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**YOUTH**  
**work**  
**SCENE**

Issue 8 - October 1993 National Youth Federation

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**Philosophy for Children**

**TRAINING**  
**Overview of Planning**  
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**Peer Education Programme**

***A magazine for Irish youth workers ...***

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### Irish Youth Work Scene

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It is open to all readers to exchange information or to put forward your points of view. Send in news, photos, 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.

Editor: Avril Soper

Contributors: Fran Bissett, Joan Brosnan, Bernard Davies, Maria Duffy, John Dunne, DYS, Louise Hurley, Brian Murtagh, Helen Newman, Gearoid O' Maoilmhichil

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## Youthwork and Education

Good youthwork has a number of distinguishing characteristics - it is delivered in a non-formal situation, maximising participation and thus experiential learning by young people themselves, it uses a planned programme designed to achieve an appropriate mixture of fun, friendship and challenge. As such there can be little doubt that youthwork is a highly effective educational process. But it does not necessarily follow that because youthwork is an educational process it should be completely integrated into the administrative structures for the delivery of education services in Ireland.

Youthwork remains clearly at the periphery of any description of the education system. The recent National Education Convention failed to acknowledge the youth service as a significant issue. Thus whilst the National Youth Council was part of the convention its presence related to its role as the voice of youth as a social partner, rather than the voice of some (or all) youth organisations. No other contributor to the convention, including its secretariat, made any substantive reference to the youth service. It might be argued that there was no reason why they should. It was after all not really germane to the "big" issues being addressed by the convention.

But that is only part of the analysis. The Convention did undoubtedly reflect the key concerns of the major players in the education system and it would be unreasonable to argue that it should have been obliged to address what for them were minor issues. On the other hand insofar as the proposed new intermediate tier constituted one of those "big" issues, and that it has potentially enormous implications for the existing delivery and future development of youth services at local level, it is salutary to note how the needs and concerns of the youth service simply failed to register on the collective consciousness of the main players in the education system.

Of course it might be argued that greater integration between education and youthwork will assist understanding and appreciation of the 'junior partner'. But we are not convinced. And the potential downside of failure is clearly illustrated by the recent decimation of the (statutorily based) youth services in England and Wales when educational budgets came under significant strain and "non-essential" educational services had to be reduced or abolished to make savings.

Since 1988, when the Department of Education succeeded in securing significant additional monies for the youth service from the National Lottery surplus, many, if not most, of the key innovations in youthwork in Ireland have been taking place in areas which are not directly funded or otherwise supported by the education system. This is not in any way to denigrate or understate the crucial role that the Department of Education plays in supporting and enabling the voluntary youth organisations which in turn are at the core of many of these initiatives. But it is a call for recognition that the nature of the statutory/voluntary partnership which underpins the delivery of youthwork services in Ireland should not be allowed to develop in a way which inhibits the traditional flexibility which youth organisations have been able to demonstrate in terms of identifying new issues as they emerge and responding to them in the most constructive and imaginative way possible.

JD

# Philosophy for Children

## Youth work FOCUS

**JOAN BROSINAN** describes 'Philosophy for Children' a programme which is currently being run with a group of 9 - 11 year olds by the Athlone Youth Community Project in co-operation with a the local primary school.

I first heard about 'Philosophy for Children' through a TV documentary entitled 'Transformers' which outlined how a philosophy approach to education achieved transformative results among young people in what was described as one of the most socially deprived areas of the Bronx in New York City.

Most of the young people in this area dropped out of formal education before reaching high school, due to a combination of factors: poor self esteem, lack of motivation, lack of support, living in a climate of no-hope. Their socio-economic environment blocked these young people from ever reaching their full potential. So where does "Philosophy for Children" come in?

This programme has been based on the work of **Mathew Limpan** in the United States. It has been adopted by 5,000 schools in the States as part of their curriculum. Building on the natural inquisitiveness of the child and using philosophy as the subject material, this programme is designed to strengthen the child's reasoning skills and his/her ability to make reasonable judgements. In this programme, reasoning skills are always presented in the context of childrens' experiences, so they are easily transferred to their own lives.

The first six sessions of the 'Philosophy for Children' programme is based on the story of *Brill the Brave*, the tale of a young prince on an adventure. The story, which provides a focus for the group, offered participants an op-

portunity to question, to express, to wonder. Thus when considering the live of a young prince in a castle, participants wondered about the difference between castles and houses, between houses and homes, between people who were considered important and people who were regarded as unimportant.

In these first few weeks a wide range of issues were covered ranging from the difference between good and evil, rich and poor, to topics such as God, Adam Eve, Mary Robinson, belief, hurting peoples feelings, tax, insurance and pain.

At this early stage, there was evidence that participants were beginning to listen critically to each other eg. on the topic of God and belief, one of the boys said; "if we didn't believe in God we wouldn't exist."

The response from another participant was; "That's not true, I know someone who doesn't believe in God and he exists."

On the topic of the devil and pain, one participant stated; "If there was no devil, there would be no pain."

While the response from another participants was; "Well there might be no devil, but you could fall off a building and you would be in pain!"

As the programme progressed participants named and talked about issues from their every day experience. One of the sessions dealt with the topic of fighting and bullying. Each participant told a story from their own experience. I

then asked the question "Why do we fight?" and some of the following reasons were offered:-

"We fight because if we don't we will be called chicken";

"We fight because be have to show people that we are hard", and

"We fight sometimes because we are afraid not to."

Participants had moved from the bravado of their own story-telling to naming some of the underlying reasons for their behaviour.

Having enjoyed the experience of talking and being listened to among their peers, participants moved more easily to naming and questioning their own behaviour.

### Working with the Here and Now

Another layer of the process of these sessions involved working with the ongoing experience of the group. There is often tension between individuals. The group have faced conflict openly. This is where real learning can occur, dealing with what is happening in the 'here and now'. An example of this occurred in session no. 8.

