

ISSN NO: 0791-6302

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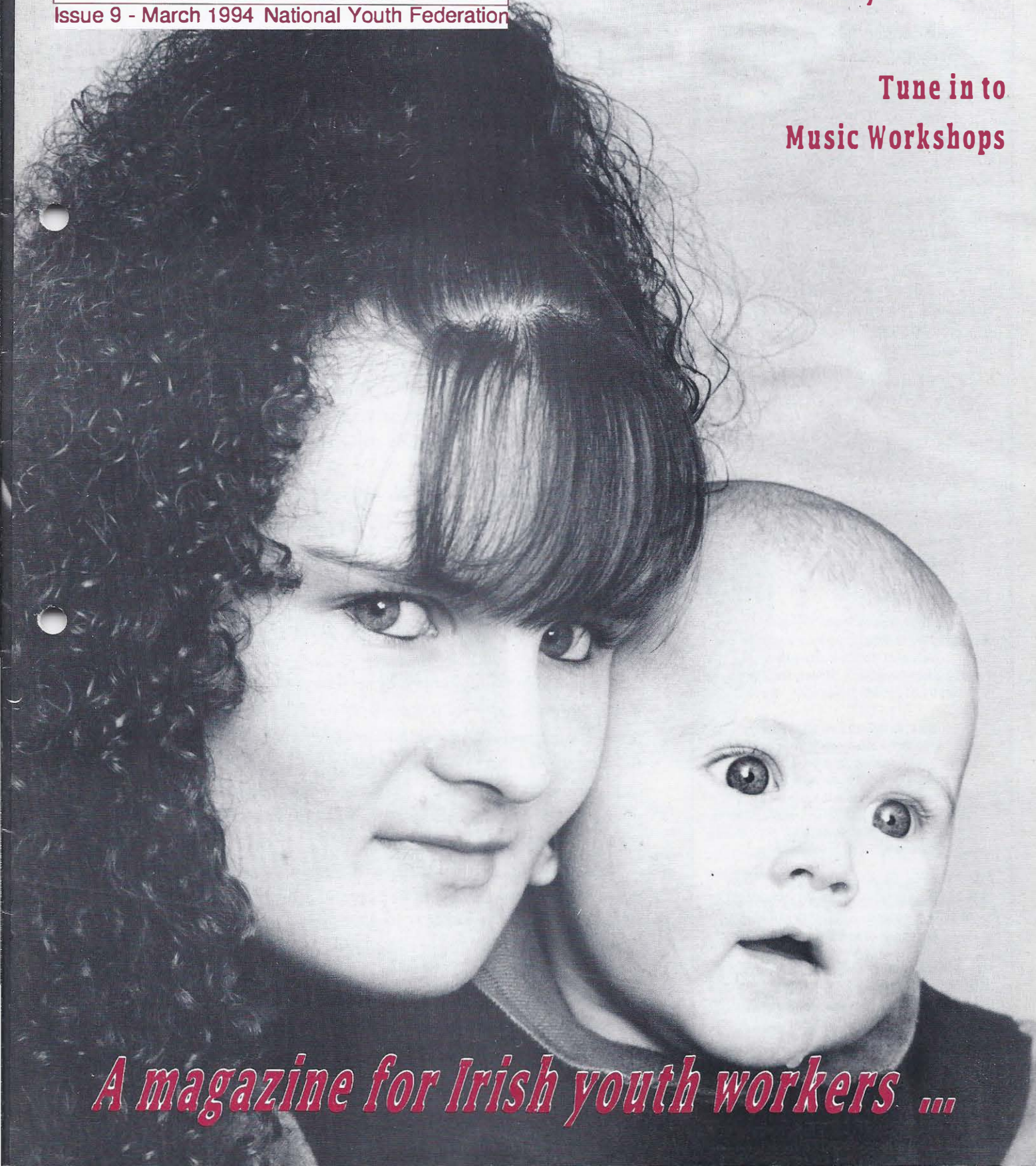
Issue 9 - March 1994 National Youth Federation

**inside**

**TEEN PARENTING**  
**in Ireland**

**Charles Handy Interview**

**Tune in to**  
**Music Workshops**



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



# CONTENT

## Youth Work Focus

- Teen Parenting in Ireland - Issues of Policy and Practice 3-4

## Youth Work Practice

- Youth Worker Training Developments 5
- Tune In to Music Workshop in Ennis 6-7

## Youth Work Feature

- Charles Handy talks about his latest book 8-9

## Youth Work Resources

- Latest resource materials available 10-11

## YouthWork Policy

- Dáil Watch 12

## Youth Work News

- News from around the youth service 13-16

### Irish Youth Work Scene

A magazine published five times a year by the  
**National Youth Federation**  
20 Lower Dominick Street, Dublin 1.  
Tel: 01 8729933 / Fax: 801 724183

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.

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Cover Photograph: Margaret Butler with her baby Aidan (photo by Séa Byrne)

Design & Layout: Avril Soper  
Printing: Focus Print



## Myths, Ministers and Sex Education

**A**lmost everybody who has read the recent report "Teen Parenting in Ireland" has been stunned not by the opinions and recommendations contained in the report but by a statement of fact: the rate of teenage pregnancy in Ireland has not changed significantly over the past twenty years.

But whilst that short sentence may have captured media interest and public attention two more significant questions were effectively ignored. How in an "information society" can a simple analysis of published statistical data be so surprising to so many people? And how has an almost universal public perception developed that flies in the face of the 'facts'?

The significance of these questions goes far beyond erroneous public opinion. The widespread misconceptions say things about young people (they are irresponsible and abuse the welfare system, for example) as well as saying things to young people (everybody your age is "doing it" - in one recent US study 75% of girls and 50% of boys gave peer pressure as the principal reason for becoming sexually active).

The fact that such misconceptions are not only shared but amplified by the media and our political leaders, including cabinet ministers, is particularly worrying. What prompts such individuals to make statements and, in particular, prescribe ways of addressing "the problem"? Where do they go to check their facts? Who is responsible when such dangerous, if honestly intended, falsehoods are disseminated?

The recent response by the Minister for Education to public concern at the discovery of three abandoned babies is perhaps a case in point. We may soon have a new comprehensive social, personal health and sex education programme in schools. (Although the track record for delivering on such initiatives is poor). It may even be a significant development but will it be effective?

Sex education in schools may well be part of the solution. But if it is not done properly it is unlikely to make a significant difference or, even more radically, it might prove counter-productive in the absence of other complementary initiatives. Where have such questions been considered? On what facts and perceptions is the policy based? Specifically why has the experience of the youth service not been tapped?

