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Irish Youth  
work  
SCENE

Issue 5-January/93 National Youth Federation

inside

Juvenile Justice

New Training Programme for  
Youth Workers

Evaluating Youth Projects

*A magazine for Irish youth workers ...*



# CONTENTS

## Youth Work Focus

- Juvenile Justice - The Youth Work Response 3-4
- Working Together: Schools-Youth Work Relations 5

## Youth Work Practice

- A New Certificate Training Programme for Youth Trainers/Workers 6-7
- Evaluating Community Youth Projects 8-9

## Youth Work Resources

- Latest resource materials available 10-11

## Youth Work Policy

- Dáil Watch 12

## Youth Work News

- Happenings around the Youth Service 13-15

### Irish Youth Work Scene

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It is open to all readers to exchange information or put forward a point of view. Send in news, photos (black & white only), comments, letters or articles to the editor.

Views expressed in this magazine are the contributor's own and do not necessarily reflect those of the National Youth Federation.

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## Programme for the New Government

*At last we have our new government. It remains to be seen whether the promise of a "partnership" as distinct from "coalition" model will deliver the change and effectiveness which public opinion is clearly demanding. Certainly many of the aspirations in the new programme for government are to be welcomed but as a number of commentators have already noted the programme tends to aspirational targets rather than detailed operational ones.*

*The Programme confirms that the process of consultation arising from the Green Paper "Education for a changing world" will continue, that a White Paper will be published before the end of 1993 and a new Education Act shortly thereafter. Regrettably, the Programme did not take the opportunity to acknowledge and affirm the existing role of the youth service in regard to many of the social issues which the Programme itself identifies and seeks to address.*

*In this it compounds the Green Paper's poor treatment of the issue. It insults the thousands of paid and volunteer youthworkers throughout the country who know at first hand the problems of those whose needs are not being met by the "formal" education system. They are justifiably sceptical of the complacent assumption that more remedial measures at the margins of our education system will solve the problem.*

*The disservice to youth work is particularly acute when contrasted with the treatment of its sister activity in the Department of Education: "Sports policy will be integral to the government's education and health policies" we are told. We need urgently to receive a similar assurance for youth policy and to have it acted upon.*

*Amateur boxing clubs are particularly singled out for attention. What a shame that there is no olympic glory in pre-vocational remedial education; in effective peer education programmes on substance abuse and AIDS; in programmes which respond to the explosive increase in numbers of babies being born to young, unmarried and unprepared teenagers in this country.*

*Make no mistake this work will continue regardless of government policy. It is being undertaken by people who recognise the needs in our own society. But it is hard to stand by and see the failure to realise the potential of a truly comprehensive educational policy.*

*We need a clear statement of commitment by the government to youth policy and a youth service in this country. This should address the issues of integrating youthwork into overall education and social policy and should enshrine this commitment in a proper legislative and financial framework.*

# JUVENILE JUSTICE

## The Youth Work Response

The juvenile justice system in Ireland presents a complex picture. In this article Louise Hurley considers the implications for Local Youth Services in engaging in multi-agency work geared at crime prevention.

The application of old legislation to young people coming before the courts and the fragmentation of responsibility for various services for young people between different agencies can make it difficult for those working with them to assimilate. Recent months have seen an increasing focus on the contribution the youth service makes to crime prevention. Current trends in crime prevention advocate the multi-agency approach to community safety. The case for the partnership approach thus stands virtually unchallenged, but also hardly tested.

### Youth Work's Assumptions about Crime

Posing an assumption about the nature of crime and the solution to it is the foundation and underlying principle on which our response as a youth service will be planned and measured. Posing such an assumption is thus the starting point for Local Youth Services considering the possibility of developing responses to the needs of young offenders. Youth work agencies need to keep the needs of young people caught in the juvenile justice system as their primary consideration. In doing so the reasons why young people get involved in crime and the subsequent consequences this has on their life chances need to be recognised. In particular it should be recognised by all youth services engaging in responses to young offenders that: social inequality, and the social disadvantages it engenders are instrumental in propelling young people into delinquency; the stigma involved in a court appearance by an individual young person merely compounds such social disadvantage by confirming the

young offender's delinquent identity; the state, through its social, economic and criminal-justice policies, should play a central role in combating and responding humanely to both the causes and the consequences of social inequality.

### Assumptions about crime will not be widely shared

It is unlikely that in attempts at inter-agency collaboration that this approach to crime will not be widely shared. The experience of British, French and US community initiatives in crime prevention would seem to indicate that on the whole community development agencies, the court and the other various aspects of the legal framework constitute two often antagonistic faces of the juvenile-justice system. This antagonism arises out of two systems that operate very different assumptions about the nature of the problem of juvenile crime and the proposed solutions to it. This fundamental difference sets the scene for a struggle between forces that advocate differing models of practice with juvenile offenders, that is welfare and justice models.

### Opportunities and dangers

Whatever model of practice is put in place by community work this key difference needs to be recognised as a starting point. The Youth Service must, however, avail of the opportunities multi-agency work with young offenders offers: to exercise some influence on important areas of decision making in relation to young offenders; a recognition of the importance of providing adequate social leisure facilities for young people and advocacy opportunities in respect

# Youth work

## FOCUS

to necessary changes in criminal legislature which effects young people for instance. The dangers to the youth service, in its potential to be used by other more powerful agencies to implement a response and relationship base with young people that is at odds with the core value of youth work must always, however, be kept to the fore. Youth agencies must also protect the role of youth workers and ensure that it is not developed in local contexts that will ultimately engage youth workers in a relationship with young people that have clear legal controlling and rehabilitation functions. Essential to the success for the youth service in working creatively with young offenders is to firmly locate and maintain its unique position of being an initial point of contact for young people. The current strength of the youth service with young people in trouble or at risk is that it is not part of an overall justice system. This allows youth workers build a relationship of trust with young people. This position needs to be protected in whatever collaborative ventures are engaged in at local level. In order to protect this core relationship the youth service needs to address questions of inter-agency agreements in regard to local responses. It is crucial that such ventures do not endanger the perception of the youth service by young people themselves. In particular, it is essential that initiatives should not be developed in a way that allows the youth service to be over identified with the gardai locally and the Juvenile Justice System generally.