In the session one of the boys insulted another member of the group by slandering his family. This was obviously a very negative experience for the boy (Peter) concerned. The problem was compounded when other members of the group added insult to injury, while the remainder of the group were annoyed that such an incident could happen at all. As facilitator, I needed to offer the group an oppor-

over >



tunity to explore their behaviour. This type of incident was something which was happening regularly outside of the group - in the street, school yard, at play - thus when it happened in a group there was an opportunity to examine the behaviour. As the incident occurred towards the end of the session, I had to wait the following week. In session no. 9 I started by asking the following question, "How do we hurt someone's feelings in the group?"

After listing off a series of ways in which a participant's feelings could be hurt, ranging from "calling you mother names" to "not being listened to in the group" one of the group stated "We hurt Peter's feelings last week". Two other members agreed with this stating that what happened the previous week should not have happened: -that it wasn't fair to talk about someone's family.

The group concluded that it wasn't the business of the sessions to talk about someone's family. Meanwhile Peter, who remained silent throughout the sessions, stated in the evaluation "I enjoyed this week better than last week".

## Evaluation

Evaluation is a very important part of each session. Each participant is given the chance to say how they feel the session went. The following is an example of the type of comments made, this was the evaluation after the session no. 12.

- Good, we talked all the time we were here;
- I was looking forward to it;
- We talked about different things, you don't stay all the time at one thing;
- Good because we talked about things, we listened to everybody;
- When you are talking it takes your mind off things. When you

have something on your mind and it is worrying you, you come here and talk. Like Christy Brown in his film, he tried to make things better by writing, we do it by talking;

- It's good because you don't get your head bitten off for saying something wrong;
- Good because we talked about different things;
- We learned information;
- We used to be shy but now we know what to say, before we didn't know what to say. If someone says something you know what to say back;
- Good because we got out of class;
- We learned how to listen when someone was talking;
- We learned that your face could give you away, eg. sometimes people look macho but they are not really.



It is difficult to describe all that happens on this type of programme - the nuances of group interaction, the gradual change in behaviour, the point at which a young person finds their voice in a group is impossible to relate in written form. I

think, however, that there are three things happening in these sessions.

Firstly, young people are provided with an opportunity to express what they really feel in front of an adult and amongst their peers. They experience 'listening' possibly for the first time, but most important 'value free listening'. Thus one participant concluded at the end of a session - "I really liked what I said".

I think that the experience of talking and listening has been powerful for them. Matthew Lipman describes this type of interaction as an intoxicating experience for young people.

Secondly, this group have been given the opportunity to tell their own stories. The every material of life in the playground, in the streets and the very thoughts in their minds form the subject matter for real learning. This validates their experience. It is a medium they are comfortable with because it is something they know and can contribute to. For young people who are left behind in a normal classroom situation and for whom the subject matter of the curriculum seems remote, this new way of working is refreshing, stimulating and I believe, rewarding.

Thirdly, the participant's work with their experience of what is happening in the 'here and now'. They are becoming aware of and questioning their own behaviour. It seems much more effective for a young person to be challenged and questioned by their peers than an adult. This, I believe, is where real change takes place.

In conclusion, the three aspects of the above work, ie expressing thoughts, talking about experiences and working with what is happening in the here and now, enables participants to develop clear critical thinking accompanied by greater self-esteem.

# Youth Work Extra Mural Certificate goes to Regions

## Valuing Volunteers

Youth organisations throughout the country depend upon the goodwill of volunteers. For many youth organisations around the country the services provided for young people depend on the input of volunteers. The thousands of volunteers who operate neighbourhood youth clubs bring an enormous contribution to the development of local communities through the time, energy and enthusiasm they bring to local youth services. They therefore have a right to expect that the agencies for whom they work will provide them with appropriate training and opportunities for personal development. In addition, with an increase in levels of education generally, a professional qualification or degree is often a basic requirement for those who wish to become involved in youth work at a paid level.

This shift in entry requirements for paid youth work has many implications for voluntary and paid youth workers without formal academic training. For many, years of practical experience has limited value when consideration is being given to transferring into youth and community work on a paid basis or those wishing to change jobs. An Extra Mural Certificate in Youth Work Studies can offer both the opportunity for an initial entry point for further professional training for youth workers as well as offering those volunteers with many years of dedicated service independently accredited recognition for their work.

The National Youth Federation has been committed to providing accredited training for volunteers for many years and to improving access to such courses for the many volunteers who are based around its affiliated regions. For many years, the NYF has been operating and extra mural certificate courses in youth work studies based in national office. In an effort to make this course as widely available to volunteers dotted around the country, the Federation, through the Irish YouthWork Centre has over the past year been researching and developing a trainers' resource pack to help trainers at regional level run their own certificate level training. This pack has now been made available to a number of regions through a staff familiarisation programme which was held during

June, July and September. In all, fourteen staff from seven regions took part. Arising from the Trainers' Familiarisation Programme a number of regions are now in a position to run accredited youth work courses at local level.

## Trainers Familiarisation Programme - Group 2

It is intended to run a second familiarisation programme during June and July next year for staff who were unable to secure places on the programme this year. Places have already been reserved for staff whom we were unable to accommodate on the first programme.

If you have not already applied for a place on the trainers' familiarisation programme and are interested in being part of the second tutors group, or if you require further details on any aspect of Youth Work Extra Mural Studies Certificate, please contact the Irish YouthWork Centre for details (Tel: 01 8728833).

# Youth work PRACTICE

## Extra Mural Certificate in Youth Work Studies

Extra Mural Courses are University courses for adults which are provided in conjunction with local adult education agencies. The courses are designed for adults involved in paid and voluntary youth work who are taking up studying for the first time or after a break; thinking about a degree or diploma in social sciences and related areas or considering professional training in health, social work or education. Courses are designed to help participants make the most of their study. Courses are run to help participants maximise on discussion-based learning, practical project work, reading listening. The Certificate Course in Youth Work Studies is designed to assist youth workers in their work with young people. It is run on a part-time basis over twenty weeks, and gives participants a broad understanding of:

- adolescent development and the needs of young people;
- Youth work theory and developments;
- Practical skills for working with small groups of young people.