Elsewhere in this issue Charles Handy suggests that education is already beginning to bypass the school system. And that the youth service will have a growing role in preparing young people for life in the future - including education about moral issues. It was left to the youth service to discover and speak the truth about teenage pregnancies in Ireland. Would it not make some sense to include the youth service in the development of an effective response to the real issues as distinct from the prejudices?

JD

# Teen Parenting in Ireland

## Issues of Policy & Practice

# Youth work

## FOCUS

In November last year, thirty-five practitioners and policy makers concerned with the welfare and development of young people attended a two-day seminar organised by the Irish YouthWork Centre on teenage pregnancies and parenting. In preparation for the seminar, an information pack was compiled which attempted to identify the incidence of teenage pregnancies in Ireland, to explain the difficulties and problems which teenage parents encounter and to offer some ways in which the needs of this group can be addressed.

This article provides a summary of the issues involved and the conclusions reached as a result of the seminar and is taken from *Teenage Parenting in Ireland: Issues of Policy and Practice* published by the Irish YouthWork Press.

### Summary & Conclusions

Myths and inaccuracies abound in relation to teenage pregnancies and parenting. Many will be surprised to discover that the numbers of births to teenagers has not risen over the last twenty years and that a very small proportion of these births are to schoolgirls. Indeed the number of births to young women under 16 was ten less in 1992 (45) than in 1972 (55). The changing marital status of these mothers may be the real source of public concern about teen parenting. In 1972, 24% of births to women under twenty were outside marriage, by 1993 it was 89.3%.

Teen parenting must be seen in the context of the changing patterns of employment, sexual practices and family structures in Irish society over the past few decades. For example one of the most striking feature of the birth statistics in recent years has been the rapid in-

crease in the proportion of births occurring outside marriage: 18% in 1992 compared to 3.15% in 1972. Indeed non-marital births to teenagers fell as a percentage of all non-marital births from 38.5% in 1981 to 29.5% in 1989.

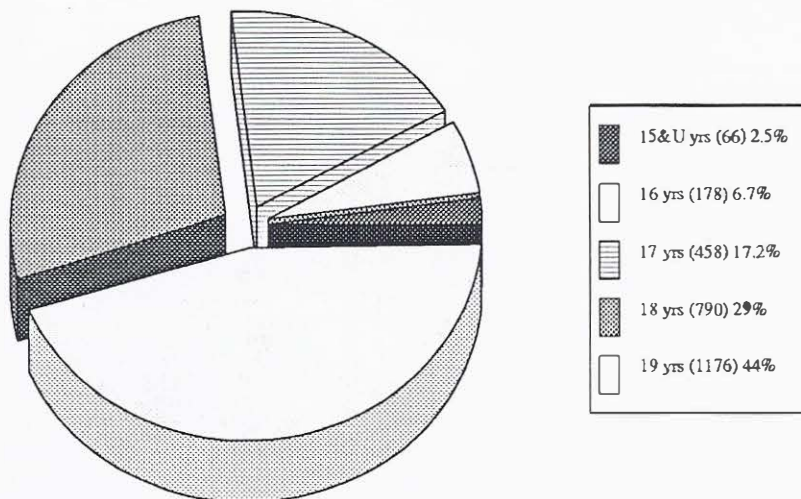
Myths also abound with regard to the motivations for pregnancy among teenage mothers. Some are insidious and almost all are without a valid research basis. One myth fast gaining momentum, in Britain at least, is that young women become pregnant in order to get housing and welfare benefits. The only British study carried out in the field found that teenage mothers knew

The phenomenon of teenage pregnancy in Ireland merits the considered attention of those organisations and individuals who work with and for young people for at least three reasons:

#### 1. Education and Sexuality

Teenage pregnancy illustrates that some young people do not have the means to control their own fertility. Clearly all teenage pregnancies can not and should not, be ascribed to the above but a comparative research shows that in those countries where both contraception and education around sexuality were widely available to young

Pie Chart: Breakdown of Births to teenagers by Age as a percentage of all teenage births in 1990



almost nothing of the housing and welfare system prior to the birth of their children and most were astonished at the question.

It is very evident that research is needed in order to establish the nature of teenage parenthood in the Irish context. Much of the public commentary on the issue and many of the national and local responses to it are based on inaccurate and anecdotal information.

people and where there was a tolerance for teenage sexuality, a considerably lower rate of teen pregnancy prevailed. In Ireland, the experience of youth professionals is that many young people have little control or choice in relation to their sexual behaviour due to restricted access to contraception and a lack of opportunities for meaningful education around sexuality and relationships.

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## 2. Economic Disadvantage

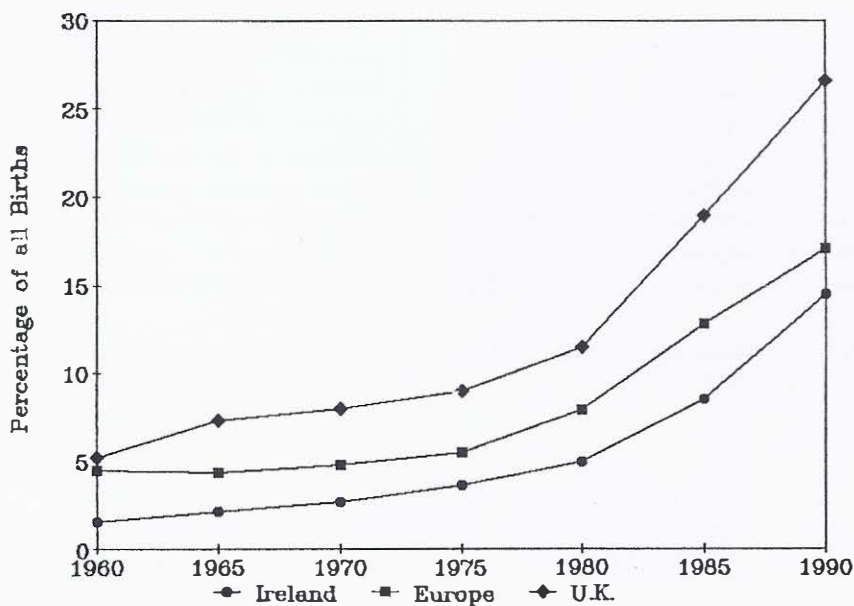
Associated with teenage pregnancy is a higher than average risk of poverty and social deprivation. Unfortunately there is a dearth of data about teenage parents in Ireland but the association has been demonstrated from research carried out in Britain and the US and is tentatively supported from information gathered about Irish lone and unmarried mothers of all ages.

Those who become teenage mothers are more likely to have been economically disadvantaged prior to pregnancy. Among them is

Services provided by the Health Boards are in many areas confined to an emergency service for families in crisis.