The challenge for the youth service is to help young offenders successfully manage their lives through adolescence

The major role of the youth service in formulating a response to the need for crime prevention and

over >



reduction is to consider ways in which young people can be kept out of the formal criminal justice system and retained in their local communities, while at the same time considering how the nuisance value they can create and the distress they cause can be reduced, particularly in those areas which suffer most from the impact of juvenile crime. Broad-based initiatives include young people, currently engaged in crime as part of an overall youth service response in a given area provides a legitimate way forward.

### **Special Youth Centres not the answer**

In planning responses to young people at risk youth centres should not be allowed to be developed to become exclusive buildings which in time become over identified with a particular group of young people. This is important for a number of reasons: firstly, the youth service has a duty to respond to the needs of all young people. Ongoing community support for the youth service will ultimately depend on the goodwill and involvement of adult volunteers locally. This type of support is best harnessed by responses that are seen to address the needs of the whole community and not a segregated sector; secondly, if centres are used as part of a broad-based response then adults within the community will naturally be drawn to using the centre as part of their involvement with other groups. This will eventually lead to a situation where adults as part of this interaction have ongoing opportunities to observe such young people in creative ways. Such interaction will have a cumulative effect of challenging community prejudices towards such young people; thirdly, segregation has very damaging psychological effects on how such young people view themselves and a more healthy response is to create opportunities for them to see themselves capable of engaging in programmes and services availed of by others in the community; finally, broad based responses are more likely to reduce

stress levels of workers who otherwise would be involved in working on a constant basis in an intensive way with difficult and often marginalised groups of young people.

### **Intensive group work with young people by the youth service needs recognition**

Moving beyond the broad framework of how the youth service defines a working agenda for itself, consideration must also be given to particular curriculum areas. Intensive work with young people should be contract based and recognised as such. The Youth service has the capacity to work with young people in trouble to effectively adapt its group work methods in a way that allows workers address a broad developmental agenda aimed at increasing young people's control and responsibility in relation to decision making and choices in their lives generally, while at the same time challenging their attitudes to crime related activities.

If such programmes are developed and undertaken and as a consequence young people develop in ways that suggest that they are in the future unlikely to reoffend the youth service need to take steps to ensure that such interventions are recognised in sentencing and court decisions subsequently involving such young people. This is a role which needs to be teased out in collaborative ventures with probation and welfare agencies in particular.

### **House Rules**

In engaging in collaborative ventures youth workers also need to tease out specific 'house rules' for themselves. What role for example will they play in assisting police with enquiries that involve the young people they work with?

How can they as workers protect their primary responsibility of loyalty and confidentiality to young people without themselves being liable for the offence of obstruction? or being guilty of aiding and abetting young people by virtue of their silence. For a

person to be convicted of aiding and abetting, knowledge or intention must be shown. Deliberately turning a blind eye to an offence can also be interpreted as aiding and abetting since it implies knowledge of the situation. In such instances workers need to ask themselves the question as to the nature of and limits of their responsibilities within co-operative ventures and in extreme situations where lies their greater loyalty?

What policies need to be adopted within projects in regard to police entry to premises that are known to cater to young people under suspicion of having committed an offence, particularly if such offence has already prompted community outrage. I refer to instances where children have been killed in 'joy riding' accidents in particular. Police do not have an automatic right of entry to premises and as such a worker may refuse a police officer entry to premises unless that officer has a search warrant.

Other areas that workers will eventually face is what role they will play in accompanying a young person to court and whether they will appear as witnesses for young people, what their position will be in supporting and substantiating complaints against the police.

Finally, a young person who has been arrested cannot leave the police station unless the police decide to release him/her either unconditionally or on 'police bail'. The question of whether workers may stand bail for young people they are working with is a policy matter which projects should discuss. If as a matter of principle or policy a worker cannot or chooses not to stand bail, it is important that the young person with whom s/he is working are aware of this and the reasons for it.

To conclude we ourselves value our unique relationship base with young people and stand back enough from what may be presented as an escalating crime problem to plan responses that acknowledges and does not undermine that contribution in an overall strategy.

LH

# WORKING TOGETHER Schools - Youth Work Relations

Extracted from 'Working Together' by Tim Burke  
in *Young People Now* (December, 1992)

Youth work and schools have long been uneasy bedfellows yet the two are often forced together in an awkward embrace. For some youth work service purists any relations are heresy. How can you establish, they argue, a voluntary relationship in an environment that a young person associates with compulsion and formality? Excessive school-based provision can also skew resources towards the younger end of the youth service age range, they continue.

Other youth service providers believe these are among the very reasons why a youth work presence in school is beneficial. Some even suggest placing youth workers in schools is especially beneficial as teachers can learn about relating to young people as individuals and youth workers are forced to address educational needs and the daily realities facing young people. They are made to seek change and reform in schools rather than be peripheral figures who just snipe from the margins of education.

Not everyone would agree about locating youth workers in schools but there are many examples of successful collaboration between schools and the youth service. Among these are projects where youth workers have contributed to personal and social education classes by offering modules such as health education, equal opportunities and discussions on issues such as family life, discrimination or abuse. Youth workers experience of running residential events has also proved useful to schools, as has the development of outreach and detached work in school-time. This latter work often focuses on rebuilding self-esteem among young people who may be

truanting or excluded from school and may be at risk through involvement in petty crime or drug and solvent abuse.

Other areas where youth work was shown to already be co-operating with schools were in after-school activities such as supported study time for those who may not be able to complete homework in their home environment. Extending the school day was also one way in which the social education curriculum of the youth service could be brought within reach of those who could not attend other youth service provision, including single parents and others with heavy domestic responsibilities.

