PATHWAYS TO THE FUTURE

a seminar focusing on Disadvantaged Youth & Vocational Training

14 November 1996

hosted by the SIGN PROJECT in St. Vincent's Trust in association with the SIGN PARTNERSHIP
The SIGN Project is based in:
St. Vincent's Trust
Community Training Workshop
9 Henrietta Street
Dublin 1

SIGN is an INTEGRA funded project.

Thank you to President Mary Robinson for her opening address to the seminar.

Sheamus O'Brien, Chairperson of the Board of Management of G.A.

Vincent's Trust on opening the seminar and for his words of welcome to the seminar.

President: Sheamus O'Brien, Margaret McArdle, Catherine O'Riordan, and Mary Shorten for carrying out the administration of the seminar.

Martin McMenamin for their recording of the seminar.

Neville for their inputs and facilitation of the seminar workshops.

Fergus Carpenter, Helen Connolly, John Mark, McCauley and Neville for their inputs and facilitation of the seminar workshops.

Peadar O'Gara and Alex Shorten for their recording of the seminar.

The detail of the workshop and Chapter One restaurant, Fennell and St. Vincent's Trust.

Jack Talbot and Ken Lyons from Harveysdown Youths' Centre for producing a video of the proceedings of the seminar.

Dawson Halman for writing the forward to the seminar report.

Margaret McArdle for producing the report.

Tommy Clancy for his photographs.
# content

**FOREWORD**

**SUMMARY RECOMMENDATIONS**

**PATHWAYS TO THE FUTURE - a seminar on Disadvantaged Youth & Vocational Training**

**DAY ONE OF THE SEMINAR**

Thematic Workshops:

A. Networking for Change
B. Sharing Methods and Models of Good Practice
C. A European Perspective on Policy in relation to Disadvantaged Youth
D. Basic Education and Materials - a resource to staff

**DAY TWO OF THE SEMINAR**

President Mary Robinson's Address

**FURTHER SUGGESTED READING**

**APPENDICES**

1. Background to the seminar:
   - 1.a The SIGN Project
   - 1.b St. Vincent's Trust - Mission Statement
   - 1.c The SIGN Partnership Conference
   - 1.d A trainee's perspective on the seminar

2. Seminar programme

3. List of seminar participants

4. List of Community Training Workshops in Ireland
foreword

This is a very important and timely report of an international seminar on early school leaving. The SIGN seminar, which took place in November 1996, created a lively and stimulating forum of discussion and debate for organisations working in the field of vocational training with disadvantaged youth. The seminar provided a valuable opportunity to examine the insights and models of good practice from some of the most committed and effective agents working in this area in Ireland. The report's major strength is clear in its exploration of how vocational training organisations can network with each other and share information on effective models of working with young people who leave school early.

The benefits of networking and joint action by such intervention agents are obvious in the quality of the report presented here. The institutional weaknesses of Community Training Workshop/Youthreach provision as compared to the formal education/training system, creates serious problems for continuing effective interventions. In this context it is very important to support the networking and policy development seminars such as this.

Educational under-achievement is the most predictive factor of persistent youth unemployment and associated social exclusion amongst young people entering the labour market for the first time. This is particularly the case with young people who leave school before doing the Junior Certificate examination or young people who effectively fail or attain poor grades in that examination.

In Ireland about 8% of the school leaving cohort (around 6,000) leave school each year with poor or no educational qualifications. This is alarming in the context of a rapidly changing economy where those without qualifications suffer disproportionately high unemployment rates. In Ireland the situation is such that there is:

- a clear tendency amongst Irish employers to pay disproportionate attention (relative to other EU countries) to education qualifications and examination grades in making employment decisions
- a resulting decline in unskilled manual/service jobs which do not require a minimal literacy/numeracy level
- an over supply of better educated young labour.

In recent school leavers' surveys and in follow-up surveys of school leavers in their first 5/6 years in the labour market it was found that:

- between 50% to 60% of unqualified or poorly qualified young people remain unemployed for long periods
- a high proportion (over 20%) of these young people never get any job, and
in addition, there is a high withdrawal rate from labour force participation amongst young unqualified women.

The obvious long term effects of such high levels of social exclusion hardly need discussion. The 8% figure of the school leaving cohort (around 6,000) must be stressed instead of the higher 20% figure currently used in relation to early school leavers. I stress the 8% figure since there is clear evidence that those with good Junior Certificate qualifications or at least five passes do quite well in the labour market. Clearly, however, they do not as well as those with a 'good' Leaving Certificate.

In addition, I stress the 8% figure because in relative terms it is so small and therefore it is quite possible for the state to intervene effectively to seriously reduce the associated problems within a relatively short period. Educationally excluded young people are disproportionately so disadvantaged that they should always be treated separately. They are almost completely excluded from subsequent 'second chance' educational improvement. In a survey to be published later this year, it was found that even after 6 years only 2% of poorly qualified young people were able to improve their educational qualifications. Clearly their literacy/numeracy and general personal and social development needs are so much greater than others that they require special attention.

The most poorly qualified are clearly disproportionately selected from the most socially deprived family backgrounds in the country. They have been more deeply and more consistently failed by the conventional school system than any other group. However, despite having a clear knowledge about the nature and extent of the problem and of the potential success of effective interventions, the state still fails in the provision of adequate resources for this grouping. There has been a failure to provide for sufficient places in post-school intervention programmes and a failure to provide well resourced and effective progression routes for those young people leaving school with completely inadequate qualifications.

This observation is born out in the fact that there are insufficient places on the first year programme for early school leavers. In addition, there is no adequately resourced and effectively monitored / certified second year programme of intervention. Most commentators agree that both of the above are necessary to allow educationally disadvantaged young people to progress satisfactorily to mainstream FÁS vocational training programmes or into employment.

Recent initiatives of in-school programmes of intervention should help to significantly reduce the flow out of young people with poor qualifications. However, it is likely that both the magnitude and the seriousness of the current problem of early school leaving will not decline significantly over the next 3 to 5 years. In this context, state in-action in this area contrasts sharply with the speed of policy changes at third level education.

Damian Hannan
Economic and Social Research Institute

* See the ESF Evaluation Unit Report, 1996

pathways to the future seminar on disadvantaged youth & vocational training
summary recommendations

the following recommendations arose from the seminar

A national forum should be established which could act as an umbrella organisation for training organisations working with early school leavers (there was a suggestion that the STEPAHEAD project\(^1\) could support this development).

The forum should support the development of a working group which would examine the root causes of disadvantage among early school leavers.

The forum should lobby national youth organisations to ensure that the issues facing early school leavers are on the national agenda.

Training in media skills should be provided so as to provide expertise in highlighting and confronting the extent of poverty among disadvantaged youth\(^2\).

A framework should be set up to facilitate the sharing of relevant information at a national level between training organisations working with early school leavers. For example, the development of an information database could facilitate this need.

There is an urgent need to work strategically to produce policy documents to seek positive change in relation to services for disadvantaged youth. In particular, this type of strategy could be directed at the NAPS\(^3\) and toward relevant government departments.

An association or network for managers and workers of Community Training Workshops should be set up. It was suggested that ACTED\(^4\) be revived and that monthly meetings be held and newsletters produced.

---

\(^1\) STEPAHEAD is a YOUTHSTART funded project working with seven Community Training Workshops in Dublin’s inner city.

\(^2\) The SIGN Project ran a 3-module course from May to June 1997 and one of the modules was on media training.

\(^3\) National Anti-Poverty Strategy.

\(^4\) ACTED was the association of Community based Training, Education and Development
A conference should be held annually to facilitate the gathering and networking of representatives from Community Training Workshops and other similar youth training centres.

It was suggested that people attending the seminar should take on to organise a follow-up seminar and should make a concrete commitment to work together to tackle the issues arising out of the seminar.

Local/regional networks of training organisations working with early school leavers should be set up. They should have specific terms of reference, e.g. having a focus on drug prevention.

Rural regions should develop strategies to overcome difficulties of isolation, etc. Regular networking would help.

There is a need for organisations working in this sector to develop their own Mission Statement so as to clarify and agree aims and objectives.

There is a need to track early school leavers as they move out of training programmes in order to decrease their invisibility and ensure they do not become lost in the system.

Projects working with early school leavers should share their models of practice. There should be an 'open door' policy whereby inter-project visits and exchanges can take place so as to facilitate learning from each other.

The fees for Junior and Leaving Certificate examinations should be waived so as to increase access to these courses and lessen the financial burden on disadvantaged young people and their families.
pathways to the future
a seminar focusing on Disadvantaged Youth & Vocational Training

There has been much debate in Ireland over recent years on how best to deal with the growing problem of educational disadvantage among young people. However, there has been little opportunity to identify how organisations working in this field could begin discussing this problem with each other. As a response to this reality, a seminar, entitled 'Pathways to the Future - focusing on Disadvantaged Youth and Vocational Training' was held on the 13th and 14th of November 1996 in the Writers' Museum in Dublin. The aim of the seminar was to create a forum for vocational training organisations to meet and discuss issues of common concern in relation to early school leavers.

The seminar was jointly hosted by the SIGN Project in St. Vincent's Trust and the SIGN transnational Partnership.

