

i r i s h **Youth
Work**
SCENE

Photo: Richard Shaw

Issue 3-July/92

National Youth Federation



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Funding & Fund-raising
for the Youth Service

Crime & Punishment

Sound Principles in Practice
- a look at CLP

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 point of views. Send in news, photos (black & white only), comments, letters or articles to the editor.

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

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"Education for a Changing World"

The publication of the long-awaited Green Paper on Education policy is to be welcomed. It contains an impressive array of worthwhile ideas. It should also provide the basis for a substantive debate about Ireland's education system. Unfortunately it is unlikely to prove so useful or stimulating in promoting a review of Youth Work in Ireland.

The section dealing with Youth Work services begins with the observation that "The educational development of the individual takes place in both formal and informal settings. Many of the issues raised in this paper relate to formal education. There is no wish, however, to minimise the personal development that can take place in an informal setting or the important contribution that youth work can make to this process".

The real significance of this introduction is not, as the authors seem to fear, any implied challenge to the value of youthwork but rather the clear presumption that education is mainly about formal systems. The distinction between formal and informal education is a bureaucratic convenience based on institutional considerations. It has no basis in the reality of individual personal development. But it is very significant in practice given the clear differences in political and financial influence of the formal and informal systems.

It is profoundly disappointing to see such limiting preconceptions in a document which sets out to reshape our education policy for the "changing world" of the twenty-first century.

A further example of the limited vision of the role and potential of the youth service in the Green Paper is the declaration that "return to the formal education or training systems is an important objective (of youth work)". The underlying assumption that the longer young people stay in formal education the likelier they are to secure employment is supported by a statistical correlation but ignores the reasons that young people leave school early.

There is little point in the youth service supporting continued participation in schooling if the educational system through its curriculum and methodologies cannot respond to the needs of those young people who are choosing to opt out. Whilst some of the contents of the Green Paper, if implemented, would probably improve matters in this regard alternatives to traditional education models are also needed.

Systems which provide for the acquisition of academic skills through practical learning experiences in a structured but informal setting are an obvious possibility which could be readily integrated into the technical stream Leaving Certificate.

To do so would present significant challenges to the youth service. But they are challenges which can be met and the potential value of such an innovation to the overall effectiveness of the Irish education system cannot be overstated.

The proposal for "a major role for the Vocational Education Committees in the co-ordination, development and financing of youth work and youth work services" is intriguing but needs elaboration of how it might operate in practice in order to facilitate a considered response. Taken in the overall context of the Green Paper however it is hard to avoid a suspicion that the major new role is in fact a sop to compensate for reductions in existing substantive responsibilities being carried out by VEC's.

That is not a satisfactory basis for such a fundamental change in how the delivery of youth services is organised. And the change proposed is certainly a fundamental one. The statement in the Green Paper that "agencies have evolved which provide broad support services for all organisations involved in the delivery of youth work in a particular area, with funding provided through the Vocational Education Committees" is inaccurate and misleading. In the majority of cases the VEC has not had a key role in establishing or funding local youth services - core funding comes via the National Youth Federation.

JD



Funding and Fund-raising for the Youth Service

Youth Work FOCUS

The Youth Service is failing to 'market its mission' to the government and the general public. The results are evident in continuous pressure on the budgets of all youth organisations. The reasons are harder to identify and there are few enough pieces of empirical data to assist us in understanding them. But the "Assessment of the Economic Impact of the National Lottery 1987 to 1991" prepared by consultants DKM in April 1992 presents a number of fascinating insights into the dynamics of funding Irish youth services.

The proportion of lottery funding being channelled to the youth service has been falling consistently and significantly since its peak in 1988. Indeed the fall in expenditure on youth has been proportionately greater than that in any other category (Table 1). Taking a wage-related index of inflation, the youth service has actually suffered a dramatic reduction in real terms in its funding over the 1987-91 period.

The key beneficiary of the shift in Lottery funding has been the Health and Welfare category which increased dramatically in 1991. The increase in such spending accounts for almost two-thirds of overall increased Lottery disbursements in 1991.

A second and related point is that there appears to be fairly widespread public support for the trend. The evidence for

▼ TABLE 1 ▼

National Lottery Fund Expenditure (£M)

AREA	1987-91	%	1991	%
• Health and Welfare	63.5	25.9	32.0	36.2
• Arts, Culture, Heritage	68.1	27.8	21.1	23.8
• Sport, Amenities	54.5	22.22	17.4	19.7
• Youth	41.7	17.0	12.1	13.7
• Irish Language	18.4	7.5	5.8	6.6
Total	245.27		88.1	

- Table 1 shows the division of national lottery expenditure in 1991 and over the five-year period 1987-91.

▼ TABLE 2 ▼

Rating of Current Lottery Allocation Between Beneficiary Categories

	Too Much %	Too little %
• Sport/Recreation	46	9
• Irish Language	46	8
• The Arts	23	7
• Heritage/Culture	19	6
• Community Health Service	3	71

- Table 2 shows the percentage of people surveyed who felt that each category of Lottery expenditure was either over - or under - funded.

this is presented in tables 2 and 3 which summarise some of the findings of a survey of 1,000 people carried out by Behaviour and Attitudes Ltd in October 1991.

It could be argued that the label of "Sport and Recreation" to summarise expenditures in the areas of Youth, Sport, Amenities & Recreational facilities meant that respondents did not have youth work services in mind

▼ TABLE 3 ▼

Perceived and Preferred Lottery Allocation Policies

	Perceived Preferred		Actual 1987-91	Actual 1991
• Sports / Recreation	31.9	26.5	38.8%	33.4%
• Community Health	24.9	41.4	27.8%	36.2%
• Heritage / Arts	28.8	19.2	25.9%	23.8%
• Irish Language	11.5	7.1	7.5%	6.6%
• Other	2.9	5.8	-	-

- Table 3 shows percentage share people thought was going to each category of Lottery expenditure, what percentage they thought should be going to each category and what percentage actually did go to each category both in 1991 and in the period 1987-91



when ordering their preferences. The argument that respondents 'misunderstood' the question can be reinforced by noting that a good proportion of youthwork expenditure (the "disadvantaged project" grants) is clearly "Welfare" oriented, whilst almost 10% of the youth allocation is already channelled through Health Boards and might, as such, be reclassified as "Health and Welfare".

