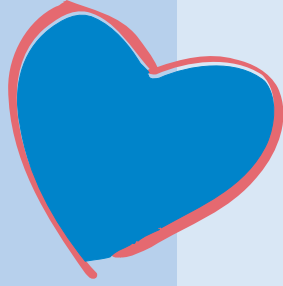


INSIDE YOUTH WORK

insights into informal education

from projects supported by the
Rank Foundation and **Joseph Rank Trust**



“These agencies - and others like them - are keeping alive the flame of youth work”.

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Commitment and change

Over 20 years ago now, The Rank Foundation took a policy decision to develop funding programmes in support of community-based informal education. During that time, the lives of many young people and communities have been immeasurably enriched. *Inside youth work* gives a flavour of what we have learned about changing young people's lives.

These pages include a brief taste of young people's achievements - individually and in groups. Equally importantly, **Inside youth work** provides an insight into what motivates and underpins the ambitious and effective youth work projects that have nurtured those young people.

The variety of practice within these pages is evidence of the fact that there is no single blueprint for life-changing work. But there are common principles and vital skills underpinning the achievements described on these pages.

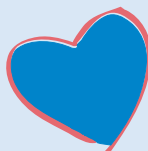
The work comes from community-based voluntary organisations - a sector that gives us hope for the future of informal education, as it is able to respond to the interests of young people, rather than to government agendas. These agencies - and others like them - are keeping alive the flame of youth work.

The Rank Foundation's funding strategy values long-term investment, rather than instant outcomes. We seek out people and organisations whose character and qualities ensure that their work is embedded in the communities they serve. We give support to skilled and committed people, not glamorous programmes. These pages have a message for other funding bodies - to look carefully at whether their funding strategies are stimulating long term change.

Inside youth work is intended unashamedly to show off some of the best work we are currently supporting. I hope it will inspire and guide others to work to take on the challenge of working in similar ways. I hope, too, that many of you will see it as articulating ideas behind work that you are involved in - the skills you use, the challenges you face - and the rewards you enjoy.

Most of all, I hope that **Inside youth work** will inspire you to want to shout about your own work from the rooftops. The more people know about what young can achieve - and understand what's behind those achievements - the better.

Charlie Harris Director of Youth Projects, The Rank Foundation



“These pages have a message for other funding bodies - to look carefully at whether their funding strategies are stimulating long term change”.

Inside information

In youth work what you see is rarely what you get. On the surface it can appear that not much is going on. We might see young people hill walking, developing their DJ skills, or hanging about talking and stop at that. However, youth work is a lot more than activity. It is, at heart, about relationships and association - connecting and being with others - and the good that can flow from this.

Once we get inside youth work we can see it entails:

- **focusing on young people**, their needs, experiences and contribution;
- **building relationships** that allow people to grow and flourish;
- encouraging all to **join together** in friendship to organise and take part in groups and activities - sometimes described as fostering associational life;
- creating moments for **reflection**, learning and for thinking about change;
- working on the basis of **choice** - young people can accept or reject the invitation to take part.

Work like this is different from that which is found in much schooling and welfare. Based in everyday experience it is unpredictable. It is driven by the people involved and their questions and issues rather than some curriculum. Crucially, it also looks beyond individuals to the quality of relationships in communities. Sometimes these things are not obvious at first sight. We can focus on the awards achieved, for example, but these are a bonus. It is the learning and relationships involved, and the way these benefit people and communities, that really counts.

It takes special kinds of people to work well in this way with young people. They need to be flexible, open and to know themselves. They also have to be experienced as having integrity and character, and as having a heart for young people. Work like this also involves courage and commitment. It often involves swimming against the tide and having faith in the capacity of people and communities to make changes.

The benefits of this way of working are great. We know, for example, that those who belong to groups are happier, healthier and more involved in learning than those who do not. What is more, neighbourhoods where there is stronger community activity and spirit tend to be safer and more economically active. However, it can take time for results like these to show. As a result there has been pressure, especially within state youth services, to turn youth work into something more formal and predictable. With an emphasis on activities that lead to qualification or to meeting some government target, the heart is being driven out of a lot of work.

Inside Youth Work shows that keeping faith in the power of relationship and association can pay dividends - and that youth work, if it is allowed to stay true, has a vibrant contribution to make to the life of local communities.

**Mark K Smith Rank Research Fellow and Tutor,
YMCA George Williams College**

Inside youth work includes:

All change!

Focusing on young people's achievements and the changes they have made, both individually and in groups...including **Underneath it all** - commentary from workers, giving insight into the way they worked.

Making it work

Describing the ideas, aims, values and beliefs - and the practical skills - that guide the practice that helped make the changes possible...including **Seeing a difference** - commentary from young people on how the work has affected their lives.

Taking it on

Thoughts on how to take on some of the ideas from Inside youth work. The key to success is building on strengths and telling others about the value of youth work.

About the projects

Background information and contact details on the projects contributing to Inside youth work...including **The funder's perspective** - the Rank Charities' approach to supporting youth work.



Levenmouth YMCA



All change!

Great rewards are available - for young people, their communities and for the people who work with them. These brief descriptions give a taste of what young people can achieve - often starting from a position where there seems to be few opportunities open to them. Change requires commitment, belief, understanding - and a great deal of skill.



Project information

It's my home

A place to live is vital... having support to stay there is invaluable.

I had been in care since the age of fifteen. I left care to return to live with my mum. We fell out again; she kicked me out and I ended up at a friend's house. A friend told me to go to Community Campus, which I did, and, two weeks later, I was allocated a house. It's got two bedrooms, with a dining room, living room and bathroom. It's somewhere to live; it's my home.

When I moved in I got my support worker to help me with my budget, so I had enough to last me with my shopping and bills. My money didn't last long. I wasn't claiming benefit when I first moved in, so they helped me fill in all the forms for benefits. Now I can do it myself, although I still need help with some things, like paying my rent. I do all my own housework - sometimes my boyfriend helps, but he's a bit useless.

Campus got me sorted out because I didn't have anywhere or anyone to turn to...if I needed someone to talk to or a shoulder to cry on....so I came here.

I went on a residential course in July and it was brilliant. It kept you busy all the time, activities, food was free, it was

a laugh, we all got on and met loads of new people.

I'm expecting a baby in March, it's a bit scary; I'm excited, but I'm scared. I know I'll have support so I'll be alright. I'm waiting to get my house decorated, a new settee and we've had a new bed delivered. Soon it will be just perfect, my own little dream world. I think I'll be all right, hopefully...I've got patience, so I should be OK. I never got any attention from my mum, I'll make sure this baby gets all my attention, make sure it knows that I love it.

If Campus didn't help me I don't know where I'd be. Drugs. I'd have nothing else to do. I'd be freezing and homeless. I like it here, I know there's always a place to go; I've got support, if I need it. I'm really happy. I've changed a lot in the last couple of years - I'm only 19 and I have my whole life before me.

DANIELLE, AGE 22

Community Campus p.30



UNDERNEATH IT ALL

Moving into a house for the first time requires a lot of support to create a successful transition to independence. Many young people we come across are experiencing precarious housing situations; stop-gap arrangements are a feature of housing for a large number of young people. The support network we provide is a key element in a process that can help address some of the structural issues, such as the inadequacy of young people's incomes and the lack of affordable housing.

The key is to stabilise a young person's housing and career. We provide access to help and support, in order to maintain and sustain a tenancy long beyond a young person getting a key to a front door. Getting the support model right, promoting independence and reducing social isolation - all of these factors have a high impact on whether or not re-housing will be successful.

Carl Ditchburn Co-ordinator Community Campus



Outdoor opportunities

Five young men take part in training, in order to offer outdoor activities to others.

The Clay Partnership Project is based at Hendra Lake, a disused china clay quarry in Cornwall. The project recruited five young men from the area, aged 16-20, and offered them opportunities for personal development, some accredited training and outdoor activity qualifications. Four of the five 'apprentices' qualified as instructors in a variety of outdoor pursuits.

Throughout their training, 'the Hendra Boys' worked with young people from across the china clay area of mid-Cornwall, leading kayak and canoe sessions, archery, problem-solving and mountain biking. They also initiated discussions on topics such as sexual health, relationships, racism, drugs and much more.

I started working with the project when I was 19 years old and at a bit of a loss. I had left school with few qualifications and was working in a job that I hated. I met Nick [the worker] and got with the project after getting through what was my first, very nervous (and rather red-faced!) job interview.

Working with a group of lads has been good fun, but hard work as well, and we have all changed a lot since we began. We have been given loads of



opportunities to do new things. We have all learnt professional skills in a fun and relaxed way (well, most of the time anyway!) and have become more confident as a result.

I have become a Level 2 kayak and canoe coach, a qualified First Aider, mountain bike leader, archery instructor and have also achieved an NVQ2 in Adventurous Activities and a locally qualified youth worker ticket. I have just begun a course at the YMCA George Williams College, which will lead to me gaining a professional qualification in Informal Education. When I look back now, I can't believe that I have achieved and experienced so much in just 2 years. And if I can do it, anyone can!

But, there is more to this project than the training. I have had some great experiences and opportunities over the last 2 years. We flew to Ireland on an exchange visit (the first time any of us had flown), climbed Snowdon and Scafell Pike, went on a Tall Ships voyage, stayed in posh hotels and even delivered speeches to Lords, Ladies and other important people.

The amount of support we got from Nick was unbelievable - he seemed to be available at all times of the day and night to help us out, even with personal problems, like housing and family issues. Having someone who believes in you and your ability is so important and he certainly helped us to believe in ourselves.

I am now employed by the project as a

youth worker and outdoor activity instructor; I have responsibility for delivering the training to a new set of 'apprentices' and for leading activities with other young people. The fact that I know and understand the process that the lads will be going through will be of help to them and, hopefully, enable me to pass on my experiences and inspire them.

'JACK'

 The Clay Partnership p.30

UNDERNEATH IT ALL

The project uses a peer education approach, with young men becoming the trainers for others. We did this in the belief that these local young men are able to increase participation amongst local young people; at the same time as they are enhancing community life, they are improving their own life chances.

The young men have credibility with other young people. This is a key to success. The lads are proving to be positive role models and I often hear other young people saying 'I want to do what you do' or 'where can I do something like you are doing'. This may sound unremarkable, but in a rural area with little employment and training prospects, most young people have limited aspirations.

Nick Smith Project Co-ordinator

Hey, DJ!

DJ Tez & Kiwi, otherwise known as Terri McDonald and Dave Weaver, have been DJ-ing for several years. Recently, they have been able to teach other young people through a series of DJ workshops taking place across the County organised by the Cumbria Youth Alliance Voices project and Wigton Youth Station.

I first got into DJ-ing through trying to raise money for our youth club in Maryport. Someone told me and my mate Trevor that running a mobile disco would make a bit of money, so we borrowed some equipment and had a go. Then, in October last year, I started DJ-ing with Terri.

I helped out at the Youth Station as part of my work experience for Cumbria County Council, which helped me with my course. I still come now and again, even though I don't have to any more, and help with the DJ-ing and other things.

