Irish Youth Work Scene

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Magazine for Youth Work Practitioners

Do We Know What Youth Work is Anymore?
by Diarmuid Kearney, CEO Youth Work Ireland

So here we are, all ready and excited about the roll out of the Youth Work Act. The VEC's are busy appointing Youth Officers, the Youth Work Assessor is giving his attention to quality and curriculum, and NYWAC are busying themselves with finalising guidelines for implementation. Youth work really is centre stage. But is the Emperor wearing anything at all. Will some innocent in the crowd ask that dreaded question - What is Youth Work? And if they do can any of us really answer?

Of course the Act provides us with a definition, which is great in as far as it goes. But in truth (like the Emperors clothes) we see in it what we want to see. It is not surprising as a sector that we have had difficulty conveying the importance and the positive impact of youth work. Despite valiant efforts to pin it down, the concept remains nebulous. That's not to say we get bad press. Like motherhood and apple pie youth work gives us all a warm glow. But the boundaries of definition are not apparent. It seems that anyone who works in an informal setting with young people can say they are delivering youth work. Is that what we want? And if it is, it seems to me that we have reduced youth work to a '*method*'. It has not managed to develop as a discipline that has intrinsic value and purpose.

If we take the various articles in this issue we can, perhaps, illustrate through questions the extent of poor clarity in articulating the purpose and outcomes of youth work. We look at restorative justice and young offenders. Do we really know what we're doing in the juvenile justice field? Are youth workers thinking through the systemic impact their interventions are having on young people who offend or are at risk of offending? Are youth workers increasingly becoming agents of social control? Or are we actively working to minimise the negative impact of an unjust justice system?

We look at a new anti bullying resource. Not something we would want to shy away from. But where this happens in, for example, a school setting, are youth workers asking if their role should compliment the formal system or compensate for it's failings? We look at teenagers working on health inequalities. While youth health is a valid focus for youth work, it seems youth work agencies are increasingly drawn towards the increased funding from the HSE. Is this a planned and considered shift in emphasis? Or are we being seduced by funding in order that the organisation survives and thrives?

We look at working with LGBT young people. The equality agenda has long been a focus for youth work but how much are we really challenging inequality if it's not on the funders' agenda? To what extent do youth workers see countering discrimination and challenging inequality as central to their work? We look at lobbying in youth work. We facilitate consultation with young people for Government and funders. Do we take seriously the whispered comments of tokenism and manipulation? Or are we complicit in striving for comatose consensus? Do we bare any resemblance to a sector that once ran candidates in local elections in order to have the voting age reduced to 18?

Perhaps the biggest single threat to the future of youth work is our own inability to say exactly what it is we do?

Restorative Justice and Young Offenders

by Clive Stone

INTRODUCTION

My article will investigate the arguments and evidence concerning the extent to which the restorative justice model can provide an alternative way of responding to young offenders, and consider the role restorative justice could play in strengthening community cohesion and promoting social justice.

Part 1 will provide a theoretical overview of the origins of restorative justice and provide a working definition that presents challenges to a retributive justice approach.

Part 2 will examine the restorative justice conferencing initiatives in the field of youth offending and discuss the way in which communities should be involved in restorative justice.

Part 3 will critically examine the strengths and weaknesses of restorative justice as an alternative to retributive justice for young offenders. It will include the concerns expressed about its capacity to strengthen community cohesion and promote social justice.

The conclusion will draw together the key points of this report and indicate the values of applying restorative justice to young offenders and the benefits to community cohesion.

Part 1. The Theoretical origins of restorative justice and its central propositions

There are four theoretical perspectives that inform restorative justice. Abolitionism, faith-based approaches, alternative methods of social control and communitarian forms of social control.

Abolitionism believes that crime should be dealt with by a, '*participatory system of inclusion, built on redress, social policy, mutuality and solidarity*' (Sim, J. 2005), concluding that, 'the criminal justice system needs to be decentralised and neighbourhood courts established as a complement or substitute'.

Abolitionism seeks reductions in the use of imprisonment stating that it reproduces social divisions within communities that reinforces the ideology of crime. Abolitionist's disillusionment with alternatives to custody, such as electronic tagging and community service increases their interest in conflict resolution and the quest for participatory justice. Frith, M. (2004) presents an article that validates this argument that custodial rehabilitation does not address the needs of individuals, and does not make a link with offending and community harm. Christie, N (1977) identifies that conflicts should be retained by the victim and offender and not 'stolen' by the state, or lawyers. This emphasis on the retention of conflict, stresses the importance of allowing the victim and offender to be an active participant in the formulation of programmes that address harm whilst meeting offender needs to prevent re-offending.

Faith based approaches develop a sense of writing wrongs and living in harmony and are concerned with reconciliation, healing and restoration. Christianity stresses the need for individuals to confess, repent and forgive with emphasis on respect and allegiance to the community.

Alternative methods of social control stress the importance of a decision making process which is community led. The responsibility for discussing how to deal with 'criminal' acts lies with those affected by the act in question.

Aboriginal teachings adopt a premise that all things in the universe are part of a single whole. The process of restoration involves the offender, victim, their families and the extended network of friends and others in the community. The social, economic and moral context of behaviour remains relevant in restorative justice. Restorative justice focuses on each person's sense of involvement and their reaction to the incident, looking at the harm done by the act rather than the severity or specific details. Restorative justice searches for commonalities and does not emphasise differences.

Braithwaite, J. (1997) summarises a communitarian

perspective, arguing that crime is a product of a social imbalance. Rebalancing requires the enhancement of social bonds, values and norms through an infrastructure that identifies right and wrong. Institutional relationships need to be strengthened, public participation encouraged and the promotion of structures of empowerment will enable restorative justice to control crime and maintain social order.

Restorative justice practice can be broken into three components, which enable the formation of a working definition. Zehr, H. & Mika, H. (1997) identify these as crime, obligations and liabilities and justice practice.

Crime is an infringement of people and interpersonal relationships. Crime affects the offender, victim and/or the community and they are therefore the best equipped to participate in, and restore relations. The centrality of the victim is expanded to include the primary victim and also those affected by the crime. The offender has an increased role in the solution and their reintegration into the community.

The offender obligations are to make amends to victims through a non-coercive participatory way, which encourages them to understand the harm they have caused. The offender needs to be encouraged to develop plans to address their own needs as well as designing arrangements that attempt to make things right. The community must support and reintegrate the offender back into the community, whilst also offering support for the victim in meeting their needs. The drawing upon resources from the community strengthens relationships and promotes the potential for effective re-integrative shaming as a form of social control.

The imposition of focussing on a pre set outcome is removed in favour of mutual agreement, and the offender's behavioural change is favoured above that of compliant behaviour. Crime is understood as an interpersonal harm rather than a violation of an abstract legal rule (Zehr 1990). Restorative justice enables win-win outcomes and focuses on the future.

Retributive views on law and order emphasise longer prison sentences in the belief that more and harsher punishment will deter crime. Restorative justice starts from a different perspective: the need to make an offender accountable for their actions by confronting the harm they have caused to the victim, and by providing the offender with an opportunity to offer recompense for that harm.

Part 2. Restorative conferencing, young offenders and the community

The main characteristics of restorative conferencing are based on the responsiveness and flexibility to the needs of the participants, particularly the victim and the offender. They highlight the way in which restorative conferences benefit communities and strengthen the hypothesis that social control is enhanced by their inclusion in controlling crime. The following values inform the characteristics I have identified.

- The physical and emotional safety of participants is paramount.