Seminar participants included those working in the area of education and vocational training for early school leavers, other relevant organisations throughout Ireland and policy makers. Delegates also came from member projects of the SIGN Partnership in other member states of the European Union, including the Netherlands, Scotland, Finland and Germany.

The core of the seminar was around four thematic workshops which were held on Day One. The workshops were structured so as to maximise the opportunity for participants to explore the issues under discussion and share their experience in relation to the themes. Day Two gave an opportunity for the delivery of feedback from the workshops in a plenary session and a forum for participants to make recommendations related to the theme of the seminar.

Her Excellency, President Mary Robinson attended the seminar on Day Two. After being formally welcomed by Seamus Enright, she made a closing address to the assembly of seminar participants. Subsequently she met with seminar delegates from all over Ireland and from the other E.U. states, and with trainees from St. Vincent’s Trust.

The seminar convener was Grainne Healy, who also acted as observer at the four thematic workshops and summarised the feedback from them on the morning of Day Two. Grainne facilitated the plenary session on Day Two.

Emer Duff acted as an observer at the workshops and recorded the overall proceedings of the seminar. Four members of staff from St. Vincent’s Trust took notes at each of the workshops. These notes, along with Emer’s own notes and those from Grainne Healy, were used by Emer Duff to compile the initial seminar report, which was written by Margaret McArdle.

This report briefly describes the context of early school leaving in Ireland. It gives an account of the two days of the seminar by summarising the inputs and discussions that took place. Although there were four individual sessions of each of the thematic workshops, the feedback from all the sessions has been incorporated into one for the purposes of this report as there was a degree of overlap in terms of the issues/concerns which arose. The report also details the recommendations which arose from the seminar. The appendices contain:

- background information about the hosting organisations
- the seminar programme and handouts from the seminar workshops
- a list of seminar participants.
- a list of Community Training Workshops around Ireland.

1 See Appendix 1 for background information on the SIGN Project, St. Vincent’s Trust and the SIGN Partnership
2 The Chairperson of the Board of Management of St. Vincent’s Trust
Seamus Enright welcomed all the participants to the seminar. He gave a brief opening address which set the context for the seminar.

Subsequently the seminar convener, Grainne Healy, explained the format of the seminar for the two days, including the allocation of participants to the thematic workshops. Seminar participants then dispersed to attend the workshops which were run concurrently throughout the day, allowing them to attend all four.

Thematic Workshops

Subsequently the seminar convener, Grainne Healy, explained the format of the seminar for the two days, including the allocation of participants to the thematic workshops. Seminar participants then dispersed to attend the workshops, which were run concurrently throughout the day, allowing them to attend all four.

Margaret McArdle facilitated the workshop entitled Networking for Change. The workshop provided an opportunity for participants to share common concerns about the growing problem of educational disadvantage among young people. Participants were facilitated in reflecting on the value and potential of vocational training organisations networking with each other in order to address some of these concerns.

The workshop entitled Sharing Methods and Models of Good Practice was facilitated by Brid Maguire. The aim of the workshop was to explore the value of naming models of good practice operating within organisations. The workshop also allowed participants an opportunity to share information and learn from each other about models of good practice and to discuss ways of integrating them into work with young people.

The workshop entitled A European Perspective on Policy in relation to Disadvantaged Youth was facilitated by Patricia McCarthy. This workshop examined issues relating to early school leavers in the European context and addressed the implications of European policy for those working in the sector.

Maureen Nevile facilitated the workshop entitled Materials and Basic Education - a Resource to Staff. The focus of this workshop was on how to use resource materials with trainees in a practical and integrated style which meets the needs of the educational process. A primary focus of the workshop was about making resources accessible for basic education and literacy work.
networking for change

In any sector where organisations are working to provide services to a disadvantaged group it is valuable practice to make links with each other for the purpose of sharing information or resources or simply supporting and encouraging each other in the work that is being done. Many sectors use the process of making links to discuss and highlight issues of common concern. Some use the networking process to strengthen their capacity to bring these issues to the attention of decision makers and politicians so as to effect positive change within the sector.

In the sector of vocational training for early school leavers there is a need for organisations to link with each other. In the recent past, two initiatives attempted to fulfill this need for Community Training Workshops around the country. They were ACTED\(^1\) and IACTO\(^2\). ACTED is no longer in existence and while IACTO\(^3\) is operational, it is not a resourced network.

There is currently no resourced national forum of training organisations working with disadvantaged young people. At present no organisation or group in Ireland is consistently and actively putting issues concerning early school leavers on the political agenda, despite the fact that there is clearly a need for areas of concern to be highlighted, discussed and brought to the attention of decision makers and politicians.

An effective way of doing this could be to create a forum of training organisations working with disadvantaged young people with a view to networking for change. The aim of the Networking for Change workshop was to:

- encourage participants to share their experience of networking, and to
- stimulate them to think creatively about the possibilities which may exist for using networking to bring about desired change at both practice and policy levels within the field of work with disadvantaged youth.

The workshop was focused around a set of four questions:

1. What are the issues of common concern facing organisations working with early school leavers?
2. Is there a benefit to working together to resolve these issues?
3. How could we work together/network?
4. What are the implications of networking?

The participants in each workshop broke into small groups to address these questions and then came back together in the large group to share and discuss the feedback.

---

\(^1\) Margaret McArdle was the designer and facilitator of the workshop. Margaret is Joint Co-Ordinator of the SIGN Project.
\(^2\) See Appendix 3
\(^3\) IACTO is the Irish Association for Community-based Training Organisations.
feedback from workshop A

There were numerous issues of common concern voiced by the participants. In the main, discussion in this section of the workshop focused on the issues facing:
a) early school leavers in training workshops and b) the issues facing trainers in these workshops.

a) Issues of concern affecting early school leavers/trainees:

• Usually coming from backgrounds of poverty and disadvantage
• Low self-esteem and a lack of hope for the future given the above
• The lack of open, flexible structures of education for young people who cannot cope with the inflexibility and of the mainstream educational system
• Loss of educational opportunities as a result of young people leaving school prematurely
• Behavioural difficulties and a propensity to getting involved in substance abuse, crime, etc.
• Poor literacy skills and social skills

b) Issues of concern affecting trainers:

• Inadequate core funding of CTWs\(^1\), which leads to job insecurity in the form of short-term employment contracts
• Inadequate training/support structures for trainers and teachers working in the sector
• Lack of two-way communication between FÁS\(^2\) (the main funders) and CTWs
• Lack of clarity/consistency about the qualification requirements for trainers

\(^1\) Community Training Workshops
\(^2\) FÁS is the national Training Authority
- Lack of a co-ordinating national body to represent organisations working within the sector and a sense of being fragmented and lacking a united voice to lobby for change in terms of service provision.

- A struggle to seek appropriate ways to respond to the needs of young people, e.g. an uncertainty in relation to the best way of dealing with the aggressive behaviour of some trainees or with trainees who are drug-users.

There was agreement that it would be beneficial for individuals and organisations in this sector to work together in attempting to resolve the above issues. This was seen to be beneficial because it would:

- provide a forum for sharing information, ideas and support
- raise profile of the organisations and the work they do
- increase confidence of individuals and organisations
- be better to work together than in competition for scarce resources
- provide an enjoyable social aspect to the work.

It was generally agreed that the most beneficial way of networking would be to take a partnership approach by forming an umbrella group which would have representation from the various organisations interested in working together. It was seen to be important that the umbrella group:

- be supported by the management structures of each organisation involved
- set concrete goals with clear aims and objectives
- form working groups to concentrate on specific areas of interest
- use technology to enhance communication.
The participants listed both positive and negative implications in relation to networking. There was general agreement that any process of networking would need to take account of issues of confidentiality and trust and the development of appropriate boundaries, as well as the need for feedback to the organisations where the networkers are coming from.

The positive implications of networking are that it would:

- help to build more honest relationships between organisations and funding agencies and between organisations themselves
- avoid duplication by ensuring that ideas and information are shared
- break down isolation and validate experiences
- generate energy and collective wisdom
- strengthen the organisations and enable them to plan long-term strategies and lobby effectively to influence policy provisions for early school leavers.

The negative implications of networking are that it:

- would require time and money and would deplete resources which are already in short supply
- could become a chore, particularly if it becomes 'shoptalk' or if there are negative group dynamics within the networking structure
- may not be fully supported or maintained by the organisations as it may not be seen as 'real work'

"Networking is important for support, but networking for change is difficult."

Pathways to the Future: A Seminar on Disadvantaged Youth & Vocational Training

14
The relationship of FAS with Community Training Workshops

Given that FAS is the main funder of CTWs, there was criticism expressed with regard to how it relates to these organisations. There was a general sense that CTWs are controlled and directed by FAS and that in fact FAS adopts a ‘top-down’ dictatorial style in their dealings.

One participant observed that FAS is not a youth organisation and therefore is not fully informed or aware of the issues facing disadvantaged young people. This is reflected in its relationship with the training workshops. For example, extreme concern was expressed regarding the lack of recognition which FAS has for its own integrated assessment system. Currently a young person seeking a place on a mainstream FAS course, after spending a year in a CTW, finds that FAS does not recognise the integrated assessment system for entry to one of their own courses. Many participants voiced the sense that CTWs are perceived as ‘second class’ within the vocational training sector.