Although most lone teenage parents return to the family home initially after the birth a proportion do not and many of these isolated parents suffer the extreme pressures of parenting alone without any financial, practical or emotional support. This group may be most at risk of the poverty and social disadvantage associated with teen parenting in the States and Britain.

Graph: Non-marital Births as a Percentage of all Births. Ireland, Europe and the UK (1960-1990)



found a higher than average proportion of early school leavers and unemployed women. In addition some aspects of Irish public policy further traps some of these young mothers in poverty. Income support practices, employment and training opportunities, and the lack of public child care provision conspire to encourage the young mother to stay at home. In those countries where lone parents are encouraged and supported to go out to work they appear to do better.

The stresses of parenting alone as a young woman on a low income are inadequately recognised by statutory services in Ireland. There is a virtual absence of family support services such as community child care workers, family centres and so on. The Community Care

## 3. Role of the Father

Teenage parenting is synonymous with teenage motherhood. Invariably the fathers are almost invisible. There are many obstacles and barriers to their participation including, it is suggested, a reluctance on the part of the youth and social services to recognise the "role of fatherhood" for these young men. This colludes with and reinforces the belief system which says young men do not need to, or alternatively are not capable of, taking responsibility for the outcomes of their sexual activity.

The incidence of teenage parenting and pregnancy afford many opportunities for intervention by the youth and social services. It also raises a number of difficult and complex policy issues. Teenage

parenting connects with a number of the major issues facing contemporary Irish society such as changing family patterns; mothers in the workplace; the role of fathers in parenting; teenage sexuality and so on. Accordingly the Irish response to teen parenting needs to be at a number of levels. These are:

- Empowering young men and women to make informed choices about their own fertility;
- Providing supports and services for those teenagers who are parents; and
- Addressing structural issues which affect teenage parents.

## The Role of the Youth Service

The youth service, in particular, can respond to teenage parenting in the following ways:

- Provision of education around sexuality and contraception. This would be on both an informal and formal basis and include work with other key adults in the young peoples' lives such as parents and teachers.
- Provision of a range of education and training opportunities for teenage parents. These should range from informal to formal, from training re parenting skills to accredited vocational courses and so on
- Facilitate the establishment of networks to support young lone parents.
- Lobby at a local and national level for changes in policies which are detrimental to teenage parents and their offspring.

Teenage parenting and pregnancy in Ireland provide many challenges for youth and social services, not least of which is the constant vigilance necessary to challenge the prejudice and myths which surround it. Teenage parenting is an emotive issue. It is of the utmost importance, however, that those who are planning services or devising policy are committed to solutions based on well researched and documented information.

CM





# Youth Worker Training Developments

In the January 1993 edition of 'Irish YouthWork Scene' we included an article outlining the new Diploma in Practical Youth Work & Training. On December 6, 1993 the National Youth Federation broke new ground in conferring seventeen Irish youth workers/trainers with the professionally recognised Diploma awarded by the NYF and City and Guilds (NVQ Level 4 in Training and Development). The Awards were presented by Ms. Mary O'Rourke TD, Minister for Labour Affairs at the Department of Enterprise and Employment. The participants came from Youthreach and Community Training Workshops in Dublin and from Kerry, Limerick and Clare Youth services.

The day was a culmination of the many outcomes from the NYF Euroform project. From both the formative and summative evaluations, feedback has been excellent, both from people involved internally and externally. A thorough evaluation report is presently being collated.

## Key Features

This intensive in-service training programme had many key distinguishing features.

- 1 The programme offered a recognised qualification to youth workers and trainers through intensive in-service training.
- 2 The fundamental principle was that the programme would promote a

holistic approach to the personal and vocational development of young people who are disadvantaged.

3 The programme was centred on action learning where by the participants reflected on their prior knowledge and experiences and were introduced to new models, theories and standards which they then applied to their work.

4 This principle of active integration of learning into the participants' work practices was supported through assignments, coaching by the tutors and assistance from mentors within their organisations.

5 A new curriculum was designed to meet the learning needs of youth workers and youth trainers. Materials were developed to support its delivery and to promote an integrated approach to learning.

6 Assessments were competence-based. Participants collected knowledge and performance evidence from their work practices and gradually compiled individual portfolios which displayed their competencies in training and development.

## Future Developments

The NYF entered this project with a view to maximising the multiplier effect. We are now in a position to play the leading role in the training of youth workers and trainers. This will be developed through the following:

# Youth work PRACTICE

- The NYF will become a recognised centre offering City and Guilds Training and Development Awards. In this capacity, it can offer direct training or coaching to organisations in the following modules with an option of NVQ accreditation:
- Identifying organisational Training and Development needs
  - Designing and planning learning programmes
  - Designing and adapting training materials
  - Evaluating training programmes
  - Designing and implementing assessment systems
  - Co-ordinating and evaluating the effectiveness of contributors
- The NYF can offer induction training and provide back-up training support materials to organisations which wish to run their own staff development programmes in the above modules.
- Training materials are also available to Youth Work/Training Agencies for staff development in the following modules:
  - Helping and support skills
  - Leadership skills
  - Dealing with conflict
  - Assertiveness training
  - Report writing skills
  - Time management
- The NYF is actively liaising with other national awarding bodies with a view to securing further recognition for the Diploma in Practical Youth Work & Training.
- The NYF will publish 'The Effective Youth Worker/Youth Training Series' a resource for tutors of Youth Workers and Trainers including tailor-made user friendly session plans and support materials. The modules include: 'Planning your Training', 'Presenting your Training', 'Assessment', 'Evaluating your Training'.



Pictured at the Presentation of Diplomas were [L-R] Sheila Counihan, Helen Ross, Minister for Labour Affairs at the Dept. of Enterprise & Employment Ms. Mary O'Rourke TD, Mary Mc Elligott (Mentor) and Siobhan Mc Grory.

HN





# Youth work PRACTICE

## TUNE IN Music Workshop

Liam Kirwan tells Irish YouthWork Scene about the innovative Community Training Workshop in Ennis.

### Background

This workshop is unique in that it is a structured attempt at using music as a medium for learning in our Community Training Workshop in Ennis. The original idea for this learning strategy was initiated by a Danish model and pre-empted by the fact that a group of our trainees spent three weeks (during 1993) in a production school in Denmark. While working and training in many skills areas they were also involved in a music workshop. They were really excited and totally dedicated to this workshop, which itself was an integral and well established part of the Danish training system. Some of these trainees who travelled are very keen to be involved in this idea at our workshop in Ennis.

In March 1993 I visited Danish Production Schools where I made some formal contacts with a music workshop leader, Lars Hensen in Randers. Lars says "music can be the best 'tool' for learning, demanding great discipline from the young people to aspire to".