Participants on the Trainers' Familiarisation Programme : [Top from L - R] Sally O'Neill (Clare), Aidan Larkin (Galway), Mary Fagan (Kerry), Catherine Kelly (Limerick), John Lawless (Waterford), Margaret Slattery (Clare), Monica Dowling (Limerick), Chris Fogarty, Triona Foley (Waterford), Flan Spaight (Clare), Maurice Walsh (Limerick), Louise Hurley (NYF Course Designer and Co-Ordinator), Alice Malone (Louth).



# Youth work

## PRACTICE

Short-hand comments can, on reflection, read as dangerously over simple. Like the statement in my piece in the last issue of Irish YouthWork Scene about the balance of power and status between volunteer and professional within British youth work having become skewed against the former; and my assertion that the very notion of professionalism 'has passed its sell-by date'. My concern in this article is not to disown these statements. I do however want to explore more carefully where they ride roughshod over important complexities in the volunteer-professional relationship.

These second thoughts have two separate, but now, connected prompts. One is my experience of British youth work over more than 35 years. The other is the new insights into those 35 years produced by my encounter over the last 35 weeks with Irish youth work.

So, to start at what was for me almost the beginning; the seminal report, published in 1960, of the Albemarle Committee on the Youth Service in England and Wales. One of its main conclusions was that a 'corps of professional leaders' - 'a strong body of ... skilled workers' with 'trained minds' - was 'indispensable' to raising standards. As a result not only were the numbers of these full-timers to be increased quickly - from 700 to 1,300 in five years, these workers were also to be trained, qualified and - certainly as far as 'open' youth work in clubs and detached work projects was concerned - in charge.

Volunteers did not of course disappear; on the contrary, an estimated half a million have stayed involved, albeit mostly in the uniformed and other voluntary organisations and with the pre-teens age groups. However since Albemarle much of the extra money

## The Volunteer/Professional Relationship - choices and dilemmas -

**Bernard Davies:** Currently occasional freelance consultant and trainer; (until last November Youth Officer [Training] with the Sheffield City Council Youth & Community Service); author of *Threatening Youth: Towards a National Youth Policy*; Open University Press, 1986. Bernard is presently doing consultancy work with Limerick and Clare Youth Service.

spent on youth work has gone into training and paying these full-timers and those who manage them; they have dominated the Service's philosophical agendas; and - warmly embracing the mantle of 'professional' - they have walked with growing confidence and influence in Youth Service corridors of power.

Throughout my own involvement in British youth work - for example, as a tutor at the national college which trained most of the extra leaders immediately post-Albermarle, as an activist in the trade union organisations seeking to support and protect full-time and later paid part-time staff, and as an analyst of Youth Service policies and priorities - my commitment to such developments has never wavered.

As my 'past-it-sell-by-date' comment indicates, over time I have had to recognise fundamental flaws in the concept of 'professionalism'; its habit of shifting power increasingly to 'the trained' and 'the qualified'; of seeing this elite as synonymous with 'the skilled'; of distancing them from their 'clients'; and then, by extension, of treating 'the unqualified' as 'untrained' and 'unskilled'. As a result highly effective contributors to the youth and community work enterprise have been devalued or marginalised, including in Britain not just paid part-time staff but also local community activists ('volunteers').

None of this re-thinking however has led me to doubt the need for full-time paid staff who, through extended and personally challenging training, have clarified their role, what the work is about and how they might best do it. Nor have I ever seriously considered

that these steps should not be taken simply because they could have important knock-on effects for volunteers.

It is at this point that my Irish youth work present - my involvement with the Clare and Limerick Youth Services - has begun to challenge my British youth work past. One effect has been to help me recognise some built-in assumptions within the British debate about youth work professionalism which I hadn't previously unpacked. For example, a persisting concern here has been: how can the full-timer's 'real' job - face-to-face work with young people - be protected against the 'distractions, not just of administration or even policy-development but also of training and managing other staff, including volunteers?

In Ireland however I find a debate with an entirely opposite starting question: namely, how much 'direct' work with young people should full-timers take on, given that their 'real' job is to recruit, train and support volunteers? This suggests that much that, at least implicitly, is defined by the British full-timer as secondary and even non-essential is seen by her or his Irish counterpart as 'core' - and vice versa. A dialogue between the two traditions could well produce, for both of them, some invigorating new thinking.

The challenge of my recent Irish experience has also made me refresh my perspective on volunteers and volunteering as such. For one thing, it has taken me back to basics - to for example a definition of volunteerism (in the National Youth Federation's 1983 report to the National Youth Policy Committee Youth Service 2000). This firmly



identifies volunteerism as an important politicising element of a democratic process involving amongst other things the right and responsibilities of individuals and groups to, as far as possible, control their own lives and communities ... (and) the development of the political and practical skills which enables people to play a more active role in the shaping of society.

Limited though my exposure to Irish youth work has been, it has also now provided me with some striking demonstrations of what volunteers can take on and achieve. These for me have highlighted how little analytical rather than merely rhetorical attention has been given within British youth work - particularly where the state is dominant as provider and the 'professional' as practitioner - to a 'volunteerism' which is defined and developed as something more than the sum of its often isolated parts.

The only significant exception I know is Duncan Scott's book *Positive Perspectives* (Longman, 1990), which systematically probes and unpicks the meaning, potential and contribution of 'the unqualified' in community and youth work. By contrast, the last major review of the English Youth Service, the 1982 Thompson Committee, while giving due attention to the role and needs of volunteers, treated them simply as 'a good thing'. Moreover, it did this even though their value was (and is still, and not just in Britain) being trumpeted as cover for a massive withdrawal of state commitment to and resources for 'welfare' broadly defined.

The Thompson Committee thus again, clearly if unintentionally, demonstrated what has been generally true in British youth work: the absence of any analysis of the key political and ideological questions - that is ones concerned with power and values - underlying the use and role of volunteers. Such as:

- What are the unstated as well as stated reasons for so welcoming them into youth work?
- Why are they accorded the status they are - both in words and, perhaps more significantly, in practice?

- Why are they used in some ways and not in others - and by whom?

- In whose interests does all this mainly happen?

My encounter in Ireland with what I described in my first article as, for me, the unfamiliar term 'volunteerism' has thus initiated some stimulating lines of thought. In particular it has shown up the need and the possibility of counterposing this analytically and critically alongside that equally 'political' and 'ideological' one, 'professionalism'.

