Irish

Youth Work

Scene

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Plus... new resources, policy update & noticeboard

Magazine for Youth Workers

Published by the Irish Youth Work Press
The Publishing Imprint of Youth Work Ireland

Editorial

by Diarmuid Kearney
(Chief Executive - Youth Work Ireland)

How do you measure the quality of a relationship? This line, rather than being the opening lyrics of the latest Eurovision song contest entry, is the not infrequent response when we begin to explore the tangible outcomes of the youth work process. Unfortunately it is a response that is past its proverbial sell-by date. The notion that youth work is the panacea for all ills no longer holds water. If we are asked to evidence how youth work reduces educational disadvantage, reduces potential for offending, builds confidence, supports school retention or even 'builds community' we struggle. Youth work, like motherhood and apple pie, is felt by most people to be a good and laudable activity.

Therein lies the problem. Youth work is 'felt' and not 'known' to be a good thing. Our evidence for the impact of the work is excessively dependent on anecdote while the scant evaluative material we produce tends to dwell on headcounts and describing the activity rather than engaging in a rigorous assessment of whether the activity actually achieves what it sets out to do. Don't get me wrong, I'm a believer (oops! more lyrics!) but like many of you I am increasingly driven to back up my beliefs by funders, by policy makers, but most importantly by a desire to ensure that we deliver the very best to Irish young people. If youth work really does compliment the formal education process then where is our evidence? If youth work really does develop better citizens - parents - leaders, then where is our evidence? If youth work really does give value for money and warrant the kind of investment we have been seeking, then it's time to produce that evidence.

While we are on the subject of outcomes it may be reassuring, or not, to discover that Government are equally guilty of peddling new ideas without considering the potential impact. Let us take one such ill-considered idea - ASBOs. As can be seen from one of the articles in this edition of the magazine, ASBOs have thankfully undergone significant changes since they were first mooted. This is in no small degree due to effective campaigning by agencies in the sector who work with children and young people. Let us also hope that the new Youth Justice Unit set up under the Office of the Minister for Children heralds a less discriminatory and more sympathetic approach to working with troubled and troublesome young people.

Other news, if, four years after the publication of the Youth Work Act, we can still call it news, is that 'Huston, we have lift-off' with appointments to VECs, appointment of the Youth Work Assessor, the establishment of the Development Unit and a number of other initiatives signaling significant moves towards implementation of the Act and the National Youth Work Development Plan. I only hope the next development isn't 'Huston, we have a problem' as confusion and inconsistent interpretation of the Act still reigns in the absence of clear guidelines to the VECs.

The Limits of Pragmatism

Thoughts & Observations on the Impact of Anti-Social Behaviour Legislation on Youth Work: A UK Perspective

by Graeme Tiffany

INTRODUCTION:

Understanding the impact of antisocial behaviour legislation on youth work is problematic, not least because the context in which we articulate 'youth work' is continually changing. A historical analysis of 'youth policy' both reveals this fact and makes further understanding possible.

Youth work has always recognised its responsibility to contribute to the *"alleviation of social problems"* (Harris 2005:57); indeed this has been a rallying call for many of its most progressive recruits. But times have changed. Whilst the 'social problems' of past generations (such as poverty, oppression, injustice etc.) still demand scrutiny and action, today we are also pre-occupied with thoughts as to what actually constitutes a 'social problem'.

SHIFTING ATTITUDES TOWARDS 'YOUTH'

A recent article in my local paper comes to mind. Coupled with a picture of a group of five young men standing outside a derelict building was the caption: ***"Trouble: Youth on the Streets."*** I had to check whether this was a question, but no, this was, unequivocally, a statement, seemingly consistent with the anti-youth invective of recent years.

I was left to ponder on the implications of this for youth work. If *'Youth'* was now a problem, per se, was our job to *'alleviate'* [these] Youth? I had visions of, Schwarzenegger-style, going out on the streets to 'reduce' the numbers of young people, thereby lessening the *'problem'* of their very existence in society. Was this simply a piece of journalistic license or symbolic of a wider shift in attitude toward young people; and a shift identifiable in practice?

Bernard Davies's review (2005) of his own 1986 text: *Threatening Youth: Towards a national youth policy* describes how the historical view of youth work as a contributor to the welfare state has, since the 1980s, been increasingly under threat. Davies tracks a series of changes in emphasis articulated by policy makers since this time. These include moves to redefine, through prescription [e.g. core curriculum, outputs, targets etc.], youth work's contribution to national economic and social interests.

This rationale was, for some, based on the view that it [youth work] had, for too long, failed to offer sufficient evidence of its contribution. For others, however, it was symbolic of a growing utilitarian and instrumentalist attitude among policy makers that youth work could be used to deliver specific outcomes, outcomes that, at best, sit uneasily alongside youth work values and processes.

YOUTH WORK OR CRIME PREVENTION?

Nowhere was this shift more significant than in the field of youth justice where youth work was increasingly seen (at least by policy makers) as a foil for deviance and delinquency. Many youth work practitioners took a pragmatic view of this change in role; particularly where it was couched in terms of contributing to 'crime prevention and reduction' and offered opportunities to access much needed funding.

More recently, this 'contribution' has become enshrined in Section 17 of the Crime and Disorder Act (1998), which states:

> *Without prejudice to any other obligation imposed upon it, it shall be the duty of each authority … to exercise its various functions with due regard to the likely effect of the exercise of those functions on, and the need to do all that it reasonably can to prevent crime and disorder in its area.*

Implicitly, Section 17, imposes a duty on state-sponsored youth workers to prevent crime and disorder.

Where in the past workers articulated their role as 'adding value' to efforts to prevent crime, this and related policy signalled a shift toward the purposeful deployment of youth work as a direct *response* to crime. Most symbolically, youth work (and particularly detached and outreach work) has increasingly had to deal with demands made upon it to work in particular places, invariably those where problems of crime and antisocial behaviour have been identified.

As a result, 'response' initiatives are now commonplace, often to the detriment of projects that have traditionally focussed on the needs of a particular community. *Where* youth work is deployed – the geographical dimension – has, it can be argued, become increasingly significant in contemporary definitions of what youth work (and particularly detached youth work) is.

In addition to targeting, so-called, 'hot spots' of crime, disorder and anti-social behaviour, youth workers are now also drafted into schools and community centres to provide 'alternative education' for those disaffected or excluded from school. Likewise, 'youth work' is now a common feature of Community Safety initiatives and programmes designed to work with young offenders.

Clearly this poses several questions: does this represent a growing of the youth work and informal education sector, based on a celebration of its ability to work with challenging young people or, conceivably, a wholesale shift in praxis? Is youth work now no more than a complementary component of a wider range of interventions aimed at normalising the behaviour of young people? Has it forgotten its roots as a form of liberal and progressive education? And, potentially most worrying, is youth work now complicit in fashioning a widespread negative attitude toward young people? Ultimately, are we now part of the problem?

CRISIS IN YOUTH / ADULT RELATIONSHIPS

Let us take a moment to flesh out this problem, and consider if it exists at all. Stuart Waiton (2001) concerns himself with the narrative of 'Community Safety' and asks whether this has actually undermined young people's safety and informed adult's

fear of them. Waiton suggests that changes in attitude, when combined with the emergence of an endless stream of state-sponsored initiatives, undermine the capacity and inclination of the community to deal with concerns and problems.