But such semantics still beg the question whether our society does have a positive perception of youth work as a worthwhile cause.

▼ TABLE 4 ▼

No. of respondents who contributed to charity

Rank	Category	%
1	Poor	60%
2	Illness	57%
3	Street Collection	55%
4	3rd World	50%
5	Paramedical	28%
6	Women's Charity	27%
7	Beggars	25%
8	Youth	17%

• Table 4 shows the percentage of people surveyed who had given to a particular type of charity in the previous quarter

Unfortunately the evidence contained in another part of the report gives little ground for complacency in this regard. As part of their analysis of the impact of the lottery on the revenue of voluntary organisations DKM commissioned another attitude survey of 1,095 people in January 1991.

Table 4 sets out in rank order the number of respondents who had contributed to a charity in the previous quarter. For the purposes of the survey CBSI, CYC and Girl Guides (organisation not specified in the report) were selected as representative of the youth sector. The last place ranking for "youth" is rather disappointing but may simply reflect the low frequency of fundraising by youth groups in general or these particular organisations in particular.

Tables 5 and 6 give some support for this benign interpretation because whilst youth ranked seventh (of eight) in estimated total annual contributions it ranked fifth in terms of the size of the average contribution made by respondents in the preceding quarter.

The data is not conclusive. But it strongly suggests that the youth service is not succeeding in persuading the public of the value of its work, at least

in terms of comparison with other worthy causes. What exactly is the root of this failure?

A three year research project carried out by YouthClubs UK concluded that the negative image of the Youth Service in Britain was linked to three key 'clusters of ideas'. They centre on the words *traditional ... basic ... and leisure*.

The meanings of *traditional* seem to include ... old fashioned, connected with the past rather than the present or future, out of date, unchanging, not experimental or risk taking.

The meanings of *basic* seem to include ... not smooth running or 'professional', unsophisticated - as compared to some commercial attractions, unattractive decor or environment, primitive or makeshift equipment.

The meanings of *leisure* seem to include ... not 'educational' - as the aspirations of 'professionals' within the Service, merely keeping people off the streets, a service provided for young people rather than an activity that involves them, not 'purposeful'.

In short, the popular perception of the youth service in Britain seems to be caught in a time trap - its worth is measured in terms of a recreation/'keep them off the streets' model. I suspect that the same is true of Ireland. Recent efforts to justify investing in youthwork here have focussed on its role as a specialised social service in tackling "youth disadvantage".

Judging from the survey data contained in the DKM report there can be little doubt that such a function would be widely perceived as more "worthwhile" than the traditional one. But I believe that it is also an inherently limiting vision - marginal, residual and

▼ TABLE 5 ▼

Average Contribution in Preceding Quarter

Rank	Category	£
1	3rd World	6.35
2	Poor	5.71
3	Paramedical	5.55
4	Illness	4.71
5	Youth	3.79
6	Women's Charity	3.49
7	Street Collection	2.77
8	Beggars	1.61

• Table 5 shows the average contribution to each type of charity in the three months preceding the survey

negative. In a period of scarce funding in terms of both government expenditure and charitable giving, it does not seem enough to deliver the security and growth in investment that the youth service needs and deserves.

And, quite apart from its marketing effectiveness, such a vision also presents clear ethical problems - not least linked to its impact on young 'clients' in terms of labelling theories of deviance.

I believe that the problem of funding and fund-raising for the youth service will only be resolved when

▼ TABLE 6 ▼

Estimated Total Annual Contributions

Rank	Category	£m	%
1	Poor	30	24%
2	3rd World	29	23%
3	Illness	25	19%
4	Paramedical	14	11%
5	Street Collection	14	11%
6	Women's Charity	9	7%
7	Youth	6	5%
8	Beggars	3	2%

• Table 6 shows estimated total annual contributions to the principal categories of charity in Ireland

there is widespread recognition of its rightful place in education as distinct from welfare policy. Informal education programmes (ie. youth work) is uniquely capable of imparting academic and life skills to those whom the formal system is unable to help achieve their full potential.

The YouthReach initiative for early school leavers acknowledges this gap in our education policy. But it is failing to address the problem adequately. This is not a criticism of the dedication or competence of the many workers in YouthReach projects throughout the country. But it is a criticism of the fact that neither FAS nor the VEC's are adequately focussed on informal education as a primary mission or a core competence.

There are parts of the youth service with at least as much professionalism, management expertise and external accreditation as the statutory sector can offer. If the voluntary youth sector is to realise its full potential this must be acknowledged by allowing it an opportunity to tackle directly the social role for which it is uniquely qualified. Then, and only then, I believe, will the Youth Service begin to be able to market its mission effectively.

JD



CRIME & PUNISHMENT

Juvenile Justice as an emerging Youthwork Priority

An average of 3,500 Irish young people under the age of 17 are being convicted of criminal offences each year and the last decade has seen a doubling of the number of young people being cautioned by the Gardai. Thirty-eight per cent of all crime in Ireland is now committed by juveniles under 17 years of age, compared to 28% twelve years ago. Even more alarming increasing numbers of these young people appear to be involved in serious crimes such as rape and armed robbery.

A recent survey on prison populations in the 17 Council of Europe states showed that Ireland has the highest percentage of prisoners under 21 years of age. The average proportion of young prisoners in Europe is only 6% but Ireland has over four times that figure, with 26.2% of the prison population under 21. The average cost of one weeks detention is £1,000. In terms of the net effect, fully 72% of young prisoners commit another crime after their release.

Although growth in juvenile crime is not unique to Ireland neither is it universal. Belgium actually experienced a fall of just over 22% in its national crime rate during the decade of the 1980/s. France managed a slight reduction in rates of juvenile crime against an annual increase in national crime levels of 2-3%. (Perhaps not unrelated is the fact that France was the only country in the period surveyed to significantly increase its expenditure on youth services).