At a recent seminar organised by the National Youth Agency in England to look at school-youth work relations, participants produced a summary list of the ways in which the youth service could contribute to the development of young people whilst in school:

- **Experiential learning** - learning based on reflection on recent life experience, spontaneous as well as planned learning.
- **Confidence building** - enabling young people to experience success through the provision of alternative activities to those normally available in school.
- **Developing social skills** - enabling young people to make relevant and appropriate responses to difficult situations.
- **Empowerment with responsibility** - including developing young people's ability to negotiate skilfully in order to avoid confrontation, and enabling disaffected young people to take on the role of pupil or student.

## Youth work FOCUS

- **Flexibility** - youth workers working without the constraints of a full teaching timetable have greater freedom to respond to young people's agendas, and to extend their time boundaries to those often needed by disaffected young people.
- **Groupwork** - often demonstrated through the organisation of other activities and events such as residential experiences and learning through art and drama.
- **Counselling and advice** - youth workers experience in working with individuals on problem-solving and negotiation can be important in motivating young people who need to address issues in their lives before they can achieve at school.

Several familiar difficulties must be acknowledged. A major problem is the lack of general understanding about youth work and its low status. And then there is professional mistrust. There are still some teachers for whom the open relationship between youth workers and young people is seen as being totally unstructured, with no curriculum, management control or performance appraisal. There are also youth workers who continue to assume teachers have no concern for the individual or equal opportunities and have little commitment to dealing with the roots of disaffection.

These issues need to be dealt with by youth workers taking still greater steps to promote the nature and value of youth work. Schools also need to acknowledge the unique contribution of youth work, to initiate joint projects and to involve youth workers in organisational aspects of the school - such as curricula discussions, implementing equal opportunities, and issues relating to use of premises.

LOD





# Youth work PRACTICE

In September 1992, a new and innovative training programme, called the Diploma Course in Practical Youth Work, was launched by the National Youth Federation. The course, which is Euroform funded, is geared towards trainers and youth workers who are working in pre-vocational training or general service provision for disadvantaged youth, and who have at least 2 years previous experience in these areas.

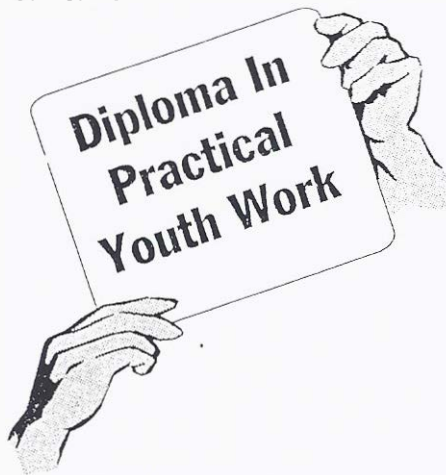
The course is being conducted in two locations nationally, catering for 20 participants in all. The training centre in Dublin has ten participants from the city and surrounding areas whilst the second course is based in Kerry, taking in participants from counties Kerry, Limerick and Clare.

## Rationale of the Course

The rationale of the course is based on two factors. Firstly, within the youth services and training frameworks, staff come from varied backgrounds, bringing with them a range of experiences, transferable skills and know-how. Nonetheless, while many of them have gained the practical experience of working with young people, few of them have a recognised related qualification or one which they can actively integrate into their work practice.

Secondly, research confirms that early school leavers suffer progressive training and employment disadvantages throughout their lives (Hannon 1991). In an economic climate of high unemployment, disadvantaged youths are finding it increasingly

difficult to obtain work. This problem is further complicated by the demand for people who show a high degree of *personal as well as technical ability*. Apart altogether from employment issues, a reasonable level of personal effectiveness is seen as a necessary pre-requisite to appropriate integration into the broader social structure.



## Course Objectives

The course objectives are as follows:

- To provide training to participants which will enable them to effectively integrate personal effectiveness programmes into their existing work with disadvantaged youths;
- To set an environment which is conducive to the development of personal effectiveness curricula specifically geared towards these youths;
- To ensure that participants gain certification from City and Guilds at NVQ Level 4 (Training and Development: design and delivery) and from The National Youth Federation in practical youth work/training;
- To secure international accreditation or recognition for the above qualification;

## New Certificate Training Programme for Youth Trainers/Workers

- To disseminate the outcomes of the project at regional and national level.

## Programme Structures

One of the most attractive and beneficial features of this one year programme is the emphasis that is placed on the ongoing practical transference of training into the work practices of the participants. The course's structure is built around this feature and consists of the following:

- One day per week attending the course centre for training;
- Two days per week (or equivalent) of training integration within the participants own work practices;
- Three residential weekends
- Overseas placement of up to three weeks.

## Core Curriculum Specifications

Apart from training arising from the City and Guilds modules, the following subject areas are also covered to complement these modules:

### 1 Youth/Training Services in Ireland

Both the City & Guilds and the NYF portfolios cover the following modules;

### 2 The Young Person

Subjects include an introduction to Adolescence; sociological and psychological perspectives of disadvantaged youth; transition and change and approaches to youth-based work.

### 3 Training the Trainer: Complementary Module

Alongside the City and Guilds modules, the following subjects are covered: the learning cycle; learning environment; principles and practice of training; identification of training needs; identification of follow-through strategies; developing and implementing training programmes; evaluation techniques; designing and co-ordinating the assessment process; training methodology; presentation skills and locating and originating training materials.

### 4 Helping Skills

Subjects include: theoretical background; roles of the helper; helping skills and communications; establishing the relationship; goal setting/action planning; graded progression strategies; empowering the client; evaluation of the helping process and effective referral.

### 5 Personal Effectiveness: Integration

This module encourages the participants to develop approaches to integrating personal effectiveness into their existing programmes and covers the following areas: what personal effectiveness means; integration approach and strategy; development and practical implementation of personal effectiveness programmes, locating training materials.

### 6 Personal and Work Skills

Here, the participants develop personal skills through training in the following areas: assertiveness; report writing; negotiation; group work; dealing with conflict; time management; leadership; coping with stress.