Everyday relationships between young people and adults have been subject to interference by, and in some cases replaced by, the activities of Police Officers, Police Community Support Officers, Neighbourhood Wardens and the like. The narrative of 'rights and responsibilities' (with the almost total emphasis on responsibilities) that goes with these initiatives, is seen as contradictory – it actively discourages us from taking responsibility for these relationships.

This demise in 'conversation' between youth and adult (no matter how potentially fractious) actively destabilises communities and, ironically, leads to the very antithesis of that envisaged by the strategists responsible for Community Safety and Community Cohesion. Rather, these conversations should be encouraged and recognised as sites for moral learning (Tiffany, 2005). Indeed, they represent one of the few arenas where communities can exercise and commit to a "generalised responsibility for socialisation" (ibid.).

Where youth workers talk up their 'unique' ability to communicate with young people they, too, may contribute to this crisis in conversational confidence. Preferred are interventions that actively seek to bolster communicative capacity, particularly between the generations. A revisiting of the dialogical theories expounded by, amongst others, Freire (1972), Sampson (1993) and Shotter (1993) is surely needed.

MOVING YOUNG PEOPLE ON

We might also ask: has youth work become subservient to those that wish to 'move young people on'? Of course, the desire of young people to have 'places to go and things to do' (as evidenced in *Youth Matters* (2005) and articulated by Tony Blair at the Labour Party conference of 27th September 2005: "*Give our young people places to go so that they are off the street*") can easily be substantiated in any conversation with them. And efforts to meet

these needs are to be celebrated.

But where this merely confirms that the 'street is no place for young people to be' we can, again, become complicit in demonising youth. And just as youth work has been deployed in 'hot spots', so too is it deployed in the environments to which young people gravitate after having been moved on. Theories of 'contested' and 'invisible' space become substantiated as youth workers increasingly report young people being displaced from public space to building sites, railway tracks and other, potentially more dangerous, areas in pursuit of a space where they can simply meet their mates free from adult hysteria.

The sponsoring of youth work projects by rail companies (see for example **Keep Off the Tracks** 2005) to teach young people about the risks inherent in trespassing on railway lines might confirm this scenario, illustrate further the utility concept, and systematically fail to engage with the reasons **why** young people are in these places.

But of course, whilst many young people accept being moved on, some are reticent to give up this contest. Where confrontations might historically have involved no more that a few short, sharp, verbal interjections, today the increased politicisation of these environments and relationships can lead to an outpouring of abuse and, occasionally, even violence. And, in turn, this leads to the now regular call made to both Police officers and youth workers based on the refrain **"get down here and sort these/your young people out!"** [where *'your'* is used in calls to youth workers]. And we do.

How Can Youth Work Respond

But, thankfully, within our range of responses, are many that display a critical and principled stance. No youth worker could fail to appreciate that some of these behaviours are evidence of a need among young people. So, reports of antisocial behaviour can be used to trigger an investigation of these needs. Sometimes they reveal nothing, and this can be evidence of a wider fear of crime (O'Malley & Waiton, 2005).

Elsewhere, our challenge is to interpret these behaviours and judge whether youth work is an appropriate response; it may well not be. In this case, it can be difficult to reject the carrot of funding that is associated with the initial request to respond. But good judgement must prevail and, if necessary, rejection must happen. This includes some cases where youth work might well be a good response, but where available resources compromise its capacity to have a real and lasting effect.

Typically, short-term funding might exist to provide 'reassurance' to the community (once again we see the phenomenon of *'youth work'* resources being available to meet the needs, not of young people, but of others in the community; thereby casting doubt as to whether it is youth work at all).

Value Base of Youth Work

Importantly, reflecting on our concerns about engaging in these activities can both consolidate and reveal the value base of youth work (that, maybe, we too rarely visit). It can help us to identify and reiterate the central importance of young people's needs and the significance of enduring relationships in enabling young people to identify and act upon these needs.

They are then potentially resolved rather than set aside for a later date (and perhaps never). As youth workers, this must be preferable to procuring young people's involvement in diversionary activities and *'social programmes'* (that are often more in tune with the behaviour modification strategies and normalising processes employed by others in the social care sector rather than those trained in the arts of learner-centred education).

There are those that say youth work has no such room for manoeuvre, that it is 'sink or swim'; 'if we don't get the money we're finished', so any utopian vision is unrealistic. But the evidence suggests otherwise. Whereas some youth work agencies have, in the spirit of pragmatism, *'signed on'* for these programmes, others have fought their corner, been prepared to draw lines in the sand and stated, unequivocally, 'no, we won't do that'.

Importantly (and not a little ironically), this has more often increased their standing amongst partners. In responding to the question **'why not?'** youth

workers have found a renewed energy to revisit and reaffirm their values and articulate more positively their aims and purposes.

Workers, in full knowledge that the issues of the day for young people are the issues to be dealt with (for many this is the real essence of what the youth work curriculum is) have, despite criticism from some quarters and understandable trepidation, joined Crime Reductions Panels, Community Safety Partnerships and the like with a view to engaging proactively.

Advocating for young people, particularly those implicated in 'problem behaviours', in environments such as this, is, to say the least, challenging. But these are sites of important conversations, arenas in which others can gain a greater understanding of youth work's philosophical underpinnings, what its processes entail, and be encouraged to give greater consideration to tackling root causes such as poverty and transience (Pitts, 2001).

This promotion: of what our work is about, is, more so than ever before, an essential feature of effective practice. Much good work has gone unrecorded. This has to change. Evidence needs to be in the public domain. In doing so, this will likely strengthen our confidence to move beyond the romantically subversive (but politically naive) narrative of *'just say what they want to hear, take the money, and we can do what we want thereafter'*.

How long can we live like this? When will we finally stand up and shout loudly about what we know works rather then continually invest (and waste) energy in trying to rework strategies that are both practically and ideologically flawed?

CONCLUSION

Youth work has consistently shown a preparedness to engage with and often initiate responses to antisocial behaviour. This is not new. But it must be principled. Where there is an increasing view that problems exist and action needs to be taken, youth work will, inevitably, be identified as having a role to play in counteracting these problems. But as youth work has always known (and is particularly well evidenced in the experience of *Youthwise*, a

Birmingham based project, 2005) responding in a positive manner is a complex affair. *Youthwise's* testimony reflects on the need to facilitate a dialogue between those who are in conflict with each other. And this has to focus on seeking to resolve underlying issues.

Of note are the attitudes of the Police and other criminal justice agencies who emerge as equally keen not to enforce the law (due, in part, to their concerns about the amount of resources necessary to do this but, more fundamentally, a concern for its effectiveness). Peculiar alliances have grown up between agencies that no more than a generation ago would likely have found it difficult to talk to each other.

Elsewhere, there is anecdotal evidence of alliances between detached workers and Police to actually subvert the terms of [what were] Section 30 Orders (Child curfews). Local agreements about *'positive association'* meant young people would not be challenged by the Police for being out beyond the 9pm deadline, provided the Police were informed of their involvement in youth work programmes. As all agreed, this was preferable to the bizarre situation of the state employing one set of officers, namely detached youth workers, to work with young people on the street and another set of [Police] Officers to remove them from it.

Of course, this has not been the experience in all areas where the legislation has been employed. In some, youth workers have themselves fallen foul of the law and been subject to dispersal and the like. Given the almost total confusion as to the responsibilities of workers with respect to witnessing a breach of an order, it is feared a test case involving the arrest and prosecution of a worker (under Section 17) is in the offing.