There is a growing consensus that the systems for dealing with juvenile crime in Ireland are inadequate and, in some instances, inappropriate. This is particularly the case in regard to custodial care. A brief outline of the existing situation is given in the box on this page. Against this background the Dail Select Committee on Crime, in a recent report on the juvenile justice system, produced a comprehensive list of suggested improvements:

- Raising the age of criminal responsibility from 7 to 12 years;
- A total ban on the use of adult prisons for young offenders;
- Daily monitoring of young offenders instead of jail;
- Probation orders with curfews;
- Crime victims to receive compensation from perpetrators of the crime or their families;
- A special juvenile section in the DPP's office;
- Special juvenile and family courts with specially trained judges and lay assessors;
- "Juvenile bureaux" be opened in each Garda district;
- Gardai and probation officers to fund local programmes to attract young people away from crime;
- Adventure programmes to wean children off crime;
- The establishment of regional crime prevention committees;
- Minister for Justice to publish an annual report on the operation of the Juvenile Justice System.

The report deserves to be welcomed as timely and relevant. Reaction has been generally positive although reservations have been expressed as to the feasibility of some suggestions in practice. However, it is certainly a report which deserves to be considered carefully and implemented in an integrated rather than ad hoc manner. It is to be hoped that the potential role of the youth service in alleviating some of the problems will not be overlooked. The recent proliferation of youthwork initiatives from the Department of Justice and related agencies, whilst welcome of themselves, would surely not have suffered from more considered integration with existing youthwork funded through the Education and Health systems.

Youth Work POLICY

How Ireland Deals with young offenders

The Irish judicial system when dealing with children and young offenders before the courts, is governed by the **Childrens Act 1908**. This Act has remained substantially unamended since its enactment.

The Act categorises young offenders into two main groups - children and young persons.

A 'child' is a person between the ages of 7 and 15 years, while a 'young person' is between 15 and 17 years.

The difference in category is important primarily when it comes to the question of what the court can do with a young person who has come before it charged with a crime.

A child may not be sent to prison but can be committed to what used to be referred to as reformatories or industrial schools and are now called special schools.

A young person may be sent to prison, but only if found by a court to be depraved or of so unruly a character as not to be able to be detained in an appropriate place of detention.

Children below the age of 7 are legally incapable of committing crimes under the Act.

JD



Youth Work PRACTICE

Sound Principles in Practice

All-Ireland Community Leadership Programme

by Brian Murtagh

Three young people from Tallaght who recently completed a one year Community Leadership Programme flew to Hungary recently with a number of community youth workers to study the Youth Service and initiate youth exchanges with that country. They planned their involvement in the trip driven by their own initiative; even to the extent that each raised the required money for the trip.

A year and a half ago they had neither the skills nor the confidence to make such an undertaking. Of itself, the trip to Hungary required the practice of planning, organisation, communication and analytical skills; some of the skills which they have developed in a focused way during the last twelve months on the Community Leadership Programme (C.L.P.).

The trip to Hungary symbolises at another level the kinds of new horizons which are being opened

C.L.P. some months back have, on their own admission, changed radically. A number have been accepted to do professional courses at third level. Some have already secured part time posts in youth work.

Early in the Programme, the group considered Plato's Allegory of the Cave as a useful working symbol for the processes of true education. Plato depicted allegorically human beings bound hand and foot by chains and forced to face the back wall of a cave. Their only perception of reality was limited to their ability to interpret in the half light of the cave, the shadowy images of the outside world being reflected on the wall of the cave. They knew a tree or a flower only in its shadow. The process of education enabled them to gradually break the chains which bound them and to move gingerly and at times painfully towards the piercing daylight and the real world of substance, colour and smell outside the cave.

entrenched thinking, they have discovered their own ability to plan and achieve change in their lives. Their movement has been recorded through the portfolio method, but perhaps more importantly it is visible to themselves and those who have observed them during the past year.

The programme has been an educational experience in a way which was not possible within the formal education system. I would like to highlight a number of key elements which ensured that C.L.P. was a learning experience throughout the programme. Learning it should be noted, took place in three contexts: Two days 'classroom' work per week; three days in a closely monitored work placement; three months in a closely monitored work placement in the U.S.

Key Elements

The element of choice / contract

The course was widely advertised and participants were selected through interview. They then took part in a demanding three week induction phase. During that period they experienced the very real demands of operating within a group comprised of people from different cultural / religious / political backgrounds. They had to identify and name their strengths and weaknesses and begin to describe their learning needs. They had to make a commitment to facing each and every new experience whether joyful or painful and to learn from that experience.



Pictured above some participants and tutors of C.L.P. '91/92

up by the participants in C.L.P. In their thinking, their talking, and their doing, most of the eighteen young adult leaders who completed

C.L.P. has facilitated a move towards greater reality for the participants. Their vision has widened, they have moved out of

Establishing and achieving clear learning objectives

Each participant committed themselves to learning and to presenting evidence for their learning. This involved writing clear and specific learning objectives every six weeks. They recorded in writing their development against the prescribed six core skills (i.e. engagement skills, analytical skills, communication skills, action skills, organisational skills, planning skills and personal development - as defined by the Sheffield Community Work Apprenticeship Programme). They had to provide written evidence each six weeks at a meeting with their Tutor Manager and the 'mentor' or Support worker from their work placement agency. This ensured that participants received regular, specific feedback on their development and forged links between theory and practice throughout the programme. It also insured that learning was both needs based and person centred.

Taking responsibility for one's own actions and words

Participants were challenged throughout the programme - whether in a group or in meetings with the Tutor Manager and Support Worker or in one-to-one supervision, to look at how they were impacting in the different learning contexts of C.L.P. This was exemplified in a case where a member of C.L.P. failed on a number of occasions to fulfil duties to a group of young people in a youth club. The C.L.P. member in recognition of the need to learn from her mistakes, agreed to attend a meeting of the young people, their club leaders in the community and the Tutor Manager. The young people and the club leaders explained how they felt about the C.L.P.'s failure to take on her agreed responsibilities. She faced the full consequences of her actions and learned a significant lesson from the experience.