## Competence based Assessment

In view of the practical nature of the diploma course the assessment process is also very practical in structure. Course participants are thus assessed on

their level of competence within their work. Each participant is required to build up a personal portfolio of evidence which is measured against a comprehensive pre-designed set of standards. The assessment process acknowledges that the participants have a broad base of experience. This experience, coupled with the integration of the training provided on the course, is required to be documented by each of the participants in their portfolios on an ongoing basis. Observation assessments and reports of performance are also collected and kept in the portfolios.

## The Mentor

Another feature of the programme is the important role that is carried out by the mentor: each participant is given support by a person within their organisation who characteristically is a person who holds a supervisory or managerial role within that organisation. The mentor's role is key to the success of the training integration in the work practice, and, as has been discovered on the course so far, the mentor often encourages a ripple effect of the training outcomes among other staff members.

## What the participants think

*"At long last, a practical, innovative and challenging Diploma geared towards young people, professional trainers and the new Europe".*

Theresa Larkin, Mentor,  
Clare Youth Service

*"I work in Youthreach, Bonnybrook as an Arts and Crafts Tutor and find the course useful from sharing experiences with other tutors from Youthreach and CTW's and in developing these sharing experiences into a usable, social and vocational integration tool allied with concepts that I needed to aid in this development".*

John Byrne, Youthreach,  
Bonnybrook

*"It is very worthwhile as I find it very beneficial to my work and I am learning a lot. I feel more confident in delivering training".*

Donie Browne, Instructor,  
Clare Youth Service

*"It is a fantastic opportunity for staff, for on the job training, having special emphasis on integrating new skills".*

Josephine O'Dea, Mentor,  
Limerick Youth Service

*"The course structure ensures the constant evaluation of programmes and the application of the skills to the workers' projects. Within the organisation there is a constant supply of new programme and training ideas which benefits other staff and volunteers not directly involved in the programme".*

Siobhan McGrory, Mentor,  
Tralee Youth Centre

*"I learn something new everyday which can be implemented in my work, for example, methodology and techniques which I did not know of; materials I can adapt; new ideas from other people who deal with the same young people as I do. I see how other people deal with problems that they come across and I try out different approaches as a result".*

Marlyn Robinson Youthreach,  
Inchicore

*"The course has helped me to become more competent, and it is designed to help the trainer to motivate the trainees through experiential learning, assertiveness and long-term planning which is linked up with the whole centre".*

Jacqui Caulfield

*"The course is very worthwhile for people in my position who do not have qualifications but have a lot of experience. It confirms that what I am doing is good and indicates that I am going in the right direction".*

Angela Connor, Kylemore C.T.W.

### For further information contact:

Maria Duffy - Tutor/Manager, Dublin  
National Youth Federation, Tel: 01-729933  
or Helen Newman - Tutor/Manager, Kerry  
Tel: 068-47316.

MD/HN



# Evaluating Community Youth Projects

There is a lot more said than done with regard to evaluation in the Youth Service.

It is an often used, yet little understood term, with little consensus about what it means and how it should be done. At best it can be regarded as a useful exercise which may be carried out along with many other administrative tasks which may be tackled when the perceived "real work" is completed. At worst it is perceived as a kind of judgement from without which may well carry the verdict "guilty". In this article Brian Murtagh tries to flesh out the meaning of evaluation which he proposes should be built into everything we do

### WHAT IS EVALUATION?

Usually we are so busy coping with the demands of community youth projects that we have not the time or energy for careful planned analysis of the experience or for reaction to such analysis. We get used to a usual way of working and we may not even notice what is happening. This is particularly the case when working with young people who have immediate and varying needs. If this is the case we run the risk of failing to learn from experience, being ineffective in our work and operating in an emotionally drained state. In order to avoid this we need to make evaluation an integral part of everything we do in our work.

Evaluation has been defined as "systematically learning from experience". In order to learn systematically we must have clearly defined objectives, performance indicators and planned outcomes before a project begins, and in the case of existing projects, before a new cycle in the life of the project.

It is only when these areas have been researched and written up that we are in a position to:

- collect the kinds of information which indicate whether or not we are succeeding in our work;
- ask pertinent questions;
- reflect and plan effectively.

It is important that a project has objectives, performance indicators and planned outcomes, not just for the young people targeted but for all dimensions of the project, eg community involvement, training and support for volunteers, fundraising, public relations, formulation of policy etc. Having said this it must be pointed out that evaluation will need to take into account change in a community (eg employment, emigration, training opportunities etc), and so must monitor not only the developments and processes in the project but the changes in the community itself. There may well be need to re-assess and re-define objectives, and in turn plans. Evaluation, therefore, must be a flexible process.

### HOW TO EVALUATE

The Department of Education expects a youth service to submit its own evaluation report to the administering agency and the department. If, however, this is the primary motivation for producing such a report then the process will be of very limited value. Making the evaluation process *useful* is a necessary step in making it practical and possible. If it is seen as an intrusion then its worth will be diminished. It should not be presented as a separate academic activity from the "real" work of the project. In other words staff must see on-going evaluation as a key

element within their work which demands their commitment. Its origins must be in an analysis of the needs of young people in a community.

Objectives, performance indicators and plans should relate to the need identified and should as far as possible have the backing of the community and of the young people themselves. Generalised objectives and plans which are designed to impress an external body will only serve to inhibit on-going evaluation. In some cases project objectives are too general. Objectives such as "to get the young people involved in the project" or "to encourage constructive use of free time" would need to be made more specific and would need the addition of performance indicators. There is a need to specify practical ways of indicating in the life of a programme that the objectives are being achieved in definite ways to definite standards. Unless this is done evaluation is relegated to guesswork.

Evaluation should be carried out on a collective basis involving staff, management and community levels if an organisation is to learn through reflection from what it is doing and the effects it is having. Such evaluations might be carried out on a yearly basis. The following are some guidelines which may be of assistance in the context of yearly reviews and evaluation.



## Time Management

An analysis of how staff spends each session in a week can be very revealing about what the organisation is doing (rather than what staff would like to think it is doing). Gaining a clear picture of what a youth service actually does is very difficult, frequently avoided, but essential to improving its performance.