KIWI

I've had my own decks at home since the age of 14. Me mam & dad were into music and their friend was a DJ, so he taught me how to get started. I got involved in the Youth Station in Wigton as a volunteer at the age of 16. I would help in the after school club and then come in the evening with my mates. The Youth Station managed to get its own set of

decks and, as I showed interest, Pam (one of the workers at the youth station) asked if I could do some DJ-ing for them.

Pam also works on a project called Voices. She asked me if I could come and help out with Voices, so I joined West Voices in Summer 2000. Since I started I've been on residentials to learn about peer research. I am also learning to be a trainer

for peer research, so I can teach other young people who are just joining Voices how to do it. During the residentials I am also responsible for DJ-ing in the evenings and teaching other people who might want to learn.

Voices and Wigton Youth Station got together some money to run DJ workshops all over Cumbria. So far, I have been involved in running DJ workshops at youth clubs in Allerdale (West Cumbria) and I DJ-ed for the Voices Summer Roadshow in Allerdale. At the Roadshow we had juggling, fire swinging, recycled drumming and of course DJ-ing.

Lots of young people had a go at DJ-ing.
DJ TEZ



i Cumbria Youth Alliance p.31

UNDERNEATH IT ALL

Voices is a network that provides opportunities for young people to develop themselves. The main aim is for young people to take a lead in getting things done for themselves and for other young people. They start from their own needs, interests and enthusiasms.

We support them by running workshops and residentials, designed to build self-esteem and confidence. This encourages them to carry out research amongst their peers, present their research to funding bodies, youth organisations and councillors and to help local community-based projects work out problems and solutions. In short, they enable young people to have a voice in what affects them

Pam Eland, West Voices Co-ordinator

Growing your own

Young people from within communities can play a leadership role

Atif is a 23-year old Asian young man. I first met him while I was doing detached work at the local college. The college student support worker introduced him to me, because he was interested in doing some voluntary youth work. Atif asked if he could do a youth placement at St Catherine's. I invited him to come down to the centre to meet the young people the following week.

I didn't expect him to turn up on the night, as in the past several young people had made commitments to see me and had let me down. He did come and continued to do so on a regular basis. I was able to observe the way he worked with the young people. I could see he had an ability to build trusting relationships, not only with the young people, but also with the local community.

When I received information about the opportunity to be involved in a Sail Training Association voyage, I instantly thought of Atif. He had made tremendous progress over such a short time, displaying a natural flair for youth work. I felt this initiative would build his confidence and broaden his horizons. It would allow him to work in a new team and develop his leadership potential.

There were two places available, so I asked Atif if there was anyone he knew of who might benefit from the experience. After some thought, he came up with a young person who had growing respect amongst his peers. We felt that the experience would give him the confidence to become a positive influence in the community.

MARILYN IWANUSCHACK
Project Manager Campitor Ltd

I was the assistant watch leader, so my job was to support the watch leader by making sure the young people fulfilled their daily duties. Our duties included





cleaning the vessel, preparing breakfast, lunch and dinner. I also needed to encourage and motivate the young people when they were going through difficult times, such as seasickness.

Most of the young people on my watch were the same age as myself. I had to think twice about my actions, because I didn't want them to affect my relationships with the team. Being given this responsibility gave me a great sense of achievement, as I have always relied on other workers to take the lead.

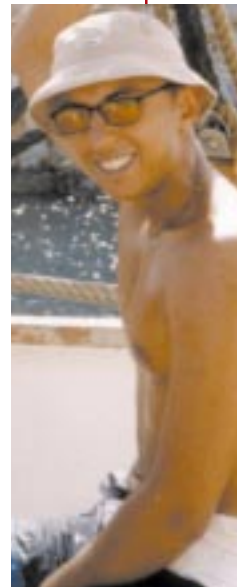
The young person who came with me initially found it a culture shock, because he had never been on a holiday, other than with his family. At first he found it difficult to mix in with other crew members.

After a few days he started to come out of his shell and had a much more positive attitude. He became more of a team member and showed potential leadership skills. He started to relax, not only with the young people but also with other workers on board. By the end of the voyage his watch leader recommended that he came back as a mentor in the future.

When we both arrived back in the community there was a lot of interest from the young people who began to see him more as a leader, because of the experience he had. While I am out doing detached work, many young people are asking me when the next sailing voyage is. I feel that one person's experience is inspiring others.
ATIF ABRO

UNDERNEATH IT ALL

From the early days of his involvement, Atif asked questions about why I did things in the way that I did. I could see that he was becoming more and more interested in the process of working with young people. I began to plant the seed of him doing some form of youth work training, either through the local authority or a university course. He went on to complete a part-time youth work training course through the local authority.



As Atif was coming to the end of the course, I became aware of the Joseph Rank Gap year scheme and gave him the literature. Atif was taken on as a 'Gapper', keeping his placement at St Catherine's. The Gap programme involved him studying informal education at foundation level. This was the same study material I had undertaken five years before him. Through his study reading he began to reflect on his work and answer his own questions about youth work practice, whilst using me as a mentor. For more about The Rank Foundation Gap scheme, see p35.

On their return from the voyage described here, I noticed Atif was much more assertive in decision-making. He was more confident in his communication with other workers and with the young people. Because he had to support sixteen young people for eleven days in such a closed environment, Atif became clearer about why he had to have boundaries when working with young people.

Marilyn Iwanuschack Project Manager
Campitor Ltd

i Campitor Youth Project p.30

The start of something

An opportunity to volunteer can lead on to many changes and opportunities.

Volunteers from Girvan Youth Trust show that, with the right support, young people's dreams can be turned into action. In youth work, it does make a difference who you are, and volunteers bring variety into the youth work team. Their varied life experiences and characters add to the pool of relationships available to young people.

Erin came up through the project

I first went along to the Oasis Drop Inn at just 14 years of age. It was somewhere to go to keep warm, listen to music and to meet up with friends.

When I was 16, I became more and more involved, going along every Thursday night, taking part and helping out with fundraising activities. I also became a member of the youth committee. This allowed me to learn and develop committee skills, which have been useful in other situations, too.

My involvement with the Oasis Youth Project has increased my confidence. Since the age of 16 I have supported and represented the project at a number of meetings, giving presentations about the project to other young people and community groups.

The Oasis Youth Project has been there for me throughout my teenage years and has provided me with support and encouragement in many ways. While volunteering with the project I was approached about The Rank Foundation Gap Scheme. [For more about Rank's Gap scheme, see p35.]

I thought it sounded interesting, however I wasn't sure it was for me. I think deep down I wanted to try it; I was just worried about whether I could see it through. After about 6 months of subtle hints and persuasion from the youth workers, I decided to go for it - and I

became Girvan's very first 'Gapper'!

In September 2001 the Girvan Youth Trust offered me a one-year contract as a full time Project Worker - I was over the moon! I was also given the opportunity to undertake the course in Informal and Community Education. This has allowed me to develop and explore my work as a student-practitioner.

The Girvan Youth Trust has supported me over the years and provided the opportunity to learn about working with young people. In August 2002, I was offered a job with The Prince's Trust Volunteers as an Assistant Team Leader.
ERIN MURDOCH

Adrian brought together his interests in youth work and the outdoors.

I decided it was time pursue my interest in youth work and combine this with my love for the outdoors. I knew that voluntary work would probably be the best way to get some experience, but my work shifts made it impossible. The time came to take a 'giant leap of faith' and leave my manager's position at Turnberry Hotel in January 2000.

I phoned Chris [the worker at Girvan Youth Trust] to let him know what I hoped to do and to get advice on how to achieve my goal. From our initial meeting, Chris suggested I became a volunteer helper at the Oasis Youth Project. He said that it was important to find out whether I liked working with the young people and whether the young people liked me.

He pointed out that, if I volunteered, other organisations would see me work and would be more inclined to employ me. This proved to be true. In the summer of 2000 I was offered some paid session work. This resulted in me being employed on a part-time basis with the Target Leisure project.

From this gathering of experience I was recommended by several organisations as a suitable team leader for the Prince's Trust Volunteer programme, which was about to start in Girvan. Now I am employed in full-time youth work.

The Oasis Youth Project is supporting my development in outdoor qualifications through grants that the project can access.

ADRIAN HENDERSON



i Girvan Youth Trust p.31

UNDERNEATH IT ALL

Two different paths into voluntary youth work - and from there into paid posts. The process involved the development of the volunteers' skills and enthusiasm. The key to a positive volunteering experience is support and development. Taking a new direction in life, or taking the first steps towards a new career, can be daunting.

Volunteers are a vital resource and a successful volunteering experience can have a life changing effect. My own involvement in youth work began as a volunteer, so I know how beneficial this can be in changing lives.

Chris Saunders, Girvan Youth Trust Project Manager.

On the beat

A DJ project turns dreams into reality.

As DJs, it was difficult trying to make our own creative sounds, with the little equipment we had. We had dreams of travelling the world as superstar DJs....being adored by crowds of people...the excitement of the lights, the sounds and the music.

At first we thought it was unachievable. But you keep chasing your dreams in the hope of succeeding.

DJ-ing became a hobby after several years of listening to dance music, going to local dance events and taking part in DJ workshops provided by Project 8, run by Girvan Youth Trust.

Being involved in the project taught us new skills and built our confidence. We put together an idea for providing quality dance music to a wider local audience. Girvan Connections and Girvan Youth Trust worker Chris Saunders were prepared to support our idea.

We get a kick out of seeing people dance to the music we're playing. With the funding received and revenue generated through promoting and DJ-ing an under 18's event at a local nightclub, we were able to buy equipment to expand the project.

Our first gig gave us a taste for more. It gave us a name for ourselves and it felt good. We've now been able to pursue our hobby to the stage where it may be possible to make a career within the dance music industry. The project has given us the setting, the time and, most importantly, the experience necessary for progression in this field.

The community has benefited from the quality of music and DJs available to them, at the same time the project has benefited from the experience of older members, and the new perceptions provided by newer members.

We've gone far beyond our expectations for the group. Once we did the asking, but now we are being asked to do gigs. We used to be 'two decks and a mixer'; now we incorporate samplers and electronic FX modules into our DJ performances.



We have had the opportunity to rub shoulders with big name DJs and feel on an equal level. They have responded in the same way and have given us a good grounding with sound advice. We're still living the dream.

SHANE WASSON (19) AND CHRIS O'DONNELL (18).

A funder's perspective

We made something of a 'leap of faith' in providing a group of young people with £7000 worth of equipment. We saw it as an investment, which has outcomes on a number of levels:

- unlocking the potential of individual young people taking part - skill development and small business development;
- support for sustainable social enterprises involving young people;
- integration of socially excluded young people into mainstream resources through music;
- prevention of drugs misuse, through awareness raising activity linked to Project 8 performances and events.

The project has enabled young people to build their own capacity to do this over and over again. My only surprise is that they did not come back to us for more money last year! (No doubt, they will now!)

GUS COLLINS,
Partnership Manager Girvan
Connections Social Inclusion
Partnership

UNDERNEATH IT ALL

There is more to the DJ project than the skills of DJ-ing. There is power in a group working and being together - we are learning tolerance, friendship, commitment, faith, leadership and the willingness to support others in taking their dreams forward, as ideas evolve from within and new influences are welcomed from outside.