This said, the *Youthwise* example can also be seen as a process through which this risk can be mitigated against: opening up and developing communication channels with other stakeholders creates the very real potential of promoting a wider understanding of the aims and principles of youth work with a view to negotiating a more considered (problem-solving and needs-led) response to local issues.

But whilst this localism is to be celebrated, it is clear

that the legislation will continue to have a negative impact on youth work more generally until significant progress is made at a national level. Many of the key players in the sector have been, at best, timid in articulating the fundamental problem associated with the legislation. They have exhibited a dangerous level of 'pragmatism' such that claims of being guardians of youth work values ring increasingly hollow.

The principled stance of local organisations and individual practitioners is seen as the basis for a concerted challenge to this uncivil, repressive, largely ineffective and, above all, antisocial legislation that, if unchecked, will continue to threaten the very essence of effective, progressive, youth work.

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Where Stands ASBOs Now?

by Michael McLoughlin

Introduction

The National Youth Federation (now Youth Work Ireland) took a significant public stand against the proposed introduction of Anti Social behaviour Orders (ASBOs) about a year ago.

As with many government proposals, ASBOs did not emerge from any consultative process such as a Green or White Paper. They were not included in the Programme for Government or any election manifesto. In fact the bulk of the proposals emerged in media briefings and announcements. Unfortunately this trend has largely continued. Apart from a few Dáil Committee appearances and limited Dáil questions there has never been a significant debate or discussion about these proposals. This has scarcely been the best way to do business on such a fundamental matter.

Original Proposals

The original proposals for ASBOs in Ireland came from the Minister for Justice, Michael McDowell, in March 2005 before an Oireachtas sub-committee which was ostensibly examining the 2004 Criminal Justice Bill. This announcement proposed to amend this Bill to introduce the Orders. Minister Mc Dowell drew attention to the fact that these orders existed in the UK. In answering questions he said

"If local youths are sitting on the garden wall of an elderly lady's house and are drinking beer and shouting and roaring into the middle of the night, the matter will no longer need to be addressed exclusively through the criminal process. In the modern era with mobile phones, by the time the Gardaí arrive, everybody has scattered, which makes it difficult. It will be possible to summon the people believed to be involved to court on a civil basis and have the local District Court judge make an order directing them to refrain from carrying out a particular activity that was the subject of a complaint. Breaching the order would then become an arrestable offence"

Thus, the first mention of the UK situation was from the Minister for Justice. ASBOs were introduced in Britain in 1998, and first used in 1999. The Orders can be applied for by local authorities, police forces and registered social landlords. An Order directs an offender to desist from specific anti-social acts or entering defined areas, and is effective for a minimum of two years. Breach of an Order is considered a crime. The Minister also made it clear the logic for the Orders was that the criminal law did not allow actions in certain instances.

Opposition

A large amount of groups organised to express opposition to the measures including Youth Work Ireland, NYCI, Children's Rights Alliance, The Irish Youth Justice Alliance, USI and some of the smaller political parties. Unfortunately the two major opposition parties to varying degrees indicated support for the idea. Significantly the Garda Representative Association (GRA) also came out against the proposed orders.

The key issues of concern to these groups were;

→ The major civil liberties issue of using civil processes to reach criminal convictions (e.g. hearsay, balance of probability)

→ The widespread inappropriate use of ASBOs in the UK

→ The failure to implements the Children's Act 2001

→ The under resourcing of community policing

→ The need for a diversionary approach in youth justice matters

→ The Constitutionality of the Orders

At no time however did groups dispute or contest that where young people were involved in criminal activity the law should prevail. Much opposition was expressed in the media and in a protest march in Dublin in June 2005.

ASBOs for a period of time figured prominently in public debate, with Minister McDowell stoutly defending his proposals. However throughout this time no definitive proposals were actually published.

Reform Proposals

In a series of press articles it began to emerge that the proposals to introduce ASBOs would differ somewhat from the UK. In the middle of 2005 Minister McDowell mentioned that Brian Lenihan as Minister for Children had been asked to examine how ASBOs could be made compatible with the Children's Act 2001. On the surface this appeared to be quite a challenge given that the nature of the Children's Act is to divert young people from the criminal justice system. Minister McDowell gave an overview of how ASBOs would apply to young people to the Oireachtas sub-committee on Justice in September 2005 particularly pointing out;

1.   The proposals would be different to the UK
2.   The definition of Anti-social behaviour is different to the UK
3.   The Minister was taking on board issues of concerns raised
4.   The provisions for children will be fully integrated into the Children Act 2001 and will attract all the safeguards of that Act
5.   The proposals will provide for anti-social behavior orders for children in two categories, those aged 14 years and over and those between ten and 14 years of age
6.   Only senior Gardaí could apply for ASBOs
7.   Guidelines for the courts and Gardaí were to be drawn up
8.   A number of warnings would have to be given to a young person

Consistent misbehaviour would lead to a meeting between Gardaí and Family and the drawing up of a *"Good Behaviour Contract"* Failure to observe this Order will lead to a referral to a diversionary programme (effectively a JLO). If all this fails an application can be made for an ASBO. If the young person breaches the ASBO then the question of an offence is deemed to arise. It is then that *"all of the provisions of the Children Act, including the possibility of a second admission to a Garda diversion programme, would then come into play"* All the provisions relating to privacy in court proceedings for young people would also be in force.

For under 14s a *"Good Behaviour Order"* would be issued after all the initial stages. These would be aimed at parents and support would also be available where necessary.

Effectively this means a very different form of ASBOs for under 18s. In principal this is a compromise.

Youth Work Ireland met with Brian Lenihan, Minister for Children in February 2006. We received assurances that Garda Projects would not be affected by the ASBOs proposals and everything that would happen would be consistent with the diversionary approach central to the Children's Act 2001. Youth Work Ireland still noted fundamental disagreements on the principal of ASBOs but welcomed changes for under 18's.

Conclusions

A year after the first mooting of ASBOs it remains to be seen precisely how the Children's Act will be amended. Realistically any judgement must be reserved until that time to see how truly a diversionary approach has been maintained. Young people can still be engaged in the criminal justice system for non-criminal behaviour, this continues to be unacceptable. However, significant concessions have been obtained and it is hard to see how the orders could be used in a widespread fashion because of this. It is certainly clear that the Anti-ASBO campaign has had some effect!

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Round Up

COULD INTERNATIONAL VOLUNTEERS HELP YOUR GROUP OR ORGANISATION?

Voluntary Service International (VSI) co-ordinates volunteer projects with community and voluntary organisations nationwide. They usually last up to three weeks and have an average of ten volunteer participants from Ireland and abroad, the official language on the projects is English. The projects usually take place in the spring and summer, VSI are now planning their 2006 programme. Some examples of recent projects are: helping out at a holiday centre for wheelchair users in Co. Roscommon; working on summer projects for Traveller and refugee children in Co. Meath; a video and photographic project with learning disabled adults in Dublin; and woodland conservation in Co. Wicklow.

> For further information contact:
>
> Helen Walmsley
> **Voluntary Service International**
> 30 Mountjoy Square.
> Tel: 01-8551011
> Email: devofficer@vsi.ie
> Website: www.vsi.ie

LAUNCH OF STUDENT COUNCIL RESOURCE PACK & DIARY FOR SECOND LEVEL STUDENTS

The Student Council Resource Pack is the first of its kind in this country. It was developed as a result of the findings from research into student councils, which concluded that students and schools need information and skills in running student councils.