The need to push issues facing disadvantaged youth further up the political agenda

The overall view of participants was that, in general, poverty issues are low on the political agenda and in particular, there is little regard for the immense problem of youth unemployment. There was seen to be a general lack of awareness amongst politicians and political decision-makers regarding the issues and needs of disadvantaged young people. This is partly due to the fact that there is fragmentation within the sector of vocational training for disadvantaged young people and that there is no lobbying ‘voice’ to raise awareness of the issues. There was a strong sense that decisions about how and where to allocate resources are politically influenced and there is consequently a need for a united front to campaign for change.

It was recognised that most early school leavers come from a working class background where there is often a long history of unemployment in their families. In many cases there is a culture of first, second and even third generation unemployment. The issue of class was seen to be an important issue also for trainers given that, in the main, they also come from working class backgrounds. The resulting experience of marginalisation is reflected in the inadequate core funding of CTWs, which affects job security and salary scales for example.
Funding for organisations working with early school leavers

The problems surrounding funding for this work was an issue of common concern for many people. The problems included had to do with competition for funds and difficulties in accessing adequate funding. Funding is often geared towards 'measurable' work with disadvantaged young people and many participants considered this an inappropriate indicator for the type of work they do.

There was much support for the potential which networking could have for accessing more substantial funding as a larger grouping, e.g. European Social Funds.

"Enlightening and practical"
"The facilitation was excellent"
"Sharing of experiences was insightful"
"We need to discuss networking more"
potential impact of networking

- sharing resources
- broadening the horizons of staff, volunteers, management etc...
- co-operation / collective action
- catalyst for change
- politicisation of key issues
- sharing of information
- decreasing isolation
- developing and strengthening organisations

adapted from the Evaluation of Women's Networks, Adrienne Boyle (Combat Poverty Agency production)
sharing methods and models of good practice

By naming models of good practice operating within organisations, the participants and staff can benefit enormously. There is also a value in sharing and exchanging methods and models of good practice with other organisations and learning how they can be integrated into work with early school leavers.

The aim of workshop Sharing Methods and Models of Good Practice was to create a forum whereby the participants would become aware of the benefits of naming methods and models of good practice for themselves, their organisations, and the sector in general.

The structure of the workshop enabled participants to:

- reflect individually on their own experience of good practice (or otherwise)
- identify the barriers to implementing good practice, and
- consider the advantages to be gained from actively naming methods and models of good practice in their work.

At the outset the facilitator listed what she considered are six key principles of good practice and elaborated on each:

(i) It should fit into the philosophy and vision of the organisation
(ii) There needs to be a link from the personal level to the organisational level
(iii) It should be enjoyed and enjoyable
(iv) Someone should be advantaged as a result
(v) It should be identifiable with a strong link from vision to practice
(vi) It should work towards something, i.e. a change of some sort

Each participant was asked to reflect on what they had heard and to relate it to their own experience. They were asked to think of:

1 some examples of what is currently being implementing in practice
2 the advantages of using models of good practice
3 what they would consider to be the barriers to implementing good practice.

Following individual reflection, people shared in pairs their thoughts on the subject.

1 Bríd Maguire was the designer and facilitator of the workshop. Bríd is a Joint Co-ordinator of the SIGN project.
feedback from workshop B

A delegate from the Netherlands spoke about how her organisation has developed a model of good practice which advocates a partnership relationship with the trainees. From the outset, the trainees are "treated as partners and there is an equality between them and the trainers. We train them in this way of relating for two weeks when they first arrive. We have worked hard to develop this model, and now it is very effective."

One person described a useful method their organisation undertook to deal with problems which arose in the workforce. The organisation had an agreement that when a person had a grievance (which had been already voiced but not noticed) a 'red spanner' was shown by that person, and everything would come to a halt until that person's grievance was dealt with.

Going with the needs of the young people instead of following the set curriculum can be a model of good practice.

A focus on what both staff and trainees enjoy in terms of achievement; success; an end product; the collective benefit, etc. as opposed to merely personal gain.

Being freed from an inflexible curriculum/programme allows the possibility of effectively responding to the needs of trainees.

Helps all concerned to realise the unique character of the CTW and clarifies the role of the workshop in the wider community.

Enables individual time to be given to each trainee in terms of relationship building.

Helps all concerned to recognise the limitless potential for development within the workshop.

When a training organisation spends time looking at models of good practice, it is possible for everyone, including trainees, to share in decision making process.

---

"The problem with Ireland is that there is no radical model of education."

Examples of what is currently being implemented in practice.

The advantages of using models of good practice.

pathways to the future a seminar on disadvantaged youth & vocational training
The organisation becomes clearer about aims and objectives and the strategy becomes more effective.

Staff are able to express their needs which is positive in terms of staff development.

Inconsistent ways of working

Lack of a Mission Statement in an organisation makes it difficult to address questions of models of good practice

It was highlighted that there can be conflict with a needs-based way of working, e.g. sometimes the practice required by the funding agency does not match the practice the organisation sees necessary.

The restrictions imposed by funders (particularly ESF). It is not possible to work flexibly and spontaneously because of having to be accountable to these agencies.

The demands of the E.U. and the Irish Government for 'hard indicators' of young peoples' employability.

The facilitator then listed some advantages to naming models of good practice:

- Staff become aware of their work practice having value and, in turn, trainees experiences being valued (the target group benefits)

- The organisation becomes clearer and more effective in its work.

- There are benefits to the sector in that it becomes more cohesive, there is more support and training methods are improved

- Training and work practices become connected to and informed by a model or theory of education

- When good practice is named and documented it means the practice is not lost.
There was general agreement that organisations should have a clear Mission Statement as a baseline to work from and as a model of good practice. The point was made however, that trainers' and teachers' own personal philosophy must tie in with what the Mission Statement is declaring, otherwise it is worthless. In addition, the Mission Statement must be relevant to the trainees on the ground.

The role of management in a good practice model should be to enable staff to critique the management structure and the practice itself. Good practice should always be evaluated in order that it be highlighted. Evaluation can also assist forward planning and any necessary changes can be effected. One participant commented that poor models of practice are sometimes used through a lack of awareness of an alternative way of doing things.

"I really enjoyed it"

"Good practice should by definition generate innovation"

"We in Holland learned from St. Vincent's Trust how to develop a Mission Statement"

"It is bad practice how FÁS decides what is done, without appreciating the expertise of trainers"
a European perspective on policy in relation to disadvantaged youth

The workshop facilitator gave the following input to the participants.

The links between long-term unemployment and poor educational qualifications are well established. It is true to say that the collapse of the unskilled labour market means that those with least educational qualifications are worst affected. Young people who leave school early fall into this category. Each year a total of up to 14,000 young Irish people leave school early each year, i.e. without formal qualifications. Of these, up to 1,000 young people have failed to make the transition from primary to secondary school at all each year. Many of these are young Travellers.

Youth unemployment is a serious problem throughout Europe, currently being up to three times higher than adult unemployment in several member states. In Ireland at present the unemployment rate among young people (under 25) is at 21-23%.

The European Union's response to this situation comes via the ESF. While up to 50% of the funds under the ESF Employment Initiative in Ireland are targeted at youth, community initiatives such as YOUTHSTART receive only 9% of the overall Structural Funds budget which is a tiny percentage of the total budget. Most of the funding goes into mainstream FÁS and CERT training, with only a fraction going into non-mainstream training for disadvantaged youth (mainly through the Community Training Workshops).

E.U. policy in the YOUTHSTART initiative targets Priority One and Priority Two youth. In Ireland an average of 4,000 young people per annum fall into the Priority One category. However, despite significant investment by the European Union in education and training through mainstream programmes, youth unemployment remains a serious problem.

There are a total of 20 projects currently funded in Ireland under the YOUTHSTART Initiative. There are a number of difficulties with the current allocation of funding to projects, as follows:

- A major difficulty is the short-term nature of the funding intervention (each intervention lasts only two years). The structural funding available to Ireland will be radically reduced in 1999 and will then be phased out over a five to eight year period - what happens then?

---

1 Patricia McCarthy was the designer and facilitator of the workshop. Patricia works with the STEPAHEAD Project.
2 European Social Funds
3 YOUTHSTART is one of the Employment initiative funded by the European Union
4 CERT is the State Tourism Training Agency
5 Priority One youth are young people who leave the education system with no formal qualifications
6 Priority Two youth are young people who leave the education system with only the Junior Certificate
The lack of linkage with mainstream intervention is another issue. Individual projects are charged with the task of mainstreaming their interventions while there is no requirement for mainstream agencies such as FÁS and CERT to take on board lessons and models of good practice developed in the YOUTHSTART projects. The history of such short term projects has been that they have not been mainstreamed in any useful manner.

No Traveller projects succeeded in attracting funding despite the fact that they have the largest youth population of all groups in the country and are the most disadvantaged by any standards (80% of Travellers are under 25 years and less than 14% of school age attend second level education of any kind).

Third level institutions and state agencies such as FÁS (which are already well funded) have accessed funding under the YOUTHSTART initiative. This raises concern for voluntary and community projects which are already inadequately funded.