My role is the catalyst that supports this fusion of interests. We have creativity and motivation from the young people and a funding source that is willing to take a leap of faith.

Chris Saunders, Girvan Youth Trust
Project Manager.

 Girvan Youth Trust p.31



Win-win

Everyone benefits from volunteering.

My story starts on the night of my first parents' evening at secondary school. I was a very shy and quiet 11 year-old. I never used to mix with my peers, and I was the one bullies always used to pick on - this made me refuse to go to school.

But back at the parents' evening - my Head of Year mentioned an after school activity club, called Fun Club, that was run by a voluntary organisation called VSU. I went to the club twice a week for two years and got involved in loads of activities including arts, sports and trips outs. I made good friends with the young

volunteers that helped at the club and went on two residential. I left the club around the age 13.

A year later I started up my own mini project with Rank Foundation Gap Year Student Tanya Stephens - who used to be my volunteer at the Fun Club. Together we encouraged young people from my school to help out with the weekly school newspaper. We also ran an anti-bullying club, which helped young people to talk about their problems.

Six months passed and Tanya introduced me to two local youth workers based at the youth centre where Dartford VSU has an office. With their support, I became a volunteer with VSU about two years ago.

Every week I helped out with the Tuesday Fun Club, an after school club for local children, and the ADHD club,

which supports disabled children. I helped with various days out with other young people and children. Every year I take part in the Tuesday Club Summer Scheme, which ran for 3 weeks.

Staff at VSU introduced me to the Millennium Volunteers (MV) programme and explained that MV is an Award that can help you to get a job and it is widely recognised. To gain my MV, I helped at a variety of clubs including my old club - Monday Fun Club, Here For You Crew - environmental action group - and Leyton House, a social club in an old people's home. I also supported the VSU staff with day-to-day admin help in the office. I have now received my 200-hour MV Award of Excellence.

Being a volunteer has increased my belief in myself, my ability to communicate with my peers and given me so much confidence. Even through I



completed MV, I still carry on with my volunteering because it's what love to do the most! I am now studying for entry into the police. At my initial interview, they were very impressed that I have done so much volunteering over the years.
SAM GOYMER (17)

i VSU Youth in Action p.32

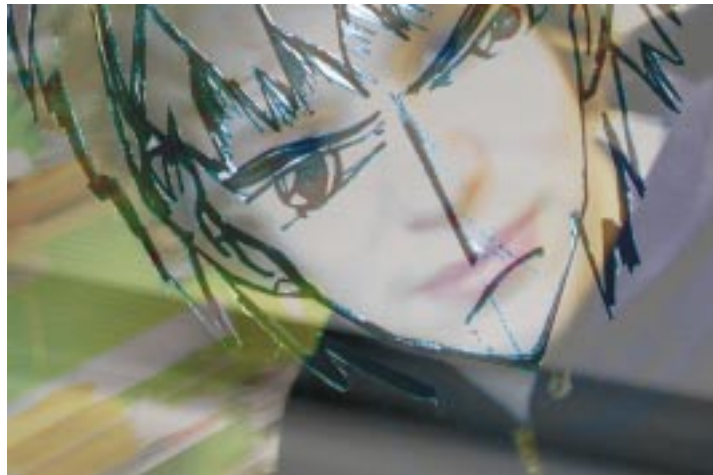
UNDERNEATH IT ALL

VSU Youth in Action is a dedicated youth action agency that contributes to the personal development of young people through volunteering. One of our aims is to give young people the choice of becoming progressively more involved and committed to the opportunities that volunteering opens up.

Many young volunteers choose to work along side other people - typically their peers, children or elderly people; others become involved in community projects, including environmental, fundraising, sports and arts activities.

The nature of young people's involvement is self-determined; they can choose from staffed group projects, where they enjoy the constant support of a VSU youth worker, to an individual placement that encourages their personal independence. Regular review sessions provide an opportunity to reflect and to plan new challenges.

Volunteers can take advantage of training events, ranging from induction to specific skills training. Some gain added recognition by participating in Millennium Volunteers or other award schemes. All are given the opportunity to celebrate their achievements.
Judith Skinner, Deputy Director
VSU in Kent



Rural Media Company

On screen

A cinema for the young people of central Fife will create new films as well as show established ones.

This is magic, it's like a real cinema. In fact it is a real cinema!

The nearest cinema is too far away, so this is class - and do we really get to make films?

It's been a long time coming, but this area badly needs something like this.

Screen 1, based in Buckhaven Theatre, plans to show up to 12 mainstream 'blockbuster' films in its first year. Alongside the cinema, a film production group will produce short films based on

young people's own experiences and ideas.

Once the cinema is up and operational, it will open up the running of the project to the young people who are using the service. The plan is to adopt a system whereby young people choose the next film that will be screened along with any other relevant feedback about the project that we can incorporate to enhance the 'cinematic' experience

The film production group plans to make a minimum of 6 films, though this will be very much dependent on the depth the young people want to give to each piece. Each film will be premiered at a screening of a mainstream film and be shown at the Fife Film festival & community arts festivals around Fife. A key strand of this project is that we soon open Screen 1 to the local community and involve everyone in its future.

i Levenmouth YMCA p.31

UNDERNEATH IT ALL

One of our underpinning aims is to encourage and resource Levenmouth to be a more creative community. This is an example of meeting the needs of the community and encouraging to take a step forward to being more creative and together.

Screen 1 fits snugly into many of the local & national strategic aims of the local council & government and we hope to use this it as a model to encourage others to follow where we have started. We are also looking at potential links to qualifications with FE Colleges.

Ally Hunter Project Manager Levenmouth YMCA

Filling those shoes!

A unique, personal description of what it means to be part of Rank's 'Gap' scheme.

My name is Leigh Shearer and I'm from East Lothian in Scotland. My Gapper experience was with the John Muir Award. This is an environmental Award, focused on wild places and it's all about getting out and exploring your environment.

With this in mind....I'd like you to picture a pair of hiking boots - proper hiking boots, with those long laces and thick soles. Now bear with me and I'll try and explain why I'm using a pair of boots to describe my Gapper experience!

OK..so just imagine one day, a fairy Godfather called Chris magically appears and gives you a pair of hiking boots. Now, you have a wee look at them and...well...to be honest...the idea of putting them on is a bit daunting. You used to walking, but just along the pavement - and you always wear your trainers.

So, you just look at them for a while...and then eventually pluck up the courage to try them on. You take a few steps and...your toes are a bit squashed, and there's that wee bit on your heel that rubs...but you persevere and soon your walking quite well in them.

You build up your confidence and maybe try taking a path off the main road, or try going over a new terrain.

You meet other hikers on your travels, who share their experiences with you and give you their chat and top tips.

And, of course, there's your personal hiking buddy (who comes with the boots). They've got the map and sometimes, mostly at the beginning, they're in front of you, leading the way. Other times, they're walking beside you, and then there's the times when they're behind you - using their super deluxe hiking boots to give you a good kick up the backside!!

Eventually, your boots are more like a second skin - you've got faith in them and your confidence runs high.....and then you're off!! Over rivers, along the tops of mountains, through forests, hiking new places and happily trying new things.

But, occasionally, you have to retrace your steps because, well, everyone gets a wee bit lost once in a while, but you've got faith in the support of your boots, and you've now got your own map to help you find your way. And every so often, a wee blister can suddenly appear, but you've got your first aid kit in your rucksack that your walking buddy gave you...and all the advice that the other hikers added to help you fix it.

My hiking boots have been well worn!! They've been submerged in a marsh, jumped in for joy, stamped in frustration, up and over enormous hills, dragged in exhaustion and with me every step of the way in what's undoubtedly been the most memorable and exciting journey of my life!

I've a few special people to thank for making my journey such a fantastic adventure. There's my personal hiking buddy, Mandy Craig, who's undoubtedly still with me on my adventures, just in my heart now instead of physically beside me...Angus Miller - for his expert guidance and never-ending patience,...there's fairy Godfather Chris,

the Rank Foundation for providing this amazing opportunity, the John Muir Award for being what it is, and everyone else who has helped me on my incredibly rich journey.

And finally to my fellow Gappers, who all received a pair of hiking boots as well - I hope they go on to take you wherever you want to go. These boots were made for walking - and that's just what they'll do!!

LEIGH SHEARER, from a talk given by Leigh at a 'Gappers' residential

UNDERNEATH IT ALL

The Rank Foundation's Gap scheme is a leadership programme for volunteers, aged 18-23, drawn from the independent school sector or from the projects currently supported by The Rank Charities. The scheme requires a 6-9 month commitment, which culminates in a recognised accredited qualification for young informal and community educators.

Chris Dunning, Rank Foundation
Director of Youth Projects, Scotland and Northern Ireland

For more info: contact The Rank Foundation - details included inside front cover



Neil Farrow

Black, white and green

A group of Herefordshire young people with ethnic minority backgrounds raise the issue of rural racism and influence local policy and action.

My name is Ping. What goes with Ping? That's right. Now you know what I was called by bullies all through school.

This project has been fantastic. It is the first time I have shared my experiences of racism with any other young people.

I know that the posters we have produced will help others in my situation, and now I know that I am able to speak out about such things.

I've lived all my life in the countryside and no-one before this project has ever asked me anything about what it's like to be black and live in a rural community.

Black White and Green was a photography and design project run by The Rural Media Company for teenagers from towns and villages in Herefordshire, who had ethnic minority backgrounds.

Each Saturday over three months a group of young people representing African-Caribbean, Asian, Chinese, South American, and Traveller communities met together with a youth worker, a drama worker, a photographer and a graphic designer to produce a series of posters on discrimination and racism in rural areas.

The workshops comprised lots of trust and relationship-building exercises before each member felt comfortable sharing their experiences. The workshops resulted in three very powerful posters and an unforgettable experience for group members, leaving them feeling vastly more confident and able to articulate their concerns and expectations for the future.

Around the same time, Herefordshire Council were consulting the public about

developing a Community Safety Strategy. The Black, White and Green members contributed actively, providing personal testimony on levels of racial harassment and prejudice, which they had experienced.

West Mercia Police, who were leading the consultation, later wrote to the group thanking them for their input and said that in their view it was directly as a result of their participation that resources had been found to create Herefordshire's first Race Equality Officer post.