This visit was part of a Diploma in Practical Youth Work which I undertook and on which I developed many useful skills including training management, programme design and planning, quality services, co-ordination, resourcing projects and evaluation. All of this helped translate an idea into a structured programme. In developing the Music Workshop I thought it would add a little more flavour, colour, excitement and offer something different to our trainees.

### Behavioural

The idea of a music workshop is geared towards young people

with some learning difficulties and also some interest in music. It enhances, enriches and broadens their learning experience. It is a new and creative method for young people to express themselves in a way that will improve other areas and aspects of their lives. Because of a wide range of personal problems encountered by these young trainees, their need for self-expression is a 'must' and the medium of music acts as a catalyst for future learning.

### Task Analysis

The basic tasks trainees are exposed to include learning music by note or by number. They go through the process of making an instrument. They learn a beat and learn about the elements of music and dynamics that are needed to put a band together. The trainees get an understanding of different instruments by seeing, touching, playing, making and even pricing them. Listening to music of differ-

ent types is also essential. The workshop embraces the whole idea of experiential learning by doing.

### Outcomes/Objectives

The outcomes of all these ideas are to improve the trainee's approach to learning. Having been exposed to the many tasks involved in the music workshop the main aim would be to improve self-esteem, self-confidence and become responsible for their own decisions in life.

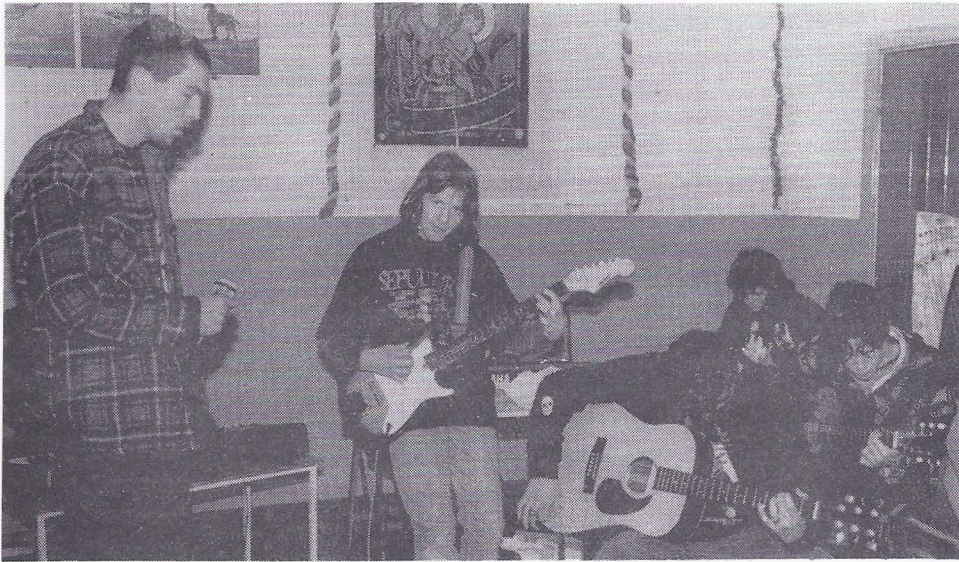
### Structure of Music Workshop

Over the past 8 months the Music Workshop has gone through various changes for various reasons. Initially we designed and ran a six week programme and having evaluated this, we went ahead and are continuing the programme. This was mainly due to the enor-



Members of the Singing Group ECW: Carron Moloney, Kelly-Ann Dobbin, Noreen McNamara, Sharon Pender and Rose Mc Guane





The Band of '94: Jamie Clune, Peter Nihill, Finbar Sheridan, Kenneth Molloy and Liam Lyons

mously high interest level of trainees. Because of the continuous intake of trainees to the programme changes inevitably were made. Greater demands made by the trainees e.g. a wider variety of instrument learning was requested. Also modifications were made because of tutor availability. The programme had to be designed around a shoe-string budget i.e. voluntary tutors, voluntary committee, borrowing/lending of instruments, pooling of resources including paper, pooling of facilities (rooms to work in) and outside work time for planning meetings. At one stage we decided to ask the trainees for 50p per lesson in order to pay for some minor expenses (such as entry to a music competition).

Having gone through many changes the basic elements to the workshop include:

- a) Music Workshop Steering Group - volunteer musicians who design and run the programme and
- b) The trainees taking part in the following:

- learning to play instruments through one-to-one and group tuition
- group singing
- understanding music and history of same
- quality instrument making including piano restoration and creative rhythm instruments are made by trainees in the woodwork, upholstery and metal work projects
- outside musical activities

- group music (a band has been formed and they have performed at youth service events)

The workshop focuses on learning music and making instruments. Trainers have made and used: drum sticks, xylophone, chimes instrument, bongos, triangle, simple flute, stands and drum stand.

### Where do we go from here?

The programme now needs some new energy put into it, in the form of manpower, facilities, resources and limited finance, to promote more growth in order to lead this new and innovative piece of work into maturity and into the future.

I think the greatest thing about the new music programme is that of the response to it by the young people themselves. This has been the biggest 'driver' to the steering group to continue ploughing on and this will be hopefully the driving force in the future of the programme.

It is an important factor that the young people do not have to be good or great musicians to participate and learn something or create something. This makes for an attractive ingredient in the programme. The music is just another step, just another key that may open the door to their learning programme at the Ennis Youth Centre (C.T.W.) or at any other education centre in Ireland.

## Comments

When I came to the Ennis Youth Centre first, I didn't believe there was a foundation stone to base on a Music Workshop. After the time I have been here I have changed my mind. I found a big interest among the young people. It is time to give them the chance to improve their own individualities, through music and I hope the time will be given to us to work on this and other programmes in the future.

*Stefan (Instructor)*

I personally believe music is one of the greatest things in life. There is no age limit, no certain background one has to come from. It is an international language and everybody is able to do some of its huge varieties. There is nothing else that can touch you as deep as music in any way. One does not play music, one lives it!

*Antje (Music Instructor)*

I joined the centre in September 1992 and have started playing the guitar since March 1993. I feel I have a disadvantage in learning because my heavy metal music does not suit the teachers. I practice my music at home and sometimes in the centre. I like music from Metallica and intend to learn it.

But the programme helps for anything from tin-whistle to keyboards and drums. Also singing is taking a big part in it. A great idea and hopefully many who work here will appreciate it. I am in a band at the moment in the music workshop and we all have picked up what we play. We all get on with each other and it should stay that way.

*Peter Nihill (16 years - trainee)*

The part I like most about the music programme is playing the drums. At the start there was no drum instructor, but now we have a drum instructor. His name is Dave Byrt. I hope to have more classes with him as I am very interested in playing the drums.