- The process must be based on voluntariness, with informed consent of the victim and offender and both have the right to withdraw consent ant any time.

- Respect and dignity must be offered to all involved and the rights of victims and offenders need to be safeguarded.

- Transparency of process and outcomes, and

- Empowerment of participants to contribute to the process through the balance of fairness.

The main characteristics are;

Restorative justice processes must hold the offender accountable. The offender must acknowledge responsibility for the offence before a case can be referred to, or accepted for any restorative conference.

Participants, particularly the victim and offender should be well informed of the process. Facilitators should be trained in mediation and conflict resolution skills and trained in understanding the experiences and needs of victims and offenders. Initial pre conference meetings not only explain the process but also enable the facilitator to connect with those involved, which builds rapport and trust, encourages participation and empowers the participants to contribute in a genuine dialogue with each other.

Restorative conferencing is non-adversarial. However it embraces the notion of positive conflict between the offender and victim without stigmatising the offender. It provides opportunities for remorse, forgiveness and understanding. Christie, N (1997) opens our eyes, as to how current judicial systems avoid conflict. The act of 'stealing away' the conflict by shielding ourselves with lawyers can be detrimental to the process of justice for a victim and also contributes to the distancing of the offender from the effects of their crime upon the victim and community. Restorative justice empowers the victim to retain their status in this conflict rather than depersonalising them by allowing their experiences to become just an event, which violated a state law. In contrast to a retributive justice policy restorative justice does not allow the offender to become the object of study in isolation from the victim. Restorative justice aims for reconciliation whilst searching for commonalities between victim and offender.

Restorative conferencing is a community based sanctioning practice that brings justice processes closer to neighbourhoods and involves the participation of citizens. The community is represented during the process, however what 'community' means may differ from case to case. It will often include people to support the victim and offender but could also include others affected by crime. The balancing of relevant people attending is of paramount importance so as not to overwhelm participants or overload the process. Victims are responsible for identifying the support that they would like to attend Restorative justice principles allow police, probation and defence counsel to attend with prior agreement from the offender and victim, however their participation should be limited to advice and support.

Restorative conferencing reinforces a reintegrative shaming approach to crime control and restoring social order. Braithwaite, J. (1997) stresses that the notion of shaming, 'should not stigmatise deviant individuals or groups, which turns them into identifiable outcasts'. Reintegrative shaming is a form of dissatisfaction dispensed within an ongoing relationship with the offender based on respect. The focus is on the crime and it's effects rather than the offender. Conferencing, with participants from the community, allows the act of reintegrative shaming to realign the offender back into the community and suggests that recidivism is reduced as a result.

Communities can play several roles in restorative justice. These include service on advisory boards at local, county or national levels; policy input through public forums and community surveys; prevention policy development, victim advocates or reparative/conference members.

The measure of success for restorative justice is situated in its ability to strengthen the competence of communities to respond effectively to crime. If crime harms relationships then crime is seen as weakening the community. Embedded in the principles of restorative justice is that of attending to relationships in order to strengthen the community.

Involving more people from the effected community, to discuss the consequences and harm caused by a crime, will contribute to the empowerment and healing of the overall community. It acknowledges that there is a wider range of victims and explores the effect on all those connected to both the victim and offender. Through enabling a wider variety of participants to convey their feelings about the impact of crime the process assists in the reintegration of the offender into the community.

Kelling, W, author of the controversial article 'Broken Windows' (One I would recommend sourcing), identifies that the informal controls of the community as more important than formal controls to maintain social order, however stipulates that in dysfunctional communities it is necessary to use regulators, such as the police, to regenerate the natural functions of a community. What is critical for the functioning of restorative justice is the positive functioning of a community.

Part 3. Critical issues

Crawford, A. and Clear, T. (2001) consider the implications for restorative justice in both strong and weak communities. The assumption inherent in restorative justice is that the community is both cohesive and able to administer a fair and balanced alternative to a judicial justice system. At the same time restorative justice attempts to build a unified community, an outcome that is difficult to measure. The parody is that whether weak or strong, any community is open to scrutiny as to whether it can embrace fully the notion of restorative justice.

I identify that communities are not static and the impact of crime in fluctuating communities can influence conference outcomes. Strong communities can have the

potential to be, 'exclusive, hierarchical and potentially intolerant with authoritarian formations'. The central argument is that restorative justice criminal policy should first aim at transforming communities rather than restoring them. The proposition is that you cannot introduce restorative justice into a social system that has structural inequalities, material injustices and social divisions. It is not possible to implement the principles of restoration without what they refer to as a 'just community'.

Ashworth, A (2001) goes further to appose the community as a forum for sanctioning, supporting the administering of criminal justice by the state. He believes that the non-legal community cannot sentence and punish crimes arguing that it undermines a right based approach to offending. Although restorative conferencing advocates the need for communities to apply sanctions designed to promote reintegrative shaming, the power imbalance inherent in the intention to shame reinforces a retributive punishment outcome that openly exposes the impartiality of the process.

Hughes, G. (2003) recognises that reintegrative shaming has the potential to be used against vulnerable groups within society that are deemed as delinquent. Studies conducted in Australia indicate that shaming is used as a form of social control over an already victimised population. It also highlights the concern that reintegrative shaming is often used for traditionally minor offences without any real reduction of disintegrative sentences like imprisonment.

More notably Ashworth suggests that restorative justice is currently dependant upon the punitive nature of the current justice system in order to work. We only have to look at the potential for young people to be re-sentenced if they break the conditions of current orders. Practitioners within youth justice have the knowledge that non-compliance in restorative approaches will be handed back to the court for primarily retributive sentencing.

The human rights of offenders and victims are again brought into focus. Ashworth argues that the offender should be dealt with by an impartial tribunal and should be awarded procedural protection. The victim is entitled to compensation and reparation, however should not be part of what is considered a sentencing process.

Cunneen, C. (2003) critiques in a more focussed way the merits suggested by restorative cautioning. The police exercise discretionary powers over who is suitable for restorative justice. This clearly opens up potential for discrimination, as the research conducted by Cunneen indicates. His research shows that in Australia Aboriginal young people were less likely to be referred to youth conferences than non-Aboriginal. Police Authority cannot be removed in restorative cautioning and recognition has to be given to factors that will affect the relationship such as social class, race and previous histories between the police and particular groups.

Concerns are also expressed as to the validity of using restorative justice for crimes such as domestic violence. Feminist critiques emphasis the lack of understanding of power relations and the nature of these crimes against women and children. In this instance the crime is between two people known to each other and the violence is one of a number of gendered strategies of control. Research suggests that women or children will only seek assistance after a long period of violence, and subsequently the principle of restorative justice that focuses on repairing the harm between victim and offender may not be appropriate.

Conclusion

Criminal justice policies that focus on a punishment and banishment model have limited scope to address youth offending and community cohesion. They do not acknowledge the importance of making an offender accountable for their actions through confronting the harm that they have caused the victim.

Restorative justice provides the offender with an opportunity to recompense for that harm. It provides victims purposeful access to the correctional process, allowing them to assist in shaping the offenders obligations. It encourages the community to become directly involved in supporting victims and reintegrating offenders back into the community.

Community cohesion needs to be recognised as a positive outcome of restorative justice, however care must be taken to ensure that community power hierarchy do not compromise the administration of justice. In any community there are vulnerable groups, especially young people and they could find themselves at the mercy of those in positions of power and influence.

The origins of restorative justice centre on the principles

of harmony and spiritual beliefs, a philosophy that is not fully embraced in western cultures. The co existence of restorative justice and retributive court based justice is never the less a shift towards fully taking up an alternative to a purely retributive system of crime control.