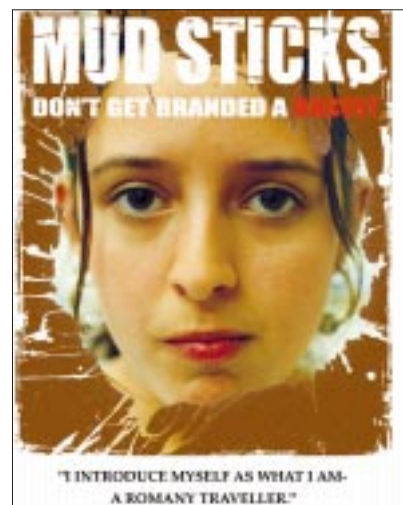
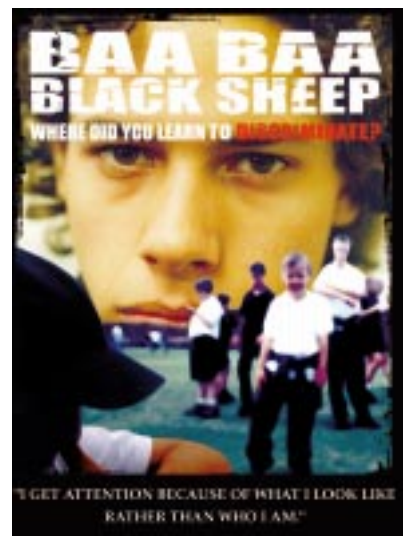
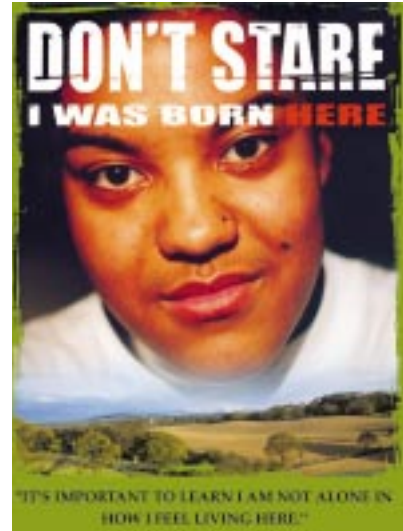
i Rural Media Company p.32

UNDERNEATH IT ALL

A successful youth media project, for me, brings clear personal and social gains for group members - and increased skills and opportunities for learning. A really successful project is when the adults affecting the lives of those young people are caused to stop for a moment, and think more deeply about their policies and practice.

Not every communications project with young people can be so readily linked with improvements in public services as well as personal development. This project does prove, however, that when young people, including those most marginalised in society, make their voices heard, change is a real possibility. And I will never forget the standing ovation given to one of the BWG members after she gave a presentation to delegates at a packed youth work conference.

Nic Millington Director, The Rural Media Company





On a London stage

A theatre group from Levenmouth in Scotland performs at the Royal National Theatre.

A once in a lifetime opportunity.

I had the time of my life!...I'll never forget the memories of the last few days.

The one thing I've learned on this trip is that we are a brilliant team!

The feelings of the last few days will stay with me forever but London was smelly.

My friends are proud, my family is proud and, most of all, I'm proud!

One day I'm working hard in Buckhaven, next minute I'm on the stage of the RNT doing things I never thought I was capable of. I'm so proud.

Levenmouth YMCA's Behind The Scenes Youth Theatre (BTS) was one of only 10 groups from all over the world to perform at the finale of what The Guardian described as "the biggest and best youth theatre festival in the world". The performance was a true testimony to what can be achieved with the BTS young-people-driven approach.

The Royal National Theatre's International Connections Youth Theatre Showcase 2002 began with one hundred and fifty youth theatre groups from around the globe being chosen to perform specially commissioned plays at their home venues.

BTS performed at Eden Court Theatre, Inverness. Their show was 'The Exam' by Andy Hamilton, who wrote and produced, amongst other things, Channel 4's smash hit comedy 'Drop The Dead Donkey'.

The twelve young people in the cast were chosen from the 120-strong youth theatre and worked over 12 weeks to produce a piece of theatrical comedy that many a professional company would have proud of. As a result of their

performance, they were asked to carry the banner for Scotland as one of the ten 'showcase' groups, performing on the stage at the Royal National Theatre.

The cast's London performance at the National brought the house down with a truly spectacular and hilarious performance which was highly praised by festival producers, critics and the 800-strong audience in the Lyttleton auditorium.

A night to remember! London today...Broadway tomorrow! Well, actually, Prague is the tour for Summer 2003...

i Levenmouth YMCA p.31

UNDERNEATH IT ALL

Working towards a public performance is a powerful situation, charged with focus and energy, which requires total belief and trust in each other. As youth workers, our approach respects the rights of young people and is young people centred. In meeting our objectives we have to manage a fine blend between process and product. In practice this means we create an environment that allows our young people to realise their potential. We started with 13 individuals, and together built a team that conquered its own unique challenges and rose to fantastic highs, while addressing individual needs through a collective purpose and vision.

As director, the key is creating an environment that allows the participants to take the best out of the processes involved (group process, artistic process, informal education process) while using the final product - the performance - to help participants make sense of their experiences and maintain a determination to discover and fulfil their full potential themselves.

Ally Hunter Project Manager
Levenmouth YMCA





Making it work

Having an impact on the lives of young people - especially those who feel marginalised by society - requires thoughtful intervention.

It also requires a strong belief in the value of relationships and a commitment to young people.

The ideas underpinning youth work that makes change possible must be understood and valued.



Project information

Seeing potential

Seeing young people as having potential, rather than being a problem opens up opportunities for change.

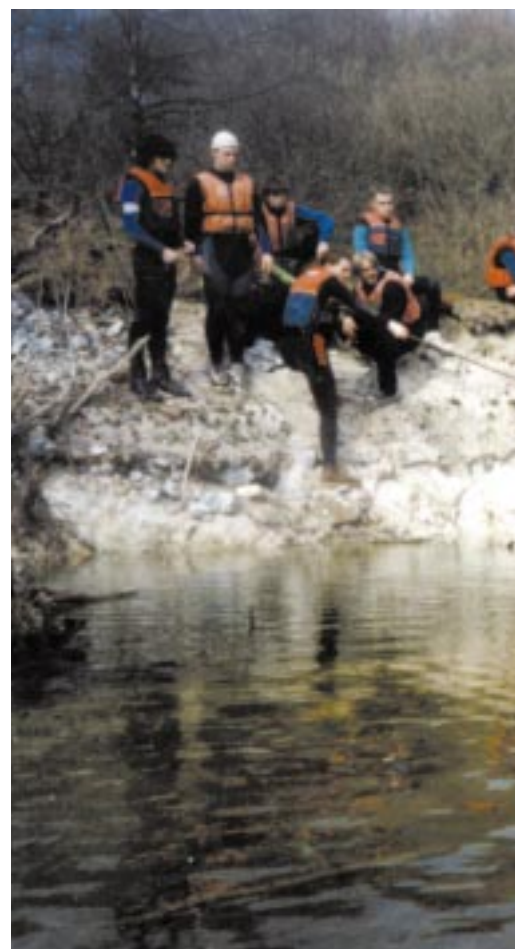
The five young men we recruited to The Clay Partnership Project in May 2000 had all had negative experiences of education and employment.

Two of the group had been excluded from school, one was a single father and the others were unemployed. Society often views such lads as potential troublemakers rather than 'having potential' and these lads seemed to view themselves in a similar way.

I remember an informal interview we had with the group just before they started... their body language was extremely defensive, they found it difficult to maintain eye-contact, they mumbled answers to questions, blushed if we asked them to expand upon an answer...I can remember thinking that, without exception, each individual lacked confidence in his own ability and in his communication skills.

Working alongside this group for two years has been a privilege. OK, there have been some obstacles or difficulties to overcome but nothing insurmountable, if you have a positive outlook and a willingness to see the potential within people. The group bonded together quickly; it's amazing how quick this process occurs when you put individuals in canoes and send them down a river, or give them a chance to go all-terrain boarding, or to climb Mount Snowdon, or to walk across Dartmoor in extreme conditions. In fact, the group bonded so well that they became very close-knit and formed a strong identity - 'The Hendra Boys', they called themselves and the name has stuck ever since.

The outdoor activities that we offered the lads improved their self-confidence and their ability to communicate. The



group learnt to trust each other when they were dangling from a rope on the 'Cheesewring' (a local climb) or navigating across misty moors and to co-operate with each other whilst planning activities and trips.

Although the activities proved effective in improving their confidence and communication skills, the lads were also subjected to academic activities, or the 'boring stuff' as they called it! The group achieved National Skills Profile Awards in key skills such as literacy and IT. These sessions were held at a local youth centre, where the environment was relaxed and informal. Individual support was offered to each young man who had set himself learning targets.

This process was probably the most difficult in terms of motivating and encouraging the group. Overcoming the lads' fears of inadequacy and 'failure' was not easy, but the individual support



SEEING A DIFFERENCE

Nick asked me to write down what difference The Clay Partnership Project has made to my life. Where do I start? 'Life-changing' is an understatement. In two years, I changed from someone who couldn't get out of bed, was in and out of trouble with the police and had left school without any qualifications to someone who holds down a fantastic job with a string of qualifications behind me. I had never thought of my future before, or what I could achieve, if I put my mind to it.

The most important thing that changed for me was that I became confident at communicating with people, listening, being responsible for others and myself, dealing with emergencies and even teaching. I wouldn't have been able to do any of these things, if I didn't have support from Nick and the rest of the lads on the project. I learnt to work as part of a team and I think that everyone involved learnt to trust and rely on other members of the team. Of course, you have to if you're upside down in a kayak and your mate is the only one who can rescue you.

I now work in an outdoor education centre in Cornwall, I live by a beach and get to go kayaking or climbing every day and I get paid for it! How cool is that? But, my dream is to run an outdoor education centre in Canada, where I will specialise in sea-kayaking with whales. I never really had a dream before, but you can all expect a postcard soon. Cheers.

Sean Rolston

given to them by myself and other workers enabled them all to achieve their learning targets.

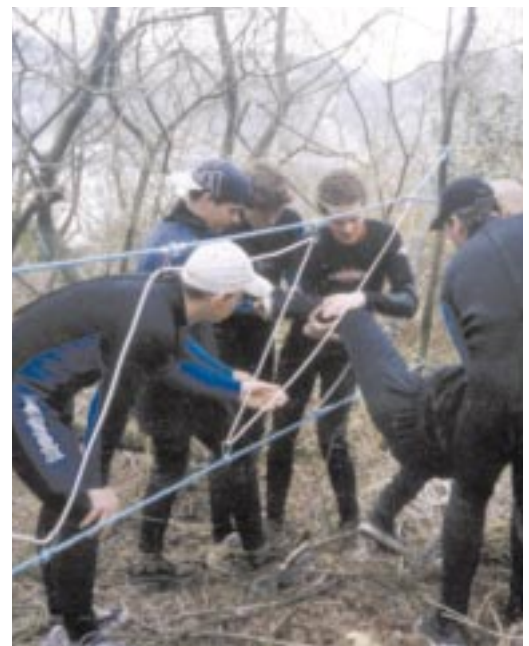
I remember the first time the lads had to lead an activity session with a group of young people. 'In at the deep end' is probably how you would describe it, but what was particularly striking was that these lads had found a fantastic ability to communicate with and relate to the young people they were instructing. How did that happen so quickly? Where did they find this ability? The answer, of course, is that they had the ability all the time; their personal experiences had eroded their confidence to the extent that they had forgotten how to communicate and relate effectively.

I believe strongly that by enabling the lads to be in a position of responsibility they became 'responsible', but not at the cost of their sense of humour or human qualities. One of their great strengths as

leaders and peer educators is that the lads can remember what it is like to lack confidence or to have little support and encouragement from other people; they are able to empathise with the young people they work with.