## Budget Management

Is the project spending its funds in financially acceptable ways? It is a good idea to specify the objectives for spending. An interesting exercise might be to supply an outsider with the data of financial outlay over the period of a year by a local youth service and get them to conclude what are the most important goals of the service! Would these goals match the stated goals of the youth service?

## Acquiring Information

What is known/unknown about what is going on in a project by both participants and

## Evaluation Workshop

A workshop on the **Evaluation of Community Youth Projects** will be held at National Youth Federation next month. This one day event is designed to answer common questions on evaluation and will explore actual case studies carried out with youth and community work agencies and will be facilitated by Stephen Rourke and Brian Murtagh

For more information on this event contact  
**Brian Murtagh (01-729933)**

staff! Why are some things unknown? What information and understanding are needed? Are there characteristic patterns? Are the projects records adequate for the task of appraising how well it meets participants needs as defined at the outset? What are satisfying and unsatisfying experiences for both staff and participants? What is the project doing that participants need? What is the project not doing? How does the project differ from what it was six months ago? Were the changes anticipated or did they just happen? Are the changes positive or negative? If you had the chance now to be where you were six months ago, what would you do differently? How will you act on the lessons learned?

## WHY EVALUATE?

We need to evaluate so that we can learn from experience and become more effective in our work. Effective evaluation will decrease the emotional demands of constantly reacting to the many and varied demands of the work. It can help other projects who should not have the trauma of having to learn all over again. It produces an adequate account of what is happening in the project. It ensures that a project's impact is wider than the impact on the lives of those involved in the project. It produces politically persuasive argument for the kind of change which is needed if the root causes of disadvantage are to be addressed. It gives a certain objectivity on a project.

Evaluation can help by bringing attention within a programme to spotting the steps and programmes that could prevent young people from falling into disadvantage in the first place or by keeping a once disadvantaged young person from slipping back once again.

Effective evaluation is important if staff are to feel that it is doing more than cleaning up the river downstream while it is continually polluted upstream.

BM

## Some Practical Techniques for a Qualitative Approach to Evaluation

**A:** Check to see that the project is actually doing what it has stated in the application to the Department. It is important to look regularly not just at how objectives have been achieved, but also seek to describe and define the **processes** by which the programme has lead to certain outcomes.

**B:** Use imagination in depicting the work, eg use of photographs, creative writing, graphics, interviewing young people at various stages of a project and recording the information.

**C:** Record change in individuals: some of the categories of change could include the following:

- their information, skills attitudes
- increasing knowledge, skills and new approaches to problems
- increasing dissatisfaction with traditional ways of behaving: eg hanging around the streets, lack of structure in their lives
- increased self-confidence and a desire to acquire new skills and to have new experiences
- a desire to change circumstances so as to improve one's lot
- increased sense of one's own power to change one's circumstances
- desire to participate in some of the existing group and structures of society
- increased contact with state/development agencies.

**D:** Ensure that the staff knows exactly what kind of information statistically or otherwise should be recorded throughout a year in the life of the project.

**E:** Ensure that reports are submitted on a monthly or fortnightly basis.

**F:** Seek to involve all staff in evaluation.

**G:** Keep a number of case studies, highlighting the process and the impact in relation to the young person and their own circumstances. (Always respect the requirement of confidentiality).

**H:** Useful anecdotal information should be included. The unique outcomes for individuals are important.



# Youth work

## RESOURCES

### MENTAL HEALTH

#### Out of Mind Out of Place

*By Cork Youth Federation/  
Cork Mental Health Association/  
HPU Dept of Health*

- Mental health resource pack for 14-8 year olds designed to provide group leaders, teachers, club leaders, social workers, community psychiatric workers, etc with a resource pack of information, ideas and simulations to enable them to plan and implement their own Mental Health/Illness Programme.

### MENTAL HEALTH

#### Solvent Abuse Programme

*By NYCI/HPU/Youth Affairs  
Section (Dept of Education)*

- This programme has been designed to provide youth leaders with specially designed materials and information to enable them to plan and implement a solvent abuse programme with young people. It also hopes to enable young people to develop for themselves the skills needed to be informed about solvent abuse and deal with situations where solvents will be on offer.

### YOUTH POLICY

#### Youth Policy in the 1990s

*By John C. Coleman and Chris  
Warren-Adamson*

- This book brings together leading experts who believe that youth policy deserves better than the random attention it has received to date. Each contributor reviews

the history of a key area of youth policy and then sets the agenda for the future in the hope that current discrepancies and inconsistencies of youth policy will be removed and the ideas contained within this book may act as signposts for future policy makers.

#### Drugs Say "No"

*By Dept of Health/Dept of Education*

- Information pack issued by the Departments of Health and Education in conjunction with European Drug Prevention Week. The pack includes information on drugs, alcohol and solvents for professionals, youth workers, teachers, parents and young people as well as a resource list of counselling and treatment services, youth and community groups, self help groups and training materials which may be of assistance to anyone dealing with these issues.

#### The Ecstasy Papers

*By Institute for the Study of  
Drug Dependence*

- Collection of papers giving professional and practical ideas and information relating to the use of Ecstasy by young people. This document deals with the effects of Ecstasy, the link between it and the rave scene and newly emerging medical problems related to the use of Ecstasy.

Available from : Institute for the Study of Drug Dependence, 1 Hatton Place, London EC1N 8ND

### HEALTH, SEX AND DRUG EDUCATION

#### Social Action Broadcasting

*By Community Service  
Volunteers Media*

- CSV Media specialises in social action broadcasting and helps support local radio and television stations involved in this field.

This pack includes booklets on sex education, drugs and television addiction as well as a tape cassette about sex, relationships and communication.

### BURNOUT

#### Burnout Among Special Project Youth Workers

*By Denis Staunton*

- This report outlines the results of a study carried out among youth workers on stress and burnout. The report was presented to the NYF at the Special Youth Services Conference (30 September/1 October 1992) as highlighted in the previous issue of Irish Youth Work Scene. This document is a valuable reference source and as such is not available for loan. However it is available in the Centre for photocopying/consultation purposes.