It is evident that restorative justice should be used as a credible alternative form of crime control for restoring communities and young offenders, however attention needs to be given to the factors I have indicated in order for it to replace the current criminal justice system.

Restorative justice is able to provide resolution and positive outcomes to conflicts as diverse as school bullying, rape and international conflict. The central concern however is whether all communities are suitably able and equipped to fully embrace the principles of restorative justice. Issues such as power imbalances, reliance on court sanctioning and professional involvement indicate a sense of concern in fully jettisoning a retributive justice system in favour of community led crime control.

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An overview of the Evaluation of the Garda Pilot Programme on Restorative Justice follows

Garda Pilot on Restorative Justice

by Patrick Berlinquette

Introduction

The Garda pilot programme of restorative justice cautions and conferences for juvenile offenders was initiated by the Garda Síochána in 1999. Restorative justice introduces a new element to the work of Juvenile Liaison Officers (JLOs), requiring them to engage with victims, supporters, offenders, and families. The restorative approach is used in connection with a wide variety of offences, ranging from serious assault and burglary to under-age drinking and minor criminal damage. For optimum results, the restorative approach should be targeted at individuals thought most likely to re-offend (usually in high risk cases).

The Garda pilot programme was set up to explore the restorative justice process, build up skills and experience, identify potential pitfalls and clarify resource and procedural implications. The first restorative event under the Garda pilot programme was held on 9 February 1999. Altogether, 68 events were held between then and 31 August 2001 and dealt with 96 offenders. The breakdown by year and the restorative events by division are shown in the tables below:

Year	Restorative Events	Monthly Average
1999	11	1.0
2000	30	2.5
2001	26	3.3
Total	67	2.2

Division	No.	Division	No.
Carlow/Kilkenny	2	DMR West	4
Clare	1	Laois/Offaly	1
Cork City	3	Longford/Westmeath	1
Cork North	1	Louth/Meath	3
DMR East	6	Roscommon/Galway East	2
DMR North	20	Waterford/Kilkenny	7
DMR South	1	Westmeath	4
DMR South Central	10	Total	66

Missing cases: 2

Aims of Restorative Justice

There are two main initiatives within the framework that must act out in order for the programme to succeed. First, the restorative caution aspect of the pilot provides for discussion of the offender's criminal behaviour. This is followed by the conference, which provides for the preparation of an action plan to avoid a recurrence of offending behaviour. Part of restorative justice's strength is its ability to tap into emotions by working with both the offender and victim at once, in contrast to the more detached dealings in a court setting. With this versatility, restorative justice is a very personal and affective means of victim rehabilitation while discouraging recurring offences from offenders.

The UN defines restorative justice as a process "in which the victim, the offender and/or any other individuals or community members affected by a crime participate actively together in the resolution of matters arising from the crime, often with the help of a fair and impartial party" (UN 1999). The following principles, taken from Graef (2001), give the essence of the process of restorative justice:

- The victim is given the opportunity to have a more central role in the judicial process.
- The primary goal is not punishment, but making good the harm done by offending for the victim, the community and the offender.
- Offenders take responsibility for their actions as a precondition to addressing the harm that they have caused.
- Offenders become aware that crime is committed against someone real and also against their community, who are affected by what has happened.
- Crime and conflict are seen as affecting relationships between individuals, rather than between individuals and the state.
- The process aspires to be as inclusive as possible, involving individuals who are left outside the court system by conventional justice.
- Proceedings and agreements are voluntary for all parties.

- The process is always confidential, but the outcome and agreements can be made public.

Evaluation Findings

Through the pilot, most offenders experience a change in outlook after the process. Offenders were assessed as regard to the extent to which they accepted responsibility and whether they treated the case with a serious attitude. The greatest average changes were recorded in respect of the offender: feeling remorse, accepting responsibility, feeling apologetic, and feeling self-conscious.

A problem arises during restorative events when the distinction between conference and caution seems undecipherable. Many events described as cautions can have the look and feel of a conference. Conferences sometimes took place before cautions and did not address the duration and intensity of supervision, which the Act provides for specifically. Furthermore, a number of restorative outcomes were not unlike those of cautions.

The following figures correlate with the time scale of the study (i.e. 9 February 1999 through end of October 2001): The number of participants for any given case can vary significantly, ranging from 3 to 17, with a mean value of 8.3 participants. JLOs should be encouraged to consider wider participation while also ensuring at least one appropriate support person is in attendance. Generally, the absence of a victim can limit the potential of a conference, but conferences can still proceed successfully in the absence of one.

Devising a plan to help repair the harm caused and avoid future problems is a paramount aspect of the restorative process. While the primary focus is on the victim and the offender, it should be noted that all participants play a vital role. A verbal apology was the element most frequently cited in plans, followed by compensation, written apology, liberty restrictions, educational training and rehabilitation programmes.

During the time of the study, on average, the delay between offence and restorative event was 3.9 months, ranging from 0.8 months to 11.2 months. The shorter the delay, the higher are the chances of successfully challenging the young person about their behaviour. Re-offending occurred in just over a third of the 68 cases up to October 2001 (35%). Half the re-offenders (13 out of 26) re-offended once only, while nine re-offended more than twice. Eight were cautioned again, most having re-offended just once. Prosecution was recommended in twelve cases.

Recommendations

What follows is a summary of recommendations for the pilot programme:

- The restorative justice initiative should be mainstreamed as early as possible. This requires additional resources along with additional support and encouragement for JLOs.
- Guidelines should be produced to support JLOs in the following areas: selection of cases; determining choice of restorative caution or conference; involvement of other professionals
- Case selection should be determined by risk of re-offending, victim needs, etc.
- Differences between restorative cautions and conferences should be clarified.
- Facilitators should be responsible for case preparation and development.
- Conferences should be held in a neutral, safe, accessible, discreet venue.
- JLOs should consider increasing the number of participants. Garda numbers should continue to be kept small.

Conclusion

In conclusion, the Garda pilot programme has worked successfully to deter offenders (on a small scale) with the implementation of a more "personal" framework. It remains to be seen if the pilot can break into the mainstream. If this were feasible, then a crime deterrent could be possible on a larger scale, perhaps even on a national level, through the continuous improvement in the quality of the framework and a consistent evaluation of the programme.

The Probation Service uses restorative justice measures incorporating the input of communities and victims including the use of family conferences. For further information on this go to: www.bluewave.ie/pws/websitepublishing.nsf/Content/Communities+and+Victims~Restorative+Justice

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Young People Acting on Health Inequalities

by Mary Roche

Introduction

The Youth Edition - Health in Ireland an Unequal State, was launched in December last. It is a booklet written by a group young people from the North West of Ireland, set up with the assistance of Community Creations and is aimed at young people and those who teach and work with them.

The booklet is an adaptation of an original publication by the Public Health Alliance Ireland and aims to provide a true and accurate picture about health inequalities in Ireland as well as including information on what young people can do to help prevent health inequalities.

Aidan McLoughlin one of the authors and Grainne Kelly the project

worker at the launch of the booklet in the Office of the Ombudsman

Speaking at the launch one of the young writers, Aidan McLoughlin said:

"*It was an education to discover how bad for your health inequality is. Would you believe the poorest people are 16 times more likely to die of alcohol abuse and 5 times more likely to die from suicide? There has to be something wrong with that picture.*"

"*The whole point of doing this is we are hoping other young people like ourselves will be shocked by the information in this booklet. Because then Ireland might begin to think seriously about closing the gaps*"

Content of the Booklet

Young people deserve to know the truth about how health gets damaged when society has large gaps between those who earn the most and the least. It highlights the differences that exist in health experiences and outcomes between different groups in society, which are more often than not governed by individuals' social and financial circumstances.