So, what is the moral of this story? Well, the first is that young men have the same need for support, encouragement and quality opportunities that anyone has. You need to be willing to work with young men and to understand that beneath the macho language, the bravado, the risk-taking behaviour are sensitive human beings who thrive on positive relationships and are worthy of respect. If society continues to view young men as a 'problem', we will only succeed in perpetuating that view. NICK SMITH Project Co-ordinator

 [The Clay Partnership p.30](#)





Taking control

Young people can and do take responsibility for organising themselves - when they are given the opportunity!

Wheeler's is a mid-week social group which was started seven years ago. It emerged from young people who were growing up in the Sunday school, who wanted a more informal setting to meet. The original group members were aged between 10-15 yrs.

From the outset, I took it upon myself to structure the sessions and plan the programme. This included discussions, activities and outings, like ice skating and bowling - all planned and prepared without any involvement from the young people.

It was only after I started a degree course in Informal Education that I realised my approach to the work could be greatly improved. Through my course work, I became aware that I was, in fact, using the power of my position to inflict my own values on them and restrict their personal development.

Discovering that working with a group is a process rather than a product and needs to be a place where young people's voices are heard, made me think about giving them the freedom and responsibility to make the decisions.

Making the change was difficult.

Although I took in the knowledge from the course and understood its concepts, implementing these theories was very challenging. I was afraid that the group would back away from the responsibility, become disillusioned and maybe fall apart. However, it was a risk I had to take.

I explained to the group that I wanted them to be more involved in the planning and development of Wheeler's. The first opportunity to act on this was when they told me they wanted to have another weekend away. My reaction was, "that's OK, but you will have to do all the planning and preparation for it." They said, "we can't do that, you have always done it for us before!"

I explained they had the skills to be able to do it just as well as I did. If they had a problem, then we could work through it as a group. Although it took a lot longer to get things completed, the weekend was a great success and there was a massive sense of achievement for everyone involved.

After the experience of the weekend away, I suggested that they regularly



take on the planning and preparation of outings. There were some worries within the group, but I could see that, with the confidence they had gained from the weekend away, they were quite capable of planning further activities themselves.

They agreed, and with experience came confidence. I began to give them opportunities to make decisions about the weekly programme. We have now reached a point where, at the beginning of each half-term, the young people plan their programme as a group, having evaluated the previous half-term.

Throughout this process, I saw young people growing in self-confidence and self-esteem. It was so encouraging to see them developing their communication and organisational skills. It also provided opportunities for the natural leaders in the group to develop skills in leadership. As a result there was a greater cohesion and more general confidence within Wheelers. This created a much more relaxed and informal environment for other young people to be a part of and come into.

This new attitude towards working with a group gives the young people

ownership and also the responsibility that comes with it. I have found it fascinating to watch others coming into the group and to see how they respond to a different approach to youth work, one that requires their input and participation. They appear to take on the norms and culture of Wheelers almost instantly. This means they quickly settle within the group, growing in self-confidence and taking on responsibilities.

It has taken time for the young people to get used to addressing and expressing their own needs and interests. For me, implementing these theories has meant taking risks and trusting in young people. It has changed my whole attitude towards my working practice but most importantly it has made the Wheelers group a non-threatening environment in which young people can grow and develop at their own pace.

MARILYN IWANUSCHACK Project Manager

 [Campitor St Catherine's Youth Project p.30](#)

SEEING A DIFFERENCE

I enjoy working in a team. This gave me confidence to communicate to the people around me.

Young woman aged 15yrs

In the group we have discussions about events in the world, that some of us might not completely understand, for example what the Queen Mother's death meant to people and the falling of the twin towers. What's good about the group is that we decide what we want to talk and learn about.

Young woman aged 13yrs

On a residential I leave my family, join my friends and have a great time. I enjoy the freedom of helping to plan my day; this gives me a sense of independence. I gain new experiences and learn new things such as; gorge walking, planning and working as a team.

Young man aged 13 yrs

Part of a team

The formation of Girvan Youth Trust shows how people have come together to create a force for change in a community.

Austin was the Oasis Youth Project representative on the Trust:

I got involved basically because I was given the chance. It was time for young people to have a say and I wanted mine. I wanted to have an active input...and I did.

The main goal of the Youth Trust was to provide Girvan with a dedicated youth centre. But, in the long run, we got involved in everything to do with the youth of Girvan. So, I guess the main goal was to provide young people with opportunities they otherwise wouldn't get.

The Trust is well on its way to opening the youth centre. And it's given many young people in Girvan chances of a lifetime. There wouldn't be much point in being young if you didn't get the chance to do things others don't!

I learned how to communicate with adults formally at 14 and that's a

priceless skill that's got me where I am today! I've been to the Brit school, completed an Outward Bound classic course (greatest experience of my life) and got a look at every kind of committee under the sun.

I've watched outlooks and opinions of people in all aspects of the community turn around 180 degrees. There are young people out there with ambition and dreams! The Trust has helped everyone to learn that and, especially, to learn that you can turn those dreams into action.

Bill, the chairperson of the Trust, reflects:


As a police officer, I was fully aware of the inherent issues in Girvan and the subsequent confrontation between youth and the adult community. Girvan Youth Trust was born out of a dream of youth and adults working together, rather than in conflict.

The group has faced many highs and lows since our launch in 1993, but we have done so together and with a developed bond of mutual respect.

The Trust is centred around youth ownership and it's their commitment that has secured community recognition and a greater awareness to the long term benefit of investing in youth. Our young people possess the vision and enthusiasm to make the difference. They now interact with other groups and participate in national training programmes and courses.

Personally I now appreciate that youth work is not about achieving the perfect dream. It's enjoying the unfolding living dream, for it will change tomorrow.....youth will make it so.



 Girvan Youth Trust p.31

Promoting independence

Two initiatives from Community Campus in Middlesbrough encourage young people in difficulties to face the future.

Through the **Key Skills Project**, young people gain experience and recognised qualifications in building-related skills, while renovating derelict housing. The project then rents the properties out to provide supported housing for the young people involved or for other young people in housing need. This model also



produces an income stream for the project, which has enabled it to move away from grant dependency.

This way of working has been used to renovate a former nightclub, creating office, training, kitchen and thinking space for the young people we work with. The approach has worked in both urban and rural settings.

The project passes on skills to the young people involved and creates supported tenancies. It also has a valuable environmental impact by improving and bringing back into use previously empty property.

The young people take an immense pride in delivering a refurbished and decorated property, having started out with a blank canvas, in terms of a stripped out property.

The **Careers Club** works with 16-18 year olds who are not in education or training six months after leaving school. In the Tees Valley, that is 1 in 4 young

people. The project works with up to 15 young people each week in formal and informal settings, enabling young people to build confidence, gain appropriate information and direction to achieve their own economic and social goals.

The project, which is staffed by three workers, provides a variety of workshop, training, taster activities and projects that add to the young person's experience and bring in resources from the wider community. It has successfully delivered a digital arts project, a programme of speakers covering life skills, drugs and sex education, and developed an inter-generational project in partnership with a local aged persons' home. The variety of events and the training programme, including work placements internal and external to the organisation, proved very popular with the young people.

Three out of every four young people have used the scheme as a stepping-



stone to move on to further training and personal development opportunities. Its work taster sessions have been a key element in enabling young people to make a choice about their future given the appropriate advice and experience. CARL DITCHBURN Project Co-ordinator



SEEING A DIFFERENCE

The Careers Club gave me the chance to take part in activities I wouldn't have had the chance to do. It helped me build my confidence by talking to new people and making new friends.

Most of all, this project has given me the skills I need to do well in life. I have been able to learn and gain new skills that will directly benefit in my search for a job. My friends are a good support for each other and we always have good fun.

Lucy, age 17

The residential we went on was brilliant, we all worked together as a group; any problems we sorted out as a group. We all did activities we never thought we could do. We shared the responsibilities, including cooking and washing. We all had to work together learning to get on with each other. I would love to go back and do it again. It has helped me grow up.

Michelle, age 18

 Community Campus p.30

Growing tomorrow's leaders

Workers must continually be looking to the future - seeking tomorrow's leaders in today's youth group.

At Levenmouth YMCA we believe in helping, challenging and encouraging young people to unlock the potential they have within. We place the emphasis of our work on the individuals within the groups with whom we work. We encourage them to discover and articulate their skills and abilities. Our 'Creative Apprenticeship' is an extension of this approach.

We now host two local trainees per year, offering training and work



experience. The trainees are mentored by a core member of staff, who will be responsible for their day-to-day supervision, and line managed by the Project Manager. The activities the trainees will engage in will be suited to their own specialities and skills as much as possible, but will also contain core elements of our day-to-day work.

The aim is for these 'Creative Apprentices' to help us begin to nurture and develop a wider base of tomorrow's creative leaders - today. We plan to offer training and a base from which experiences can be expanded, not full-time continuous employment. In this way, trainees will be encouraged to move forward to new avenues of employment or training after the period of a year.

All trainees will be expected to undertake the Foundation Studies Qualification in Informal & Community Education via open learning with YMCA George Williams College. In addition to the trainees working towards a qualification it is hoped that funding can be secured so that the mentor/support worker can spend the duration of the project working towards a full time qualification in Community & Informal Education with YMCA George Williams College, thus continuing the cycle of learning. ALLY HUNTER Project Manager

 Levenmouth YMCA p.31

SEEING A DIFFERENCE

I started as a young person at Levenmouth YMCA in July 1995 on the first ever meeting of the project! I'm still here today! I volunteered with the project and started a Rank Gap scheme [See p35 for more on the Gap Scheme] in 1997 and the rest, as they say, is history.

I now manage four staff and have graduated from Uni with my BA/Dip Ed. The power, passion, belief and change I witnessed in myself and others through the work I was able to do still burns strongly today. I have a passion, a dream, a belief and an unfaltering commitment to the process of informal education and the effect it can have on people's lives, like it has had on mine!

Ally Hunter, Project Manager Levenmouth YMCA



Having a say

Youth Times involves young people in local democracy, while delivering a unique youth work training scheme.

The Rural Media Company's Youth Times project is a programme of youth journalism, which enables hundreds of rural young people to gain valuable media and social skills; and at the same time, they have a real involvement in local democracy.

Youth Times supports up to ten Trainee Youth Workers based in a wide range of youth work and education settings. The Trainees will gain professional qualifications in both youth and community work, and media and communication. "Over the course of five years, we expect to see a pool of highly effective and creative new workers serving young people in Herefordshire", says Nic Millington, Director of The Rural Media Company.

I feared that young people would run a mile as soon as they heard the word 'politics'. However, when I prompted them about varied issues, from homelessness to global warming, asylum seekers to local facilities, every participant in our first workshop had an opinion. Debates were sparked off and passionate arguments were thrown



Youth Times aims to:

- Involve young people in local democracy by creating debate and discussion, encouraging active citizenship and improving communication between the local youth community and the wider community.
- Offer informal education by exploring up topics that affect young and their communities, challenging preconceptions and aiding personal development.
- Provide training in communication skills such as journalism, web building, writing skills, photography and design.
- Create a voice to young people in Herefordshire by involving them in the production of the Youth Times publication.
- Deliver a unique youth work training programme, which emphasises creativity and communication skills.



across the room. Youth Times will be a place and means for Herefordshire's youth community to express these views.