Young women and their particular needs do not seem to be well represented in the chosen projects.

The Irish response to disadvantaged youth (often referred to as Early School Leavers) comes through two distinct networks:

1. Community Training Workshops, initiated in 1979 and mainly funded by FÁS
2. Youthreach, set up in 1989 and funded mainly by the VEC.

These networks along with the Traveller Training Centres, offer a total of 5,500 training places to early school leavers. This is clearly insufficient given the school drop-out level of up to 14,000 per annum. There are also other problems with the Irish response:

The present response to disadvantaged young people is largely uncoordinated, which means that many fall out of the system and do not benefit from the various projects and interventions. There is no tracking system in place to follow those who drop out of school, the CTWs or Youthreach. Those who leave school before they reach 15 years of age are completely lost in the current system.

Vocational Education Committee
The lack of progression pathways for disadvantaged young people from CTWs or Youthreach centres into mainstream education or training is a serious problem which needs to be addressed by the mainstream training and educational institutions.

The objectives of the Youthreach and CTW programmes targeting disadvantaged young people are confused and multiple. They include:

- Counselling, often of a specialist nature
- Advocacy, across a range of issues (social, financial, housing, legal, etc.)
- Recreational/social skills
- Training and job placement
- Tracking/follow-up
- Long-term support

These multiple and sometimes confused objectives, are delivered by poorly resourced staff with a minimum of training/development, support or inter-agency back-up. It is clear that there is a major problem in such a situation. Community Training Workshops are also placing people in the labour market at 15 years of age, which is contrary to European thinking, which promotes a return to education.
feedback from workshop C

- Insecurity of funding with regard to CTWs in particular and the absence of a sense of real partnership between funders and funded.

- The requirement of 'hard indicators' of how employable young people are after coming through training programmes, which is an indication of the labour market orientation of the E.U. and Irish Government.

- The funding of CTW's according to a per capita criterion, which gives rise to continuous intake onto training programmes. This can be an ineffective way of operating given the different levels of ability and attainment of trainees.

- The sector does not have access to real consultation with regard to E.U. policy making.

- Childcare provision needs to be an integral part of Training Workshops.

- There is a need for early interventions for 12-15 year olds in the form of community based initiatives which would complement the school system.

- Successful pilot projects should be mainstreamed. Mainstreaming could take the form of getting core funding through ESF or other sources to continue present work rather than having to link into state funders.

- It was stated that the training/education being provided in CTW's and Youthreach is unique and cost effective. As a model of good practice it should be integrated into the mainstream education system - a system which has not been altogether successful with regard to building relationships with young people.

- Policy makers need to be made aware of the long-term cost of not adequately resourcing youth education and training initiatives, e.g. a higher need for prison and drug rehabilitation places. In addition, the contributions made by volunteers in the sector masks the true cost of training programmes.

Participants generally agreed that there is a policy vacuum with regard to youth training and education. Within this context a number of problems are being experienced:

1. A number of policy issues were identified as needing to be addressed.

pathways to the future  
a seminar on disadvantaged youth & vocational training
There was a general assertion that the YOUTHSTART initiative has also failed to focus adequately on young women and their needs, which led to the suggestion that future funding under this initiative be directed specifically to this target group.

discussion points from workshop C

The issue of the ‘invisibility’ of young women who leave school early was explored. With a relatively high incidence of teenage pregnancy and the absence of childcare facilities as an integral part of education or training workshops, many young women are forced to leave education or training programmes. They can then become lost in the system as there is no adequate tracking system - they just become invisible. This points to a need for both childcare facilities and a tracking system.

The point was made that young people can sometimes feel pressurised to participate in training programmes because the training is seen as work and the training allowance is regarded as a wage. Families need the extra money (no matter how small) which the training allowance supplies. Given that there is no support for families to keep their children in the school system, participants explored the idea that low-income families should get an allowance to keep their children in school. In addition, it was stated that examination fees, such as those set for the Junior and Leaving Certificate examinations, act as deterrents to education and should be abolished.

Training organisations need to link into Area Partnerships in order to avail of their resources.

evaluation of workshop C

"The method was good - we got straight into the work"

"Sharing experiences was good"

"We are operating to the funders' agenda"

"There is clearly a need for unity of CTWs and Youthreach centres"

"I'm tired, yet energised..........."
materials and basic education: a resource to staff

The focus of the Materials and Basic Education workshop was on how to use materials with trainees in a practical and integrated style which meets the needs of the educational process. The workshop was structured in a very practical and participative way. At the beginning of the workshop, the facilitator described the elements of basic education.

Basic Education uses an adult approach to learning. It is aimed at people who perceive themselves as needing help to improve their skills in reading, writing, spelling and mathematics. Lack of skill in these areas prevents them functioning confidently in many areas of their lives and particularly affects their employment options. Building confidence and self-esteem is an integral part of basic education.

An adult education approach to working with early school leavers can be very effective. Young people can very often reject or be rejected by the school system. These young people can subsequently benefit from an adult approach to learning which is:

- **Student centred**: where the education content is relevant to the learners and builds on previous learning skills
- **Participative**: where the curriculum is determined by the learners in collaboration with the tutor
- **Integrated**: it seeks to increase functional skills in a holistic and creative way, which develops self-confidence and self-esteem
- **Critically challenging**: learners are encouraged to evaluate and reflect on all aspects of their learning, challenging themselves and their tutors and making appropriate changes to facilitate their own learning

The facilitator briefly described the *Cloze Procedure* and its usefulness as a technique in basic education. It is based on a tenet of Gestalt Psychology, i.e. the human mind tends to complete that which is left unfinished. Using this concept in literacy work means encouraging discussion and creativity, leaving blanks that are open to a range of interpretation.

1 Maureen Neville was the designer and facilitator of the workshop. Maureen works with the Dublin Institute of Adult Education and was involved in the production of the handbook entitled *Breaking Through*. 
The facilitator gave some guidelines to:

1. working with young people on improving their literacy skills, and
2. using worksheets as an educational tool.

- Start where the young people are at
- Reinforce what they already know
- Use an adult learning approach, which is more appropriate and empowering than the traditional school approach
- Be aware that texts are never value free
- Let students choose/create their own worksheets
- Try to get students to set their own learning agenda by using their own life situations and writings as learning materials
- Respect the expertise of each individual.
- Highlight words, moods, actions, etc. in text to bring relevance to where the young person is at
- Highlight common spelling patterns (e.g. 'ion' words and words which are easily confused, e.g. to, two)
- Work on students' own spelling mistakes in order to facilitate learning
- Encourage discussion and creativity - leave blanks that are open to a range of interpretations
- Use texts which young people choose as vehicle for spelling, as opposed to merely conducting a spelling lesson
- Use discussion as a central learning focus
- Use role play as a medium to explore issues in texts.

There are a number of guidelines for literacy work with young people.

Some guidelines for using worksheets:

- "Young people can be responsible for their own learning”
- "It is important for young person to experience success"
The group was divided into smaller groups to explore ways of simplifying worksheets for trainees. Some sample materials were distributed to the participants, including wordsearches, samples of student's writings and pictures of pop stars. The groups were assigned the task of using these materials to come up with ideas on how they could use them in interesting and accessible ways to meet the learning needs of disadvantaged young people. The Robbed Car is one example:

the robbed car

The first time I was in a robbed car was about two years ago. I was 14 at the time. My friend and I were walking down Cook St. one Sunday. There is a car park beside the school. On Sunday the car park is closed but some people leave their cars there for the weekend. So we broke into the place. There were lots of cars there. We were walking around looking for a car to rob. Then I spotted a lovely OPEL ASTRA GTE 16V. My friend smashed the fly window with his foot. We got into the car and pulled the casing off and snapped the steering. My friend did the rest with the wires. He got the car going so we started flying around the car park pulling hand-breakers. We brought the car up to the top floor and started crashing into other cars. The radiator burst and the car was stuffed. The old bill came so we jumped out of the car and ran. We ran up to Oliver Bond flats and got away from the old bill.

Anon.
One of the small groups came up with the following ideas on how they could use them in interesting and accessible ways to meet the learning needs of disadvantaged young people. After reading through the piece, the group made a number of suggested changes or developments which they felt would make the text more visually interesting and accessible. They suggested that:

1. The layout of the text be changed as follows:
   * the print should be changed to use double or treble spacing,
   * key words should be highlighted in colour
   * that graphics be used, e.g. a wrecked car
   * the piece should be given a title

2. Role play could be used to explore feelings, e.g. about the owner of the car returning and issues related to the victim-robber scenario

3. A general exploration of cars could be used, e.g.:
   * names of cars and where they are made
   * registration plates and how they relate to Irish counties
   * a listing of favourite cars
   * how to get into cars

4. Trainees could make up their own questions and test each others' listening ability

5. An element of creative writing could be used to expand the story, change the ending, etc.

6. A drama technique could be used, i.e. write a script around the text

7. A cartoon technique could be used, i.e. turn story into a cartoon strip with captions
discussion points from workshop D

There was much discussion on the various approaches and uses of materials when doing basic education work with early school leavers. There was a consensus view that, in these circumstances, it is more appropriate to use an adult education model rather than a traditional school-style teaching, as the young person’s experience of school is not likely to have been positive.