As well as informing young people about health inequalities in Ireland, the booklet includes information on what young people can do to help prevent health inequalities.

The Booklet is divided into three sections as follows:

Section 1
- Aims of this Booklet
- Health: Do you know what affects your health?
- Inequalities - Some of the Facts

Section 2
- Socio-economic Health Inequalities
- Homelessness
- Lone Parents
- Travellers
- Age
- Sexual Orientation
- Substance Use
- Mental Health
- Inequalities in the Health Service

How can young people take action?

The booklet recommends a range of ideas and activities whereby young people can get involved and take actions to respond to health inequalities:

- Get involved in local activities that look out for older people.
- Ask for the chance to get involved in services that affect young people.
- Call for plans in your school or organisation to prevent and deal with homophobic bullying.
- Raise funds for agencies that support the homeless, like Focus Ireland or The Simon Community.
- Look after your own sexual health.
- Don't be pressured into having sex just because everyone else is doing it (they are not!) - it's your choice.
- Become involved in youth clubs.

It also encourages young people to lobby politicians to:

- Make more drug treatment facilities available.
- Provide free counselling for young people in schools.
- Have sex education more widely available in schools including looking at the issue of homosexuality.
- Put sufficient funding into housing and health programmes for Travellers.
- Provide sufficient benefits and financial help for lone parents so they can cope with living expenses and other demands.

The booklet can also be used as a discussion starter for undertaking further work with specific groups of young people such as Travellers, refugee and asylum seekers, lone parents, young homeless etc.

What is the Public Health Alliance

The Public Health Alliance for the island of Ireland is an independent alliance whose mission is to work together for a healthier society by improving health and challenging health inequalities.

The Alliance brings together a range of individuals and organisations united in the specific aim of reducing health inequalities.

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The booklet is available as a download from the SpunOut.ie website, go to: http://www.spunout.ie/news_content.php?id=2592

A limited number of hard copies are also available from:

Population Health
HSE
Children & Young Peoples Team
3rd Floor, Bridgewater House
Rockwood Parade, Sligo
Tel: 071 91 74780 Fax: 071 91 38335
Email: cliodhna.tuohy@mailb.hse.ie

Let's Beat Bullying

by Nadine Crotty

Introduction

Bullying is a conscious act which affects everyone involved (Rigby., 2001).

It can take place in any setting, including schools, in the home or the youth work sector. The effects of bullying can be either short-term or long-term and can impact on the target, the perpetrator and the organisation in which the bullying occurs. Effects may range from low self-esteem and depression in both the target and the perpetrator, to low morale and reduced productivity within the organisation.

Much research has been conducted in the area of bullying and young people, helping to identify the scale of the problem. Recently, in a study of students (n=2,345) from 33 Primary schools throughout Ireland undertaken by the Anti-Bullying Research and Resource centre, Trinity College Dublin, it was found that one in four girls and one in three boys had been bullied within the last three months.

Other findings from this particular study indicate that new forms of bullying are evolving. For example, approximately one in ten primary school children had received nasty test messages within the last three months. Homophobic bullying has also been identified as a key area of concern within the Youth Work sector.

Bullying can have destructive effects on the lives of young people in terms of their social, emotional and educational development. However, with structured prevention and intervention strategies, the Youth Work sector is, by its very nature, ideally placed to create, promote and maintain a culture that values and practices an anti-bullying ethos.

Background

A needs analysis carried out by the Child Protection Unit in early 2005 identified bullying as a priority issue that youth organisations were dealing with on a daily basis. Immediate interventions in the form of user friendly materials, guidelines on policy development and follow up training were requested, as part of this needs analysis.

The National Youth Health Programme (NYHP) and the Child Protection Unit (CPU) in the National Youth Council of Ireland came together in 2005 to develop an anti bullying resource for the Youth Work sector: "**Let's Beat Bullying**". The aim of the joint initiative was to develop an anti-bullying resource and direct youth workers thereafter towards complimentary follow up training for the Youth Work sector.

A consultative group comprising of representatives from youth organisations was established to inform the process from the outset and to provide expertise on the development of the initiative. The consultative group consisted of representatives from:

- Foroige
- Catholic Youth Care
- BeLonG To
- Pavee Point
- Youth Work Ireland
- Blakestown and Mountview Youth Initiative
- Eco-Unesco.

Let's Beat Bullying

"**Let's Beat Bullying**" is the first anti-bullying resource for the Youth Work sector in 12 years and contains information for organisations on issues surrounding both workplace bullying and bullying among young

people in the organisation.

The resource explores definitions of bullying, preventative strategies for bullying, how an organisation can respond to an incident of workplace bullying and/or an incident of bullying involving a young person and a step by step policy development section to assist organisations in devising and implementing an anti-bullying policy.
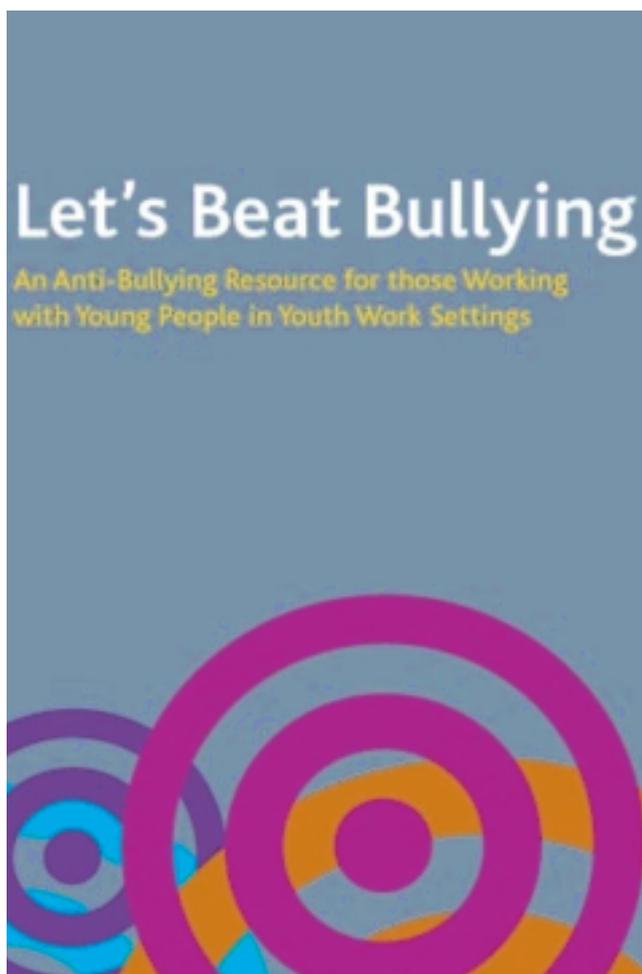
Let's Beat Bullying recommends the following strategies to prevent bullying:

1. **Devising and implementing an anti bullying policy**
2. **Encouraging an ethos of a telling organisation**
3. **Teambuilding**
4. **Raising awareness of bullying**
5. **Running workshops on the issue**
6. **Including information in newsletters and on bulletin boards**
7. **Developing a code of behaviour**
8. **Conducting annual surveys/questionnaires/**

The resource is complimented by a one day 'Let's Beat Bullying' training, which may be tailored to meet the needs of organisations.