The Pack will be an invaluable support to students, teachers and school management in establishing and running student councils in second level schools. It includes information, activities and templates to assist schools in establishing and improving student councils. The Diary is more concise, user friendly version of the resource pack for use by student members of student councils.

These resources were developed by the Student Council Working Group, which comprised eleven second-level students from around the country and all the partners in education. The students were centrally involved in the design and production of these resources, which are also available in CD Rom. The Resource Pack Diary and CD Rom will be distributed to all second-level schools in the country during March 2006.

> For further information please contact:
>
> **Office of the Minister for Children**
> 1st Floor
> St. Martin's House
> Waterloo Road
> Dublin 4
> Tel: 01-2420000
> Email: omc@health.gov.ie

COMMUNITY FOUNDATION FOR IRELAND'S SMALL GRANTS SCHEME

The Community Foundation for Ireland's small Grants Scheme is now accepting applications for it's first round of Grants in 2006. Applications are open to Community & Voluntary groups within the Republic of Ireland. The deadline is **March 31st, 2006.** The priority areas for the years 2004 - 2006 are **to assist projects working to respond to isolation and to develop a more iiverse society.** The Small Grants Scheme will have a particular focus on carers; older people; people leaving institutions; sexual minorities; ethnic minorities and families at risk.

> For further information and aapplication forms please contact:
>
> **The Community Foundation for Ireland**
> 32 Lower O'Connell Street
> Dublin 1
> Tel: 01-8747354
> E-mail: admin@foundation.ie
> www.communityfoundation.ie

Body Image

by Gina Halpin

Body image issues, eating problems and childhood obesity are becoming increasing common among young people. This supplement focuses on the theme of positive body image and provides activities that will get young people to think about body image, eating disorders and the pressures the media create to have a "perfect body".

Youth workers promoting positive images of adolescent growth and development can help a young person form a postive attitude towards their changing body. A young person with a positive body image has a true and clear perception of their body shape and they celebrate and appreciate this shape.

Body image can be defined as *the picture an individual has of his/her body, what it looks like in the mirror and what he/she thinks it looks like to others*. Body image can also include how a person feels both *about* their body and *in* their body.

ACTIVITIES

WHY ARE WE TOLD TO BE SKINNY???

Aim: *For young people to discuss & compare views on perceived body image* (Source - Body Positive)

Method:
- Label one wall **AGREE** and the opposite wall **DISAGREE**. Instruct the group to listen to a statement (see below) as it is read out to them
- After they have heard the statement instruct them to move to a wall **Agree or Disagree** or midpoint between the walls, whichever matches their opinion
- A short informal debate between the two sides of the room will bring out the details of the opinions the young people hold

Statements:
Young people who are thin have more fun!
'You're too fat,' is a message used to sell

The young people I know are satisfied with their bodies
People who are in control of their lives are usually slim
Fat people are friendly and warm-hearted
Thin people are usually more serious than fatter people
Most young women have eating disorders
Fat people are unhealthy
Girls are not attracted to fat boys
Thin is beautiful

GETTING TO KNOW *YOU* POSTER

Aim: *For the young person to be aware of his/her self image & to explore their thoughts and views about themselves.* (Source - Looking Glass Workbook)

Materials: Art Paper (A3), crayons, felt tip pens, scissors, magazines, old clothes & comics.

Method:
The young person has a choice of how they want to make the poster - either a collage or a painting. The role of the youth worker is to encourage the young person to express his/her feelings and view about themselves.

Examples:

- What sort of clothes do you like
- What sort of music do you like
- What are you good at
- What are your strenghts/skills

It is important that the youth worker is supportive but you do not want a poster which represents the worker's views. In addition be prepared for the possibility that the young person may have low levels of self esteem and this may impact on their responses.

There are 3 billion women who don't look like supermodels and only 8 who do!!!

THE TREE OF EATING DISORDERS

Aim: *To promote a greater awareness of eating disorders & to increase empathy towards those affected by eating disorders.* (Source - Spiced Up)

Materials: Paper, pens, markers, bluetack & glue

Method:
- The group can draw their own trees or draw one large tree so they work together
- Ask the participants to explore the root causes of eating disorders.
- Put these ideas at the bottom of the tree to represent the roots.
- Discuss with the young people the factors that sustain eating disorders and place these ideas on the trunk and the branches.
- Next ask them to examine the effects of an eating disorder, both negative and positive.
- Place this on the end of the branches as the leaves.
- Collect each group's trees and make a forest

BODY INTELLIGENCE

Aim: *To focus the young person's mind on body intelligence i.e. what you know about your own body and its ways.* (Source - Body Positive)

Method: For use in group discussion get the young people to fill out the following:

Which part of your body is:

- the strongest
- the most injury prone
- are you most or least comfortable with
- do people notice first
- holds your tension

Pretend you could move out of your body and someone new could move in. What tips would you give that person about what it is like to live in your body. Consider what care it needs:

Rest / Physical activity
Feeding / Watering
Healing / Stimulation

Another aspect of living in a body is our emotional intelligence. Our bodies hear everything we say about ourselves - if your body could write a letter about how you speak to it and how you treat it, what would it say???

5 Steps to Positive Body Image

1. Appreciate all that your body can do.
2. Keep a top 10 list of things you like about yourself.
3. View yourself as a whole person.
4. Surround yourself with positive people.
5. Become a critical viewer of social & mass media.

DIAMOND 9 EXERCISE

Aim: *To improve self esteem in young people. We all value the opinions of others to some extent and modify our conduct and appearance accordingly. The problems start when their views provide the trigger for harmful behaviour that can effect our well being e.g. a cruel remark about your appearance may cause the onset of an eating disorder.* (Source - Body Positive)

Materials: Flipchart sheets, paper, markers & glue.

Method:

- Get the young people to write the following comments on pages (see below)
- Arrange them in order of their importance to them in a diamond shape with the most important at the top
- Add the date and name (if you want)
- Do the exercise again in a month or two and see if there are any difference.
- As the young person's your self-esteem improves the boxes containing their own views and opinions should move towards the top.

Comments:

1. What your parents say about your appearance
2. What your boy/girl friend says about your appearance
3. What you feel about your appearance
4. How well you do at school & what your teachers say about you
5. What your friends say about your appearance
6. What you feel about your personality & achievements
7. What your friends say about your personality & achievements
8. What your parents say about your personality & achievements
9. What your boy/girl friend says about your personality & achievements

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MEDIA ANALYSIS & DISCUSSION

For the older young people, discussion and debate is a good way of thrashing out what is going on in their minds regarding these issues. The following are some items for discussion.

Keeping in mind that it is acknowledged that the main influences of body image are *culture, media and advertising* use the following statements to get debates going:

What does the media tell us about the roles of men & women in society
What does the media tell us we need in order to be successful
What sterotypes are portrayed in commercials, on telly & in magazines
What role models are portrayed for girls & boys
How are people of various shape & size show in the media

Myths & Realities

Myth: Only teenage girls suffer from eating disorders.
Fact: Many eating disorders do begin in the teenage years; but children, men, older women and just about anyone can get an eating disorder. While women who suffer from eating disorders are more than men, at least 10 percent of the adult eating-disordered population and 25 percent of eating-disordered children are male. But they have largely been ignored and thus, not much data is available on them.

Myth: These disorders are nothing but an attention-seeking exercise.
Fact: These are extremely serious diseases, which can and do lead to death. So, they should never be taken lightly or thought of as a passing phase.

Myth: You never fully recover once you get an eating disorder.
Fact: Recovery takes a long time, but with hard work and the proper treatment, you can fully recover from your eating disorder.