One workshop participant pointed out that it is worthwhile exploring the concept of learning, i.e. learning is not always formal or structured, e.g. ‘hot-wiring’ a car is not learned at school.

Another participant stated that it can be more effective to include the teaching of grammar in an almost incidental way as it is less intimidating for the trainee. It is also effective to use text chosen by young people as a vehicle for spelling rather than merely conducting a spelling lesson.

the national council for vocational awards

Some discussion took place about the role and functions of the NCVA Foundation Module. The facilitator explained that NCVA was established by the Minister for Education in 1994. Under its auspices, a comprehensive certification system has been developed for a wide range of vocational education and training programmes. These programmes or courses can be full-time or part-time, formal or informal (i.e. independent study can also lead to certification) including:

- Post Leaving Certificate courses
- Adult Education courses
- Community, Education and Development Programmes
- Youthreach Programmes
- Courses with the Vocational Training Opportunities Scheme (VTOS)
- Specialist vocational training programmes

The NCVA system allows open access for all learners and provides pathways into employment, further study or specialised training programmes. It aspires to being a relevant and quality-assured link between education and the workplace.
evaluation of workshop D

"The exercise was fascinating"

"It was very concrete"

"I hope this feedback be available to us, because there is some really good stuff there!"
Grainne Healy, the seminar convener, commenced Day Two by giving a summarised feedback from the thematic workshops of the previous day, which is detailed in the section entitled THEMATIC WORKSHOPS.

Subsequently, President Robinson arrived to give her address to the assembled delegates. She was welcomed to the seminar by Seamus Enright. He outlined for the President the work of the SIGN Project and of St. Vincent's Trust. He spoke of the organisation’s commitment to challenging poverty, injustice and intolerance and to countering the unspoken assumption that there is an acceptable level of poverty and injustice.

President Robinson then addressed the assembly.

President Mary Robinson’s Address

Good morning and thank you for the warm words of welcome. I am very pleased to have been invited to come and briefly address this seminar.

This is not my first contact with you. I remember I went on a visit in July 1992 to the workshops of St. Vincent’s Trust. At that point I had an opportunity to learn about the SIGN Partnership because St. Vincent’s had, just the previous May, become a founder member of the Partnership. I remember there was a sense that the creation of the SIGN Partnership was an important step, given that it was a partnership of projects in different countries. There was quite a bit of discussion at the time about how valuable it would be to have links with those who were working in other countries at addressing the problems of young people. These were young people who were simply born into disadvantage and who needed to be helped to develop their potential. There was a sense that there would be a sharing of good practices, a sharing of approaches and a sharing of experiences.

I therefore particularly welcome the fact that this seminar is being hosted here now as a development of the SIGN Project in Ireland. I see it as allowing a valuable discussion and exchange, a learning from each other, and most of all I see it as encouraging a re-commitment to the important work that you are doing.

This morning, before coming in here, your Chairperson explained that you are very much a “hands on” people. It think this is a very good description. I am conscious that you have direct experience of the kind of work I regard as both very important and very empowering. This kind of work takes commitment and it is the kind of work that makes a real difference. It makes a difference in people’s lives and this is not only valuable but necessary.

Looking back at the mission statement of St. Vincent’s Trust, I know that it is the kind of approach adopted by many workshops and youth centres, particularly those who work with disadvantaged youth. The statement is a simple but important one. It is: “to empower the most vulnerable young people, who are marginalised by society, to realise their full potential.” I think that is at the heart of it. We all know that somebody who is born into a cycle of poverty, disadvantage and

See Appendix 1.1

pathways to the future

a seminar on disadvantaged youth & vocational training
exclusion may not be given opportunities and can therefore face a life of unemployment. They potentially face a life of being in an area where, just because of their address, they are stigmatised; they can inevitably get drawn into anti-social activities; they can feel excluded and in effect be excluded.

This is a very complex series of barriers that have to be addressed. They can partly be addressed by looking at the educational opportunities young people have. I am very glad to know that St. Vincent’s Trust has in fact reached back to primary level in order to fill in the kinds of gaps in our educational system that exist. I am sure there are similar gaps in other European countries. We should all be aware of how tragic it is that young people fall into a gap and do not proceed. It is tragic that they do not have equal opportunities to survive in a modern, technological world. A world where you very much need to develop your full potential in order to be equipped to cope with the challenges of daily life.

As I travel around the country and visit community workshops, I see the work of organisations like yours, like Youthreach and various other bodies which deal with young people. I am very conscious of the need for the type of commitment which you have. I am very conscious that the approach you are adopting in your work is complex and I welcome the fact that your approach is increasingly centred on the individual young person. This means putting that young person right at the centre of the work, looking holistically at the young person’s family, at what will help develop their own potential and at various ways of developing the educational, social and economic skills needed to cope with modern life. I cannot tell you how important I regard that work.

I listen a lot when I go around from place to place. I listen particularly to young people. I hear again and again the 15, 16, 18 year olds saying ‘if it wasn’t for coming along to this workshop, I don’t know what I’d have done, I felt so badly about myself’ ‘I felt I wasn’t important, but since I’ve come here: …’. These are things that are so often said and inherent in them is a sense of self-assessment. I think that that is at the heart of what you are doing. You place the individual young person in the centre of your work and therefore give them a sense that they have an inner worth that can be developed and nurtured. Once that process starts you are on the road to developing that potential.

The nature of disadvantage can be complex because it operates in different geographical areas, be it a rural area or an inner city. Given this variance and complexity I know that access to resources and the kinds of supports that you can look to more broadly may not be there. I am sure these are all the experiences that you are exchanging. I hope that you are being able to benefit from best practice and benefit from the kind of work that makes a more tangible connection and difference in what you are doing.

I very much want to use my time here this morning to meet and greet as many of you as possible. In particular, I would like to meet those who have come from overseas and who are part of the transnational SIGN Partnership. I know that the original SIGN came from five countries; Scotland, Spain, Ireland, Germany and the Netherlands. I understand that now there are nine partner countries and I would hope that partnership will develop further. I hope it will also develop to
central and eastern Europe because I think there is great reason to further develop supports and strategies and exchange experiences more broadly.

I fundamentally believe in the importance of what you are doing and the importance of the young people that you do it for and with. I believe in the difference it makes and how important it is for their life chances, for their sense of themselves, for their families and in order to break an unfair cycle that should not be there. I have a true sense of valuing and understanding the importance of what you are doing. Finally, I encourage you from your experience of working with young people to have a sense of a wider commitment to justice.

Agus mar sin, deanin comghairdeas o’ chroí libh as an meid gaisce ata deanta againn, I really do commend you for the work you have done. Ar aghaidh libh - get on with you!

When she had completed her address, President Robinson was formally presented with the seminar information pack and a bouquet of flowers. She then met and chatted with delegates from the Netherlands, Finland, Scotland and Germany. Continuing around the room, the President met with many conference delegates and with trainees and staff from St. Vincent’s Trust who had come along for the occasion.

After the President departed Grainne Healy broke the assembled participants into eight separate groups, providing an opportunity for people to discuss what they had heard in the feedback from the four workshops of the previous day. They also had the task of deciding on what follow up actions they wished to take or recommendations they wanted to ensue from the seminar.

Subsequently, in the final plenary session of the seminar, each of the eight groups gave feedback on what follow-up recommendations and practical follow-up activities people expressed an interest in becoming involved in. These are listed under SUMMARY RECOMMENDATIONS on page 4.
further suggested reading

1997
*Early School Leavers and Youth Unemployment*
National Economic & Social Forum (NESF) Report No. 11

1996
*Report on Early School Leavers*
European Social Fund (ESF) Programme Evaluation Unit, Tony Tyrrell

1995
*Early School Leavers: Reform of the Junior Certificate, Educational Achievement and Employment Chances*
Economic & Social Research Institute, (ESRI) Damian Hannan & Selina McCoy

1995
*Educational Disadvantage in Ireland*
Combat Poverty Agency, Educational Research Centre

1993
*Pathways to Adulthood in Ireland: Causes and Consequences of Success and Failure in Transitions among Irish Youth*
Economic & Social Research Institute (ESRI) D. Hannan & S. O’Riain

1993
*Community Training Workshops in Ireland: Five Case Studies*
Irish Association for Community-based Training Organisations (IACTO) Kieran McKeown

1991
*St. Vincent’s Trust 1976 - 1990*
Daughters of Charity, Kieran McKeown

1989
*The Future of Community Training Workshops*
Report of a Conference organised by the Association of Community based Training, Education and Development (ACTED), Norma Prendiville
## appendices

<table>
<thead>
<tr>
<th>Appendix 1</th>
<th>Background to the seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a</td>
<td>The SIGN Project</td>
</tr>
<tr>
<td>1.b</td>
<td>Mission Statement - St. Vincent's Trust</td>
</tr>
<tr>
<td>1.c</td>
<td>The SIGN Partnership Conference</td>
</tr>
<tr>
<td>1.d</td>
<td>A Trainee's Perspective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appendix 2</th>
<th>Seminar programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 3</td>
<td>List of Seminar Participants</td>
</tr>
<tr>
<td>Appendix 4</td>
<td>List of Community Training Workshops in Ireland</td>
</tr>
</tbody>
</table>
THE SIGN PROJECT
ST. VINCENT'S TRUST

What is SIGN?