### ENVIRONMENT EDUCATION

#### Mobile Greensight Pack

*By Living Earth International Limited*

- This pack offers a new innovative approach to environmental education. Participants explore the relationship between a local industry and the environment by making their own documentary. The pack includes a handbook for workers, photocopiable resources on how to research, plan and make a production and a video cassette on different video production techniques.

Available from : Living Earth, The Old Laundry, Ossington Buildings, Moxon Street, London W1M 3JD  
Cost : £37.50stg

### TRAINING

#### National Training Directory

*By Calmar International*

- This is a first edition providing a comprehensive listing of Training Programmes and Consistency



Services in Ireland. As well as the above information there are sections on Vocational Training in the EC, Company Names and Addresses, Courses and Venues and a guide to degree, diploma and extra mural certificate courses available throughout Ireland.

Available from : Calmar International Conferences, 62 Rossmore Lawn, Dublin 6W

## LITERACY

### Talking About Literacy

By Jane Mace

- Via a series of personal accounts and experiences the author suggests five principles which may help to explain or describe the kind of adult literacy education whereby the learner develops from uncertainty to authority. The five principles outlined are context, community, inquiry, authorship and equality.

Available from : Routledge Publications, 11 New Fetter Lane, London EC4P 4EE  
Cost : £9.99stg (paperback) £30.00stg (hardback)

## HIGHER EDUCATION

### The Future of Higher Education

Edited by Tom Schuller

- This book takes its title from the Society for Research into Higher Education's 1979-1983 study of higher education policy. The authors of the book review that earlier study, evaluate it and develop updated proposals for the future of higher education today.

Available from : Open University Press  
Cost : £9.95stg

## DISABILITY

### The Disabling Council

By Local Government Training Board

- Video training pack designed mainly for use on local government disability equality training courses. It explains how

discrimination works in practice, and details methods that can be used to work towards equal opportunities for the disabled in relation to education and employment.

Available from : Local Government Training Board, Arndale house, Arndale Centre, Luton LU1 2TS. Cost : £56.00stg

## MOBILE YOUTH WORK

### Road Works: mobile provision for youth

By National Playbus Association

- This book examines the use of mobile units in youth work. It looks at case studies covering areas such as education, participation, minority groups, sexuality and leisure, and discusses the pros and cons of running a mobile unit.

Available from : National Playbus Association, AMF House, Whitby Road, Brislington, Bristol BS4 3QF.  
Cost : £6.50stg

## COMMUNITY RELATIONS

### Community Relations Guidelines: Youth Work Curriculum

By Youth Council for Northern Ireland

- This document introduces a youth work model for community relations practice. It discusses the role of youth work in Northern Ireland, and outlines a framework for developing a policy statement for community relations work.

Available from : Youth Council for Northern Ireland, Lisbrun Road, Belfast BT9 6AF  
Cost : £5.00stg, free to youth workers in Northern Ireland

## ASSERTIVENESS SKILLS

### The Assertiveness Skills Pack

By Wyven Training

- This pack is designed to help people develop assertive skills and thus help them to reduce

conflicts, failures, dissatisfaction and stress. It has been compiled in the form of a ring binder containing 24 activities dealing with situations such as appraisal interviews, team working, negotiation, meetings with management, criticism, and customer service.

Available from : I.O.L. Ltd, 26 Sandyford Office Park, Sandyford, Dublin 18

## HOMELESSNESS/HOUSING

### Promises, Promises: An Assessment of the Effectiveness of the Housing Act 1988 in Housing Homeless People in Ireland.

By NEXUS/National Campaign for the Homeless

- This report carried out during 1992 assesses the implementation of the Housing Act 1988 and highlights the inconsistencies and failings, particularly in how homelessness was being interpreted. It also deals with homelessness as primarily a structural problem stating that the problem will only be successfully tackled by ensuring a more equitable and balanced society.

Available from : National Campaign for the Homeless  
Cost : £10.00 full report, £3.00 summary

FB



Many of these titles and others on related topics are available on loan and for sale from the Irish YouthWork Centre (the official sales agent in the Republic of Ireland for Youth Clubs UK and the National Youth Agency).

For further information contact:  
IRISH YOUTHWORKE CENTRE  
National Youth Federation  
20 Lower Dominick Street, Dublin 1.  
PH: 01 729933 Fax: 01 724183



# Youth work POLICY

## DEPARTMENT OF LABOUR INPUT INTO EDUCATION GREEN PAPER

Mr D'Arcy asked the Minister for Labour to outline his input into the Green Paper and to further outline his priorities in the areas of education and training to improve employment prospects of school leavers. In response Minister Cowan outlined the objectives of training as set out in the White Paper on Manpower Policy 1986. He also highlighted the Youthreach programme as one of a number of programmes currently in operation.

## CRIMINAL JUSTICE SYSTEM LEGISLATIVE REFORM

Deputy Barry asked the Minister for Justice if he had any plans to bring in legislation to reform the criminal justice system to make it more difficult for criminals to escape justice and to strengthen the hands of the Gardai in combating crime. In response Minister Flynn highlighted the preparation of the Juvenile Justice Bill which will repeal the Children Act. He also highlighted further Bills being proposed: Criminal Law Bill, Extradition Bill, Criminal Law (Insanity) Bill, Criminal Law (Sexual Offences) Bill and a Criminal Procedure Bill.

AGE GROUP	NUMBER OF PERSONS
Under 20	22,335 (8%)
20-24	57,632 (39%)
25-34	82,695 (29%)
35-44	63,931 (22%)
45-54	39,478 (14%)
55-59	14,774 (5%)
60-64	6,254 (2%)
TOTAL	287,099

## Dáil Watch Dáil Watch Dáil Watch

### NATIONAL LOTTERY FUNDING FOR VOLUNTARY ORGANISATIONS

Minister for Social Welfare Mr McCreevy supplied the total amount of National Lottery Funding allocated to voluntary organisations for 1992 (£1,850,000). Grants amounting to £1,701,180 had been allocated to 715 organisations throughout the country. In 114 cases payment of the grant had not been made pending compliance with certain formalities. He further highlighted the sum of £1,250,000 allocated to the Community Development Programme and £260,000 to fund five pilot moneylending projects announced in September. This was in response to a request made by Deputy Durkan.