Myth: It's all about food really.
Fact: Usually, eating disorders are indicators to a repressed problem. Some people turn to food for comfort. By focusing on food, weight and calories, a person is able to block out or numb painful feelings and emotions.

Myth: Only people with weak resolve get eating disorders.
Fact: Actually, most people suffering from eating disorders are the ones who have very strong resolves, that is how they stick to their gruelling schedules and diets. Eating disorder is a disease, in which the suffer is trying to measure up to their over extended goals.

Myth: Bulimia is all about purging food by vomiting.
Fact: Not all bulimics try to rid themselves of the calories they have consumed by vom-

iting. Purging can take the form of laxatives, diuretics, exercising, or fasting.

Myth: There are little chances of bulimia becoming life threatening.
Fact: Like all eating disorders bulimics are also at a high risk for dying, especially if they are purging, using laxatives and doing excessive exercise. Many bulimics have succumbed to cardiac arrest, which is usually caused by low potassium or an electrolyte imbalance. There have also been cases when bulimics have dies because of a ruptured oesophagus due to excessive vomiting.

Myth: Bingeing or compulsive eating is not an eating disorder.
Fact: It is very much an eating disorder and is just as serious as anorexia or bulimia. Compulsive eating is a way to cope with feelings. They are people in emotional pain trying to cope using the only way they know. Like anorexia and bulimia, they need proper treatment to overcome it.

Myth: While people suffering from bulimia and anorexia are underweight, compulsive eaters are overweight.
Fact: In reality, eating-disordered people have many different body weights. Terms like "anorexia", "bulimia", and "compulsive overeating" do not refer to body shape or size, they refer to a behaviour. Someone who weighs a great deal can still be suffering from an eating-disorder if they have food restricting behaviours. A very skinny person can be a compulsive eater. Eating does not necessarily mean gaining weight.
(Source Health Initiatives)

TYPES OF EATING DISORDERS

Anorexia Nervosa is a disorder in which preoccupation with dieting and thinness leads to excessive weight loss. Statistics show that this disorder most commonly occurs in adolescent girls and young women. However recent studies have also shown an increased incidence in young males.

Bulimia Nervosa is a disorder in which frequent episodes of binge eating are followed by high risk behaviours aimed at purging the body of the food, such as vomiting and the use of laxatives or diuretics.

Binge Eating Disorder or compulsive overeating is a disorder which involves uncontrolled eating usually kept secret. People with this condition engage in frequent binging but unlike bulimics they do not purge the body.

HELPFUL WEBSITES:

Bodywhy - www.bodywhys.ie

Mental Health Ireland
www.mentalhealthireland.ie

The Black Dog (Ireland's interactive self help site for men) www.theblackdog.net

National Women's Council of Ireland
www.nwci.ie

Pale Reflections (eating disorders community)
www.pale-reflections.com

The Eating Disorders Association (UK)
www.edauk.com

Irish Health www.irishhealth.com

Body Positive www.bodypositive.com

"Accept yourself
Accept your body
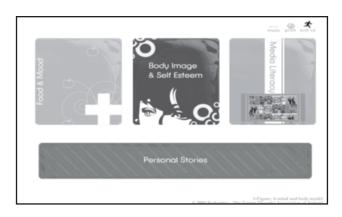*Celebrate yourself*
Celebrate your
body"

Gina Halpin is the Information & Resources Officer for the Irish YouthWork Centre

'i-figure: A mind & body model'

by Sinead Hardiman

Introduction:

Bodywhys The Eating Disorder Association of Ireland has developed an interactive CD-ROM aimed at preventing and addressing the issue of eating disorders with young people in the 14 - 16 year age group. This pilot educational resource looks at the main risk factors associated with the onset of eating disorders. These risk factors include the prevalence of low self esteem, body dissatisfaction and the influence of media and advertising on how we think and feel about our bodies.

Causes of Eating Disorders

There is no single cause which can explain why a person develops an eating disorder. It is usually a combination of biological, psychological and socio-cultural factors that come together to create conditions in which an eating disorder is more likely to take hold.

Based on international research it is estimated that 1% of adolescent females develop anorexia and 1.5 - 2% develop bulimia. This means that about 3,500 12-17 year olds will be affected by Anorexia Nervosa, up to 7,000 of the same age group will have Bulimia Nervosa and perhaps 14,000 will have Binge Eating Disorder.
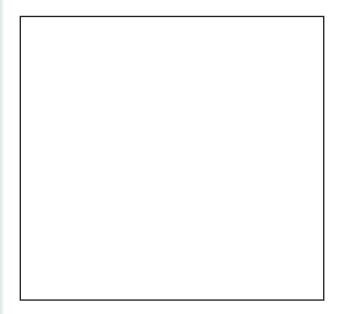
Initially, the resource will be offered free to the education and youth sectors. Bodywhys receives over 100 requests a year for workshops. The voluntary organisation works to provide information and support to young people, and professionals working with young people in a variety of settings. Currently Bodywhys have only one education volunteer who is based in the East Coast area. It is nearly impossible to find volunteers who are available during school and youth group hours and hence there is a limitation on the number of workshops provided.

The *'i-figure : A mind and body model'* is funded by The Vodafone Ireland Foundation. Its content is based on international best practice for prevention work with young people. One off talks are not as effective as providing young people with the resources to analyse their own attitudes and information. Simple tools such as illustrating fashion images before and after they have been touched up by an air brusher is a very real way of highlighting that what you see, is not always real.

Need for Targeted Preventative Work

The majority of eating disorders start between the ages of 13 - 17 years. It is vital that more targeted prevention work is done in Ireland, whether it is a visit to the GP or support from an organisation like Bodywhys, early intervention is key to recovery. We are hoping that the resource **i-figure** will raise awareness of eating disorders while also working with young people on understanding the influence of feeling and emotions.

The CD-ROM is a first step. Addressing eating disorders and the risk factors associated with them is part of a wider prevention programme involving a whole school approach. Bodywhys would like to see more work being done at the school's level in terms of staff awareness of eating disorders, school policies and protocols for supporting and dealing with the issue, policies and guidelines on bullying and body image concerns, informing parents of the issues relating to eating disorders, and fostering supportive relationships amongst staff, students and parents to create a positive environment.

i-figure is broken into three main modules and hosts a separate section with personal stories, through which young people can discover, discuss and learn about the impact of eating disorders and related body image disorders etc.

This is presented through the personal experience of a number of people who have experienced an eating disorder, low self esteem and body image issues. It includes audio, video and animation pieces and provides the user with the opportunity to discover how these issues can be addressed. It is a positive approach towards understanding the impact of an eating disorder/body image issues.

Food & Mood

The module Food and Mood looks at the relationship between our physical needs and our emotions. When we are healthy we are connected to the needs of our body and respond to it with sleep, water, food and relaxation. However there are times when under pressure or stress, our natural responses to our needs are interrupted. This module looks at the impact ignoring our body's needs can have and how important it is to take care of our physical and mental health.

Body Image & Self Esteem

The Body Image and Self esteem module looks at the connection between our self esteem and how we feel about our bodies and sense of self. It questions our increasing dissatisfaction with our appearance and shape, and looks at society to discover some of

the reasons why we feel this way. It also provides helpful tips and pointers on increasing positive self esteem and body image.