*Brendan Coughlan (16 years - trainee)*

We make our own instruments, eg drums, xylophones, etc. There are nineteen people in the music programme. We also have our own 'group/band' which consists of Brendy (drums), Peter, (guitar), Jamie (singing), and myself on keyboard. I like the music lessons because I think it is a lot of fun.

*John Sherlock (17 years - trainee)*



# Charles Handy

## The future of the Youth Service

Charles Handy's latest book *The Empty Raincoat: Making Sense of the Future* (Hutchinson, UK£12.99) - is a wide ranging analysis of changes in contemporary society and stimulating suggestions about how we should respond. When we discovered that one of the suggestions was a new role for the youth service, 'Irish YouthWork Scene' arranged an interview with Handy in the course of a recent visit to Dublin. **John Dunne** reports.

**JD** Thank you for taking the time to speak to the voluntary sector.

**CH** Not at all. I sometimes regret that my books seem to end up mainly on the business shelves when often the themes they are addressing are much wider than that.

**JD** In your latest book "The Empty Raincoat" you suggest that the youth service should "take over" where formal schooling leaves off. What sort of youth service do you have in mind when you say this?

**CH** I am thinking in terms of non-formal educational opportunities provided by volunteers - in particular those in the "third age", many of whom have greater leisure time than ever before and a genuine desire to give something back to society.

**JD** So what would be the division of responsibility between formal education and the youth service?

**CH** The formal education system is never going to be able to change enough to give young people the skills and experience of life which they will need to equip themselves for the changing world. I am suggesting that school should narrow down and concentrate on what it can do best. I would see school as remaining the responsible body for all young people up to the age of 18 but that would not necessarily mean the young people remaining in school. Instead schools could organise and co-ordinate the development of portfolios by individual students. They would know where students are and help them to find placements and opportunities to develop their individual portfolios.

**JD** You say quite flatly that the formal education is not going to be able to change to the extent that society will need it to.

**CH** Yes. Certainly the UK secondary school system is based upon the objective of passing on knowledge of various types. Education, is more than this and, in its wider form, is already

beginning to by-pass the school system. We need to be ready to manage this transformation. There will be a need to retrain teachers for example. Many might ultimately become involved in a "youth service" but the systems and institutions themselves will not be able to change enough. I speak in the book of the "nouns and verbs" of education. Traditional schooling has addressed the nouns - reading, writing and arithmetic. Increasingly society will place a premium on the verbs - conceptualising, coordinating and consolidating - and these are not things which can be taught in a conventional education system.



Photo by Elizabeth Handy

**JD** Your comment in the book that some young people might be right to leave school early since it is failing them could be read as a challenge to government policy in Ireland. Do you think it is realistic in a society with high unemployment to encourage young people to leave school when they want to?

**CH** I am not saying that. Young people should remain within the education system as long as possible. The system needs to be made more flexible to address their needs. Whilst young people might have left the school yard before eighteen they would be the responsibility of the school up to 18. Therefore during the time between when they leave formal "schooling" and their 18th birthday they should be engaged in a variety of activities which are regarded as legitimate educationally and which are regulated and formally counted or accredited towards their total education.

**JD** This links to another interesting argument in your book - the criticism of age bonding in education.

**CH** Yes. I use the example of a driving test. If people only had an opportunity to take the driving test on, say, their nineteenth birthday, we would probably have fewer and better drivers on the road. But such a system would cause great resentment amongst those who failed "their one chance". And most people would see that it was an unnecessary restriction. One of my children passed her driving test at seventeen, another at twenty five, but nobody believes that that has any relevance to the issue of their relative driving skills and behaviour now.

**JD** You use the idea of paradoxes to explore aspects of modern society. One of these is what you term the paradox of aging: "every generation perceives itself as justifiably different from its predecessor, but plans as if its successor generation will be the same as them". You say that this time it needs to be different. What are the key changes you would hope to see?



**CH** At the time I left school working life began at the age of 16 or 21 for a privileged few who were able to afford to continue into third level education. I believe that now serious work will not begin until age 25 or even 27. Real jobs will simply be too precious to be given to younger, unqualified people. Accordingly up until the age of 27 young people will effectively be a population seeking to accumulate professional or other qualifications - of which they will need a lot - in a variety of ways. Because it will be primarily an information society information will have to be accessible to everybody. Thus there will have to be alternatives to endless post-graduate courses. There will have to be opportunities for young people to add to their portfolio collection. New forms of apprenticeship will have to be created and opportunities will have to exist for young people to acquire bits and pieces of work in the context of a developmental framework and strategy.

Secondly our attitude to education will need to change. We will need to enhance our qualifications and learning right throughout our working lives. That is why I suggest the concept of a double bond/double voucher system. This would represent a commitment from government which would allow people at any stage in their working lives to take "time out" for personal development for, say, two years. It would require financial resources but I would expect the take up to be slow in the initial stage and on that basis believe it would be financable. We need to move away from being a "one chance" society. Intelligence and information is a means of access to empowerment in this society and therefore there is a moral duty to ensure that all our citizens have access to it. In the past, the assumption was that if you joined an organisation it would assume responsibility for "upgrading you" over your working life. This no longer obtains and we need to put some alternative opportunity for lifetime improvement into place.

**JD** You say in the book that "the problem for the unemployed is not so much that

they are hungry but that they have no core to the end of their lives". Could you elaborate on this?

**CH** I don't like the term "unemployed" - I prefer that of "self-employed". I accept that this may look rather semantic but in fact I believe words are very important. By encouraging people to look for work customers rather than a job I believe it has been made respectable in England to be self-employed on the basis of compiling a "portfolio" of part-time jobs/employments. The enabling of self respect in this way is extremely important. The label "unemployment" is, to my ear, too close to "unemployable". And also whilst we must ensure the opportunity for self-respect amongst



Photo by Elizabeth Handy

the unemployed we must locate the responsibility back on them where it has to be. Society's role should be to help the unemployed address their situation but that it is not the same as saying that it has direct responsibility for changing the situation.

**JD** This would seem to link with your criticism of a growing "amorality" in contemporary society.

**CH** I refer in the book to Alan Bloom's "The Closing of the American Mind" in which he observes that American college students are

not only lifeless and ignorant but are also reluctant to offer or to hold any opinions at all. My concern is that we are increasingly living in a society where people refuse to take responsibility for their actions, explaining themselves instead by reference to their status as victims of "circumstance" and a quasi-scientific determinism.

**JD** So how should society go about defining its moral norms?

**CH** It is very difficult to know exactly how moral standards might be defined. Certainly the legal system, government and the church are all relevant institutions in terms of contributing to the debate. They would all have something to say, presumably different things and then individuals could make up their minds. The core value that we need to acknowledge in our society is that there is such a thing as morality.