"The reason why we don't relate to the word 'politics' is exactly the reason why we are not listened to: it is a question of language. Our generation might associate politics with some boring old people in suits, it doesn't mean we don't feel concerned by important issues. We don't have the same vocabulary, the same concerns or the same opinions as other generations", explains 17-year-old Mary.

When the Youth Times project started, a group of young people from Ross-on-Wye aged between 12 and 17, voiced their wish to express what they thought about the discrimination they were suffering. They decided to create a photo story to get their ideas and feelings across. Every participant had a chance to share their personal experience of discrimination before the group as a whole came up with a fictional story, which included strands of each personal account.

The most striking element of their work is the ending: the young people take to streets to demonstrate against discrimination, carrying signs such as 'the new generation against gender discrimination'. In the last frame, the police intervene and arrest some of the protesters. The caption read: 'Even when we try to make ourselves heard, there is always someone to stop us'.

Youth Times is addressing the need for expression, which is at the heart of participation. Through the project young people are gaining the skills to communicate powerfully with each other, their communities and to those who affect their lives.

JULIE LACHAUD Youth Media Worker,
Rural Media Company

 Rural Media Company p.32

SEEING A DIFFERENCE

It feels really great to have the chance to say what we think. We decide what we want to talk about and how we are going to convey our message. It's also great experience for my CV. In a couple of years, I want to go apply to a media course and the university told me that this kind of experience means that I will have a better chance of being accepted.

Tess, 16

It means that we don't just sit around complaining about things. We can actually do something about it by creating a clear message from our generation to the other.

Niki, 15

It's given me new ideas about what I want to do. Now I know it is not only important to say what you think but also to find out what it is you think.

Kevin, 14

A matter of faiths

Faith communities hold a unique deposit of social capital, to be invested in local neighbourhoods.

The Campitor/St Catherine's project builds on a passion to see faith communities make a difference at local level. Faith communities are present in every neighbourhood, through churches, mosques, temples church halls, schools and gatherings of individuals.

Faith communities represent one of the largest groupings of individuals in any one neighbourhood. They hold values and ethics that are respected by the wider community. They possess buildings and human resources that can be developed in local neighbourhoods. They have networks with other faith communities from more affluent and skill-rich neighbourhoods.

They hold a 'deposit' of Social Capital on behalf of the wider community. They also have access to a comparatively high skill base through the goodwill of adherents. Faith communities provide a key resource for community economic development.

Working in partnership with Wakefield Youth Services, Wakefield College and Wakefield LEA, the youth project has spread out from the Church Centre and now works from a number of venues across the city, whilst maintaining and developing its work in the Church Centre.

Our work currently includes working with Asian males within a Christian environment, detached sessions three

nights a week within the local community, working in local schools and colleges across the district, parenting groups, jobpoint sessions and youth group sessions, ranging from football to drop-ins, to discussion groups across all ages.

Over the last year, many communities have heard about the diversity of our youth provision. As communities become aware of the work that we facilitate, the youth team support other groups who want to offer some form of local youth provision. We encourage them to research the needs of the youth in their own community, and then to develop that provision in a way that's appropriate to the need. We then advise, support and help them to achieve their aims.

There is a seed fund which faith communities can apply for, to help them to kick-start the project with a small pot of money. Once projects are sustainable, our Faith Beyond workers will gradually withdraw as the community becomes self-sufficient.

Multi-faith community networks also provide a context for debate, dissemination and mutual support for



those faith communities engaged in community economic regeneration. This forum also allows the development of greater understanding between participants from different cultures, religions and ethnic backgrounds and, therefore, increases community cohesion and tolerance.
MARILYN IWANUSCHACK Project Manager

 [Campitor St Catherine's Youth Project p.30](#)

SEEING A DIFFERENCE

When I was appointed as priest in charge at St Andrews, a church in an area of deprivation in Wakefield, I realised there was great potential for youth work in this area. St Catherine's were most helpful initially in clarifying the aims and objectives of the project. They affirmed that the local church had potential of attracting voluntary workers from the community who would be drawn in to the youth work regeneration project.

Since we appointed a worker, St Catherine's have continued to assist us by way of encouragement, training and support. For example, we were able to proceed with our detached youth work because St Catherine's provided a 'partner' to walk the estate with our worker. They have also advised us on developing a staff manual and terms and conditions of employment. It is reassuring to know that there are some people with a similar Christian ethos who are there at the end of the phone to offer back up.

Kelvin Burke, St Andrews Wakefield

Having the support of a well-established organisation is so reassuring. The support and knowledge of Campitor and Marilyn gives a sense of security and guidance during uncertain times, especially knowing that Marilyn can offer guidance and advice on the practical issues of providing youth provision within a community.
Youth project worker, Pontefract

Active participation

Enabling young people to have a say means providing opportunities - as well as openness.

We strive to involve young people in decision-making processes at every level of the organisation. This means that Levenmouth YMCA reflects the needs and aspirations of its young people, and maintains its organic, grass roots nature.

We have many 'formal' activities and groups that young people can get involved in to learn about leadership and active participation like, our young leaders programme or our Youth Strategy Group (YSG) and our advisory committee. As an organisation we passionately believe that active participation is woven into all our work.

We are committed to striving to develop new and innovative means of active participation with our young people and to developing specific initiatives, like the YSG.
ALLY HUNTER Project Manager

Our promise to the young people involved in Levenmouth YMCA:

- We will strive with you to create a culture that promotes well being, inclusion trust, respect and creativity through all we do to help project a positive image of what young people are capable of, if only given the opportunity and environment in which to flourish.
- In all our work we aim to encourage your dreams and visions while working with you to help you understand our own realities.

We at Levenmouth YMCA agree that:

- Participation in the process must be bottom up and top down. Staff/volunteers have a responsibility to those they are trying to encourage. Likewise, the young people have a responsibility to the organisation, through whatever means of participation is being implemented.
- Both parties should enter the process with a desire to participate. Forcing youth participation is as bad as not having the opportunity in the first place.
- It is the responsibility of the organisation to design and carry out induction training to help de-mystify the process the young people are entering into in a way the young people can relate to.
- All youth participation must strive to encourage a relationship based on respect and shared interests. True youth participation cannot be faked, neither can the relationships that drive and are at the heart of the process.

 [Levenmouth YMCA p.31](#)

SEEING A DIFFERENCE

Participation at Levenmouth YMCA is natural and not forced and I never get the feeling its something they do just because they have to.

Over the last two years, I have been involved with Levenmouth YMCA as a volunteer. Getting involved in this way has meant that I have had a place where I can dream dreams and put forward my own ideas freely with other people who share my vision. And being with like-minded people is inspiring! It has helped me find a sense of purpose and to gain confidence in other aspects of my life. Through my experiences with the project I'm now looking at starting further training and perusing a career working with young people and feel that my experiences volunteering at the project have given me a model to strive towards.
Cheryl Bonnar, 20 yrs



Up to Us

Young people are the judges in Weston Spirit's Up2U Awards.

The police, local government, media, education, transport services and the voluntary sector are all put under the spotlight by teams of young people from schools and youth projects across the Greater Merseyside region - and the winners of the Up2U Awards are announced at a special awards ceremony.

Up2U, devised by Weston Spirit, gives young people the chance to cast a critical eye over the agencies that are set up to support and deliver services to them. It has even more ambitious aims: given that the last General Election saw the lowest turnout since 1918, Up2U is designed to encourage young people to see the importance of voting when they reach voting age and of speaking up about organisations and decision makers that affect their everyday lives.

As well as having a positive effect on the young people involved, Up2U has benefited the organisations under scrutiny - they have gained valuable feedback and ideas directly from young people. The Award winners are invariably delighted to receive recognition from young people.

The team of Up2U Youth Workers has developed strong links across the area, working closely with local education providers and youth organisations to identify groups who would benefit from the scheme. We are currently working with seven different schools and youth projects across Greater Merseyside.

In groups, the young people take part in a 10-week course. They meet every week, initially looking at issues surrounding voter apathy. To aid this process, they participate in thought-provoking games and debates.

Each group then gets the chance to interview decision makers from key local services - including the police, local government, media, education, transport and the voluntary sector - before going on to vote for the organisations that best meet their needs. The winning organisation in each category is then announced at the regional awards ceremony. Up2U started out in Greater Merseyside and a national roll-out is planned later this year.

For the record...police officers on the beat in South Liverpool were winners in the 'police' category. Other awards on the night went to ChildLine in the 'voluntary' sector, Radio City for 'media,' Wirral and Halton Borough Councils

came joint first for 'local government'; in the 'education' category, Wirral Borough Council took home another award. Arriva Travel took first place for 'transport services'.

MICHAEL SAVVA Up2U Youth Development Worker, Weston Spirit



[i Weston Spirit p.32](#)

SEEING A DIFFERENCE

I learnt plenty that will help me, especially when I leave school. It's changed the way I think. I now judge people more on their thoughts, ideas and opinions and not on how they look, dress or act. The team building exercises were lots of fun and gave everybody a big laugh, but they also introduced me to people outside my peer group. I had the confidence to put my ideas across to them and even become one of the leaders in our group.

I learnt interview skills, which will be valuable in later life. I now have more confidence to get on with new people and to put my ideas across. I also enjoyed finding out just what it takes to make decisions in each Borough and discovering that there's more to it than we think. I realise now the importance of voting and know that when I am old enough, I definitely will.

I will definitely vote when I am 18. It's no good complaining about what government does if you don't use your vote when you get the chance.
Mary, 15

A web of support

Cross-cultural communication and awareness in Handsworth & Lozells.

Handsworth & Lozells Methodist Youth Work is based in a multi-cultural community. Our aim is to celebrate that fact, valuing what we all have in common, as well as our different experiences.

Everything we offer is open to all young people living in the area. As we reach out into the local communities, working alongside groups within the various local communities, so participation in our groups more accurately represents the cultural make-up of Handsworth & Lozells.

What sustains our work is the continuous commitment to staff development. We are committed to building a staff team of qualified youth workers from within the local

community. We take advantage of training opportunities for volunteers and paid staff from foundation to degree level. A skilled team, with local knowledge and a commitment to the community is vital for the continued development of our 'cross-cultural web'.

Our work is integrated and inter-faith, supporting cultural awareness and promoting understanding. It is church-based, but not church-led. We run sports teams, summer schemes, residential and a Duke of Edinburgh Award group, as well as a number of other specialist activities. But, at the heart of our work is the weekly youth club. Predominantly used by African-Caribbean young people back in 1997, when we began to focus on cross-cultural work, the weekly session now includes young people from local European, Asian African and Caribbean communities.

Our work in a local school, in collaboration with the Bangladeshi Youth Forum, is a good example of how we reach out to promote cross-cultural communication. Together, we devised an alternative education programme within Holte School for Year 10 and 11 pupils.