Valuing of the Individual

Underlying the programme was a respect for the unique value of each individual.

Inappropriate behaviour, even where this included lack of involvement or commitment to group learning was challenged. Achieving a balance between challenging behaviour and at the same time looking at the whole person and valuing that person was perhaps the most complex skill developed by all involved. It was greatly helped by a commitment to helping participants to internalise the values and principles of the programme, rather than using power or authority to force a course of action.

This principle was practised particularly in relation to the group identifying with the Tutor Manager the need to maintain a balance between personal and vocational development. A point was reached where the participants were able and willing to indicate whenever they felt that a disproportionate amount of time was being given to either personal development or vocational development during group learning. There were occasions in the course of the year when, for example, the group decided that, notwithstanding a particular need of a group member, the curriculum, as previously agreed by the group, ought to be pursued. The group in fact developed the ability to discern which issues were appropriate to being addressed within the group and which were not.

The principle of facilitation of internalisation of values and norms rather than the use of external pressure was aspired to by all involved in the Programme, management locally in Tallaght, Dublin, Belfast and the U.S; as well as by the young leaders themselves.

The starting point for all learning was the individual

The Programme was based on

the principle that learning involves a change in the perception of oneself and must begin with the experience of the learner. The course maximised the participation of the learner whenever and however possible. The skill competencies of the Programme were placed within the young leaders personal value system and within the context of the processes involved in community youth work. They were viewed more as a set of tools than a preset set of requirements.

Learning through mistakes

Every *faux pas*, and there were some, was presented as an opportunity for learning. Questions such as "where did I go wrong?" and "How might I have done better?" and "How can I rectify a given situation?" were posed to the group. Mistakes provided a real medium for significant learning.

The curriculum and methodology of C.L.P. are based on sound principles of learning that can be dated back to Plato. The programme was structured in a way that made it very difficult to slip into what has become for many of us a traditional model of learning (teacher infusing prescribed knowledge and skills into a sometimes reluctant, unmotivated student).

It was a costly programme in more than the financial sense. It was demanding of all concerned. The young people who participated are proof that consistent commitment over time to sound principles of learning empowers people to change where they need to change. As Tutor Manager I had an experience of education which was deeper and more real than any in six years as a teacher in school.

The Programme Advisory Group has put together a detailed comprehensive Evaluation of the Community Leadership Programme which is well worth a read. It is available from the Irish Youth Work Centre, 20 Lr. Dominick Street, Dublin 1.

BM



Youth Work POLICY

UK Government defines Effective Youthwork Projects

In a recent report published by the British Department of Education & Science titled "*Learning by Achievement*" the following is a list of main features identified as associated with a successful youthwork project:

- strong support from senior youth officers (gives the project status and priority within the local youth service);
- clear targeting and recruiting through co-ope
- ration with other agencies (ensures a regular throughput of young people);
- clear learning objectives, recording and evaluation, (ensures staff learn from their experience and improve their own skills);
- careful attention to personal needs, and the ability of staff to respond to them (elicits positive responses from young people);
- the skill of staff in motivating the young people to plan and organise programmes and future action in their communities (helps them to take responsibility for their own decisions);
- personal support and encouragement to individual young people while they plan their futures (ensures that long-term benefits are achieved).

DAIL WATCH

Please note that due to disruption caused by the postal dispute, the following Dail debate reports are the most current at time of print.

Schoolgirl Pregnancies

The Minister for Education was asked by a number of deputies, to respond to a media report which suggested that in some second level schools, pupils who became pregnant were being pressurised to leave the school; and whether he would be prepared to issue a circular to all schools ensuring adequate provision be made for the education of these pupils. In response the Minister rejected the suggestion that such cases were being treated unsympathetically, and voiced his satisfaction with the performance of school managers and teachers in their treatment of these pupils and their dedication to the individuals welfare. On the issue of the circular, the Minister reminded the deputies that his Department had produced a circular to schools in 1987 on Sex/Relationships Education which advised schools to bring parents, children and school officials closer together, to respect the individuals privacy and to avoid highlighting difficulties regarding such cases. The Minister expressed his satisfaction that this process was being implemented

1 The above question was asked by Deputies J. Bruton, Sheehan, Bradford, Boylan and Darcy

New Job Training Scheme

Deputy J. Bruton asked the Minister for Labour to outline arrangements in place to ensure that the new job training scheme would not be used to displace qualified workers and provide cheap labour. Minister Cowan, in response first outlined details of the scheme, stating that it was a quality work based training programme involving 26 to 52 weeks of job training on the employees premises. The training provided must be approved by FAS and supervised, the arrangements for the scheme agreed by the EC and the social partners would include a monitoring system involving the Department of Labour, FAS, CERT and the social partners. In addition, to this the operation of the scheme would be reviewed in October on Consultation with the EC.

"Enterprise Ethos" in Green Paper

Deputy Quinn asked the Minister for Education, in light of the Taoiseach's statement that the Green Paper was being revised to include an enterprise ethos, to define this ethos and whether this approach would come at the expense of changing the orientation of the education system away from preparation for life. In response the Minister defined education for enterprise broadly as an approach aimed at developing qualities in young people such as initiative, creativity, self-confidence, interpersonal skills, planning capability and problem-solving to equip them for their role in society. He followed on therefore by stating that this ethos would not conflict in any form with the aims and objectives of the current education system.

Youth Clubs to use School Facilities

Deputy Farrelly asked the Minister for Education whether he would enter in negotiations with the VEC and community school management boards to allow local clubs to use gymnasiums and halls for the benefit of the local community; and whether their (local clubs) insurance would cover these activities. The Minister responded by expressing his approval of the use of school premises outside school hours and would strongly urge that any school buildings provided via state aid should be readily available. He announced that this matter would be addressed in the forthcoming Green Paper. On the issue of insurance cover, the Minister stated that groups using facilities at the invitation of the schools did not need separate insurance, but any outside groups would need to effect comprehensive insurance on being given permission to use school premises.