For Irish youth work there would seem in all this to be other, in some ways contradictory but no less uncomfortable, questions. Most of the direct work with young people sponsored by Irish youth organisations, I have repeatedly been assured, is and should be done by volunteers who, it is at least implicitly assumed, can and will practise appropriately and effectively as youth leaders.

Though no doubt on the ground this means practice ranging from the excellent to the shoddy and the barely acceptable, how far should it simply be taken on trust? Or, should this primary 'workforce' be treated as far as possible like any other, on the basis of known 'employment' principles and procedures? That is, should those belonging to it, for example, be:

- Given clear and realistic 'job descriptions' and 'contracts' setting out their 'licence to practice'?
- In some way screened before actually being taken on and their longer-term involvement confirmed?
- Not only offered training and on-the-job support but expected to take up these offers?
- Periodically evaluated - on how well they are fulfilling their brief and where they might need help to do this better?

After all, for the volunteer as for the paid 'professional', the bottom line remains the same: the need at the very least offer a safe environment to large numbers of young people and protection from exploitation; and at the very best, as a result of their contact with these

'workers', an experience which is enjoyable and genuinely educational. Just because this 'workforce' is voluntary need not be a reason for proceeding as if basic 'employment' conditions are irrelevant to achieving these objectives.

And yet the fact that this workforce is voluntary clearly does make a significant difference. If implemented bureaucratically or using criteria which emphasise volunteers 'deficits' when measured against the assumed expertness of 'professionals', such a strategy could easily prove counterproductive, even damaging. The very qualities that 'voluntary-ness' ought to attract into the work could be squeezed out - for example, a closeness to and identity with young people's roots and communities and 'unconventional' perspectives on what the work might need. And, as it is likely to be the professionals who are in a controlling position, it could also easily exacerbate the volunteer's low status and powerlessness.

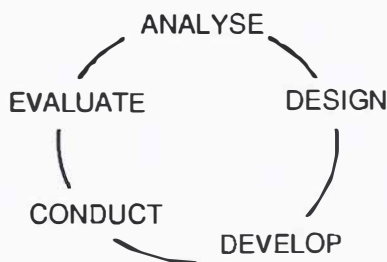
Though the starting points are clearly very different, in both Ireland and Britain a vigorous, critical and self-critical dialogue between 'professionalism' and 'volunteerism' would thus seem to be essential - and perhaps long overdue. In this, neither could just assume its own political, ideological or other correctness. Both are needed, both have their own intrinsic strengths - but neither offers a panacea for providing youth work which is responsive to the rapidly changing needs of a very wide range of young people.

Working simultaneously with both 'professionalism' and 'volunteerism' will therefore pose policy-makers and practitioners with some difficult dilemmas and choices. Rather than being glossed over or denied, these built-in contradictions will need to be worked with actively if the potential of each is to be fully utilised, a damaging competitiveness is to be avoided, and the relationship between them developed in complementary, mutually reinforcing and liberating ways.



### THE TRAINING CYCLE

If we look at an overview of the training cycle, there are 5 main phases involved in the cycle which are as follows:-



#### 1 Analyse

This phase is one of the two most overlooked in training (evaluation is the other). Conducting an analysis has two main functions:

- To determine that the training is needed in the first place and
- To make sure that the training given is based on sound, clearly identified requirements.

This stage is what we will focus on in Training Needs Analyses.

#### 2 Design the Training Approach

In this phase, the strategy for accomplishing the training is planned. Like the analysis phase, it requires a great deal of data gathering. The more thorough the analysis, the more complete and comprehensive the training design.

Identifying good, sound, concise objectives can make the difference between good training and wasting time in the name of training. Included in this phase are such tasks as:

- defining the learning objectives on which the training is to be based;
- determining the best and most appropriate methods of training;
- selecting the best media for the training;
- identifying test items;
- determining pre-requisites for the learners who are to receive training;
- organising the training (sequence, time-frames, resources needed, personnel needed etc).

## An Overview of Planning your Training

The training system can be thought of as a cycle with inter-related phases similar to the steps that one would use in solving a problem. Although the particular phases of training that are identified by different sources contain slight differences, in the end, they are all very similar.

In this article Maria Duffy and Helen Newman explain how the application of this model to the planning of training will ensure that it is needs related, effective, learner driven and structured.

#### 3 Develop the Training Materials

The challenge here is to take the course outline that resulted from the design phase and to convert it into a complete set of materials that will allow for the attainment of the desired learning objectives. This is where most of the time devoted to training materials may be needed, depending on the subject. They might include:

- lesson plans: used by the instructor;
- learning support materials: worksheets, handouts, manuals, instruction sheets, graphs, etc;
- audio-visual aids: films, slides, flip-charts, transparencies;
- assessment tests: to establish how much of the knowledge or skills is retained;
- evaluation sheets.

Other materials may include work-related materials for the specific skills area. For example, a catering trainer will need to draw up a list of and acquire equipment, ingredients, utensils etc. Developing materials is not the only activity of this phase. Other activities may include:

- making arrangements for the course and taking care of administration;
- moulding the training events into practical work blocks of instruction (ie developing 'modular blocks');
- deciding on and arranging for contributors and guest speakers to give input (if required);
- screening and testing existing materials to find out what is usable.

#### 4 Conducting the Training

This is where all the work becomes worth the effort. Here the tutor facilitates learning through instruction, co-ordination, motivation, guidance and leadership. The trainer is most likely to have the following functions:

- to give direct training/coaching;
- to keep records of learning progress;
- to evaluate the training as it progresses;
- to evaluate his/her training performance;
- to adjust/adapt the training where needed.

#### 5 Evaluate & Update the Training

In order for training to remain effective and to be of high quality, it must be evaluated. Materials, training processes and the sequence of training needs to be reviewed and assessed for validity. The activities of this phase include:

- evaluation by the instructor of the training after various segments are completed;
- formative (ongoing) evaluation and summative (final) evaluation by the learner of the training;
- third party evaluation of the course (ie evaluation by support staff/other trainers/contributors);
- field evaluation, to determine if the learners are performing well in the roles for which the training has prepared them.

