní Argáin

Practical and creative one-day workshop for childcare workers and all those who work directly with children.

Stress Management

Date: Friday 23 August, 2002

Venue: Barnardos, Wicklow

Facilitator: Carmel O'Neill

One-day workshop on how to recognise stress and ways to manage it effectively in one's personal life and as part of the work environment. It will also explore stress in relation to children's needs.

Play & Child Development

Date: Friday 20 September, 2002

Venue: Barnardos, Dublin

Facilitator: Carmel McNamee

One-day workshop aimed at exploring the concept of play, its role in child development and how best to support children's play.

Further Details/Booking Forms on above courses contact:

Martina Dumpleton
Administrative Officer
National Children's Resource Centre
Christchurch Square
Dublin 8.

Tel: (01) 4530355 Ext. 213

Fax: (01) 4530300

E-mail: martina.dumpleton@barnardos.ie

Supporting Volunteers

Date: Thursday 19 September, 2002.

Venue: Training Room, Coleraine House

Facilitator: Anne-Marie Bourquin, Training Co-ordinator, Volunteering Ireland

One-day course aimed at anyone who is responsible for managing volunteers. It would be useful for any organisation that is interested in improving methods that help to retain volunteers and encourage good performance. Areas covered will include:

- Organisational support
- Supervision
- Emotional support

- Training
- Recognition

Cost: €50.00 (including refreshments and lunch)

Volunteers on Management Committees

Date: Saturday 28 September, 2002

Venue: Training Room, Coleraine House

Facilitator: Sheila Cahill, Training & Support Service Manager, Carmichael Centre for Voluntary Groups
One-day course aimed at new committee members, or those who would like to improve the way that their committee works. By the end of the course participants will be able to:

- Describe the purpose of your committee and its responsibilities
- Develop role descriptions and volunteer specifications for committee members
- Describe how to make committee meetings more effective

Cost: €50.00 (including refreshments & lunch)

Time Efficient Volunteer Management

Date: Wednesday 16 October, 2002

Venue: Training Room, Coleraine House

Facilitator: Adam May, Training Consultant

One-day course aimed at volunteer managers, providing an opportunity to learn time saving techniques. It will attempt to:

- Clarify what the managerial function is
- Identify time saving techniques for recruiting, selecting, supporting, motivating and supervising your volunteers
- Understand how developing team skills and delegating activities can free up time
- Identify techniques on how to use paperwork, telephone, e-mail and face-to-face meetings in the most time effective way

Cost: €50.00 (including refreshments and lunch)

Further Details/Booking Forms on all the above courses contact:

Anne-Marie Bourquin or Sonya Wright
Volunteering Ireland
Coleraine House
Coleraine Street
Dublin 7

Tel: (01) 872 2622

E-mail:

annemarie@volunteeringireland.com