FB

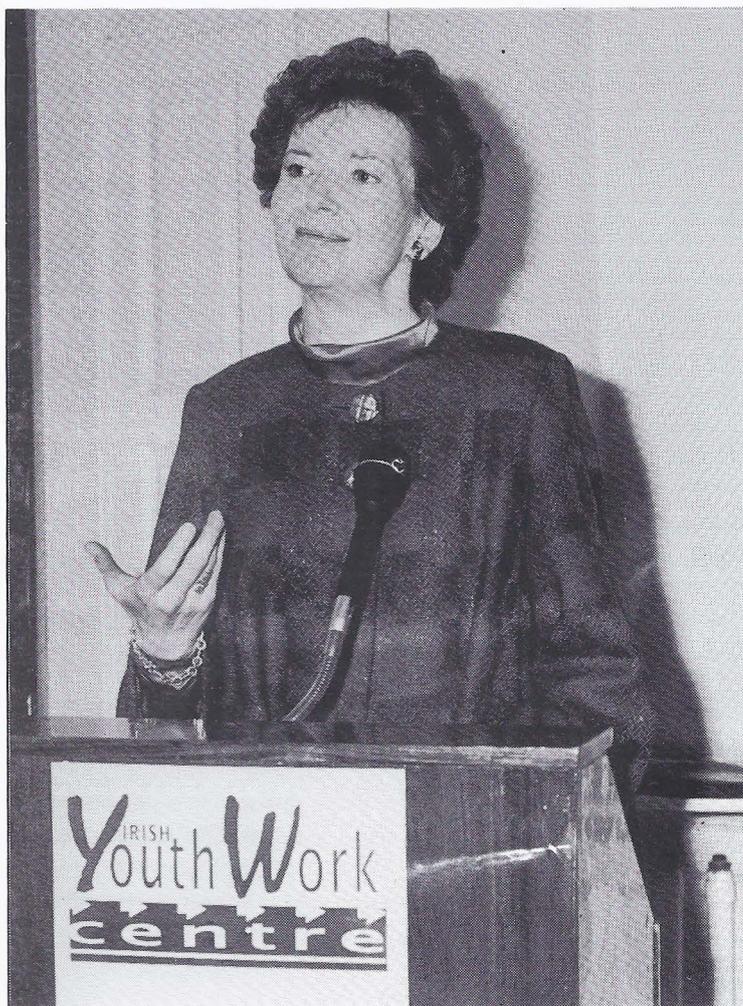


President launches Irish YouthWork Centre

The **Irish YouthWork Centre**, recently opened by **President Mary Robinson**, is the only centre of its kind in Ireland. Based in 20 Lower Dominick Street, Dublin, it aims to respond to the information needs of youth and community workers in Ireland. The wide range of facilities offered by the Centre will enable all those involved in youth work to strive towards the achievement of excellence in the services they offer to young people.

In her speech, President Robinson stated *"information is power and the information gathered here in the Irish YouthWork Centre is a way of empowering youth workers and young people in this country. I welcome the opportunity to come along as President of Ireland to signify the importance I place on the provision of services from this centre."*

The Centre's Co-ordinator, **Louise Hurley**, expressed thanks to the many people who contributed to the development of the Centre over the last year. She emphasised that a core purpose of the Centre will be to provide information and resources to assist those who work directly with young people. The Centre will also, through its continuing research function, enable the National Youth Federation as an agency to contribute to social policy debate and mobilise our institutions to develop policy which will have a positive effect on young peoples' lives.



President Robinson speaking at the launch of the Irish Youthwork Centre.



President Robinson chatting to members of Youthreach.

SERVICES OF THE IRISH YOUTHWORKE CENTRE

RESEARCH & INFORMATION

- Enquiry Services
- Research Series
- Statistics
- Services to Youth Information Centres
- Information Files

TRAINING SUPPORTS

- Training rooms for hire
- Bulletin Board of training events
- Seminars and good practice theme days
- Video and TV hire
- Low cost resources and training materials for sale
- Reading lists

LIBRARY

- Lending services on youth work related topics
- On-line database facilities of all information stocked



Youth Work

RESOURCES

RESIDENTIAL CARE

At What Cost?

Focus Point

- This report is an investigation of the current provision of residential care in Ireland carried out by the Streetwise National Coalition and the Residents Managers Association. The report examines the numbers, staff levels, expenditure and facilities available in residential care at the moment and it highlights the inequities existing in the current system.

Available from: Focus Point Publications, 14a Eustace Street, Dublin 2. Cost: £5.00 + p&p

ENVIRONMENT EDUCATION

Earth Summit

Steve Lerner

- This book uses a series of interviews with various experts on environment and development from around the world, to give a perspective on the Earth Summit in Brazil and a global picture of the environment today.

Available from: Friends of the Earth US, 218 D Street SE, Washington DC, 20003, USA. Cost: \$13.95 prepaid

YOUTH POLICY

Youth Work and Community Work into the 21st Century

*The Community & Youth
Workers' Union*

- This policy document argues for the introduction of a statutory responsibility on local authorities to fund the Youth and Community Service and offers practical suggestions on how to do it. The document is also designed to be used as a training tool in discussion on the whole future of youth and community work.

Available from: The Community and Youth Workers' Union, 202a Frederick Street, Hockley, Birmingham B1 3HS. Cost: £3.00 stg.

WORK WITH OFFENDERS

Preventing Youth Crime

Juvenile Crime Committee

- Report of a NACRO juvenile crime examining ways of reducing youth crime. The report discusses inter-agency strategy, the role of schools, youth and leisure services and wider support for children, young people and families.

Available from: NACRO, 169 Clapham Road, London SW9 0PU. Cost: £5.00 stg.

AGEISM

Age: The Unrecognised Discrimination

E. Mc Ewan

- This book is a collection of essays which argues that ageism creates prejudices about the nature and experience of old age. It analyses the ways through the media, health care, social security and retirement that ageism is experienced and concludes with a plan of action to challenge age discrimination in society.

Available from: Age Concern, London.

ADULT EDUCATION/ UNEMPLOYMENT

Motivating Unemployed Adults to Undertake Education and Training

Veronica Mc Guiney

- This book draws on a range of materials to report on experiences and views from the UK and Europe on the motivation of the unemployed in relation to education and training.