Nadine Crotty is Health Promotion Project Officer with the National Youth Council of Ireland

> **To find out more about training or to access the resource please contact Rosie Boyle on 01-4784122 or rosie.boyle@nyci.ie or log onto www.youthhealth.ie or www.childprotection.ie where the 'Lets Beat Bullying' resource and training information are available to download.**

> **For further information on the work of the Child Protection Unit (CPU) or the National Youth Health Programme (NYHP) please contact:**
>
> **Gearoid O'Maoilmhichil**
> **Child Protection Unit**
> **3 Montague Street**
> **Dublin 2**
> **Tel: 01 4784122 Fax: 01 4783974**
> **Email: childprotection@nyci.ie**
> **Website: www.childprotection.ie**
>
> **Lynn Swinbourne**
> **National Youth Health Programme**
> **3 Montague Street**
> **Dublin 2**
> **Tel: 01 4784122 Fax: 01 4783974**
> **Email: nyhp@nyci.ie**
> **Website: www.youthhealth.ie**

BeLonG To National Development Programme
by Michael Barron

Introduction

Since 2003 BeLonG To Youth Project has been working with Lesbian, Gay, Bisexual & Transgender (LGBT) young people in Ireland. The organisation provides one-to-one and group support for LGBT young people, aged 14 -23 years, to allow them to safely engage with confidence building, personal development and peer support. It also affords young people a space where they can experience inclusion, acceptance, social justice, fun and safety. BeLonG To believe that youth work offers an ideal opportunity for LGBT youth to address their issues and concerns, while enabling them to participate as equal citizens in a society which often denies their rights. BeLonG To has also been campaigning and lobbying on issues that affect LGBT young people - particular on the issues of visibility, bullying, drug use and suicide.

Arising from the experience of its members, BeLonG To recently, in partnership with the Equality Authority, carried out a national campaign to combat homophobic bullying. Significantly this campaign was endorsed by The National Parents Council, An Garda Síochána, The Association of Secondary Teachers, Ireland (ASTI), The Teachers Union of Ireland (TUI), The Association of Principals and Deputy Principals, The Union of Secondary School Students, Parents Support and Pobal. This was the first Irish initiative to tackle homophobic bullying and support at risk LGBT young people on a national scale.

The Stop Homophobic Bullying campaign is part of BeLonG To's commitment to ensure that LGBT young people are treated with respect and equality and have access to safe supports. This work augments the organisations new National Development Programme which aims support the development of much needed supports to LGBT young people around the country.

How BeLonG To's National Development Programme began

Over the past number of years BeLonG To has been working with young people who have been travelling from areas such as Mayo and Wexford to attend its weekly groups. It is clear that this is largely due to the absence of and specific youth supports in their own areas. In addition BeLonG To has worked with many young people who presented to the service with suicidal ideation, a situation often contributed to by isolation.

BeLonG To lobbied on these issues for many years, work which contributed to the inclusion of LGBT people as a designated 'at risk' group in Reach-Out - the government's 10 strategy on suicide prevention. As a result the HSE's National Office for Suicide Prevention agreed to fund BeLonG To to implement a national development programme to, in part, support services to isolated LGBT young people outside of Dublin.

What is BeLonG To's National Development Programme?

There are four planks to the programme:
1. Support the development of designated LGBT youth work outside Dublin.
2. Address the inclusion of LGBT issues in mainstream youth work.
3. Provide a national voice for LGBT youth & their issues.
4. Support research and training in the area

Supporting the establishment of designated LGBT youth groups outside of Dublin

BeLonG To has begun working with local and regional youth services to develop LGBT youth groups. The aim is that using BeLonG To and its relationship with the City of Dublin Youth Services Board as a model - LGBT youth groups will be established in centres around the country

supported by regional youth services with the additional support of BeLonG To.

Why work with LGBT young people?

For youth workers, the answer is invariably - 'You already are'. It is estimated that between 5 and 10% of the population is LGBT, making the community possible the largest minority group in Ireland. To date only one youth service has been supported to meet the needs of LGBT young people. What is becoming increasingly evident is that young people are aware of their sexual and gender identities at a very young age. Research commissioned by the Department of Education in Northern Ireland found that of the over 400 LGBT young people questioned the average age at which they knew that they were LGBT was 12. Importantly - the average age when the told some one about this was 17 - so most of these young people were aware but silent on the issue for most of their teens. It is during this period that the negative messages they hear about what it is to be LGBT can have a major impact on their health. Some areas of particular concern in relation to LGBT young people are:

Bullying: The Anti-Bullying Centre at Trinity College found that 1 of 2 LGBT young people had been bullied passed 2 months, with 1 of 3 being bullied in past 5 days.

Eating Disorders: The same Anti-Bullying Centre Report found that 17% of LGBT youth survey reported eating disorders, while YouthNet in Northern Ireland found that LGBT youth were 20 times more likely than their heterosexual counterparts to have an eating disorder.

Drug Use: recent research commissioned by BeLonG To found particularly heightened levels of drug use amongst LGBT youth.

Suicidal Ideation: Much international research, as well as the Anti-Bullying Centre and YouthNet work cited above, has demonstrated the disproportionately high vulnerability to suicidal ideation amongst LGBT youth.

It is important to note that the above issues are heightened in LGBT young people often due to stigma and social isolation. BeLonG To's National Development Programme aims to counteract these factors by allowing young people to access supports in their own areas.

If a youth service would like to work with BeLonG To to set up a LGBT youth group we can provide:

- The know-how from the experience of establishing BeLonG To.
- Materials - a 'pack' - on setting up an LGBT youth service.
- Support and advice.
- Quality guidelines.
- A network of groups to affiliate to.

References

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BeLonG To, (2005), *Submission to National Strategy for Action on Suicide Prevention.* Dublin: Author.

Minton, S, J., Dahl, T., O' Moore, A, M., & Tuck, D., (2006), *A report on an exploratory survey of the experiences of homophobic bullying amongst lesbian, gay, bisexual, and transgendered young people in the Republic of Ireland.* Dublin: Anti-Bullying Centre, TCD.

Norman, J. & Galvin, M., (2006), *Straight Talk: An Investigation of Attitudes and Experiences of Homophobic Bullying in Second-Level Schools.* Dublin: Department of Education and Science Gender Equality Unit.

Sarma, K., (2007), *Drug Use Amongst Lesbian, Gay, Bisexual & Transgender Young Adults in Ireland.* Dublin: BeLonG To

YouthNet, (2004), *ShOut: Research into the Needs of Young People in Northern Ireland who Identify as Lesbian, Gay, Bisexual and/or Transgender.* Belfast: YouthNet

If you would like to talk about providing supports to LGBT young people in your area please contact:

**Michael Barron
National Development Co-ordinator
BeLonG To Youth Project
105A Capel Street, Dublin 7.
Tel: 01 8734184
Email: michael@belongto.org
Website: www.belongto.org**

Lobbying and Taking a Stand: Material for the Youth Sector

By Michael McLoughlin

Activism

Introduction

With the election approaching Youth Services might want to heighten their interaction with Politicians, Michael McLoughlin provides a guide for this work.

The need to explain and lobby on certain important issues or positions that organisations hold is gaining increasing importance. Funding, influence and decision making are all subject to public representation and there is an increasing need to be systematic and professional about this. Always remember no matter how unfamiliar you may be with it politicians and decision makers expect to be lobbied, it's part of what they do and who they are. However you will be dealing with busy people and yours will not be the only voice. We have a very localised political system so play to that.