The SIGN Project was established in February 1996, under the Horizon (Disadvantaged) stream of projects. It is based in St. Vincent's Trust, a Community Training Workshop situated in Dublin's north inner-city.

The SIGN Project has begun the work of:

- networking with other projects working with disadvantaged youth
- identifying issues of concern which need attention from Policy Makers and Funding Bodies.

Our aim is to develop lobbying in this sector into a cohesive and solid action, where issues are clear and responses are made when required. With many projects being funding-dependent, we believe that with better information we can influence those with resources and power on how to spend what resources there are on behalf of this sector.

The following actions will be core areas of the SIGN project:

- Providing some resources to this Sector within the areas of lobbying and networking.
- Providing a Media and Lobbying Skills Training Course for staff, volunteers and management to organisations working with disadvantaged youth.
- Enabling organisations develop their policy regarding the Media in Ireland.
- Producing a number of resource materials based on models of good practice and try to place the practice in the context of relevant theory.

The SIGN Partnership

The SIGN Partnership was established in 1992, during the last round of European funding as a response to developing Transnational links among projects with common working aims. The letters SIGN stand for members of the Partnership when it was first established: Scotland, Spain, Ireland, Germany and the Netherlands. Since then the Partnership has developed to having nine partners and many more interested in joining.
The overall aim of SIGN

We want to develop and enact a cohesive strategy to improve policy and vocational training provisions for disadvantaged youth within Ireland and the European Union. In other words, the aim is to explore what is being taught in this field, how is it being taught and how can the teaching improve. This means devising and implementing a strategy to improve policy and vocational training provisions for disadvantaged youth. There are an estimated 10,000 people in this sector at present in Ireland and youth unemployment in Europe is twice the overall rate of unemployment.

The context

St. Vincent's Trust specialises in the vocational training and education of young people aged between 13 and 20 years of age. The majority of these young people come from marginalised backgrounds of poverty and social exclusion. St. Vincent's responds to these young people through the provision of approximately 75 places in its training programme. The programme has many different elements and each caters for a number of young people with whom there is a generous ratio of staff.

The training and education package is holistic in offering a needs-based and trainee-centred learning approach. It is individually styled and includes on-going personal support which is aimed at increasing social competence and individual stability. Key elements of St. Vincent's caring response include:

- Counselling
- Groupwork
- Creative inputs
- Parent's group
- Research
- Back-up and follow-through services

The Trustees of St. Vincent's Trust are the Daughters of Charity.

St. Vincent is Trust has been a member of the SIGN Partnership since its beginning in 1992. Benefits of membership include exposure of staff to different training techniques, advancement of their personal skills and expertise and willingness to share experiences and learn from partners' experience.

Please feel free to contact us with any enquiries at:
St. Vincent's Trust 9 Henrietta Street Dublin 1
T 01-872 2700 F 01-872 3486 E vintrust@aonad.ie
Examples of what St. Vincent's has to offer through the SIGN Project:

- A route to participate in an already established network, i.e. the SIGN Partnership.

- A Lobbying & Media Skills course for staff, volunteers and management of organisations working in the field of vocational training for disadvantaged youth (the course will be run in early 1997).

- St. Vincent's Trust has devised specific organisational policies and could make these available for adaptation by other organisations, e.g. Media policy, Drugs policy, etc.

- A database of information on politicians, civil servants, journalists, etc. for use in lobbying or media work.

- Methods & models of good practice in the field of vocational training with disadvantaged young people.

If you are interested in having further contact with the SIGN Project in St. Vincent's Trust and would like to go on our mailing list, please fill out the information below and return it to:

The SIGN Project, St. Vincent's Trust, 9 Henrietta Street, Dublin 1.

or contact Margaret McArdle @ T (01) 8722700 ex. 236  F (01) 8723486  E vintrust@aonad.iol.ie

NAME:

ORGANISATION:

ADDRESS:

T:

F:

E:

pathways to the future a seminar on disadvantaged youth & vocational training
appendix 1.b

Mission Statement
St. Vincent's Trust

OUR MISSION IS to empower the most vulnerable young people who are marginalised by society, to realise their full potential.

OUR APPROACH IS
• Holistic
• Flexible
• Non-authoritarian
• Person-centred
• Needs-based

OUR COMMITMENT IS
• We accept people as they are
• We respect the dignity and equality of all
• We create a caring, non-threatening environment
• We establish trusting relationships
• We acknowledge and praise what is good
• We challenge in a non-authoritarian fashion
• We are committed to the individual's development emotionally, spiritually, intellectually and physically
• We work in an holistic manner with each young person by engaging with families, guardians, peer groups.

WE ARE COMMITTED TO JUSTICE FOR ALL PEOPLE
the SIGN Partnership

The SIGN Partnership was founded in May 1992 as part of a transnational development under the Horizon (Disadvantaged) programme. SIGN is a European Partnership of projects in a number of European Union member states. Its partners cover a wide range of projects, from the type of community training workshop programmes on offer in St. Vincentis Trust to building site projects to computer based training schemes. All of them work towards the integration of disadvantaged people into society and a working life.

The partner members of the SIGN Partnership regularly host seminars and meetings whereby ideas and actions are developed and an exchange of information can take place. The diagram below gives a visual description of the how the SIGN Partnership, St. Vincentis Trust and the SIGN Project relate to each other.

SIGN provides a structure which enables organisations, such as St. Vincent's Trust through its own SIGN Project, to play a key role in the development of appropriate responses to the needs of marginalised young people. Much of the work of St. Vincent's is about the integration of marginalised young people into the labour market through vocational training pathways to the future...
and preparation for adult and working life.

As part of its involvement in SIGN, St. Vincentis attempts to stimulate changes in policy and service provision by networking with relevant organisations and contributing to a forum whereby policy-makers and service providers may be informed of the lessons learned from organisations working in the area of training for disadvantaged young people. We would aim to actively provide a variety of fora whereby an exchange and exploration of ideas and experiences on vocational training provisions for this target group can take place. The seminar which we hosted in November 1996 is one example of this type of forum.

Coinciding with the SIGN seminar, St. Vincentis Trust hosted a conference during the week of November 12th - 16th 1996 as part of its commitment to the SIGN Partnership. A number of transnational delegates from partner projects of the SIGN Partnership travelled to Ireland to participate in both the seminar and the conference. During the six days St. Vincentis organised a number of activities as part of wider focus on social exclusion at a European level. There were structured opportunities for the transnational delegates to meet and exchange ideas and information with staff and volunteers from St. Vincentis Trust and from other Dublin-based organisations. Examples of this type of interaction were:

- A formal opening session where Seamus Enright welcomed all the conference delegates and set the pitch for the week’s activities.

- A facilitated workshop on oppression which created a forum for participants to take a closer look at oppression and to bring a sharper analysis to their work with marginalised people.

- Informal social gatherings throughout the week.

- A formal closure of the conference on Saturday, November 16th where Commissioner Padraig Flynn addressed the assembled Irish and transnational delegates.

Future plans of the SIGN Partnership include further transnational networking and exchange of information. In terms of funding the on-going survival of the SIGN Partnership as a viable small network is an issue. Currently the Partnership is seeking independent funding directly from the E.U. in Brussels.

1 The Chairperson of the Board of Management of St. Vincentis’s Trust
COMMISSIONER PADRAIG FLYNN’S ADDRESS
At the closure of the SIGN Transnational Conference November 16th 1996

I was extremely pleased to receive the invitation to be here at the winding up of this conference. The SIGN Project is a fine example of what we are trying to achieve at local level, and it is also particularly pleasing to see so many representatives of other similar projects from across the European Community.

You have been discussing some key issues concerning disadvantaged young people and access to vocational training, as well as some broader issues. Education, continuing education and vocational training are of crucial importance for the future well-being of the Union. For our productivity and our competitiveness and for social cohesion. There is now a very broad agreement across the Member States that the future success of our economy is based on the skills, flexibility and creativity of our people, of our workforce. I agree wholeheartedly with this and I will tell you why.

The Commission has just published the 1996 Employment Report - a comprehensive analysis of the employment situation and what we need to do. The latest employment and unemployment figures, presented in the report, do not make pleasant reading. We have an employment rate of 60% - lower than it was 20 years ago and significantly down on the peak of 63% in 1991. Unemployment remains high at 10.7%, which is only slightly below the peak of 11.3% in 1994. Youth unemployment is still twice as high as that of adults. Unemployment of women is still higher than that for men in most Member States.

There are many complex reasons why we have come to this pass. Yet one of the most significant causes of our unemployment problem is the mismatch between the supply of labour and the skills demands of the jobs that are on offer.

The world of work is rapidly changing. Operating in a new global economy, we are moving away from simple, standardised production to diversified, knowledge-based production of goods and services. We are also moving from hierarchical, large organisations and simple jobs, to de-centralised structures with more complex and integrated jobs, demanding higher or broader skills. We are witnessing major change on the demand side of the labour market and, in many ways, we have been found wanting. We have not kept up with these changes. If we need to invest - and invest heavily - in our human resources, if we are to face up to the challenges that lie ahead, it is for these reasons that the Commission has put in place the combination of macroeconomic and supply-side structural labour market measures, initially outlined in the White Paper on Growth, Competitiveness and Employment, subsequently given concrete expression at the Essen Summit in 1994 and since developed through successive European Councils.