### BASIC INFORMATION NEEDED WHEN PLANNING YOUR TRAINING

- What are the objectives of your training/project/activity?
- At what specific target group of people is the plan aimed?
- What are the training needs of that target group?
- How can these needs be met by the objectives outlined?
- What training methods and processes should be used to suit the learners?
- What human resources are required to deliver the training/project objectives? (Key person/people, support people, administrative personnel, etc)
- What physical resources are required for the project? (ie premises, facilities, equipment)
- What materials are required? (ie resource packages, specific work materials, handouts and other support materials).
- What are the projected costs of the programme (taking into account points 6-8 above). What other costs are there? (eg insurance, electricity, travel etc).



- What is the desired time frame for the project? (Note: leave 20% of time for the unexpected)
- Is there any other follow-up required?
- How should the training be tested and evaluated?

A combination of some or all of the above may be required when planning. The extent of information given would depend on the scope of your role as training planner.

## TRAINING NEEDS ANALYSIS

'Definition of Training Needs Analysis' - This is the title given to a collection of activities and techniques which enable you to define the present and future needs (or problems) of a department/target group and decide whether the needs can be solved by training or by some other method. You can also set priorities for action based on a detailed analysis of the needs (or problems) and initiate training course or development of other ways to meet the needs, based on the analysis

In order to enable you to analyse and plan ways of meeting the needs of your department/target group in an objective and systematic way, it is necessary to collect data, information, and opinions about the areas under consideration.

### Phase 1

**Objectives:** When conducting the T.N.A., it is necessary to keep in mind your objectives as a trainer and indeed the objectives of the organisation.

**Time:** One of the functions of a T.N.A. is to establish exactly when the training must be completed. It is necessary to have a realistic vision of the time frame for training which is in line with the expected realisation of the learner's development as a result of training.

**Resources:** It is important that the required people are not only available on time but that they are in the correct location to meet the training objectives. This can be expanded to include the availability of space, equipment, materials, finances etc.

### Phase 2

**Sources of information:** When identifying a T.N.A., it is highly unlikely that you, as trainer, will be able to identify the need on your own. You should also use the learner, management / fellow trainers to assist you in obtaining information on the extent of

the need and desired outcomes as well as other statistics as required such as learner personal records (past and present), organisational statistics (eg numbers of clients, trends in clients' needs, behaviour requirements etc. and local and national statistics which are relevant to the need in question.

### Phase 3

**Needs identification:** At this stage, the following is needed:

- a) **Establishing initial competence of the learner**

Here, the trainer establishes the learner's present state of competence before starting the proposed training programme or course of action. In the first phase, you established that there was a need, and some of the potential entry behaviours of the target group. Now, you will define further, the specific behaviours which can be conducted through a combination of the following methods: brainstorming, interviews, practical skill tests, questionnaires, observation and knowledge tests

- b) **Establishing the performance standards required**

The performance standards are the standards required by the organisation after training has taken place. How you discover the standards depends on the nature of the problem. In certain subject areas, existing standards may be easily obtained through national bodies or through the organisation itself. If no outlines of specific standards exist, then it may be possible to identify people who are carrying out the task to a very high standard, and you may be able to devise your own standards based on your observations of these skills. Remember, however, that the standards you set should be clear, measurable and achievable.

- c) **identifying the potential learners**

Identifying the potential learners is the final task at this stage. It is not enough just to discover the number of learners but also to be able to answer the following questions:

- Do the entry behaviour and standards differ for the potential trainees?
- Will the differences make training difficult?
- What are the learners' attitudes to the subject area?
- Will the learners be able to acquire the skill through training?

To discover the answers to the above questions, the following could be

used: questionnaires, interviews and observation tests.

### Phase 4

**Is training the answer?** At this stage of the analysis, the trainer decides on the course of action to be taken, whether it be direct training or some other solution.

Training is most effective when there is evidence that the learners:

- Have never been trained to carry out the skill / behaviour under investigation;
- Have never been able to perform the skill/behaviour in the past;
- Have both the physical and mental capacity to perform as desired.

It is also important to take into consideration the following factors if you have decided to proceed with the idea of training:

- Are there facilities to carry out the training?
- Is there expertise available to train and supervise the course?
- Will the training disrupt the day to day operation of the organisation and to what extent? Would this be a problem?
- How much would the training cost (in relation to tutoring fees, materials, equipment etc)? Would the cost be within the organisations' budget?

## Is there a more appropriate solution?

Training may not always be the answer. The learner's needs may be better met through other courses of action such as:

- Counselling
  - Information
  - Practice of the skill/behaviour
  - Specific feedback on performance
  - Changing the nature of the task
- Re-allocating duties and levels of responsibility

## Summary

Regardless of what course of action the trainer decides to take in order to meet a need or provide solutions to a problem, a T.N.A. is necessary. It is not enough for the trainer to assume that s/he knows instinctively what is needed, because often, perceived needs and actual needs are quite different. In order to carry out effective training, which benefits the learner and the organisation, it is necessary for the trainer to base his/her planning on facts and information from those who are recipients of training and from those who manage the organisational functions.



# Youth work

## RESOURCES

### ADOLESCENT SEXUALITY

#### Discussion Cards Pack

by Brook Advisory Centres

- This pack comprises a number of laminated discussion cards and question sheets for use with young people to raise issues surrounding adolescent sexuality; sexual behaviour; independence and trust; peer pressure; parental roles; unplanned pregnancy; teenage marriage; STD's and HIV/AIDS; rape; sexual abuse; sexual harassment; male vulnerability and violence.

### FUNDRAISING

#### Writing Better Fundraising Applications

by Michael Norton

- Practical guide to writing a good fundraising application with worked examples, exercises and ideas for worksheets. Includes sections on costing a project, improving communication skills, writing applications, improving and assessing applications and worksheets on budgets, fundraising plans and developing contacts.