Aims and Objectives

It is important to be clear on aims and objectives as this is the only way to evaluate successful outcomes. It is advisable to prepare a written document outlining your case. If an issue comes up again and again tie down exactly that people are talking about rather than just the expression of unhappiness. Not "*there's nothing to do for young people*" but "*our town needs a purpose built youth facility*" Make it achievable!

Target/s

It is crucial to be clear about your audience. It can be a number of people. Who are the key decision makers. Do you need public support or a discreet word with one person. You may be interested in a local issue but the decision may be made nationally given the nature of our centralised system. Usually you will be working on a variety of levels.

Existing Material

Much research and material may already exist on the area you are working on ranging from legislation to government proposals (Green and White Papers), Dail statements, local authority plans, etc etc. Do a literature review or search the Internet to find as much as this as possible so you are sufficiently au fait with the process and issues involved

Consultation

Consultation will be central to any policy position. You must demonstrate that what you are saying means something either to the people you represent or some section of the public. It doesn't have to be a huge number (i.e. disadvantaged youth) but it must be based in reality. You need to think what are the relevant issues for this project or proposal you are making. If you can gather information about age, gender, location etc. you can cross tabulate the results of your main questions according to these to demonstrate certain points (e.g. young males feel the lack of facilities most acutely)

Youth work organisations have the advantage of discussion-based activities that can serve as consultation but if these are contributing towards a lobby or policy document this should be made clear.

More formalised consultation can be done through structured or semi structured interviews. It should be ensured that these cover similar areas for everyone and that results are recorded in a systematic way. A full-scale survey can also be carried out. In this instance ensure that you can sample the population you are interested in and the questionnaire is well designed. It may be worth seeking advice on this.

Draft Document - Consultation and Conclusions

With a review of literature and sources available combined with your consultation a picture should be emerging of what is needed. You will then yourself have to draw conclusions. These should be objective and based on the consultation and literature. For example "*the governments consultation document illustrates that facilities for young people are less developed in our region, our meetings with local youth*

leaders and young people support this finding".

From these you should make recommendations. These can be more subjective, i.e. what does the work show in support of your case. Always show some regard for issues of cost. Dismissing it as an issue looks amateurish, while embracing it but illustrating commensurate benefits is a well-argued case.

You should provide an opportunity for those involved in the production of the document and others to give some comments in advance of production/publication. Generally comments should be taken on board or if not a reason should be given. Some type of launch or media event will help kick of the next stage, which is lobbying.

Lobbying

If you have gone to the trouble of producing and researching a position paper you need to spend as much if not more time selling and promoting it. These are some pointers;

- Keep it local, all politicians are acutely aware of the power of even a handful of people. National Bodies exist to put pressure on at that level so work in partnership nationally and locally.

- Give an all-inclusive argument, which illustrates the good for the community at large not just your organisation or interest (i.e. a Youth facility will help disadvantaged young people, A Youth facility will offer an alternative to drink and drugs thus improving the area for everyone).

- Don't whinge, cost ideas and anticipate objections, make it relevant

- Build relationships. Its always easier to sound somebody out on how feasible you idea is if you can pick up the phone informally first.

- Co-operation not confrontation, you can expose the action of a decision maker now but what about next year when you need them again, don't underestimate the importance of human relations.

- Build access, you should build champions of your cause the one or two people you know will go the

extra mile because of a personal commitment or relationship but do not rely on them exclusively, they may make the running or give you good inside information.

- Opposition and government, what can and can't each do. At local level relationships may be different i.e. local authority officials are often the real power figures as opposed to councillors.

- PQs, adjournments, press releases, launches, lobby events, Dail and joint committees, private members, debates - all opportunities to raise issues.

- Who has what constituency role, abolition of dual mandate - what implications

- Use the Internet as a complimentary tool, use e-mails along with other campaign materials bearing in mind above

Michael McLoughlin is Director of Central Services with Youth Work Ireland

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Round Up

Wording for Children's Rights Referendum Announced

On 19 February 2007 the Government's published its proposed wording on Constitutional Amendment on Children. The wording will provide for the following:

1. An acknowledgement by the State of the natural and imprescriptible rights of all children.
2. Restatement of the existing protection of children and parents contained in the current Article 42.5 and the extension of this provision to all children.
3. Legal authority for the adoption of children who have been in care for a substantial period of time if it is in the best interests of those children.
4. Ensuring that all children are eligible for voluntary adoption.
5. Legal authority to secure the best interests of children in any court proceedings relating to adoption, guardianship, custody or access.
6. Legal authority for the collection and exchange of information relating to the risk or actual occurrence of child sexual abuse.
7. Legal authority to create offences of absolute or strict liability in respect of offences against or in connection with children.

For the exact Amendment wording go to:
www.dohc.ie/press/releases/2007/20070219.html

€2 million in Dormant Accounts Funding Allocated to Youth Groups

On 20 February, 2007 Noel Ahern, T.D., Minister of State at the Department of Community, Rural and Gaeltacht Affairs, Éamon Ó Cuív T.D. Minister for Community, Rural and Gaeltacht Affairs and Mary Hanafin T.D., Minister for Education and Science announced that the Government had approved the allocation of over €2m from the Dormant Accounts Fund to provide small scale equipment grants for local youth clubs and groups.

This funding, which is being made available to youth clubs and groups through the Vocational Education Committees (VECs), aims to make provision for the support of youth work activities at a local level. The monies have been apportioned across the 33 VEC areas based on youth population figures and in total almost 1,450 clubs and groups will benefit directly. The grants are mainly for the purchase of equipment such as computer hardware/software, audio/visual equipment, scouting equipment, pool/snooker tables, etc. The maximum grant awarded to a club or group is €5,000.

A list of allocations by county is available from:
Tel: 01 6473130 or Email: eolas@pobail.ie

New Edition of 80:20 Published

The 5th edition of 80:20 Development in an Unequal World is now available in hard copy and CD. It is widely used internationally by teachers, youth workers, and NGO personnel. It provides an introductory overview of key issues, debates and challenges in the areas of development, human rights and justice and contains chapters on a broad range of topics including: defining, measuring and debating development, hunger, demography, gender, human rights, health, HIV/AIDS, education, trade, debt, arms, aid etc, with suggestions and ideas for taking action. The CD provides additional information including principles and practices in development education, methodologies, activities, icebreakers & energisers for use in school, community & youth work settings, plus a range of 'trigger' and 'stimulus' sheets introducing and exploring key topics.

Costings for the book/CD are: hard copy €25.00 (includes a copy of the CD) plus postage; CD only, €20.00 each plus postage. 20% discount available for orders of 10 copies or more.

Tel: 01 2860487, Email: orders@8020.ie
Website: www.developmenteducation.ie

IYWC New Resources

BULLYING

Bully Off: Recognising and Tackling Workplace Bullying

By Jo Clifton and Heather Slater, 2006

Manual which uses examples and case studies from the public and voluntary sector to help people who may experience bullying, as well as their colleagues and managers to: recognise bullying at work; respond effectively when it happens and set up effective systems to prevent future occurrence.

CHILDREN'S RIGHTS

From Rhetoric To Rights: Second Shadow Report to the UN Committee on the Rights of the Child

By Children's Rights Alliance, 2006

Report offering a snapshot of the challenges and issues facing Irish children today, it is a critical review of the progress make by the Irish Government in implementing the UN Convention on the Rights of the Child and prepared as a submission to the UN Committee on the Rights of the Child in September 2006. The report represents the views of the CRA and shows that the Government and Irish society as a whole have failed to comprehend just how short childhood is. In the eight years since the last UN Committee examination, a generation of children have lived out their childhood, during this time we have made only limited progress towards creating a society where all children are truly respected, listened to and enabled to develop to their full potential.