Consider where young people learn their values. In school they simply deal with their peer group and adults as authority figures. In such a situation it is not that they not surprisingly source many of their moral values from their peer group or that pop stars and TV idols exercise enormous moral influence based simply on the fact that they represent the only figureheads of choice for a large number of young people. I see the youth service as offering them a much better option - the opportunity to select from respected adults of choice who could then become an additional source of learning about moral values.

**JD** Are you optimistic or pessimistic for the future?

**CH** In the short-term I am worried. There is so much we have to do and to change if we are going to equip our young people for the very different world which is emerging, one in which applied intelligence is the key and in which we each have to take more responsibility for our own futures. In the long-run however, I have great faith in the capacity of the human spirit to rise to the occasion, once they realise that that is what they have to do. I hope that my book will make more people realise that now is the time.

JD





# Youth work RESOURCES

## YOUTH HOMELESSNESS

### LEAVING HOME

By Focus Point

- Teaching pack on the issues of being out-of-home and leaving home for Second Level Students, Youth Groups and Community Workshop Participants. Comprehensively compiled, the pack uses a variety of methods such as groupwork, brainstorming, role play, case studies, project work, photographs and exercises to raise awareness and stimulate discussion by young people on the issues involved in homelessness.

## VOLUNTEERING

### VOLUNTEERING AND SOCIETY - PRINCIPLES & PRACTICE

By Rodney Hedley and Justin Davis Smith

- Volunteering has achieved a profile more prominent than ever before. This creates higher expectations of volunteers and voluntary agencies by the state and the public, while also creating an identity crisis and increasing recruitment problems for the agencies concerned. This book looks at these issues and considers the future looking at government policy on volunteering, the relationships between volunteers and the unions and community groups, the varying roles of volunteers, and incorporates a detailed analysis of the research evidence available on the extent and range of volunteering in Britain today.

## THE GENTLE ART OF LISTENING COUNSELLING SKILLS FOR VOLUNTEERS

By Janet K.Ford & Philippa Merriman

- Written for anyone who works, or may be thinking of working as a volunteer counsellor or befriender. Examines what is involved in this type of voluntary work and covers a range of practical and emotional issues that may arise such as recognising your own emotional needs and limitations, establishing appropriate relationships with clients, working with professionals and developing listening skills.

## VOLUNTEER MANAGEMENT

### MANAGING VOLUNTEERS

By Volunteer Centre UK

- A complete handbook for anyone responsible for managing volunteers. Looks at policy, recruitment, selection, support, training, groupwork and management issues. The pack has been tested in two pilot groups, one a study group of experienced volunteer organisers who analysed each chapter against their own experience, the second was a training group who tried and tested the training elements within each chapter. This handbook includes modifications recommended as a result of both pilot groups findings.

## THE IMPACT OF CONTRACTS ON VOLUNTEERS

By Giles Darvill

- This paper examines the implications of contracting for volunteers as service providers, advocates and managers in the voluntary, statutory and private sectors. It focuses on both the positive and negative effects of contracts and concludes that "the contract is an only an administrative device which is mostly neu-

tral in impact". The paper also offers valuable advice to voluntary agencies on negotiating and drawing up contracts and suggests a local code of good practice on the involvement of volunteers in a contractual environment.

## CHILD ABUSE

### WORKING WITH SEXUALLY ABUSED BOYS: AN INTRODUCTION FOR PRACTITIONERS

By Jim Christopherson et al

- Resulting from a set of discussions by a working party set up to consider issues relating to the sexual abuse of boys, it was decided to produce this book as it became clear that the focus of the problem differed from that of similar work with abused girls which tended to focus on incest and intrafamilial sexual abuse. This book looks at issues such as the under-reporting of sexual abuse of boys, comparisons with the sexual abuse of girls, management of adolescent sexual behaviour in residential care, sex rings, group therapy and direct training for working with sexually abused boys.

### CHILDREN AND YOUNG PEOPLE AS ABUSERS: AN AGENDA FOR ACTION

By Dr Arnon Bentovim

- Collection of papers produced for a seminar designed to raise awareness, share practice and experience and respond to increased concern from many informed sources about the apparent rise in this type of sexual abuse. The papers look at this unpalatable fact, the issues involved and at the disturbing evidence of how early many adult abusers start abusing and the number of abused children/young people that begin abusing other children.





## JUVENILE JUSTICE

### YOUNG PEOPLE AND CRIME REDUCTION

By Welsh Home Office / NACRO

- Report of a conference held in Wales in 1989 aimed at highlighting a wide range of social crime prevention initiatives being developed in England and Wales. Looks at a range of voluntary, community, and neighbourhood based initiatives whose methodologies centre on consultation, participation and partnership with young people.

### THE REAL ALTERNATIVE: STRATEGIES TO PROMOTE COMMUNITY BASED PENALTIES

By NACRO

- Findings of a one-year project undertaken by NACRO to examine the purpose and potential of the various community based non-custodial sanctions available to the courts, their relationship to each other and the relationship between community based and custodial sanctions.

## LITERACY

### IDEAS FOR TRAINING IN ADULT LITERACY WORK

By NALA

- Complete training manual that looks at the organisation and planning involved in implementing a literacy programme, the provision of both initial and ongoing training courses and the evaluation of these courses.

## SOLVENT ABUSE

### SOLUBLE PROBLEMS: TACKLING SOLVENT SNIFFING BY YOUNG PEOPLE

Edited by Richard Ives

- Collection of papers produced by the National Children's Bureau at a national conference on solvent sniffing in 1990. Looks at areas such as discovering solvent abuse, the role of education, community approaches to solvent abuse, group work with abusers, current trends and the training needs of professionals.

## BEHAVIOURAL DIFFICULTIES

### WORKING WITH TRAINEES WITH BEHAVIOURAL DIFFICULTIES

By NACRO

- Resource pack for trainers who provide foundation level training in youth training and employment training who work with trainees who have behavioural difficulties. The pack contains a comprehensive manual with accompanying video and uses methods such as brain-storming, groupwork, role play and case studies to encourage and enable trainees with behavioural difficulties to fulfil their potential during training.

## CHILDREN'S LEARNING

### MAKING ASSESSMENT WORK

By Mary Jane Drummond et al

- Resource pack that looks at the values and principles involved in assessing young children's learning and how to put them into practice. Produced as the result of a three year project supported by the Department of Education (Britain) and tried and tested by child educators in a variety of settings, it is based on the premise that assessment based on observation and reflection can be used for the children's benefit to evaluate and hence enrich the curriculum offered in early education.

## CHILDREN AND AIDS

### HIV, AIDS AND CHILDREN: A CAUSE FOR CONCERN

By Naomi Honigsbaum

- Examines the range, quality and adequacy of services currently provided for children with HIV and AIDS in Britain and offers recommendations on the extra provision needed for the future as patterns of infection and prevalence change. Should be of particular relevance to anyone working in this area in Ireland considering the dearth of specialist services available here for children affected by HIV / AIDS.