Media Literacy

The Media Literacy module looks at the media industry, its imagery and selling techniques and how this can impact on how we feel about ourselves and our bodies. It provides practical information on the influence of media images in society and in particular the idea of the 'perfect image'. With a simple tool individuals are able to see how photographs are manipulated and touched up using airbrushing techniques.

A final section provides information fact sheets on eating disorders, support services, practical advice on approaching someone, helping someone through an eating disorder etc. Each sheet provides simple and factual information and are written to be age appropriate to the 14 -16 year target population.

The resource will be launched on the 7th March 2006, and will be distributed to schools, health professionals and youth workers as requested. The pilot project has a limited run of copies, as the organisation plans to evaluate its impact and effectiveness later in the year. If you wish to request a copy pleasea contact Bodywhys at the address below.

Sinead Hardiman is the Development Officer for Bodywhys

> For more information on the project contact
>
> **Bodywhys The Eating Disorder Association of Ireland**
> PO Box 105
> Blackrock
> Co. Dublin
> Tel: 01-2834963
> Helpline: 1890 200 444
> Email: info@bodywhys.ie
> Website: www.bodywhys.ie

New Resources

Activity Resources

Creative Games in Groupwork
by Robin Dynes (2004)

Book providing a short clear introduction as to why games are important and the benefits to be derived from them. It presents scores of ideas for games and details the materials needed, preparation involved and how each game is played. It is organised into sections making it easy to select a balanced programme. There is an introduction and mixing exercises, games using gentle movements, exuberant games, puzzles and brain-teasers, verbal games, pen and paper games, quizzes, word games and an outdoor activities section. All the games can be adapted to work settings with a range of clients. The aim of the book is to provide the group work leader with something fresh and different to suit all situations.

Anti-Racism

Seeking Advice and Redress Against Racism in Ireland: An Information Handbook
by NCCRI & Equality Commission for N. I. (2005)

Handbook providing information to individuals, community groups and advice organisations on where to complain, seek advice and redress on the different forms of racism in Ireland & N. Ireland. The handbook recognises that racism is a mult-faceted issue that can range from assaults and threatening behaviour to discrimination in the workplace or in the provision of goods and services and systematic issues. It seeks to provide guidance on where you should seek further information, advice and redress against racism/racial discrimination.

Children & Housing

Housing Problems and Irish Children:
The Impact of Housing on Children's Well-Being (2004)
by Simon Brooke (CR0)

The relationship between aspects of housing and children's well-being are complex and additional difficulties arise from the fact that housing conditions for those at risk are frequently not stable. The challenge of establishing a casual relationship between aspects of housing conditions and children's well-being has yet to be met. This report presents data on the extent to which children in Ireland experience problems such as disrepair, dampness, overcrowding, affordability problems and poor neighbourhoods.

How Housing Conditions Affect Children's Lives: A Review of Existing Research (2004)
by Simon Brooke (CRC)

In 2002, there were approximately 1.015m children in Ireland, the overwhelming majority of whom lived in family units in apartments or houses. Each child's home and local environment are a crucial part of her or his life. Yet the body of research into the particular effects that housing has on the children who live in it is remarkably small. Virtually no research has been carried out in Ireland on the impact of housing on children. Using existing studies, this report reviews research on the association between a range of different aspects of housing and children's well-being, and in particular examines the extent to which researchers have established casual relationship between the two. Attention is focused as far as possible on research specifically concerned with children.

Disability

How Far Towards Equality?
Measuring how Equally People with Disabilities are Included in Irish Society.
by NDA

Report documenting the extent to which people with disabilities participate fully and equally in Irish society. Using data mainly from the Census 2002 and official surveys and statistics, it sets out a baseline from which future progress in increasing participa-

tion and in reducing inequalities can be measured. The report also examines what systematic differences there are in participation in society across different types of functional difficulties. The barriers to inclusion maybe different across different groups, for example research shows there are more negative social attitudes to people with mental health difficulties.

Issues in Youth Work

Are We Losing the Young Church? Youth Ministry in Ireland from the Second Vatican Council to 2004 by Gerard Gallagher (2005)

Book providing a comprehensive account of youth ministry in Ireland since the Second Vatican Council. It pieces together the history of youth ministry and examines the future for the young Church in Ireland. It traces the key developments in youth ministry from the unstructured attempts of the 1960s, the YCW and Charismatic Renewal movements in the 1970s, along with the emergence of folk groups and the popularity of retreats during the same period, to the visit of Pope John Paul II in 1979. The papal mass in Galway attended by 280,000 young people signalled the beginning of an exciting time in youth ministry, when it began to develop in dioceses as many parishes opted to work specifically with young people.

First Gear & On Two Wheels: UK Youth's Vehicle Education Programme (2005) by UK Youth

Resource manual aimed at encouraging young people between the ages of 14 – 17 to develop positive attitudes towards the responsibilities inherent in the use of motor vehicles. The programme addresses two specific areas of young people's interest: *First Gear* – focuses on driving, and the responsibility of car use & ownership; *On Two Wheels* – focuses on riding, and the responsibility of motorcycling use and ownership. The manual provides an excellent platform for delivering key skills training to young people and highlights the benefits of positive attitudes in respect of vehicle use. Benefits to young people completing this programme will include an increase in personal skills, confidence and self esteem together with an appreciation of the impact that motor vehicles and mobility can have on com-

munities, the environment and particular groups within society.

New Young Europeans (2005) by British Council

Book compiled by CADE (Centre for Adolescents in Exile), Belgium's largest reception centre for people seeking asylum. The book is a collection of photographs detailing life stories of young asylum seekers from all over the word arriving in Europe.

Youth Clubs: Association, Participation, Friendship & Fun by Sue Robertson (2005)

Book documenting the history of club work and explains why it is so valuable. It also sets out a powerful case for preserving and developing it. It demonstrates that the idea of the community should provide a place for young people to meet that is safe and warm, where they can associate, try out new activities and learn new skills, relate to adults, obtain advice and information and run things for themselves. The book will help readers to link the many things that crop up in youth club discussion and delineates the relationships between theories of adolescence and of working with young people. It looks at how youth clubs can address current policy and concerns over social exclusion and social capital.

Literacy

Guidelines for Good Adult Literacy Work by NALA (2005)

Revised edition which draws on the knowledge and insight of experienced literacy learners and practitioners. Resource is a starting point and reference for those interested in developing good quality adult literacy provisions in Ireland. The document sets out and explores the philosophy, principles and approaches which underpin good adult literacy work. It also outlines the facilities, tuition options and management styles necessary for effective adult literacy development.

Know Your EU - Materials for Adult Learning about the European Union by NALA (2005)

Resource guide for adult literacy and numeracy tutors and for young people and adults wishing to improve their literacy and numeracy skills. It contains 108 pages and 35 worksheets and activities to help adult literacy and numeracy learners understand how the European Union works and how it affects them.

Money Go Round (2005)
by NALA

Resource pack containing a video, CD Rom and guidebook is aimed at providing children with an early understanding of money, its value, use and sound management. It also provides users with a basic introduction to the financial system and services. In addition it can lay the basis for future planning of money related issues.

Social Policy

Practice to Policy
Models for Involving Excluded People
by Maureen Bassett, Lisa Costello

Summary report on the proceedings of a one-day international seminar, the overall aim of which was to develop a set of guidelines of good practice on involving people in anti-poverty and social inclusion strategies. It is intended that the guidelines agreed upon will benefit and be of use to those affected by such policies, the organisations that represent their interests, policy makers, as well as those with a broader interest in inclusive policy processes. Similar seminars were held in each of the participating Member States, involving the statutory, community and voluntary sectors and people who experience poverty and social inclusion. In the transnational seminar the learning and experiences of these seminars and the project were drawn together.