Our Voices, Our Realities: Report to UN Committee on the Rights of the Child

By Children Living in Ireland, CRA, 2006

Report compiled by children living in Ireland to help

the UN Committee examine Ireland's progress towards realising children's rights since 1998. To support the UN Committee's work, 132 children took part in a Children's Rights Alliance project on what it is like to be a child living in Ireland today. The children who participated shared their views on the good and bad aspects of being a child in Ireland as well as their ideas for changes that could improve their lives.

The report offers a glimpse into the lives of children and young people in Ireland today. The material presented here reflects the innocence and beauty of children's minds and their optimism and hopes for their futures. It also provides a stark reminder of the struggles some children face in their daily lives.

EQUALITY ISSUES

An Ambition For Equality

By Niall Crowley, 2006

Book that identifies and explores the different means by which we promote equality and combat discrimination. These means include equality legislation, equality institutions, equality mainstreaming and positive action measures. A range of equality objectives are discussed as a necessary focus for a strategic framework for action on equality. Irish equality legislation includes the Employment Equality Acts and the Equal Status Acts.

This book explores the casework under the legislation and casts a critical eye on the provisions in that legislation. The role and mandate of the Equality Authority under this equality legislation is also examined. The content covered includes: Equality; Institutions Promoting Equality; Legislating for Equality; A Dual Strategy; Equality Competent Institutions; Backlash and a Faltering Ambition.

National Children's Strategy Research

The National Children's Office has been publishing reports on an an ongoing basis as part of the National Children's Strategy Research Series. The latest of these include:

The Development and Implementation of Child Impact Statements in Ireland *by Carmel Corrigan, (March 2006)*

The Child's Right to be Hear in the Healthcare Setting: Perspectives of children, parents and health professionals *by Ursula Kilkelly & Mary Donnelly, Faculty of Law, UCC, (Oct 2006)*

Giving Children a Voice: Investigation of children's experiences of participation in consultation and decision-making in Irish hospitals *by School of Nursing, DCU, (Sept 2006)*

Outdoor Education

The RHP Companion to Outdoor Education
Edited by Peter Barnes and Bob Sharp, 2006

Valuable resource for many professionals who may work in partnership with outdoor education providers and who want to develop a greater appreciation of the whys and hows of outdoor education. It aims to clarify the aims of outdoor education and encourage the pursuit of good practice. It introduces new ideas and topics as well as reviewing current methods and principles. Includes up-to-date references to widely scattered papers, books and articles will allow readers who want to explore further to find the growing body of writing on this topic.

Project Management

Get It Right First Time: A Self-Help and Training Guide to Project Management
By Peter James, 2006

Guide to delivering successful projects first time which describes techniques for managing projects of any size or duration. It breaks down project management into understandable and logically organised components. Content covers: **Project and Project Management:** The nature of the project; The key project stages; The project organisation structure or anatomy; The project manager's role. **The Project Management Process:** The clarification stage; The planning stage; Timings and critical activities; The planning stage; The budget; The planning stage; Risk and issue management; The delivery stage: controlling the project. **Management Tools and Techniques:** Selecting the project team; Motivating and leading the project team; Some problem solving tools.

Recording Skills

The Write Stuff: A Guide to Effective Writing in Social Care Related Services
By Graham Hopkins, 2006

Produced in a deliberately informal and chatty style, *The Write Stuff* shows readers how to get their message across effectively and with a minimum of fuss and uniquely it creates a social care case study report that develops along with the book's chapters, showing how it evolves from the planning stages to final publication. It considers letters, reports, memos, templates,emails and a range of other forms. It looks at all the questions people have but never ask: best layout, forms of address, tone and language, etc.

Sexual Health

Young People and Sexual Health: Lessons Learnt Practice Shared
By National Youth Health Programme, 2006

Report which is a synopsis of the proceedings of a day-long conference that took place in Dublin in May 2006. The conference was organised by the NYHP, NYCI, and funded by Crisis Pregnancy Agency. The aims of the conference included - (i) providing information on current research findings impact on young people's sexual health (ii) examining issues of

policy and practice with regards to addressing this issue (iii) exploring the parental component of this work (iv) providing an opportunity for workers from the youth sector, teachers, parents and relevant health professionals to share their experience in relation to addressing the issue of young people's sexual health. The report is presented in four sections - Introductions; Opening address and presentation; Workshop inputs and outcomes and Outcomes from the plenary sessions.

SUBSTANCE MISUSE & YOUNG PEOPLE

Secret Lives: Growing with Substance - Working With Children & Young People Affected by Family Substance Misuse

Edited by Fiona Harbon and Michael Murphy, 2006

Offers new and challenging insights into the task of working with children and young people who are affected by substance misuse, particularly those who are brought up in substance misusing households and/or beginning to misuse substances themselves in this context. Packed with useful research quotes, references and counselling tips, the authors aim to help practitioners and managers in the identification assessment, treatment and support of the children and siblings of substance misusers.

Substance Misuse and Child Care: How to Understand, Assist and Intervene when Drugs Affect Parenting

Edited by Fiona Harbon and Michael Murphy, 2006

Handbook which looks at the difficulties that emerge when drug use by parents impacts on their children and looks at how to respond. Content includes: What are the risks to children of parental substance misuse?; Social exclusion and drug using parents; Responsible carers, problem drug taker or both?; The missing drug users - minority ethnic drug users and their children; Providing therapeutic services for drug using parents and their children; Substance misuse and pregnancy; Therapeutic work with children of substance misusing parents; Brief therapy with parent

who misuse substance; Developing co-operative links between substance misuse and children protection systems.

TRAVELLERS AND SUICIDE

Moving Beyond Coping: An Insight into the Experiences & Needs of Travellers in Tallaght in Coping with Suicide

By Tallaght Travellers Youth Service, 2006

Research project which set out to provide an insight into the experiences and needs of Travellers living in the Tallaght area in dealing with the incidence of suicide. It aimed at developing an understanding as to how crisis situations impact on their lives, the types of coping strategies people have developed and the means by which they try to move beyond coping through crisis after crisis.

A group came together to be trained to conduce each phase of the research. This team was made up of representatives from the Traveller Community, youth and community workers. They interviewed some 52 travellers from the Tallaght Area and were then centrally involved in the analysis and interpretation of the results.

WORKING WITH CHILDREN OF MIXED PARENTAGE

Working with Children with Mixed Parentage

Edited by Toyin Okitilkpi, 2006

Introduction, mixed responses working with children of mixed parentage. Looking at numbers and projections, making sense of the census, emerging trends. Mulatto, marginal man, half-caste, mixed race, the one drop rule in professional practice. The social and psychological development of mixed parentage children. Identify and identification, how mixed parentage children adapt to a binary world. Practice issues working with children with mixed parentage. Direct work with children of mixed parentage.

Exploring the discourse concerning white mother of mixed parentage children. Permanent family placement for children of dual heritage, issues arising from a longitudinal study. Mixed race children, policy and practice considerations.

YOUTH CLUBS

Youth Clubs: Association, Participation, Friendship and Fun
By Sue Robertson, 2006

Lays out a rationale for investing in youth clubs by describing the contribution they can make to social inclusion, social participation, social capital, social connectedness and generating social bonds and bridges. It covers a wide range of topics related to youth clubs and draws on relevant reports and publications and makes a good case for youth work to continue for its own sake rather then to meet a changing government agenda or to be funded on a short term basis to meet specific targets with no guarantees of continuity.