## WORKING WITH YOUNG WOMEN

### SUGAR AND SPICE

By Women's Participation Working Group, NYCI

- Resource book for working with young women in a non-sexist framework produced by and in consultation with youth workers. It covers ten topics relevant to young women in Ireland today and each section includes background information for leaders, practical exercises and a resource list for further information.

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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.





## SIXMILEBRIDGE TAKE THE LEAD

Sixmilebridge Youth Club have scooped first prize once again at the national final of **Tops of the Clubs** in Premier Hall, Thurles recently

Their show titled "*Stone Age to Rock Age*" was bursting with colour and non-stop dancing, singing, comedy and music.

The two other finalists, **Clonard Youth Club** from Ferns and **Tipperary Town Youth Club** also won major prizes. The creativity award went to Clonard for their futuristic set and costumes in their show called "*The Living Museum of History*". The adjudicators award was given to Aidan Tobin from Tipperary Town for his part in the show "*Uptown Girl*", a modern day Romeo and Juliet story.

Dancers from Northside Link Youth Club and Norma Lowney from Caherdavin Youth Club (both winners at Variety Show '93 in group dance and solo singing) were guest performers for the evening. Ray Darcy from The Den was the very popular MC for the evening.

Well done to all involved in **Tops of the Clubs 1994**.



**Top Photo:** RTE's Ray Darcy, Mary O Halloran cast member from the winning club Sixmilebridge, His Grace Dermot Clifford Arch Bishop of Cashel & Emly and Dan Boyle;

**Middle:** Cast members from Clonard Youth Club who won the Creativity Award;

**Bottom:** Cast members from Tipperary Town Youth Club with Aidan Tobin (3rd from left) winner of the Adjudicators Award.

### READERS

If you have news, stories,  
issues of concern,  
photographs or general  
information on activities or  
projects that you would like  
featured in

*Irish YouthWork Scene*

please write to:

Avril Soper,

National Youth Federation,  
20 Lower Dominick Street, Dublin 1

Tel: (01) 8729933

Fax: (01) 8724183





# Youth work POLICY

## DEPARTMENT OF EDUCATION NATIONAL LOTTERY ALLOCATION

Deputy Gilmore asked the Minister for Education the total amount of money made available to her Department from the proceeds of the national lottery since 1 January, 1993: and the uses to which this money had been put. In response Minister Bhreathnach supplied the estimated expenditure in this regard in table form (see table 1).

TABLE 1

	£ million
a) Irish Language	2.1
b) Art and Culture	5.6
c) Youth and Sport	23.1
Total	30.1

## CHILD CARE ACT PROVISION FOR YOUNG HOMELESS

Deputy O'Donnell asked the Minister for Health his response and strategy to deal with the extent of youth homelessness in the Eastern Health Board area as revealed in the EHB's report "Young People out of Home" and to make a statement on the matter in view of his responsibilities under the Child Care Act, 1990. In response Minister Howlin stated that Section 5 of the Child Care Act, 1991 imposed a statutory duty on the health boards to provide accommodation for homeless children. As a result of this, extra funding was made available to the health boards in 1991 and 1992 resulting in the provision of 40 extra hostel and residential places in Dublin and 30 additional places outside Dublin. He pointed to the announcement earlier in the year by the Government committing them to implementing the Child Care Act over a three year period, making an additional £5 million available to begin this process. The Minister then outlined the following initiatives that he had approved as part of a package of new developments for the health boards;

- Additional funding for Focus Point's "Off the Streets" project which provides accommodation for difficult to place youngsters.
- Additional funding for Eccles Street hostel to increase their places from 12 to 14.
- Funding for a boys' hostel at Botanic Road, Glasnevin.
- Funding for accommodation for adolescent girls at the Salvation Army, Eden Quay.

Outside of the Eastern Health Board area new service developments would include the provision of a grant of £100,000 towards the development of Termon Residential Centre for Homeless Girls in Cork and the development of a new residential service for homeless children and abused spouses in Castlebar, Co. Mayo. In conclusion the Minister stated that the 1994 Estimates included a provision of £15 million to implement the Child Care Act during the coming year, that would meet the full year costs of the various initiatives launched this year and also finance a further round of major new service developments that would amount to £10 million in 1994.

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# DÁIL WATCH

## NATIONAL DEVELOPMENT PLAN JOB CREATION TARGETS

Deputy Durkan asked the Minister for Enterprise and Employment to what extent he expected to create jobs to cater for the needs of the 382,000 people available for work but currently either unemployed, on pre-retirement social employment schemes or FAS courses and schemes. In response Minister Quinn stated that the National Development Plan 1994-1999 was expected to create about 200,000 jobs in industry, services, natural resource sectors and construction and that these jobs were expected to translate into a net non-agricultural job growth of between 70,000 and 100,000 depending on the level of wage competitiveness improvement and the strength of the growth in the world economy.

## GOVERNMENT PROVISION FOR THE HOMELESS

Deputy M. McDowell asked the Minister for the Environment to outline what steps, if any, he was taking to deal with homelessness. In response the Minister for State at the Department of Environment Deputy Stagg outlined the following measures being taken by the Government in line with the Programme for a Partnership Government:

- The expansion of the local authority building programme to 3,500 "starts" and the commitment to a long term house building programme to benefit the homeless as well as other categories of persons in need of housing;
- The capital funding of voluntary bodies providing housing accommodation was increased from £11 million in 1992 to £12.5 million in 1993. As part of this increase a new 107 unit development for homeless persons being provided by the Salvation Army at Granby Court, Dublin would come into operation in early 1994, while their existing hostel at York House had been granted £600,000 to secure its retention as a hostel for the homeless;
- The emergency accommodation being provided by the Army at Lower Grangeorman would continue in operation with a voluntary body taking over the operation of the facility and 90% of the net cost involved would be funded by the Department of the Environment.
- The level of recoupment to local authorities for expenditure incurred by them under section 10 of the Housing Act 1988 on accommodating homeless persons had been increased from 80% to 90% and the provision to meet this recoupment by the Government had been increased from £674,000 in 1992 to £1 million in 1993;
- An extended referral service for homeless persons in the Dublin area seeking accommodation outside the normal opening hours of the EHB's Homeless Persons Unit had recently been introduced. A freephone service was now available up to 1.00 a.m. from Monday to Fridays and from 10.00 a.m. to 1.00 a.m. on Saturdays and Sundays, with 90% of the cost of the service to be funded by the Government.

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## Put your finger on the PULSE



Twenty five young people travelled to Galway recently for the third phase of the new NYF peer education training programme 'Feel the PULSE'. The programme is based on the development education activity resource manual PULSE, produced by the Fed.