### NETWORKING IN EUROPE

#### Developing Community Partnerships in Europe

by Richard MacFarlane & Jean-Louis Laville

- This book focuses on selected community projects in England, France, Germany, Italy and Scotland that have developed good work practice and have the po-

tential of being adopted as projects in other countries. Areas covered by the case studies include community business, community transport, groundwork trusts, pre-school playgroups, parent-run nurseries, social co-operatives, and integration enterprises. The aim of the book is to foster a better understanding and share knowledge on ways and approaches to building better communities.

#### Networking in Europe

by Brian Harvey

- Comprehensive guide to European voluntary organisations that describes the many organisations and networks that have developed in Europe in recent years, their relationships to institutions such as the European Commission, and how to contact them. Includes analysis on the origins of the voluntary sector in most European countries, information on European programmes providing opportunities to influence policy and social change and a comprehensive directory of European networks on a wide range of issues.

### CHARITIES

#### A Basic PR Guide for Charities

by Dorothy & Alistair McIntosh

- Handbook aimed at voluntary, community and local organisations offering advice and practical suggestions on all aspects of public relations. Includes sections on dealing with press, TV and radio, developing campaigns, publicity stunts, appeals and lobbying, and image-building.

#### Marketing: A Handbook for Charities

by Dorothy & Alistair McIntosh

- Written in a simple, easy to follow language this guide is aimed

at the charity organiser to enable them to promote their organisation more effectively. Covers areas such as making your cause more attractive, promotion and PR, market research, use of interviews and questionnaires, statistical analysis, the psychology of giving and general marketing.

### VOLUNTARY ORGANISATIONS

#### Getting Organised

by Christine Holloway & Shirley Otto

- Handbook for non-statutory organisations aimed at improving the running of their organisation to make it more effective. Discusses how to improve functions/areas of your organisation such as meetings, record keeping, teamwork, decision making, committees, responsibilities, and the working relationship between committee, professional and volunteer worker.

### CHILD SEXUAL ABUSE

#### The Multi-Professional Handbook of Child Sexual Abuse

by Tilman Furniss

- This book is aimed at professionals and practitioners dealing with the minefield of child sexual abuse. The book concentrates on integrated management, therapy and legal intervention and offers practical steps on how to achieve multi-professional management and therapy.

### MANAGEMENT COMMITTEES

#### Managing Together: A Guide to Working Effectively as a Committee

by Jane Clarke

- Publication by the Combat Poverty Agency that concentrates on management committees in com-



munity organisations/groups. It includes sections on committee structures and members, the role of chairperson, secretary and treasurer, planning and evaluating meetings, AGM's and team-work development. The book encourages management committees to develop work practices that identify with the values of community development, empowerment, participation and equality.

## CROSS COMMUNITY YOUTH WORK

### Life-Lines: A Youth Worker's Handbook for Cross-Community Work

by Ann Dickson & Michael Doherty

- This manual produced by Youth Action Northern Ireland and compiled by two experienced cross-community workers who have been involved in designing and facilitating training programmes for all types of groups offers a progressive approach to those involved in the youth service who are seeking guidance and ideas on how to develop a Cross-Community Programme that will last. Includes ideas and advice on leadership preparation, working with young people from the same religious/cultural tradition, initial cross-community contact group work, coping with conflict and political empowerment.

## CHILD DEVELOPMENT

### Child Development & Personality

by Paul Henry Mussen, John Janeway Conger, Jerome Kagan and Aletha Carol Huston.

- Seventh edition of a book that has become basic reading for most social, community and youth work related courses throughout Britain and Ireland. Child development is both a basic and applied science, a

study of how and why children develop perception, thought processes, emotional reactions, and patterns of social behaviour. It also provides knowledge that is important and relevant for advising parents, forming and developing educational programmes, creating and defending government programmes for children, making legal policy decisions affecting children and devising treatment for problem behaviour. This book looks at the developmental stages that children go through beginning with genetic and pre-natal factors and their determinants and progressing through the childhood years, language and cognitive development, personal and social development and on into adolescence.

## VOCATIONAL TRAINING

### Vocational Training Thesaurus

by CEDEFOP

- Produced in seven languages, this thesaurus is designed as an aid for indexing and bibliographical research in the field of vocational training. Based on a number of CEDEFOP databases it covers all aspects of vocational training programmes operated by CEDEFOP including education, vocational guidance, certification, personal development, research, science and technology, information and communications.

## YOUTH WORK PRACTICE

### Models of Youth Work: A Sociological Framework

by Louise Hurley & David Treacy

- Personal Development, Character Building, Social Education, Social Change ..... These are terms frequently used by youth workers to describe the purpose of youth work. But what do they mean? Do they mean different things to different people? Written by

youth work practitioners, this book provides you with a clear description of theories of education and how these can help youth workers distinguish between different models of youth work: Character Building; Personal Development; Critical Social Education and Radical Social Change.

## TEENATE PARENTING

### Taking it Lying Down: Sexuality and Teenage Motherhood

By Frances Hudson and Bernard Ineichen

- Drawing on a combination of first-hand experience and sociological research, the authors present a vivid picture of the sorts of lifestyles and attitudes many young mothers have. They also present a review of recent literature on the subject of teenage sexuality, pregnancy and its consequences and suggest ways of improving existing services available for pregnancy prevention and young parents' support.

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Many of these titles and others on related topics are available on loan from the **Irish YouthWork Centre**, the official sales agent in the Republic of Ireland for **Youth Clubs UK** and the **National Youth Agency**. The wide range of topics covered by the materials selected for sale include youth service management policy and curriculum, detached and rural youth work, health education, art education, social and political education, leaving home, counselling, club work, games and simulations, youth work training and working with girls and young women.

Further information :

**Irish YouthWork Centre**  
National Youth Federation  
20 Lower Dominick Street, Dublin 1.  
Tel: 01 8729933 Fax: 01 8724183



# Peer Education Programme

Brian Murtagh reviews his experience with a recent Peer Education Programme involving 17 young people from around the country.

Peer education with young people is based on a concept which makes positive use of potential peer influence. It involves the sharing of information, attitudes and/or behaviours by young people who are not professionally trained instructors, but whose goal is nonetheless to educate.

It is a powerful means of education for young people.