The pilot project took the form of a six-week programme for 20 young people, which encouraged them to think

about their futures after leaving school. Along the way, we focused on building self worth and appreciation of the value of others. In particular, this meant exploring cultural sensitivity and barriers that young people may face.

This project also acts as a form of outreach work for us, as young people from this group hear about and start to attend the regular youth club sessions. In the long run, we hope that all our work helps to create understanding and community cohesion.

AUDREY GLENN Project Manager

i Handsworth & Lozells Methodist Youth Work p.31

SEEING A DIFFERENCE

The thing about this group is that we have good discussions about life and school...we talk about the teachers and the pupils.

Tara (Year 10)

I think the aim of this group is: bringing pupils together from different backgrounds; giving young people a voice to speak and give their views; making them experience life outside (through trips). I think Audrey's work is fantastic because she makes things fun, is a good listener and she cares about people's views.

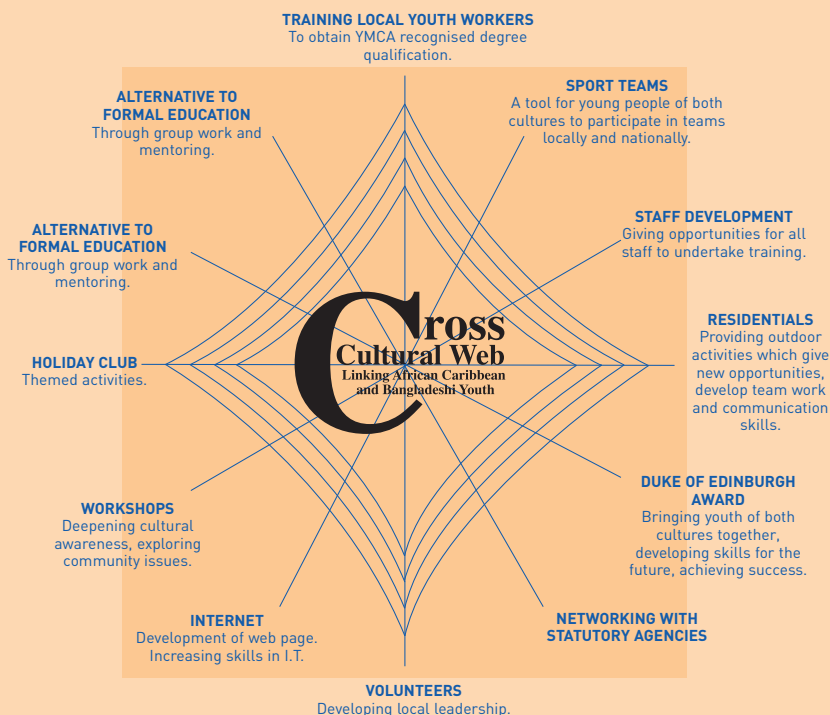
Aisha (Year 10)

I think coming to this group is a good opportunity because we are able to discuss our views with other people who are in a similar age range. Also it is a good chance to get to know and understand about different backgrounds. We can express our views and go on outdoor trips, which allow us to prove ourselves to be responsible. I also think Audrey has been very successful and it is very nice to have her interested in our thoughts.

Aksa (Year 10)

I like this group because you can get your viewpoint across. You can say what you want, within limits.

Jade (Year 10)



Taking it on

There is a need for work that genuinely focuses on the needs and interests of young people, rather than the 'target outcomes' of funding bodies. Youth workers are notoriously poor at telling people about their achievements - and the skills that make them possible. **Now is a time to be clear about the purpose of your work - and to tell others about the difference that youth work can make**

The activities on these pages are designed to help you bring the messages from this publication into your practice by:

- Clarifying what you think is important about youth work and how to integrate it in your own practice
- Thinking about how you can share your own ideas and good practice.

Use these discussion starters on your own, with colleagues or with young people.

Taking it on board

1 What makes good youth work? What messages do we take from Inside youth work?

Use your own ideas, as well as anything in Inside youth work that you think is relevant..

- **Beliefs and values**, for instance...

- **Skills**, such as...

- **Knowledge and information** about...

Underline the ones you think are most important

2 What are the interests and enthusiasms of the young people we are working with?

3 Putting together our answers to 1 & 2 above, what we really want to work on with young people is...



Telling the world

1 What are the strengths of the youth work we are involved in?

2 How could we illustrate what underpins your work?

(Beliefs and values; Skills; Knowledge and information)

3 How could we demonstrate the difference our work makes?

4 Who could we tell?

5 How do we go about it?...who can be involved?



About the projects

Find out more about the projects on the informal education homepage:
www.infed.org/rank

Campitor St Catherine's Youth Project

Since the opening of the new church centre in April 1995, the centre has become a catalyst for faith-led social and economic regeneration in the Wakefield area and has increasing influence throughout the West Yorkshire conurbation.

St Catherine's Youth Project grew out of a traditional church based youth work, which was run by a network of volunteers. In 1996, the church committed itself to funding a youth worker for one year to test the viability of a community orientated youth work project. St Catherine's Youth work has flourished to become the largest non-statutory provider of ethnic minority youth work support in the Wakefield area. The project is integrated into both the Wakefield Diocesan Youth Work and into the multi community regeneration activity of the centre.

Contact

Project Manager
 Marilyn Iwanuschak,
 Youth workers Atif Abro and
 Helen Andrews.
 Campitor Ltd, St Catherine's Church
 Centre, Doncaster Road, Belle Vue,
 Wakefield WF1 5HL.
 Tel: 01924 211130.
 Fax 01924 211010.
 Email: info@campitor-ltd.com
 Web site: www.campitor-ltd.com

Links

For more information about Faith Beyond, see the web site:
www.faithbeyond.org.uk
 For more information about the Sail Training Association,

Tel: 02392 832055.
 Web site www.sta.org.uk

The Clay Partnership

The Clay Partnership Project works with young men in the china clay area of mid-Cornwall. The project is led by a partnership comprising Young People Cornwall, Cornwall Youth Service and Cornwall Outdoors (County Outdoor Education department).

The project uses a peer education approach to develop outdoor education and personal development opportunities for young people in a deprived area of Cornwall. Young people work on personal development, accredited training and outdoor activity qualifications. They, in turn, deliver opportunities to other young people from the area.

Contact

Project Co-ordinator: Nick Smith
 Young People Cornwall, 61 Lemon
 Street, Truro, Cornwall TR1 2PE.
 Tel: 01872 222 447 (Young People
 Cornwall): 01872 501351 or
 07979 960559 (Nick Smith).
 E-mail:
nicksmith@tinhouse.fsnet.co.uk

Community Campus

The organisation was developed as a response to the housing crisis faced by young people across the Tees Valley in the late 1980s. Community Campus leased, bought and renovated property to create housing. Alongside the provision of housing, the project developed a support service, as it became

apparent that the support a young person receives is crucial to building a stable housing environment.

Community Campus now houses 70+ young people in independent units and shared housing. It has a team of 7 workers providing support to enable the tenants to sustain independent living. The project also has an independent youth worker, who works with clusters of young people on a wide variety of developmental opportunities.

Contact

Housing: Simon Virth/Diane
 Cosstick. Tel: 01642 355621.
 Email: communitycampus'87@housing94.fsnet.co.uk
 Key Skills Project:
 Carl Ditchburn/George Conroy.
 Tel: 01642 357364.
 Email: communitycampus'87@housing94.fsnet.co.uk
 Careers Club: Melanie Boyce/
 Ian Muter/Dave Kelsey.
 Tel: 01642 351866.
 Email: careersclub@virgin.net
 76 Brunswick Street
 Stockton-on-Tees TS18 1UU

Links

Community Self Build Agency -
 for links to young person self
 build/self renovation schemes:
 Finsbury Business Centre,
 40 Bowling Green Lane, London,
 EC1R 0NE.
 Tel: 0207 415 7092
 Centrepoint: Housing Strategies for
 Youth - A Good Practice Guide.
 Centrepoint, Nell House,
 7 Whitechapel Road, London E1 1DV.
 Tel: 020 7426 5300
 Report of the National Inquiry into

Preventing Youth Homelessness:
Homeless Link, Alliance House,
12 Caxton Street, London,
SW1H 0QS.
Tel: 020 7799 2404.
Website: www.homeless.org.uk

Cumbria Youth Alliance

The Alliance was set up to improve the conditions of life of young people so that they may grow to full maturity as responsible individuals and as constructive members of their communities. By supporting Member Organisations, the Alliance supports young people to be:-

- Confident in themselves, in their communities and in their future.
- Creative, practical, reliable, positive, motivated, employable, co-operative.
- Skilled in: planning, communicating, working together, supporting others, problem solving, taking the initiative.

The Alliance is a key sign-posting organisation for young people, workers, organisations, parents and carers.

The Alliance values:-

- Involvement of young people.
- Building of effective relationships.
- Volunteers and volunteering.
- Proactivity and creativity.
- Informal education.
- Continuous improvement.

Contact

Susan Eastwood:
Communication Worker
Cumbria Youth Alliance, St Martin's
College, Rydal Road, Ambleside,
Cumbria LA22 9BB.

Tel: 01539 434971.
Email: info@cya.co.uk
Website: www.cya.co.uk

Girvan Youth Trust

Girvan Youth Trust is a youth driven voluntary organisation based in the south west of Scotland. The Trust provides opportunities for young people in a social and educational dimension.

The project is currently involved in, street work, DJ project, Duke of Edinburgh Award, kayaking, Girvan Skate Park project, informal drop-ins, one-to-one support and community involvement. The development of volunteers is an integral part of the organisation's success.

The Girvan Youth Trust works in partnership with many statutory bodies in order to create a web of opportunities for the young people of Girvan and the surrounding area. The Trust is in the process of converting a hotel into a youth facility in which to carry out our work.

Contact

Chris Saunders: Project Manager
Girvan Youth Trust, Girvan
Community Centre, Dalrymple
Street, Girvan,
South Ayrshire KA26 9BT.
Tel: 01465 713480.

Handsworth & Lozells Methodist Youth Work

Handsworth & Lozells Methodist
Youth Work works with young people
to develop their social skills, self

worth and appreciation of others. It also seeks to develop potential leaders for the organisation and the community.

The project is committed to cross-cultural work, towards the goal of community cohesion. Included in its programme are: youth club sessions; group work programmes; sports teams; residential opportunities; Duke of Edinburgh Award group. The project works in partnership with agencies linked with the many communities within the local area.

Contact

Audrey Glenn: Project Manager
Handsworth and Lozells Methodist
Youth Work, Villa Road Methodist
Church Youth & Community Office,
1 Villa Road, Handsworth,
Birmingham B19 1BH.
Tel: 0121 515 2251.

Levenmouth YMCA

The project brings new and innovative theatre and cultural experiences to the community of Central Fife and beyond. The project uses a young person driven philosophy to explore and pioneer creative learning, which is underpinned by the practice of informal and community education.

In seven years the project has produced over 25 full-scale productions, has performed to over 16000 people and has become the largest voluntary sector arts organisation in Fife. The current staff team is made up of a manager, development worker and trainee

continued on next page



About the projects continued

development worker, all aged under 24, who work with 120 young people a week. The support given by long-term local volunteers enables the work to happen on such a large scale.