Available from: NIACE, 19B De Montfort Street, Leicester, LE1 7GE, England. Cost: £9.95 stg.

LITERACY

Think Twice: A Basic Education Pack for Adults

Emer Dolphin

- A pack encouraging students to analyse society around them at a basic education level. This pack is based on a group work approach stimulating discussion on a set number of topics and is divided into eighteen units.

COMMUNICATION SKILLS

Working One to One

*Martin Evans
& Alyson Larmouth*

- This pack is a training course designed for health workers and others in the 'caring profession'. The pack is aimed at improving the communication process between professional and client.



DRUG EDUCATION

Drug Education: A Handbook for Teachers and Youth Leaders

Graham T. Davies
& Linda Davies

- This handbook aims to provide support materials for teachers and youth workers involved in drug education. It contains a record of training, easy reference to drug related facts and the primary considerations involved in implementing a drug education programme.

RURAL DEVELOPMENT

Country Learning

Community Education
Development Centre

- This handbook is a development worker's guide to supporting unwaged rural learners. It has been designed as a staff development guide to facilitate one-to-one workers in rural communities and the unique problems that they face.

PERSONAL AND SOCIAL EDUCATION

Skills for the Primary School Child

Tacade/Re-Solv

- This pack is designed to provide ideas, theories and background reading for anyone involved in personal and social education with young children. The pack is broken into four sections: (1) The Manual; (2) Schools' Workshops; (3) Parents Workshops; (4) Lesson Cards.

In House Evaluation of Personal & Social Education

Keith Howlett
& Anne Reilly

- This manual is designed to provide teachers with an understanding of the evaluation process of Personal and Social Education and to develop expertise in evaluation procedures for this part of the education curriculum.

EQUAL OPPORTUNITY

Selecting for Equality

Trainers Anti-Racist Network

- This book is based on a conference looking at the recruitment and selection of students/candidates for jobs in childcare, education, social work, health visiting, paediatric nursing and speech therapy

Available from: Early Years Trainers
Anti-racist Network, 1 The Lydens, 51
Granville Road, London N12 0JM.

SINGLE-PARENTS FAMILIES

Single-Parent Families

Family Policy Studies Centre

- Free eight page fact sheet analysing the numbers, trends, social and financial circumstances facing one-parent families in the UK. Also includes data compiled from other countries.

Available from: Family Policy Studies
Centre, 23 Baker Street, London NW1 6XE,
England

FUND-RAISING

Step by Step: A Guide to Volunteer Fund-raising

Volunteer Centre UK

- This book aims to make voluntary fundraising manageable, successful and fun. It gives ideas on recruiting and supporting volunteers, the legal aspects of fundraising, public relations and approaching local businesses.

Available from: Volunteer Centre UK, 20
Lower Kings Road, Berkhamstead,
Hertfordshire, HP4 8AB, England. Cost:
£6.00

CONTRACTS

Beginners Guides to Contracts

Jo Woolf

- This book is aimed at the beginner/voluntary worker who is unable to keep up with changes in legislation for the voluntary sector. It offers details on changes involved in introducing contracts which replace grant aid as a source of funding for the voluntary sector.

Available from: Central Services, London
Voluntary Service Council, 68 Chalton
Street, London NW1 1JR, England. Cost:
£7.95 Stg.



Many of these titles and others on related topics are available on loan from the **Irish YouthWork Centre**. If you wish to become a member or require further information on the services of the Centre, contact:
**Irish YouthWork Centre,
National Youth Federation,
20 Lower Dominick Street, Dublin 1.**



New Charities Act for England and Wales

On 16th March, a new **Charities Law** was enacted in Britain. The Act is divided into three major parts, the first deals with charities themselves, the second deals with the control of fundraising and the third part deals with public collections.

Youth Forum Policy on Unemployment

The topic for the recent NYF Youth Forum Conference in Cork was Unemployment. Among the policy recommendations adopted by the Forum were:

- a welcome for the Minister's initiative in regard to international job placements in Holland and Germany through FAS;
- support for the Culliton recommendations in regard to separating the two aspects of FAS' work;
- a welcome for the emphasis being placed on vocational preparation and training in current discussions about education and training reforms;
- a call for the Minister to consider supporting a new youth enterprise scheme;
- a challenge to traditional models of work and leisure within our society.

Computer link-up for Youth Information Centres

Minister of State, Mr. Tom Kitt TD, recently launched a computerisation project for the national network of youth information centres.

The 16 Youth Information Centres including Cashel & Emly and Dungarvan already provide young people with a wealth of free information - from education and welfare entitlements to travel and leisure opportunities.

Charity Management

- The Act has given the Charity Commissioners wider regulatory authority enabling them to compel charities to change their names and to produce documents to enable more information to be included in the Register of Charities;
- In each financial year a set of accounts complying with requirements, as to form and content, laid down by regulations made by the Secretary of State will have to be prepared;
- Where charities gross income or total expenditure for the relevant year or either of the two previous years is in excess of £100,000, then the accounts of that charity have to be audited by a person who is eligible for appointment as a Company Auditor or as otherwise approved by the Secretary of State.
- An annual report of other information as prescribed by regulations will have to be prepared for each charity. Any Trustee who without reasonable excuse is persistently in default in relation to any requirement in respect of filing the annual report and accounts of annual return will be guilty of a criminal offence.
- Any charity which has a gross income in excess of £5,000 has to state in English and legible print on all its publications the fact that it is a registered charity.

Fund-raising

The Act makes it unlawful for professional fund-raisers to solicit money or other property for the benefit of a charitable institution unless it is in accordance with an agreement with the institution satisfying the prescribed requirements.

The definition of a professional fund-raiser does not include charities' trading subsidiaries or any charitable institution itself.

Public Collections

Public charitable collections are defined as collections in a public place or house to house visits. It expressly excludes collections in the course of a public meeting or made in churchyards or collection boxes.

No public charitable collection can be conducted unless the local authority has given a permit or general permission has been given by the Charity Commissioners. Application for licence must be made at least one month before the collection day.