Young people are more open to listening to people of their own age. The peer educators speak the same language and share similar life experiences with their peers. Investment in developing their skills as educators can provide the youth service with highly motivated and enthusiastic educators who can empower their peers to reflect and act on issues such as substance abuse and AIDS which are fundamental to their lives.

As an organisation we aspire to "involving young people as partners in the analysis, development and management of responses for young people".

During recent months National Office piloted a peer education programme which is at least a partial manifestation of this ideal. Young people opted to commit themselves to this programme, with a view to developing and managing their responses to the needs of other young people. The experiment is not complete in the sense that the follow-up in regions has yet to be monitored. It is nonetheless useful at this stage to reflect on the experience to date.

**A Peer Education Manual will be available in January from the National Youth Federation.**

### Limitations of Peer Education

The limitations of peer education are fairly obvious. Young people are by definition in a stage of transition and change and intensive training as peer educators may not pay off in the sense that the young people may have moved on.

Young people have a limited life as peer educators simply because they grow up and become adults. In relation to peer education around HIV and AIDS in particular, the questions may be asked: how can we expect young people to deal with societies major taboo subjects of sex and death?

Not all these issues can be dealt with, with reference to the peer education programme run by the NYF. The success of the programme cannot be measured until the participants have had the opportunity to initiate their responses at regional level. The experience to date, however, of working with seventeen young people over three and a half residential weekends is well worth reflecting on.

### Outline of Programme and Process Used

Regions were invited to nominate a group of young people who were already established as a group, interested in peer education and ready to make the commitment over three and a half weekends.

The aims of the programme were:

- a) to develop the knowledge, skills and attitudes required to effectively facilitate peer education on the subject of HIV and AIDS
- b) to develop participants' knowledge about HIV and AIDS

- c) to develop a deeper understanding of sexuality and relationships

An experiential learning model was used centring responsibility for learning and group processes with the individual members of the group.

Agreement of ground rules and a formal contract of learning based on each participants strengths and weaknesses in relation to the programme aims was the bedrock on which the programme was built. Each participant agreed to record their learning in portfolio format. The principal component of the portfolio was a record sheet on which were recorded the learning objectives of each session, a comment on the effectiveness of the process, the learning outcomes for the participant and a comment on how the learning might apply in the context of peer education in the field. This required an enormous commitment to learning, reflection and application of learning by everyone. More than anything this exercise was pivotal to the success of the programme. Learning was consolidated by people knowing, describing and applying the learning.

### The Programme was highly Participative

From the beginning participants were given the opportunity to stand in front of their peers and practice engagement skills, presentation skills and communication skills. As part of the learning contract they expected and received challenging feedback from each other and course tutors. Participants learned by doing and this sometimes necessitated having another 'go' until

they had achieved a reasonable standard.

Of major importance within the programme was a module on understanding group behaviour and group process. The dynamics of group involvement was used as the raw material for developing the groups' understanding of how people learn and how they behave in a group. This module has equipped participants to develop an understanding of what happens when they endeavour to use peer education with a group.

The module on sexuality was approached experientially, inviting participants to look at 'real' and 'distorted' understanding and experience of 'self' relationships, sexuality and God. Participants presenting what were sometimes ideal views and contrasting them to real and sometimes distorted views provided an interesting dynamic. It fostered respect and understanding for a wide continuum of moral and religious positions and an understanding and awareness of one's own values.

### Practical Work

Between weekend two and weekend three, participants grouped geographically piloted a short piece of work in their region. Not everyone managed to do this, but those who did felt encouraged by the response of young people and were keen to do more.

A crucial module within the programme was provided through affording significant time in the course of the final weekend to participants piecing together a 'package' which might be presented over a two hour period to a group of young people. A drama teacher facilitated by developing a simple but powerful role play which the participants were comfortable about using.

### Some Key Points

- A minimum age of 16 years is recommended for peer education
- Involvement in peer lead training should grow organically out of involvement by the young people

as a group in the region rather than being foisted on a collection of young people

- It is vital to induct an adult leader/worker/educator from the peer educator's community into the programme to help support follow through
- Building of confidence and trust building within the group of trainee peer educators was crucial

I would hope to be able to provide the concrete evidence to show that the investment has been worthwhile when a review of work in the participating regions is carried out next June. In the meantime I would like to refer the reader to some evidence relating to peer education outside of Ireland.

### Other Evidence relating to Peer Education

In a national survey, conducted in secondary schools in America, Steinhausen shows that peer education has been tested in such areas as safety education, environmental health, birth control and venereal disease prevention. He states that

peer education "can no longer be regarded as a fad in education, in fact, peers are seen as performing a unique role in promoting proper health behaviour". He goes on to say that peer education has been around for many years, however, specific emphasis on young people's problems is relatively new. He concludes that when young people are equipped with factual information and communication skills, peer educators can offer assistance to other young people.

Another initiative on AIDS and peer education which has been piloted in a secondary school within the French community in Belgium, confirms that peer education method "responds to a desire for responsibility among young people". Basch '89 states that though young people may be motivated to act responsibly, and may have the ability and self-confidence to act on their motivation, support from others is necessary to reinforce responsible actions. Group pressure can effectively support an individual's decision to act in a given way.

These examples concur with the findings of this pilot project i.e. that peer education is a valid educational method.



Tutors Brian Murtagh and Vivienne Morrow with the Peer Education Group from North Connaught, Galway, Waterford, Kilkenny and Dublin



# Youth work

## POLICY

### RESIDENTIAL PROVISION AVAILABLE VIA DEPT. OF EDUCATION

Deputy Callely asked the Minister for Education the number of residential places available through her Department which cater for young offenders; to give a breakdown by sex; and to state if there was adequate accommodation available. In response Minister Bhreathnach stated that there were a total of 226 places for young offenders provided in residential centres operated under the aegis of her Department. This number comprised of 210 places for boys and 16 places for girls. In the case for boys the breakdown was as follows:

- Industrial School Places - 130
- Reformatory School Places - 48
- Remand Places - 32

In the case of girls:

- Reformatory School Places - 8
- Remand Places - 8

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# DÁIL WATCH

The Minister stated that she was satisfied that the current level of provision was adequate for present demands but that the matter was under constant review.