The Magic Workshop: A Resource for anyone who works with young people in a creative and fun way
By Thomas Moloney, 2006

Young people love magic, tricks and puzzles and this book contains a volume of information on how to use magic, tricks and puzzles as a means of working with young people in a developmental way. It is full of expert guidance on how you can successfully deliver exiting magic workshops. This is flexible, engaging material that can be used with any youth group to introduce a new and stimulating experience. No skill is required and all the activities are easy to do.

It's purpose is to use magic as a fun means of engaging with young people, building their self confidence and developing social skills. It includes advice on warm up activities and photocopiable resources that can be made into a magic pack.

YOUTH JUSTICE

The RHP Companion to Youth Justice
Edited by Tim Bateman and John Pitts, 2006

In recent years, youth justice has drawn in new groups of professionals and volunteers and impacted on all the agencies and organisations working with young people in trouble. While most will know something about this complex and changing field, few will feel that they know enough. This major new resource offers the most comprehensive and authoritative account available.

Joined-Up Youth Justice: Tackling Youth Crime in Partnership
By Ros Burnett and Catherine Appleton, 2006

Presents a range of ongoing ethical and practice dilemmas and issues, which run through the politically volatile and polarised world of youth justice. It highlights the spirit of optimism and commitment among frontline practitioners and illustrates the extent to which the vision and cooperation and interdependence between various agencies have been realised as well documenting where real problems still persist in the system.

All of these titles and others on related topics are available ON LOAN (not for sale) to IYWC members.
For further information or to request any of these resources please contact:

Irish YouthWork Centre
20 Lower Dominick Street
Dublin 1
Tel: 01-8729933
Fax: 01 8724183

Email: fbissett@youthworkireland.ie or
ghalpin@youthworkireland.ie
Website: www.iywc.com

Notice Board

SENSE AND SEXUALITY' ADDRESSING THE ISSUE OF SEXUAL HEALTH WITH YOUNG PEOPLE IN YOUTH WORK SETTINGS

Date: Wednesday 25 & Thursday 26 April, 2007
Venue Carmichael Centre, Dublin

COURSE CONTENT

Two-day training course, which will explore issues in relation to sexual health and sexual health promotion for young people. It will also examine the role of workers and organisation in this regard. Issues of good practice and policy development will also be examined. The course objectives are: To examine the context for addressing the sexual health needs of young people; To discuss the role of organisations in relation to this work; To examine the support needs of workers and organisations in the area of sexual health; To identify a rationale and process for policy development; and to explore good practice with regard to sexual health education programmes.

'CHALLENGING ENCOUNTERS' STRATEGIES FOR ADDRESSING DIFFICULT AND PROBLEMATIC BEHAVIOUR WHEN WORKING WITH YOUNG PEOPLE

Date: Wednesday 25 & Thursday 24 May, 2007
Venue Carmichael Centre, Dublin

COURSE CONTENT

Two-day course for those working with young people in out-of-school settings, designed to introduce participants to the theory and skills required to engage young people at points of difficulty and to assist young people to learn from such events for the future. This programme is a combination of theoretical input, demonstration and practice of practical skills and case study review. The course objectives are: To understand the purpose of anger in human behaviour; To identify their own anger at points of challenge & conflict and how to manage it;

To explore the triage of relationships in the work environment and the role group contracts have to play in behavioural management; To identify behaviour management techniques; To begin to develop the skills to appropriately engage young people at times of difficulty; and to begin to develop the skills to assist young people to problem solve and plan for the future after difficult events.compatible with environmentalism and social justice and by doing locally can improve globally.

'ENHANCING ADOLESCENCE' - SELF-ESTEEM AND HEALTH BEHAVIOURS IN ADOLESCENCE

Date: Tuesday 29 & Wednesday 30 May, 2007
Venue Carmichael Centre, Dublin

COURSE CONTENT

Two-day course establishing the nature of adolescence and identifying the importance of self-esteem and social skills as a foundation for healthier lifestyles among young people, aimed at those who wish to develop appropriate ways of supporting young people in the choices they make in relation to their health. Course objectives are to: Examine adolescence in relation to positive and negative health behaviours; Develop an understanding of the nature and importance of self-esteem; Identify the factors which impact positively and negatively on self-esteem in young people; Explore methodologies for facilitating young people to develop effective decision making skills; and explore methodologies for facilitating young people to develop effective coping strategies.

Cost for any of the above events is €120.00 For further information & details contact:

National Youth Health Programme
NYCI, 3 Montague Street, Dublin 2
Tel: 01-4784122 Email: nyhp@nyci.ie

DEVELOPING YOUR POLICIES AND PROCEDURES

Date: Wednesday 16 May, 2007
Venue Carmichael Centre, Dublin

Through presentation, group discussion and a series of participative exercises participants will identify the steps needed to develop policy within their organisation. Participants will have the opportunity to look at a variety of policies and procedures of other organisations. By the end of this course participants will be able to: describe your stakeholders; identify sources of information; plan the consultation process and draft a policy outline.

MANAGING SUCCESSFUL FUNDRAISING EVENTS

Date: Thursday 24 May, 2007
Venue Carmichael Centre, Dublin

One-day course aimed at anyone who raises funds for their organisation. It will look at: identifying and developing the concept of a fundraising event; issues related to event planning, drawing up priorities & ensuring the event is cost effective; finding and working with sponsors and how to manage the risk associated with fundraising events. After the course participants will be able to: produce effective and efficient action plans; motivate fundraising teams; effectively communicate with donors, volunteers & supporters and manage the event.

PRODUCING AN ANNUAL REPORT

Date: Wednesday 30 May, 2007
Venue Carmichael Centre, Dublin

One-day workshop taking participants through the necessary steps to produce an effective report, focusing on preparation and planning, gathering the material, structuring the content, writing and presentation. Participants are invited to bring with them a copy of their organisation's annual report, and by the end of this course will be able to: identify target audience and define its purpose; plan its publication, taking account of both costs and benefits; integrate its production into the organisation's work and choose a theme, relevant content and appealing style.

> Cost for the above three events are: Carmichael Centre members and non-staffed groups - €80.00; C&V groups employing staff - €100.00; FÁS project participants, statutory sector staff - €120.00
>
> For further information please contact::
>
> **Carmichael Centre for Voluntary Groups**
> Coleraine House, Coleraine St., Dublin 7
> Tel: 01-8735282 Fax: 01-8735283
> Email: tssinfo@carmichaelcentre.ie

CHANGING TIMES/CHALLENGING TIMES: THE WHEEL'S ANNUAL CONFERENCE

Date: Wednesday 2 May, 2007
Venue Croke Park, Dublin

With a general election and charity-regulation in the offing, 2007 is a big year for the C&V Sector in Ireland. As if these two issues weren't enough, the new national agreement Towards 2016 and the Report of the Task Force on Active Citizenship provide new developmental contexts for the sector to work in. This conference is structured to address these issues by: inviting the political parties to participate in a hustings on what they will do for the sector post election; provoking discussion on the sector's need for supportive and enabling regulation stimulating thinking on some important issues around regulating fundraising; hosting discussion on the sector's role in a healthy participatory democracy.

> For further information please contact::
>
> **The Wheel**
> Irish Social Finance Centre, 10 Grattan Crescent, Inchicore, Dublin 8.
> Tel: 01 4548727 Fax: 01 4548649
> Email: info@wheel.ie Web: www.wheel.ie