ICTU Report on Exploitation of Young Workers

A recent ICTU Youth Committee report found clear evidence of chronic and widespread employment "abuse" of young people. The survey was conducted in 14 counties and 35 schools participated. There were 2,000 respondents divided equally between those over and under 16 years and between the sexes. A distinction was made between part-time work, some of which may be done at weekends, and employment during school holidays. Average hourly rate for all employments surveyed was

£1.77 for part time and £1.50 for holiday work - but for many the rates were only about £1.00 per hour..... and in one case as little as 28 pence. The report also found that laws requiring a summary of the Protection of Young Persons (Employment) Act and, in some cases, minimum rates of pay to be displayed in the workplace were being flouted. Inequality in rates paid to males and females was also discovered with females under 16 receiving average 72% of the rate paid to a male counterpart and those over 16 receiving 90%

Resource Centre for Dungarvan

The official opening of the **Dungarvan Youth Resource Centre** marks a milestone in the development of services for young people in the area. This purpose built centre, with the motto "*Working for Development and Change*", has been described as the flagship of the Waterford Regional Youth Service.

Among the centre-based services are literacy programmes, a free and comprehensive information service for young people, training courses for volunteers, social skills training for potential early school leavers and the Centre also acts a focal point for the development of youth work in the West Waterford area.



Liam Aylward TD with Triona Foley, Bro. Noel Keane and members of the local youth groups.

The opening ceremony was performed by Liam Aylward TD, Minister of State for Youth Affairs. In his address, the Minister praised the work of the local Youth Service and spoke of how impressed he was by the Service's philosophy of community-based youth work responses which are developmental, participatory and relevant. He also paid special tribute to the volunteers in the area and to the valuable work they do.

INTERNATIONAL UPDATE

ECYC Vienna Accord



The General Assembly of the **European Confederation of Youth Clubs** took place recently in Vienna, Austria.

A major development during the event was the acceptance of a new membership contract which details the services to be provided by ECYC and the commitment which will be expected from *member organisations*. The contract is one outcome of an organisational review which has taken place during the past year with the aims of improving services and promoting greater participation in activities.

It is proposed that the new agreement will support the development of new projects in the areas of information networking, study/training programmes and co-operation between members on a range of issues and programmes.

The election of a new Bureau-team took place during the Assembly and congratulations to Pat Crowe on his re-election to the post of ECYC Treasurer

Conference on EC Funding Programmes

This international conference, originally scheduled for March 1992 will not take place until early next year. The event will provide an overview of EC programme opportunities and how to access them. Youth Clubs UK will host the event and the likely venues will either be London or Birmingham. Further details will be available early in the Autumn.

From Carlow to Canada

This years **IFKYO** Conference, will be hosted by the Boys and Girls Clubs of Canada will be held in the University of Calgary, Canada. The

theme of the week long conference is "In an ideal World" and it looks at the fact that race and gender issues complicate a world order that is already less than perfect.

A pre-conference exchange hosted by the Boys and Girls clubs of Edmonton and Toronto will give a group of five Irish delegates from the Carlow Youth Federation an opportunity to experience the way of life of Canadian club members.

"A People's Europe"

Forty young people travelled to Swords from all corners of Europe to attend the Seminar "European Identity - When Culture Becomes a Handicap". The event, which took place in May was hosted by the NYF on behalf of ECYC.

During the Seminar the theme of European identity was explored through workshops and discussion groups. Topics included rock music and its influence as a global cultural form; trends towards nationalism and racism; and the implications of European integration for national identities and cultures.

One very clear message to emerge from discussions in the Seminar was the need for national Governments and European institutions to place higher priority on the integration of people in the new Europe rather than concentrating on political and economic union.

The event was above all a learning experience for all participants and the Irish weather played its part in this process by challenging traditional images. Suffice to say that participants were scrambling for sun tan lotion throughout the week.

Congratulations to **Brigid McGonagle** (Donegal Youth Federation) Seminar Programme Co-ordinator; **Mary Doyle** (Carlow Youth Federation) and **Ken Keogh** (NYF) on a very successful seminar.

A new deal for VOLUNTEERS

The Vital Link

Over one hundred and seventy people from north and south of the border gathered in Dundalk recently to attend a conference on Volunteerism.

The conference, organised jointly by the **National Social Service Board** in Dublin and the **Volunteer Development Resource Unit** in Belfast was attended by representatives from over a hundred organisations who work with volunteers.

President Mary Robinson, the guest speaker, spoke about the commitment and dedication of the many people north and south who participated in organisations as volunteers. She emphasised the special dimension volunteer input brought to the delivery of social services and contrasted the situation in Ireland where voluntary input was so important to that in other countries that relied solely on the provision of services provided by professionals.

Among the topics covered in workshops were the recruitment and selection of volunteers, training and support for volunteers, the role of a volunteer bureau and motivating volunteers.

The conference is at present being evaluated and the organisers will shortly be drawing up plans for taking the issues further.

A Charter for Voluntary Action

Also earlier this year the **Community Workers Co-Operative** organised a conference on the theme "The Voluntary Sector and The State". The Conference was held in response to the proposal by the Department of Social Welfare to prepare a White Paper and a Charter on the Voluntary Social Services Sector and on its relationship with the state.

Reference to this White Paper and Charter is made in Clause 24 of Chapter 4 of the Programme for Economic and Social Progress which states:-

"Having regard to the contribution which voluntary organisations make in delivering

services and combating poverty, the government will draw up a charter for voluntary social services in Ireland which will set out a clear framework for partnership between the state and voluntary activity and develop a cohesive strategy for supporting voluntary activity. A White Paper outlining the government's proposals in this area will be prepared."

It is not yet clear what relationship there will be between the Charter and the White Paper. It appears that the Charter will be largely aspirational in setting out rights for the voluntary sector and responsibilities for both the statutory and voluntary sectors. The White Paper is proposed to cover the following areas:-

- A Description and analysis of the voluntary sector.
- An itemisation of issues of concern in the relationship between the voluntary sector and the state.
- An outline of options for the future development of the voluntary sector and its relationship with the state.
- An elaboration of the principles that will form part of the proposed Charter which will set out how they are to be worked towards and monitored.