### MINISTER HOWLIN OUTLINES FUNCTIONS OF NEW CHILD CARE UNIT

Deputy McManus asked the Minister for Health to outline the purpose and function of the proposed new Child Care Unit within his Department, and how it will differ from the Childcare Division already in place. In response Minister Howlin stated that the Unit will have the following responsibilities;

- the preparation of the regulations, guidelines and Protocols required for the implementation of all remaining sections of the Child Care Act.

- the development of child care and family support services in accordance with the provisions of the Child Care Act;
- ensuring that the recommendations of the Kilkenny Incest Investigation are followed up by all the relevant agencies.

Prior to the establishment of the new Unit, staff working on child care within the Department of Health had responsibility for other services. The new Unit will concentrate exclusively on child care and the Minister stated that he had arranged to have the other functions reassigned to other areas of his Department.

### SES/CEDP STATISTICS

Deputy Durkan asked the Minister for Enterprise and Employment the number of persons on FAS training schemes or courses; and the number of persons on social employment schemes.

Deputy N. Ahern asked the Minister for Enterprise and Employment to supply details of all Social Employment Schemes and Community Employment Development Programmes currently being operated, and the numbers and cost involved. In response to both questions Minister Quinn stated that as of 27 August, 1993 there were 14,388 persons on FAS training programmes, and 27,437 persons on FAS employment schemes of which 15,538 were participating on social employment schemes / community employment development programmes. The Minister stated that there were currently 3,300 projects in operation involving these participants, and that an end of year target had been set at 20,500 participants with an estimated cost of about £106 million in 1993.

### CHILD ABUSE STATISTICS

Deputies Harney and Lowry asked the Minister for Health the number of child abuse cases reported to each health board in each of the years from 1990 to 1992. In response Minister Howlin stated that figures were not collected in 1990 due to a review of information being submitted by the health boards and that figures were not yet available for 1992. However he did supply figures for 1988, 1989 and 1991 by health board region (see table A below).

TABLE A

HEALTH BOARDS	1988 Reports		1989 Reports		1991 Preliminary	
	Received	Confirmed	Received	Confirmed	Received	Confirmed
Eastern	1,398	722	1,699	1,032	1,322	525
Midland	536	190	368	121	566	349
Mid-Western	140	59	178	55	515	254
North-Western	78	43	181	74	273	70
North-Eastern	122	47	82	37	75	28
South-Eastern	143	56	352	168	414	91
Southern	104	63	157	62	280	138
Western	152	63	235	109	366	112
<b>TOTAL</b>	<b>2,673</b>	<b>1,243</b>	<b>3,252</b>	<b>1,658</b>	<b>3,811</b>	<b>1,567</b>



# Youth work NEWS



Pictured at the NYCC AGM in Bundoran: L-R back: Sean O'Longain, CEO of the VEC; Kieran Maguire, Chairperson of DYS; Dr. Seamus Hegarty, Bishop of Raphoe; Dan Boyle, Chairperson of NYCC; Cllr. Harry Blaney; (front) John Dunne; NYF Chief Executive; Eileen O'Longain; Annette Patton, RDO of DYS and Julia Mulligan NYF Board Member.

## Donegal Youth Service host NYCC AGM

Messages of support and congratulations were given to Donegal Youth Service by Bishop Hegarty and by Cllr Harry Blaney (Vice-Chairperson Donegal County Council) at the NYF's National Youth Clubs Council in Bundoran on 9/10 October.

Addressing the AGM, both speakers emphasised the need for continuously supporting the youth clubs and the needs of young people. The work of the National Youth Federation throughout Ireland was acknowledged and complemented by both Bishop Hegarty and Cllr Blaney.

The conference was attended by 16 youth services throughout the country. Special inputs were made on the youth service in Northern Ireland and on the future of youth clubs in the Republic as they presently exist.

Others present included the Chief Executive of Donegal Vocational Committee, Mr Sean O Longain who addressed delegates to the conference and stated that changes would emerge for the youth service in Ireland when the Government publishes the White Paper on Education.

Julia Mulligan from Donegal was elected to the Executive Committee of the NYCC and Dan Boyle from Cork was re-elected Chairperson of the Council.

## FOCUS ON CHILDREN Summit '94

'Focus on Children' was launched simultaneously in Dublin and Belfast recently. Voluntary child welfare organisations from the North and South have joined together out of concern for the situation of children in Ireland, particularly those facing serious disadvantage.

In spite of differences in legislation and service provision, a significant proportion of children in both parts of the island encounter a number of common difficulties including a high level of poverty and social exclusion, delayed but accelerating breakdown in traditional family structures and uneven access to pre-school education. Such conditions have earned the Republic and Northern Ireland Objective 1 status within the European Community as disadvantage regions.

'Focus on Children' members will concentrate on both policy and practice levels to advance the rights and welfare of children and young people in their family and their community.

'Focus on Children' aims to produce a Blueprint for the development of services and to guide our responses to the needs of children throughout Ireland and in the context of the new Europe. The Blueprint will be launched at the Summit '94 event.

## New Talent Competition for NYF Clubs

Variety Show '94 is the new and exciting talent show recently launched by the National Youth Federation.

With the basic aim of giving individuals and groups an opportunity to express and develop their talents on stage, Variety Show comprises seven categories this year:

- Group Singing
- Solo Singing
- Drama
- Solo Instrumental
- Group Instrumental
- Comic Sketch
- Dance

NYF regions are encouraged to organise their own Regional Variety Show with the chosen entry from each category participating in the national semi-finals and the National Finals in late February, 1994.

Special Awards will be presented to the winners of all seven categories with an additional award for the best original item and a special Bord na Gaeilge sponsored award for the best performance in the Irish language.

Participants must be over 10 years and under 19 years of age on 1 January, 1994. Guidelines, entry forms and detailed rules are available from NYF Regional Offices or national office, 20 Lower Dominick Street, Dublin 1.

## READERS

If you have news, issues of concern, photographs or general information on activities or projects that you would like featured in *Irish YouthWork Scene*, write to:

Avril Soper, National Youth Federation, 20 Lower Dominick Street, Dublin 1.





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