### EUROPEAN SOCIAL FUND CONTRIBUTIONS TO TRAINING AND EMPLOYMENT PROGRAMMES

Minister for Labour Mr Cowen supplied details of the total expenditure to date in 1992 by his Department under the various schemes operated with the assistance of the ESF in response to a request by Deputy Durkan. The total expenditure on training and employment programmes for the first six months from his Department amounted to £111.82 million. The European Social Fund contribution to this total was £42.01 million.

### AGE PROFILE OF UNEMPLOYED

Minister for Social Welfare Mr McCreevy supplied an age profile of those on the Live Register as of 25 September 1992 in response to a request by Deputy Callely.

< Total Live Register by Age Groups  
25 September, 1992

### VEC YOUTH AND SPORT GRANTS BREAKDOWN

Minister for Education Mr Brennan supplied a breakdown of the amounts of money granted to each of the VEC's for youth and sport grant purposes for 1991 and 1992 in response to a request by Deputy Stagg.

V.E.C.	1992 Grant	1992 Grant
City of Cork	48,700	49,000
City of Dublin	119,00	110,000
City of Galway	36,700	34,500
City of Limerick	20,100	20,000
City of Waterford	24,500	20,000
Town of Bray	6,700	6,500
Town of Drogheda	4,500	4,500
Borough of Dun Laoghaire	42,200	46,000
Town of Sligo	9,900	7,500
Town of Tralee	6,000	5,000
Town of Wexford	6,000	4,000
Co. Carlow	6,200	6,500
Co. Cavan	28,600	22,000
Co. Clare	28,600	26,000
Co. Cork	44,700	42,000
Co. Donegal	47,300	43,000
Co. Dublin	156,00	135,000
Co. Galway	60,650	50,700
Co. Kerry	21,800	22,000
Co. Kildare	13,300	13,500
Co. Kilkenny	9,00	10,000
Co. Laois	15,500	14,000
Co. Leitrim	10,100	8,000
Co. Limerick	12,200	12,000
Co. Longford	16,000	12,000
Co. Louth	21,400	19,000
Co. Mayo	27,300	27,000
Co. Meath	12,600	12,600
Co. Monaghan	18,000	15,000
Co. Offaly	12,200	12,200
Co. Roscommon	11,200	11,200
Co. Sligo	19,400	16,000
Co. Tipperary (N)	8,200	8,500
Co. Tipperary (S)	9,800	10,500
Co. Waterford	10,900	10,500
Co. Westmeath	20,700	18,000
Co. Wexford	12,300	12,300
Co. Wicklow	14,600	15,000
<b>TOTAL</b>	<b>997,450</b>	<b>911,500</b>



## City & Guilds for CLP

Five young adults from Tallaght, Dublin were recently presented with their City and Guilds Certificates in Community Leadership by Minister Mervyn Taylor.

Speaking at the presentation, the newly appointed Minister for Equality and Law Reform, who had come directly from negotiations at Government Buildings, remarked that people from Tallaght deserved opportunity saying "*they have demonstrated their potential in many aspects of community development.*"

The **Community Leadership Programme** (a full-time course directed by the National Youth Federation) aims at supporting community development within areas of disadvantage by

offering new opportunities to young adults to acquire personal and work skills which will enhance their lives and the lives of their communities. The programme gives young people a unique opportunity to realise their own potential.

Minister Taylor encouraged the new graduates to continue their involvement in youth and community work in their own areas in Tallaght and beyond. He also highlighted as a unique dimension of the CLP course the North/South aspect of this programme. The full group of eight worked intensively with young people from north/west Belfast, from both sides of the sectarian divide.

Lorna Cullen (20), one of the community leaders urged

# Youth work

## NEWS

Minister Taylor to ensure that adequate funds are provided by the new Government for young people from disadvantaged areas for third level education, highlighting the fact that she herself had to fundraise for her education as a Montessori Teacher, (Lorna is currently studying at St. Nicholas' College, Dun Laoighare).

Minister Taylor complemented the National Youth Federation on the programme and undertook to do all in his power to continue to promote their work in the training and development of young people.



Pictured above: Lorna Cullen, Damien Peelo, Lorraine Haide, Mervyn Taylor TD Minister for Equality, Law and Reform, Brian Murtagh CLP Tutor/Manager, Holly Bias and James Porter.  
(Missing from the photo are Joe Meleady, David Larkin and Lynn Fitzpatrick.)



## BRITISH/IRISH EXCHANGE OPPORTUNITIES

As youth clubs re-open after the Christmas holiday many will be planning an activity programme for 1993 during the coming weeks.

Has your club considered organising a youth exchange project? With good planning and commitment by all involved it could be the highlight of the club season.

A meeting of the British and Irish Confederation of Youth Clubs (BICYC) which took place in December, hosted by the National Youth Federation, produced a number of proposals which, if implemented, could provide your youth club with the support to get under way.



Basically these proposals centre on the following areas:

- The organisation of a BICYC Annual Event which will bring young people and leaders from Ireland, England, Scotland and Wales together.
- The promotion of greater awareness among youth clubs of the funding programmes and the compilation of a planning pack for exchanges.
- The establishment of a database providing details of partner groups.
- The development of study visit programmes for staff and volunteers.

Participants at the meeting expressed great enthusiasm for the development of closer contacts between youth clubs in these islands and all were optimistic that the proposals would be well received by national organisations.

More information in our next issue.