The conference concluded that the voluntary sector must be active participants in the preparation of the Charter and White Paper. In particular, it was decided that the voluntary sector should produce its own Charter and in this way, set out a strong negotiating position on the issue.

The debate at the conference has been synthesized in the form of a draft Charter. It is divided into three sections which conform both to the discussions at the conference as well as to the proposed format for the Charter. These sections cover commitments required from the state, facilities that should be accorded to the voluntary sector, and responsibilities that should be required of the voluntary sector.

Copies of the draft Charter being proposed by the Community Workers Co-Op are available directly from the Irish YouthWork Centre or direct from the Community Workers Co-operative.

SUICIDE

Young people, both in rural and urban areas, are increasingly turning to suicide according to a statement of the **Psychological Society of Ireland (PSI)** following their recent AGM.

The Society draws attention to the increasing number of suicides in Ireland: at least one person on average per day commits suicide in Ireland at present and these are only the acknowledged figures. The real figures may be much higher.

Suicide is still a criminal offence and an enormous stigma in this country. Psychologists want suicide decriminalised and have called for wide public discussion and examination of the issue. As with previously taboo topics like cancer and sexual abuse, psychologists argue that public discussion and education could significantly improve matters for their clients. It could help decrease the burden on families bereaved by suicide, could promote alternatives for those considering suicide and could support health professionals and groups such as the Samaritans in their difficult work with suicidal individuals and their families.

The Society has called on the Minister for Justice to have suicide decriminalised and on the Minister for Health to initiate an investigation into the current profile of suicide and its management in Ireland. PSI wants to see a clear Government policy on suicide management and prevention and argues that "one suicide a day is one too many".

The full report and recommendations which includes the Society's definition of suicide; details on the scale of the problem in Ireland; Sociological / Environmental / Psychological factors; and Suggestions for primary prevention in schools and community care programmes is available from **The Irish YouthWork Centre** or direct from **The Psychological Society of Ireland**.

NYF Leaders Conference

"Youth Work Leaders should be making demands on their Regions for quality training that could help them cope with the issues we will face in the 21st Century" said Timmy Carmody, Chairperson of the Kerry Diocesan Youth Service during his address to the recent NYF Leaders Conference in Castleknock College Dublin from 19 - 21 June 1992.

The Conference was attended by more than 60 delegates representing 14 of the NYF affiliated regions. Speaking to the theme of the conference "Making a Difference" Fr. Paul Murphy NYF President praised the work of voluntary leaders in youth clubs throughout Ireland and said that youth clubs would continue to be the backbone of the National Youth Federation. He stated that society owed voluntary youth leaders a huge debt of gratitude that is paid by results within the youth club system and he attached significant importance to the convening of such a conference which was the first such Leaders Conference since 1987.

Delegates to the conference heard Martin Fitzgerald (Galway Youth Federation) give an overview on "The Role of Youth Groups Today". In his address he questioned the changes (if any) that had taken place in youth clubs in the last 10 years. The need to be seen to deliver on value for money and the additional need to bridge the gap between theory and practice in youth work was also discussed. Some of the most considerable aspects of youth work in the last ten years were the influx of younger aged into youth clubs, the disappearance of young adults from our Leaders' ranks and the need to respond in different ways to particular problems at local level.

Fr. Paul Murphy, outlined on behalf of the Waterford Regional Youth Service how they had taken an overview of the youth

ENFO Recycling Exhibition



Pictured above Mary Harney TD and Bridget Collins, Travellers Resource Warehouse

Mary Harney TD, Minister for Environmental Protection recently opened a Recycling Exhibition for the Travellers Resource Warehouse at ENFO - the Environmental Information Service. The exhibition will run for one month and on display are many items made by various group members of the TRW from waste materials. The Minister stressed that, "We must all play our part in reducing waste and recycling is an obvious and practical way of doing so". The Minister also acknowledged the positive role of the TRW through its contact with schools and community based groups in encouraging recycling and helping to change public attitudes to waste.

scene in Waterford in the 80's, decided on specific area backed responses to youth needs and restructured their work accordingly. Their work now included youth club / group work, special services including youth information centres and a resource development unit, and special projects in identified disadvantaged areas.

The issue and need for training re-emerged during Timmy Carmody's input on "Youth Clubs in the 21st Century". The need to train young adult leaders to adequately face up to youth clubs issues of the 21st Century was outlined both by Timmy Carmody and by many delegates who spoke during the plenary session that followed. Issues such as employment, drug abuse, use of leisure time, AIDS, equality, the environment and education all came under the microscope as delegates aired their views in relation to these matters. He called for

greater funding of mainstream youth work while at the same time preparing ourselves for the on-going changes identified as we approach the end of the Century

Throughout the week end delegates and visitors to the conference had an opportunity to participate in various workshops on issues relating to young peoples' needs - The workshops included Environmental Programmes as outlined by Sinead Begley of ECO, Working with young Women which was facilitated by Siobhan Lynam, New Youth Club Games with the assistance of Gerry Corcoran of the Catholic Youth Council and Arts in the Youth Club by Mary Cloake of Dundalk U.D.C. Without exception delegates were very impressed with their inputs and the information obtained should be of immense benefit when discussed at regional level on their return.

Three other workshops centred on ongoing work within the NYF - International Opportunities available to affiliated clubs; Work and plans of Special Project Youth Clubs working in disadvantaged areas; and Substance Abuse Prevention Programme.

Exhibitors to the Fair on Sunday morning included, ECO UNESCO Clubs, Gaisce / The Presidents Award, The Combat Poverty Agency, Union of Students in Ireland Travel (USIT), Irish Congress of Trade Unions Youth Committee and The Youth Exchange Bureau.

A most enjoyable and worthwhile conference would have been the general consensus amongst delegates. In summary the need to train and re train volunteers, to support traditional youth club work as it moves into the next century and the need for greater funding and better facilities to enable us fulfil our role were the demands to emerge from a very successful week end's work.

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