Resituating Culture
by Gavan Titley

In contemporary societies and public discourses the term 'culture' has become a powerful and commonly-held currency. Long regarded as one of the most complicated concepts in the human and social sciences, it increasingly takes on the appearance of a free-floating signifier variously attached to ways of life and life practices. This report combines overviews of relevant cultural theories and contends that culture is an idea that due to its multiple accents

and political charges now obscures as much as it clarifies.

Social Research

Mapping Poverty:
National, Regional and County Patterns
by D. Watson, C.T. Whelan, J. Williams & S. Blackwell

Combat Poverty Agency research report outlining the special aspects of poverty. The study brings together data from three national sources – the 2002 Census, the 2000 Living in Ireland Survey and the 2001/02 National Survey of Housing Quality. The finding of this study increases our understanding of the location of poverty and highlights numerous implications for policy on combating poverty and social exclusion, including area programmes, social housing and local anti-poverty strategies.

Youth Arts

Rattle Your Cool
by Foster Care Associates (FCA)

Second collection of poetry and art by children and young people who are being looked after. The collection demonstrates the talent that abounds in young people. Contains imaginative poetry and artwork aimed at giving the children and young people a sense of identity and security and get them to have fun with their peers and realise their potential.

Young People at Risk

"Walking in the Other Person's Shoes"
Challenging Practitioners to Step Outside their own Thinking
by Breaking Through Sixth Annual Conference

6th annual conference report from Breaking Through which examined the connections between practitioners from different work setting targeting young people at risk and the conditions of everyday work life. The report highlights the positive practices in engaging with young people in areas such as

youth justice, drug misuse, suicide prevention and family conflict. It also considers how practitioners from different work settings can be mutually supportive and complementary in meeting the needs of young people. A strong focus at the conference was on self reflection and personal awareness through workshops offering practitioners support on key challenges when working with young people at risk.

Resource Pack : A Handbook for Families Dealing with Drug Use
by CityWide Family Support Network (2005)

Resource pack containing a mixture of practical information regarding the supports available to family members of drug users in Dublin, as well as a brief description of the experiences those family members can go through. It provides information about family support groups, contact names, and their meeting times. It looks at what a local family support group does, the supports they provide and the issues they discuss. The resource pack is not intended to provide comprehensive information but to act as the first port of call and provides reference information to enable families to avail of further support. The resource pack is also intended to be used as a tool by local family support groups to enable them to develop networks at local and regional levels.

Young Men on the Margin:
Suicidal Behaviour Amongst Young Men
by Anne Cleary (2005)

The reasons why young men take their own lives are complex but there is now widespread knowledge about and, to a degree, acceptance of suicidal behaviour. It has become a possible option when things go wrong in one's live. Expectations around male behaviour and emotions are quite rigid and this often prevents young men from seeking help. Because they have difficulties in disclosing problems and in having their problems recognised by others they are at risk in relation to suicidal behaviour. Some such as young working class and rural men represent particularly vulnerable groupings. This exploratory report concludes that although men have experienced significant family and work-related change over recent decades, this has impacted more negatively on some groups of men than others. The report focuses on the psychological implications of social and cultural change for men.

Youth Policy

Ethical Issues in Youth Work
by Sarah Banks (Ed), 1999

Book presenting a systematic analysis of some of the core ethical dilemmas facing youth workers in their day-to-day practice. Among the topics discussed are: when to break confidentiality; the ethics of religious conversion; conflicts between cultures; balancing the autonomy and control of young people and maintaining equilibrium between accountability to funders, employers and young people. This book also examines some of the key challenges facing youth workers in the context of public fears of youth crime, lawlessness, drug use, teenage pregnancy and policies designed to control and contain as well as educate and care for young people.

Revisiting Youth Political Participation:
Challenges for Research and Democratic
Practice in Europe
by Joerg Forbrig (2005)

Young people seem to show considerable reluctance to engage in conventional democratic politics. At the same time, new forms of social and political involvement appear to emerge among young people. This report provides an interdisciplinary panorama of conceptual, historical, sociological and institutional analyses of young people and their democratic involvement in Europe today. Resulting form the Council of Europe/European Commission partnership on youth research, this volume provides new perspectives to inform the efforts of scholars, practitioners and policy makers concerned with questions of young people and democracy.

All of these titles are available **ON LOAN** (not for sale) to IYWC members. For further information & to request any of these resources please contact:

Gina Halpin
Irish YouthWork Centre
20 Lower Dominick Street
Dublin 1
Tel: 01-8729933
Email: ghalpin@nyf.ie
Website: www.iywc.com

Notice Board

Everything you wanted to know about working with Gay, Lesbian Bisexual and Transgender people but were afraid to ask.

Dates: Monday, 27 March & 10 April, 2006
Time: 9.30am - 5.00pm.
Venue: Outhouse, Dublin

Course Content:

Two-day course which explores the issues confronting counsellors, psychotherapists, or social workers who work with gay, lesbian, bisexual or transgender clients. Through interactive training; around homophobia, presentation of Irish research on counsellor bias, discussion of client issues, sexual terminology and practices, married gays and lesbians, experiential exercises on self-awareness and understanding.

The course organised by the **Gay Men's Health Project (HSE)** is delivered by counsellors, psychotherapists and outreach workers. The total fee is €120.00 (HSE Staff €50.00) this includes lunch, teas and coffees both days.

Registration form and further information available through:

GMHP Administration
Tel: 01 - 669 9553 or
e-mail gmhpadmin@maild.hse.ie

Writing Funding Proposals

Date: Thursday 30 March 2006
Time: 10.00am – 4.00pm
Venue: Dublin
Trainer: Isabelle Wallace

Course Content:

One-day workshop which aims to demystify the funding application form and develop practical skills to help secure funding. While funding proposals need to be tailored for specific funders, this course will cover the basic rules that apply to all funding applications. The aims of the course are:

- To compile the background information for a funding proposals
- To write a clear project description
- To produce a detailed and compelling statement of need
- To identify and estimate relevant costs.

Dealing with Challenging Issues

Date: Wednesday 5 April 2006
Time: 10.00am – 4.00pm
Trainer: Yvonne Nolan

Course Content:

Managers are often faced with challenging staff situations. This one day course provides a framework on how to approach and manage such challenges, a guide to legistalve boundaries and exercises and case studies designed to develop the skills and knowledge required in such situations. The aims of the course are:

- To identify the core issues
- To prepare and conduct feedback
- To proactively manage issues

Registration form and further information available through:

Carmichael Centre for Voluntary Groups
Carmichael House
North Brunswick Street
Dublin 7
Tel: 01-8735282
Email: tssinfo@carmichaelcentre.ie

Social Policy – Making a Difference at Local and National Level

Date: Wednesday 5 April 2006
Time: 10.00am – 4.30pm
Venue: Carnegie Court Hotel, Dublin

Course Content:

One day which aims at enhancing an understanding

of social policy and the participant's role in the context of information, advice & advocacy services. The course aims are:

- To define the terms social policy & social work policy
- To explain the social policy process
- To identify a social policy issue
- To prepare a simple social policy report
- To recommend an action for social policy change

Training for Trainers – Advanced Skills Development (2-day course)

Date: Tuesday 4 April 2006 (day 1)
             Tuesday 25 April 2006 (day 2)
Time: 10.00am – 4.30pm
Venue: Jury's Inn, Custom House Quay, Dublin

Course Content:

Two-day course which aims to build on existing skills and knowledge in the delivery of training by learning and practising new techniques and approaches to improve the quality of the training delivered. This course is for participants who have previously attended a Training for Trainers course and have experience in delivering training.