## GAISCE AWARD FOR KILDIMO YOUTH CLUB



Gaisce participants from Kildimo Youth Club who were presented with Gaisce Awards by Mr. Noel C. Duggan of Millstreet. The Gaisce Award is the National Challenge Award from the President of Ireland to the young people of Ireland. The Awards are not competitive in that each young person that sets and achieves his/her challenge earns the Award. Picture above with Noel C. Duggan (centre) with Ava Battles; Olivia Harte, Paddy Kelly, Gabriel Malone, Brenda O'Connell, Alan O'Sullivan, Siobhan Rea, Brian Toomey with Tommy O'Shea (President's Award Leader)

## ACTING ON THE ENVIRONMENT

**ÍOMHÁ ILDÁNACH**, the acclaimed and innovative theatre company, have recently added another dimension to their range of theatrical activities. Called **Acting on the Environment**, it is a national programme designed to initiate hundreds of local environment projects throughout the country.

The vehicle for the project will be a Theatre-in-Education show dealing with the areas of Air Pollution, Water Pollution, Waste Disposal and Recycling and with how these areas are related. The show, which will travel nationwide, will be accompanied by a practical workshop and information pack.

This project has been examined and approved by the Departments of Environment, Energy, Education and the Taoiseach as well as the National Heritage Council. But, despite their encouragement, none of these organisations are prepared, as present, to invest in this project.



To convince them to take a positive attitude to this project in terms of funding and support, Íomhá need you help. Why not contact John O'Brien, Artistic Director, and tell him that you think this project would be of value and interest to your club members. Only by securing your interest at this stage can they hope to secure the necessary investment and support of the relevant state agencies.

Contact **John O'Brien, Íomhá Ildánach Theatre Co., 5-6 Capel Street, Dublin 1. Ph: 01722106 Fax: 01 723363.**



## FED CARD A CHRISTMAS WINNER



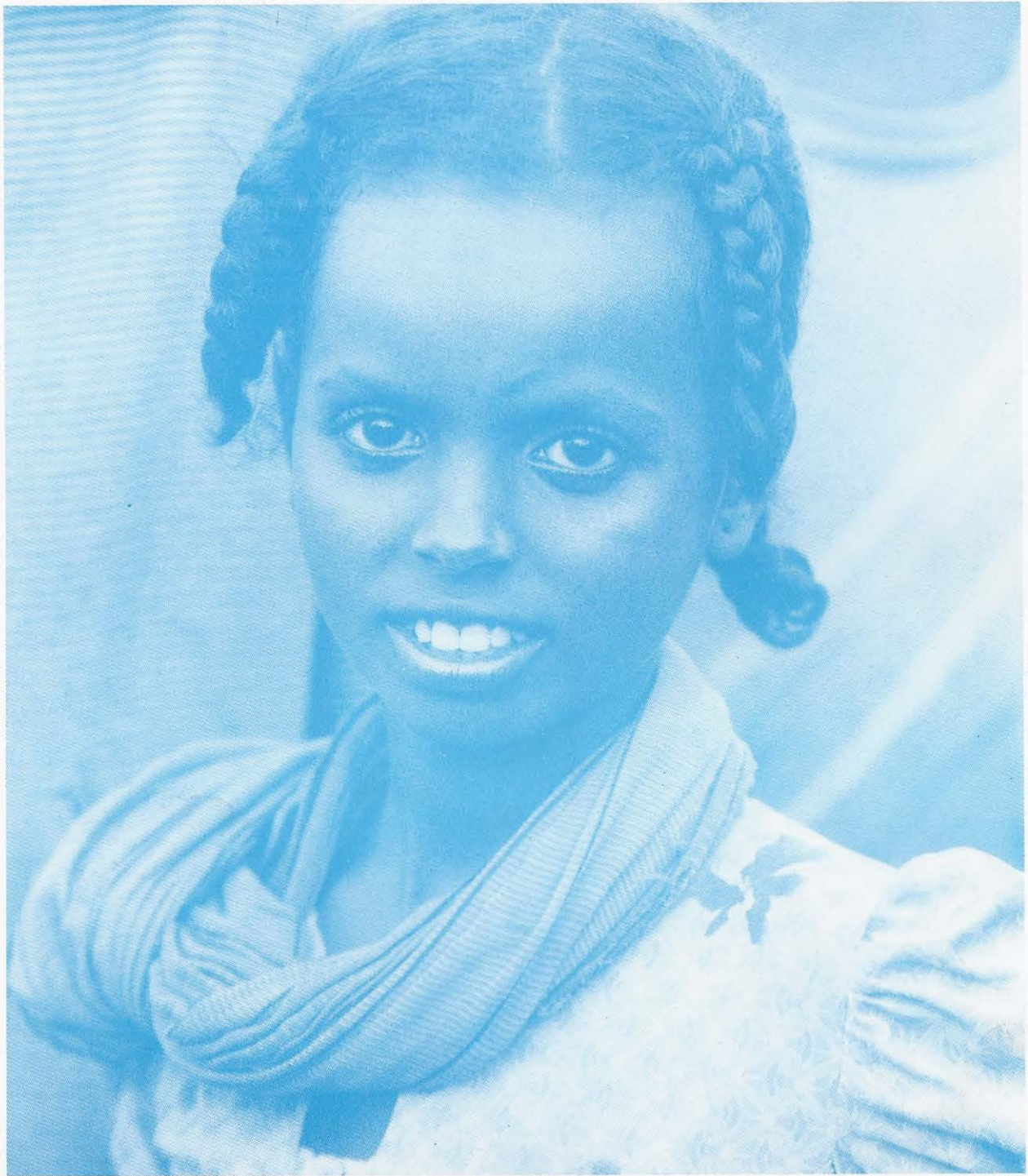
Pictured above with Santa is **Mary Greene**, winner of the *Design a Christmas Card Competition*. Fourteen year old Mary from **Killeigh Youth Club**, Tullamore, Co. Offaly won a £100 voucher kindly sponsored by the **Original LEVI'S Store** and her design depicting the nativity scene was printed as the official National Youth Federation Christmas Card for 1992.

Three runner-up vouchers went to Juleen Keegan (13) Bagenalstown Youth Club, Kay Byrne (14) from Genesis Youth Club and Niamh Sheedy (17) from Quasar Youth Club.

The National Youth Federation will be running similar competitions throughout the year as due recognition is not always given for the artistic endeavours of young people, as portrayed by the high standard of entries in this competition. Watch your club notice boards for details.







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