Contact

Alistair Hunter : Project Manager
Levenmouth YMCA, Buckhaven
Theatre, Lawrence Street,
Buckhaven, Fife, Scotland, KY8 1BQ.
Tel: 01592 71 5577.
E-mail: ally@levenmouthymca.com
Web: www.levenmouthymca.com

Rural Media Company

The Rural Media Company is a national media and communications charity, based in Hereford. The Company was established in 1992 to redress the lack of creative opportunities for rural people. The Company's mission is to explore ways of using media to enable rural communities to represent themselves and have their voices heard. Having acquired skills and confidence, young people are able to use contemporary media, to realise their own ideas and solutions.

The Company often combines art and media forms to communicate in entertaining, powerful and original ways. The Company has completed projects with young people on subjects including: teenage suicide and self harm, bullying, gender influence in career options, teenage parents, rural isolation and mental health. Many projects have resulted in training materials for professionals and volunteers

working in the youth, community development and education sectors.

Contact

Nic Millington:
Development Director
Julie Lachaud: Youth Media Worker
The Rural Media Company, Sullivan
House, 72-80 Widemarsh Street,
Hereford HR4 9HG.
Tel: 01432 344039.
Email: info@ruralmedia.co.uk
Web site: www.ruralmedia.co.uk

VSU Youth in Action

VSU Youth in Action is a registered charity that aims to contribute to the education of young people by involving them in positive, practical and self-determined response to real community needs. VSU Youth in Action aims both to contribute to the education of young people and to promote the role of young people in the community.

VSU Youth in Action has seven local units covering Dartford, Gravesham, Medway, Maidstone, Sevenoaks, Tonbridge and Tunbridge Wells in Kent. The agency works with over 1,500 young volunteers each year, aged 14-25, involving them in a wide range of after school clubs, action groups and holiday schemes.

Contact

Judith Skinner, Deputy Director
VSU Youth in Action, The Bradbourne
School, Bradbourne Vale Road,
Sevenoaks, Kent. TN13 3LE.
Tel: 01732 469549.
Email: judith@vsuinkent.org
Website: www.vsuinkent.org

Weston Spirit

Weston Spirit is a national charity tackling issues of social exclusion in young people through its innovative Personal Development programmes and projects. The charity's initiatives range from one-day short courses to six-month programmes, as well as projects that address wider issues such as citizenship, voting and peer mentoring.

Over a six-month period, the Membership Programme provides a personal, one-to-one support service, enabling young people to take control of their lives and achieve their own potential, encouraging them to 'be the best they can be'. Weston Spirit has also developed a new, groundbreaking Personal Development tool, which supports and engages young people through a series of one-day short courses.

Up2U offers young people, aged 14 - 18 an opportunity to decide which services / provisions are best at highlighting their needs and providing the most creative and innovative service(s) for young people.

Contact

Michael Savva, Up2U Coordinator
Weston Spirit, 5th Floor - Cotton
House, Old Hall Street,
Liverpool L3 9WS.
Tel: 0151 258 1066.
Email: info@westonspirit.org.uk
Website: www.westonspirit.org.uk

The funder's perspective

Over the last 23 years The Rank Charities have sought to identify and encourage initiatives that emphasise the working relationship and partnership between younger and older people in local communities. These circumstances should be viewed as a piece of youth work in their own right, fostering the informal educational process and enhancing the inter-relationship between younger and older adults.

The crucial part of these encounters is that individuals should be there of their own volition, and volunteering has been a major element in all of the initiatives The Rank Charities have supported.

Such work requires time to develop. These initiatives require long term support and investment, both financially and practically. Hence, the relationship between project and funder has also grown stronger over the years although never in a complacent fashion.

The Rank Charities' staff make regular and detailed monitoring visits to all of its major projects, encouraging a trusting and open approach to all aspects of the work. The balance between this open relationship and the expectation of good youth work practice is the hallmark of a sound initiative.

Common concerns

The interests and concerns which are common to all of the 80 major initiatives The Rank Charities currently supports are:-

- Community - addressing local needs, following appropriate research and allowing this dynamic 'organic cocktail' of community support to bear fruit.
- Leadership - which lies at the core of any investment for the future of society, particularly the young.
- Enterprise and Employment - harnessing forward looking and dynamic approaches to fire young people's imagination and motivation. Good youth work can often lead to employment.
- Action - focusing funds on direct work with young adults in the community where they engage with each other, reflect on experiences and share a rich diversity of culture.
- Training - integral to all the initiatives is the need to invest in the teaching and learning of new skills and competencies. Because young people are there voluntarily they enjoy the action and learning, and openly welcome more recognition for their achievements.
- Education and Enjoyment - Youth workers and young people recognise the immense synergy of enjoying and learning together. Participation should be a process of mutual respect and integrity for all.
- Development - all youth work involves elements of forward thinking, vision and calculated risks. Change emanates as a result and this is at the heart of development.

Evaluating the Initiative

There are four key factors which, when applied to any of The Rank Charities' initiatives, will broadly indicate a level of success.

- Management - this should not be passive but rather pro-active and in empathy with young people. It should maintain a vision allied to a healthy pragmatic ability to make decisions with integrity.
- Youth worker - this person must be able to relate to and get alongside young people. Leadership is a key attribute but their approach and attitude is pivotal to the youth work undertaken.
- Integrated work - many experiments in youth work fail or are seen as of fringe importance. The initiative supported must be integral to the host agencies' long term policy.
- Youth work practice - the agency must be able to deliver the action and not just talk about it. Young people must be actively involved throughout its practice.

Monitoring the investment

There are five key expectations that The Rank Charities have once they have agreed to support an initiative.

- Involvement in project staff selection.
- Membership of project management or support groups.
- Reasonable regular access to and participation in the youth work of and project or projects.
- Regular written progress reports and an annual report and financial summary
- Attendance at a regular evaluation conference called by The Rank Charities.

In 90% of cases this results in:

- High quality action and results with young people.
- Sustainability.
- Transferability.
- Training and qualification for lifelong careers.

CHARLIE HARRIS Director of Youth Projects, The Rank Foundation

Rank Foundation and youth work: a brief history

1980

- Rank Foundation policy decision to act as a catalyst across a range of activities - began the support of longer initiatives over 2-3 years, key posts and informal education. YMCA National College began to develop a distance learning course.

1986

- Development of the School Gap Year Scheme. (6-9 months full-time voluntary work in the Rank network of projects).

1987

- First 'Youth or Adult?' cohort of 11 projects approved by the Directors, incorporating five year funding and the YMCA College certificate course in youth and community studies. This combines the training and qualification of largely indigenous youth workers with work in local host agencies.
- Continued funding of key posts and training initiatives. Beginning of assessment/monitoring conferences.
- Bursaries available for Sail Training Association courses.

1989

- Second 'Youth or Adult?' cohort in England. The Joseph Rank Benevolent Trust involved in the support of two of the 9 projects.
- First collection of working papers published.
- First 'Community Gappers' start - indigenous volunteer leaders.

1990

- Third 'Youth or Adult?' cohort of 8 projects in Scotland and Northern Ireland.
- Publication of 'Learning to Learn Again'.

- A major initiative focusing on homelessness, leaving home and those with special needs is started.

1991

- YMCA National College course upgraded to DipHE in Informal Education.
- Publication of 'The Challenge for Voluntary Youth Organisations'.
- Development of the Community Gap Scheme.
- 'A Celebration of Youth' conference at YMCA Lakeside.
- First cohort qualified with Certificate in Youth and Community Work

1992

- Fourth 'Youth or Adult?' cohort of 20 projects jointly funded by The Rank Foundation and The Joseph Rank Benevolent Trust.
- Appointment of a Rank Research Fellow and Development Tutor at the YMCA National College.
- YMCA National College course further upgraded to BA Degree (University of Kent and Christchurch College Canterbury).
- Bursaries made available for Jubilee Sailing Trust.
- First 'Youth or Adult?' cohort students gain Dip HE Informal Education.

1993

- Publication of 'Youth or Adult?' - The First Five Years'.
- Second 'Celebration of Youth - The Next Generation' at YMCA Lakeside, jointly funded by The Rank Foundation and The Joseph Rank Benevolent Trust.
- Second 'Youth or Adult?' cohort students gain Dip HE Informal Education.

1994

- Planned new youth work development initiative entitled 'Investing in Success' starts re-investing in a wider local franchise of 'Youth or Adult?' and other training.
- Fifth cohort 'Youth or Adult?' projects.
- Publication of 'Setting up and Managing Projects'.

1995

- Publication of 'Youth Work - A Foundation for the Future'.

1996

- Publication of 'On The Gap' largely written by young volunteers.

1997/8

- The Foundation Studies programme is launched, including a transferable part time youth work qualification across the UK. Over 50% of Gappers take up the challenge.
- Publication of 'Investing in Success'.

1999

- 'Celebration of Youth' conference coinciding with the 'Born and Bred?' leadership publication and audio Cd - the latter with 10,000 copies in demand. 500 people attend and a video is produced.

2001

- The first Gap Franchise is started in south east London.

2002

- Two more Gap Franchises are started in Devon and Cumbria.
- Publication of 'Youth Work and the Spark of the Divine'.

2003

- The launch of the Work Experience Programme for Leadership Award Students.
- Major youth work conference and publication "Inside Youth Work".

The Rank Foundation have now trained and qualified over 200 full-time workers with young people. There is virtually no unemployment with these students or those who have completed Foundation Studies.

The Rank Charities

Youth Work Programmes:

■ **Youth or Adult?** - an initiative over 5 years, which combines the training (by distance learning on the job) and qualification of youth workers with the development of a youth work project in the UK's independent voluntary sector primarily with 16-25 year olds.

■ **Key Worker Posts** - for those projects, new or established, that require a qualified and experienced youth worker to develop aspects of an initiative, initially over 3 years.

■ **Investing in Success** - aimed at projects previously funded by The Rank Charities with a proven track record working to develop new multi agency partnerships with a 5 year programme.

■ **Rank Volunteer (GAP) Award** - a Leadership Programme covering a 6 to 9 month period for volunteers aged 18 - 23, drawn from the Independent School sector or the projects currently supported by The Rank Charities, which culminates in a recognised accredited qualification for young informal and community educators.

■ **The Work Experience Programme** - for recipients of our Leadership Award Scholarships. A new leadership and skills apprenticeship programme is in the preparation and trial stage.

■ **Publications and Conferences:** - a series of informative and evaluative publications produced alongside The Rank Charities' unique partnership with the YMCA George Williams College is available on request. Regular national conferences bring a cross section of interested parties together to look at current youth work issues.

■ **General Appeals** - open to UK charitable organisations to apply for support annually. Appeals are considered on a quarterly basis.

Visit the Rank pages on the informal education homepage:
www.infed.org/rank



Inside youth work

insights into informal education

Youth work involves a lot more than just ‘doing things’ with young people. It is, at heart, about relationship and association - connecting and being with others - and the good that can flow from this.

Inside Youth Work shows that keeping faith in the power of relationship and association can pay dividends - and that youth work has a vibrant contribution to make to the life of local communities.

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