How to Run an Effective Meeting

Date: Thursday 6 April, 2006
Time: 10.00am-4.30pm
Venue: Mount Brandon Hotel, Wexford

Course Content:

One-day course which aims at providing participants with the skills required to participate effectively at meetings. It is particularly useful for those involved in staff, working group and board & committee meetings. Course contents include – establishing the purpose of a meeting; defining the individual roles; producing effective agendas; dealing with problems that may arise at meetings and promoting good meeting behaviour.

Advocacy and Disability

Date: Tuesday 28 March 2006
Time: 10.00am-4.30pm
Venue: Radisson SAS Hotel, Sligo

Course Content:

One-day course which aims at providing participants with a practical understanding, knowledge and awareness of advocacy, with particular emphasis on its applications to people with disabilities. The course will explore the role and function that advocacy has to play within the participants own organisation and recognise the barriers to communication of particular disabilities.

Registration form and further information available through:

Comhairle
Hume House
Ballsbridge
Dublin 4
Tel: 01-6059000
Email: comhairle@comhairle.ie
Website: www.comhairle.ie

Positive Psychology

Date: Wednesday 29 March 2006
Venue: Limerick

Course Content

One day course which aims at examining the benefits of positive mental health by looking at characteristics and strategies of people with positive outlooks and will begin to explain how people can cultivate and experience authentic happiness and other desirable emotional states more of the time. The course objectives include:

- To understand positive psychology and the implications of using it within youth work
- To develop techniques and strategies that will help people deal with life's challenges
- To examine authentic happiness and the impact this can have on people
- To explore the power of optimism

Registration form and further information available through:
National Youth Health Programme
3 Montague Street
Dublin 2
Tel: 01-4784122
Email: nyhp@nyci.ie

Drug Use & Stress

Date: Thursday 27 April 2006
Venue: Ballymun, Dublin

Course Content:
Half-day workshop which aims to examine the physiology of stress, and explore the link between stress and drug use. It will also identify appropriate responses to stress in this context. The workshop is aimed at workers who come into contact with drug use and users.

Introduction to Addiction Studies

Date: Tuesday 25 April, 2, 9 & 16 May
Time: 9.45am – 1.00pm
Venue: Ballymun, Dublin

Course Content:
These four sessions are aimed at those who want to refresh their knowledge about drugs and gain further information. They may be helpful for those who are considering the longer commitment of 20 weeks on the Community Addiction Studies Course. The sessions cover:

- Drug / alcohol information
- Process of addiction
- Addiction & family
- Treatment approaches

Registration form and further information available through:

Urrus
Unit C, 1st Floor
Ballymun Shopping Centre
Ballymun
Dublin 11
Tel: 01-8425726
Fax: 01-8425729
Email: urrus@iol.ie

Peer Education: Delivering Drug & Alcohol Awareness in the Community

Date: On-going (three times yearly)
Venue: HOPE Offices, Dublin

Course Content:

The aim of this course is to train individuals from the community, and a refresher for those working in the field, in prevention education delivery, this course will cover:

- Exploring different needs of client groups
- Facilitation skills
- Course preparation and delivery
- Detection of early signs and symptoms
- Familiarisation with commonly used drug and alcohol
- Treatment models
- Intervention skills
- Prevention with youth

Registration form and further information available through:

Irene Crawley
HOPE Coordinator
15 North Strand Road
Dublin 1
Tel: 01-8878404
Fax: 01-8878402
Email: hopeandson@yahoo.ie

Sexual Health Promotion for Young People & Professionals working with Young People

Date: On-going –sexual health promotion training course tailor made to suit the needs of groups.

Course Content:
The Health Promotion team provides Sexual Health Workshops for young people in Secondary Schools and Youth Groups across the Cork and Kerry region. The aim is to provide Schools and Youth Groups with comprehensive sexual health workshops that compliment the existing R.S.E program but also address the issues that the students highlight as areas that they want to discuss.

For further information please contact:

Helan Geary
Alliance, The Centre for Sexual Health
16 Peter's Street
Cork
Tel: 021-4275837
Email: alliance@tinet.ie

DISTANCE LEARNING YOUTH AND COMMUNITY COURSES

Why do a modular/distance learning course?
The modular route is designed to offer a flexible, high quality route to a Master or Bachelor of Arts Degree. This will suit practitioners who do not wish to embark on full-time study and who want a route which will complement their existing professional commitments, qualifications and experience.

Unlike traditional 'taught' courses, you will receive your module materials by downloading them from the Web. You will be required to submit your module assignments in line with a date schedule which will be provided during the Induction Block. The Youth Work Studies course makes full use of e-mail facilities to communicate with participants and offers on-line provision for tutorials and seminar work. This means that this distance-learning programme will be able to take a strongly 'interactive' and supportive approach to learning.

BA (HONS) YOUTH & COMMUNITY (CONVERSION PROGRAMME)
(2 year Part-time, Distance Learning with study block)

This programme provides the opportunity for those holding a Certificate, Diploma or DipHE in Youth and/or Community, or in a related area to convert to BA(Hons) Youth & Community.

The programme comprises four core modules of 20 credits which, together with a Research Project of 40 credits provides the required 120 credits for the BA. Each module will be assessed by a project, requiring a submission of 4,000 words (apart from the Research Project requiring a submission of 7,500 words) which will demonstrate evidence of critical and reflective practice within your organisation.

MASTER OF ARTS IN YOUTH AND COMMUNITY STUDIES
(2 year Part-time, Distance Learning with study block)

Participants will normally be graduates who hold a recognised youth and community work qualification. Non-graduates who hold a Certificate, Diploma or DipHE in Youth and Community Work and have several years' professional experience may also be eligible.

The programme comprises eight core modules of 15 credits that, together with a dissertation of 60 credits, provide the required 180 credits for the MA. Each module will be assessed by a written assignment of 4,000 words that will demonstrate evidence of critical and reflective practice within your organisation.

All participants are required to produce a research dissertation, preparation for which is undertaken during the Research Methods module. Participants will receive detailed guidance on the dissertation requirements during the Research Methods Study Block. The dissertation is normally 15,000 words. Throughout the two or three years of the programme, support will be available through face-to-face and on-line tutorials, and via telephone, fax and e-mail.

DIP HE IN YOUTH AND COMMUNITY WORK
(3 year part-time flexible learning)

This programme provides a flexible route to initial qualifying training for part-time or voluntary unqualified youth and community workers. It is delivered in association with local authorities who provide tutorial support, study days and placement supervisors.

The programme is based on a series of 12 modules and 11 practice competences which together lead to the DipHE. You will take the theoretical elements through study packs, study days and tutorial support, with practical work integrated throughout the programme.

Assessment is by coursework only. You will undertake regular ongoing practical work throughout the programme. Evidence of competence is assessed through submitting folders of evidence.

How can I apply?

Youth Work Studies, School of Sport and Education, Brunel University, Halsbury Building, Uxbridge, Middlesex, UB8 3PH.
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E-mail: sse-tpo@brunel.ac.uk   www.brunel.ac.uk/about/acad/sse/ssesub/education/cyws/
For information on fees for any of the courses please refer to http://www.brunel.ac.uk/courses