The principle aim of the programme is to prepare participants to work with other young people in their club or group in promoting awareness of development issues and in planning projects. It is anticipated that young people who have completed the training will, in the long term, support other clubs in their region to undertake projects.

'Feel the PULSE' covers a range of issues including images and ideas about people and the world, food and the environment, discrimination and poverty. The training modules are activity-based and a high level of participation is required. The programme has been designed and facilitated by Tom Larken, a development education consultant and Ken Keogh, NYF staff.

Reaction from the young people participating in the programme (from Kerry, Clare, Limerick, Donegal and Cashel and Emly) has been very positive and the NYF plans to organise a second programme between September and December.

## Trocaire 24-Hour Fast for the Third World

Trocaire have passed on the message that last year's 24-Hour Lenten Fast was a great success. It raised £40,000 which was used to help feed, clothe and house some of the world's poorest people.

This money also went towards the continuation of long-term development projects such as the one which Trocaire operates in the province of Gedo in South-West Somalia. The programme involves the reconstruction of health, agriculture and irrigation in the surrounding villages.

This is just one example of who benefits from the money you raise.

There are many other programmes in operation all over the third world including Nigeria and Bolivia.

This year's challenge is the same. Give one day for the Third World. You could organise a 24-hour fast in your club or you might consider something a little different such as a sponsored silence. The choice is yours.

Try your local youth information centre for details or write to:

**Trocaire,  
169 Booterstown Avenue,  
Blackrock,  
Co. Dublin**

# Youth work

## NEWS

### VARIETY SHOW '94

Moving statues, a creative drama sketch on a young man with AIDS, singers, dancers and musicians all participated in what was the first final of Variety Show - the new National Youth Federation national talent competition.

This was the first year that Variety Show was organised on a national level and the high standard and number of entries ensured that this competition is here to stay.

Well known RTE personality and Chairperson of Bord na Gaeilge, Micheal O'Muircheartaigh, commended the many youth clubs and groups that participated in the various regional finals and the national semi finals earlier this year.

It was a double success on the night for Ferns Youth Club flautist Catherine McDonald, who won the Solo Instrumental section and later joined her club colleagues to scoop the Group Instrumental award.

Aine Cronin of Moyvane in Kerry won the Best Irish Language Act (Bord na Gaeilge Trophy) while Jackie O'Mahony took the Best Original Item for his Drama composition for Torc Youth Club.

The Variety Show '94 winners were:

- Group Singing - Ballyduff Youth Club, Kerry
- Drama - Torc Youth Club, Kerry
- Solo Singing - Caherdavin Youth Club, Limerick
- Dance - Northside Link Youth Club, Limerick
- Solo Instrumental - Ferns Youth Club, Wexford
- Group Instrumental - Ferns Youth Club, Wexford
- Comic Sketch - Ballydesmond Youth Club, Kerry
- Duais na Gaeilge - Moyvane Youth Club, Kerry
- Best Original Item - Torc Youth Club, Kerry (Drama)



## MEATH YOUTH LEADERS TAKE TO THE HILLS

Thirty voluntary youth leaders representing eight youth clubs in the **Meath Youth Federation** took part in an exciting weekend training programme at Carlingford Adventure Centre, Co. Louth recently. The leaders represented clubs from Drumcondra, Girley, Navan, Dunboyn, Kildalkey, Skryne, Laytown and Bettystown.

The training programme included a five hour trek across the Cooley Mountains which was a great ice-breaker or maybe back breaker!!

Workshops during the weekend included drugs and alcohol awareness and creative arts. The workshops were geared to train the leaders to reproduce similar type workshops in their own community setting.

Overall the weekend was very successful and leaders were able to return to their clubs with new ideas for programmes.



## The Berkeley Travel Guides

**Have you ever considered a 'back packing' holiday?** Well if the idea appeals to you the new Berkeley Travel Guide Series, produced by students of the University of California, could be essential reading for you. They are aimed at the budget traveller who wishes to spend time developing an insight into a country rather than just following the usual tourist trail.

Five new books have just been added to the series, one of which covers Ireland and Britain. The editor, **Scott McNeely**, visited Dublin recently to promote them. Irish YouthWork Scene went along to meet him and to find out more about the series which claims to "show you cheap ways to live - and live it up - on the road".

While the publications are funded by Berkeley University and Fodors, a publishing company which also produces travel guides for the mainstream market, Scott stressed that the Berkeley Guides are unique in the sense that they are researched and written by students for the student/younger traveller. This factor, he feels, tailors the information provided specifically for this category of traveller.

Editorial control is with the students and essentially the enterprise is fully autonomous. Indeed all of the processes involved in the publications, production, printing and marketing are carried out by the Berkeley research team. To-date it's an arrangement that appears to have worked well.

Scott outlined the method by which the books are researched. Each year 50 students are recruited. Basic qualities sought from re-

searchers are the ability to write well and to handle the 'back packer' lifestyle. As the student body at Berkeley Campus reflects a wide range of cultures and minorities the mix of researchers is, apparently, incredibly diverse.

He says the production team prides itself on the fact that all the books are updated each year, unlike some other travel guides. While several research assignments involve 'breaking new ground' there is a very definite policy of providing up-to-date information to the reader.



Students would normally spend six to eight weeks travelling through a country preparing their information. The specific brief is to travel not just the highways but also the by-ways, meet the locals, find out what they do for fun, where they go to eat, play or just 'hang out'! All of this to be done as cheaply as poss-

ible, in keeping with the budget of the student or young traveller.

The level of information contained in the guides is quite impressive. For example, information on hostels, their facilities, rates and on low price quality 'eateries' (restaurants, etc.) is really quite detailed.

Scott also stressed that researchers if they have experienced poor standards in facilities, service or food, should report this. The guides, to put it mildly, are quite blunt and relate experiences as they were.

And finally, the verdict on Ireland for the 'back packer'. Well as with other books in the series this guide may make some rather opinionated comments around society and culture with which one may be tempted to take issue, generally however this country is seen as offering good quality facilities for the independent traveller at competitive rates.

Ireland was the final stage of a whistle stop tour of Europe for Scott McNeely. A former Trinity College student he was no stranger to Dublin and was looking forward to seeing some old friends and having some *dark* Irish refreshments before returning to the sunny beaches of California.

The Berkeley Travel Guides are available from most leading book shops and retail at £9.99 each. The full range of guides in the series are: Eastern Europe, Mexico, California, Pacific North West and Alaska. New editions: France, Great Britain & Ireland, Germany, Central America and San Francisco.







Norma Lowney, from Caherdavin Youth Club, Limerick  
winner of Solo Singing category in NYF's Variety Show '94.