I will not today talk to you about macroeconomic policies, although I believe this to be extremely important. In the context of this seminar, I want to concentrate on the Human Resources side of the equation. Indeed, it is significant that, since Essen, human resource development has been our most pressing concern.

Quite simply, we must equip the workforce with the skills they need to undertake the jobs that are being created. This is by no means an easy task and certainly not one that the Commission - or anybody else for that matter - can undertake alone. We must all work together. The key will be partnership. Partnership between the Commission, Member State
governments, the Social Partners, NGOs and all relevant actors in the employment field. Partnership between the human resources on whom we will depend so much in years to come, and local expertise, the people who know what is needed.

The European Employment Strategy is very much based on this approach. President Santer’s Action for Employment - A European Pact of Confidence has given new impetus to the strategy and it has been a major factor in ensuring that all relevant and necessary actors are working together to encourage growth and employment on the basis of the integrated approach suggested by the Commission. An integrated approach that will see the entire workforce - employed and unemployed alike - equipped for the next century.

For the employed, this means investment in education, training and re-training throughout working life, raising and maintaining the overall levels of educational attainment and skills. For the unemployed, this means laying aside our passive policies of paying people to stay out of the labour market. We need active policies that ensure that we offer them the skills they need for a new start - a way back into the labour market.

In our efforts to re-integrate the unemployed, we must pay particular attention to those most at risk of exclusion from the labour market. The integration of these vulnerable groups has been, since 1994, one of the most important objectives of the European Social Fund.

The Community Human Resource Initiatives - EMPLOYMENT and ADAPT - are at the vanguard of this approach. The innovative nature of the programmes and their ability to act as a laboratory for new ideas that can be shared across the Union so that successful projects can enter the mainstream, mean that they are powerful instruments for the upgrading of the workforce - particularly for those who find it difficult to access opportunity.

I expect that the EMPLOYMENT initiative will have been very much the focus of your attention and debate during the course of this seminar. EMPLOYMENT has always been a strong initiative. With the splitting of the HORIZON strand into HORIZON-Disabled and INTEGRA, I believe that the initiative is now even stronger - better equipped to deal with exclusion from the labour market and creating new opportunities for integration. I myself feel that this is a very important new step. It will pick out those who are at a severe disadvantage on the labour market due to lack of education and training or work experience.

In the best traditions of Structural Funds activity at the local level, INTEGRA will, I am sure, put in place new ways back into employment for those most at risk, that will become common practice over time.

I understand that you have been discussing YOUTHSTART. I shall be very interested to see a report, in due course, on what you have been saying and thinking about this particular strand. The EMPLOYMENT initiative will continue to make a significant contribution to helping vulnerable groups make their way into the labour market. It is a sign of how far we have come with the Social Fund, in making it a more flexible and effective tool and in getting to where it matters most - at local level.

Yet the Social Fund in general, and the Human Resources Initiatives in particular, cannot do it all. There are still significant constraints as to how these funds are spent. In the particular area of social exclusion, we have to do more. We need more involvement. We need to be able to mobilise more partners. In particular, I want to see a much greater involvement
of the NGOs. It is precisely here that we have come up against a brick wall. Our efforts to contribute to such projects outside the framework of the Structural Funds have been blocked at Council level.

As many of you will know, the United Kingdom, backed by Germany, asked the European Court of Justice to rule on Commission expenditure for 1995 and the majority of expenditure for 1996 on projects regarding social exclusion and the elderly. At the end of September, the Court handed down an order of interim measures. Under this ruling the Commission can approve projects submitted by NGO’s, as long as we make it clear that our commitment is conditional upon the final judgement of the Court, which will probably not be delivered until the second half of 1997. Any financial contribution by the Commission depends on the Court rejecting the UK’s case. Thus, for the time being, no project can be sure of payment from the Commission. I do not know of many NGO’s that can afford to take such a risk. And certainly not those who most need the funding – those who would benefit the most. Talks between my services and a cross-section of NGO representatives have confirmed my fears.

Yet I promise you that I will do everything in my power to ensure that this money is used for the purpose for which it was intended. I have asked my services to look into the possibility of making commitments in 1996, subject to a rider to reflect the Court’s judgement. I will not give up until and unless this judgement goes against me.

At the same time, I worry about the larger issue at stake here. Even if we were to win this particular case, I expect that there will be some continued resistance to spending in the social sphere. We will always be on shaky ground until we have specific provision for these measures in the Treaty. The European Commission has been very clear on these issues in its recommendation to the IGC - arguing that employment and social policies are a common responsibility, that a common strategy is a mustering of strength and that the EU must play a leading role in the fight against unemployment and social exclusion. This means that the principles underlying our employment and social policy objectives must be clearly enshrined in the Treaties, an important message and promise to citizens as well as a framework to build real co-ordination of policies.

Ladies and gentlemen, what we have achieved so far, through programmes for the young, the long-term unemployed and the excluded, the disabled, the vulnerable cannot be lightly dismissed. I believe that we have been very successful at getting close to the everyday concerns of our citizens. In the first place we must preserve this and, with the revision of the Treaties, I hope that we will go much, much further.

In conclusion, I would like to pay due tribute to St. Vincent’s Trust and the other member organisations of the SIGN Partnership for the good work that you are doing for people under high risk of exclusion from the labour market and long-term (if not permanent) unemployment, and for the organisation of this seminar. I wish you every success in your further work and especially in bringing your message and experience to others working in this field throughout the European Community.

Thank you.
In November 1996 I took part in the SIGN conference by helping with the making of the menu and by helping with the food. I am doing an office procedures course and when I was offered to work in the kitchen for a week I thought it would be a great opportunity to learn something different. It was great. We had people from all over the world, such as Denmark, Holland, Germany, Scotland and Finland coming to St. Vincentis. It was great to see that they all enjoyed both the food and the company of each other.

On the first night RT... came to record the goings-on inside and outside the kitchen. We got the chance of being on the 6 o'lock news.

President Mary Robinson did a speech in the Writers' Museum for the seminar. She talked about SIGN which brought people together from other countries in order to come up with ideas and to help the needs of young people. Mary Robinson officially closed the SIGN seminar. It was a great speech and I understood it very well.

I was put out of school three years ago because of my behaviour. I was really lucky to get a place in St. Vincentis-Trust. It has changed me a lot. My behaviour is better. I have matured a lot as we are not treated like kids. I have a lot of responsibility as most of the instructors in St. Vincentis can trust me and depend on me. Only God knows what would have happened if I didn't get that place in the Trust. I probably would have went downhill.

All of the workshops are great and we learn a lot from all of the courses, but we don't have enough money. St. Vincentis is really great but I feel we need more money for training and things for the trainees to do and staff.

I think the seminar and the conference worked out very well and they were a great opportunity for the staff at the Trust to meet other people from other countries.

Gillian Treacy
PATHWAYS TO THE FUTURE
a Seminar focusing on Disadvantaged Youth & Vocational Training
Seminar Programme


WEDNESDAY, NOV. 13th

09:00  Registration & Welcome

Coffee/Tea

10:00  Facilitated Workshops Thematic

Coffee break

12:00  Facilitated Workshops Thematic

13:00  LUNCH

14:00  Facilitated Thematic Workshops

15:30  Coffee break

16:00  Facilitated Thematic Workshops

17:00  Day End

THURSDAY 14 NOV. 14th

09:00  Feedback from Thematic Workshops

10:30  Address by President Mary Robinson

11.05  Coffee Break

11.30  Plenary Session

12.45  Closing Address

13:00  LUNCH
list of seminar participants

Invitations to attend the seminar were sent to a wide variety of groups around the country. The following is a list of participants:

<table>
<thead>
<tr>
<th>Name</th>
<th>Organisation</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eileen Burke</td>
<td>Education Unit, St. Patrick's Institution</td>
<td>North Circular Road, Dublin 1.</td>
</tr>
<tr>
<td>Bob Brown</td>
<td>St. Vincent's Trust</td>
<td>9 Henrietta Street, Dublin 1.</td>
</tr>
<tr>
<td>Niamh Canton</td>
<td>Kilkenny Employment for Youth</td>
<td>Garden Row, High Street, Kilkenny.</td>
</tr>
<tr>
<td>Imelda Carew</td>
<td>Presentation S.E.</td>
<td></td>
</tr>
<tr>
<td>Fergus Carpenter</td>
<td>Special Education Project</td>
<td>9 Henrietta Street, Dublin 1.</td>
</tr>
<tr>
<td>Tim Clement</td>
<td>CBB (SIGN Partnership)</td>
<td>Temple Hill, Blackrock, Co. Dublin.</td>
</tr>
<tr>
<td>Judith Connane</td>
<td>Daughters of Charity</td>
<td></td>
</tr>
<tr>
<td>Helen Connolly</td>
<td>St. Vincent's Trust</td>
<td>9 Henrietta Street, Dublin 1.</td>
</tr>
<tr>
<td>Margaret Culloty</td>
<td>Tralee Community Training Workshop</td>
<td>Clash Industrial Estate, Tralee, Co. Kerry.</td>
</tr>
<tr>
<td>Paul Daly</td>
<td>Harmonstown Youthreach Project</td>
<td>142 Harmonstown Road, Dublin.</td>
</tr>
<tr>
<td>Conchita de Brum</td>
<td>Youthreach Project</td>
<td>Basin Lane, Dublin 8.</td>
</tr>
<tr>
<td>Carmel Donohue</td>
<td>St. Vincent's Trust</td>
<td>9 Henrietta Street, Dublin 1.</td>
</tr>
<tr>
<td>Maureen Downey</td>
<td>St. Vincent's Trust</td>
<td>9 Henrietta Street, Dublin 1.</td>
</tr>
<tr>
<td>Emer Duff</td>
<td>(Seminar Recorder)</td>
<td>Porterstown, Road, Clonsilla, Dublin 15.</td>
</tr>
<tr>
<td>Cora Dwyer</td>
<td>St. Vincent's Trust</td>
<td>9 Henrietta Street, Dublin 1.</td>
</tr>
<tr>
<td>John Fitzgerald</td>
<td>City Manager, Dublin Corporation</td>
<td>Civic Offices, Wood Quay, Dublin 8.</td>
</tr>
<tr>
<td>Miriam Flanagan</td>
<td>St. Vincent's Trust</td>
<td>9 Henrietta Street, Dublin 1.</td>
</tr>
<tr>
<td>Jacqui Gage</td>
<td>LEOBO Project, Coils Damese CDP</td>
<td>15/16 Oakland Park, Dundalk.</td>
</tr>
<tr>
<td>Joe Gallagher</td>
<td>Horticulture DTW</td>
<td>All Hallows, Drumcondra, Dublin 9.</td>
</tr>
<tr>
<td>Una Gilde</td>
<td>Youthreach Project</td>
<td>North Great Georges Street, Dublin 1.</td>
</tr>
<tr>
<td>Seamus Gill</td>
<td>Presentation Family Community</td>
<td>109 Knocktree Ave, Churchfield, Cork.</td>
</tr>
<tr>
<td>Tony Gilmore</td>
<td>South Inner City Com. Dev. Association</td>
<td>Unit 13, New Market, Dublin 8.</td>
</tr>
<tr>
<td>John Glavey</td>
<td>Waterford Youth Industries</td>
<td>Waterford.</td>
</tr>
<tr>
<td>Evelyn Gordon</td>
<td>St. Joseph's Adolescent Centre</td>
<td>St. Vincent's Hospital, Fairview, Dublin 9.</td>
</tr>
<tr>
<td>Frank Glucklich</td>
<td>SIGN Partnership</td>
<td>SBB, Hamburg, Germany.</td>
</tr>
<tr>
<td>Peter Greene</td>
<td>Clondalkin Information Tech. Institute</td>
<td>Nailstown Road, Clondalkin, D. 22</td>
</tr>
<tr>
<td>Anna Harewood</td>
<td>Guinnes Ireland Group</td>
<td>St. James Gate, Dublin 8.</td>
</tr>
<tr>
<td>Grainne Healy</td>
<td>(Seminar Convener)</td>
<td>17 Adelaide Road, Dublin 2.</td>
</tr>
<tr>
<td>David Hughes</td>
<td>St. Vincent's Trust</td>
<td>9 Henrietta Street, Dublin 1.</td>
</tr>
<tr>
<td>Margaret Ivers</td>
<td>Sisters of Charity</td>
<td>St. Vincent's Hospital, Elm Park, D.4.</td>
</tr>
<tr>
<td>Kajla Kattazis</td>
<td>SIGN Partnership</td>
<td>Employment Unit, City Office, Helsinki, Finland.</td>
</tr>
<tr>
<td>Inke Katoen</td>
<td>SIGN Partnership</td>
<td>CBB, 6s Hertogenbosch, Netherlands.</td>
</tr>
<tr>
<td>Jenny Keenan</td>
<td>St. Vincent's Trust</td>
<td>9 Henrietta Street, Dublin 1.</td>
</tr>
</tbody>
</table>
Loretta Kelly Daughters of Charity
Tristan Laflin Presentation Family Community
Liz Leonard SIGN Advisory Board
Patrick Madigan Christian Brothers
Bernadette Maguire Treble R Industries Ltd.,
Eilidh Maguire SIGN Project Joint Co-ordinator
Patricia Mulcahy Waterford Youth Industries
Catherine Mulligan Daughters of Charity
Rosemary Murphy St. Vincent's Trust
Margaret McArdle St. Vincent's Trust
John Mark McCafferty St. Vincent's Trust
Patricia McCarthy Stepahead Project, c/o CTA
Mairin McDermott St. Vincent's Trust
Pauline McGaley Warrenmotive
Maggie McKillop Youthreach
Pat McLaughlin Craigmillar Festival Society
Maureen Neville Dublin Institute of Adult Education
Tom O'Brien Salesian Youth Enterprises
Gus O'Connell National Co-ordinator Youthreach (FAS)
Sr. Pius O'Neill St. Vincent's Trust
Ella Onniselka SIGN Partnership
Krzysztof Partyka Visitor with Dept. Ent. & Employment
Majella Perry National Youth Federation
Catherine Prendergast-Director, St. Vincent's Trust
Anna Quinn Treble R Industries Ltd.
Michael Rafferty Stepahead Project, c/o CTA
Bernadette Reilly CDVEC Youthreach
John Simmons Dept. Enterprise & Employment
Dermot Stokes Curriculum Development Unit
Alex Strachan Co-ordinator, SIGN Partnership
Mary Strachan SIGN Partnership
Hughweeney Presentation Family Community
Margaret Sweeney Community Training Workshop
Peadar Walsh Young Nenagh Project

Drumlin Road, Ballyfermot, Dublin 10.
109 Knockfree Ave, Churchfield, Cork.
St. Vincent's Trust, 9 Henrietta Street, Dublin 1.
308 James's Road, Greenhills, D. 12.
Units C & D, Chancery Lane, D.8.
St. Vincent's Trust, 9 Henrietta Street, Dublin 1.
Waterford.
Dundaragh, Blackrock, Co. Dublin.
9 Henrietta Street, Dublin 1.
9 Henrietta Street, Dublin 1.
62-64 Fenian Street, Dublin 2.
9 Henrietta Street, Dublin 1.
Dublin 8.
North Great Georges Street, Dublin 1.
Edinburgh, Scotland
3 Mountjoy Square, Dublin 1.
72 Sean McDermott Street, Dublin 1
27/33 Upper Baggot Street, Dublin 4.
9 Henrietta Street, Dublin 1.
City Office, Employ. Unit, Helsinki, Finland.
Poland.
20 Lower Dominic Street, Dublin 7.
9 Henrietta Street, Dublin 1.
Units C & D, Chancery Lane, D.8.
62-64 Fenian Street, Dublin 2.
CDU, Sundrive Road, Crumlin, Dublin 12.
65A Adelaide Road, Dublin 2.
Sundrive Road, Crumlin, Dublin 12.
19 Rankellor Street, Edinburgh, Scotland.
19 Rankellor Street, Edinburgh, Scotland.
109 Knockfree Ave., Churchfield, Cork.
Stoneybatter, Dublin 7.
St. John's Place, Nenagh, Co. Tipperary.

pathways to the future  a seminar on disadvantaged youth & vocational training  49
community training

CARLOW
Mary O'Grady
Carlow Youth Employment
College Street, Carlow.
Tel: 0503 - 32245

Clare
Fr. Sean Sexton
Ennis Youth Centre
Carmody Street, Ennis,
Co. Clare.
Tel: 065 - 24137

CORK
Dan Quane
Blackpool/Glenferreen
Community Youth Workshop
Sunbeam Industrial Estate,
Commons Road, Blackpool, Cork.
Tel: 021 - 395447

Sr. Martina Deasy
BRUAC Day Centre
Henry Centre, Cork.
Tel: 021 - 277711

Joe Rogers
Knocknaheeny/Gurnanabraher
Community Workshop,
Churchfield Industrial Estate,
Knocknaheeny, Cork.
Tel: 021 - 395178

Alan Davis
Mayfield Youth Training Workshop
Shopping Complex, Mayfield,
Cork.
Tel: 021 - 504822

Geraldine Ring
St. Francis Training Centre
16 Fr. Matthew's Street, Cork
Tel: 021 - 273526

Michael O'Regan
Together Community Workshop
Southside Shopping Centre,
Together, Cork.
Tel: 021 - 311638

DUBLIN
Marlan Gibney
Community Training Workshop
Eastern Health Board,
9 Uskiers Island, Dublin 8.
Tel: 01 - 6776946

Ciaran Lynch
Dublin Institute of Adult Education
26 Upper Wellington Street,
Dublin 7.
Tel: 01 - 8301188

Joe Gallagher
Horticulture Community Training Workshop
College Orchards, Church Avenue,
Drumcondra, Dublin 9.
Tel: 01 - 8365078

Kieran Lenihan
Lourdes Youth & Community Services Centre
Lower Sean McDermot Street,
Dublin 1.
Tel: 01 - 8363416

Pauline Kane
North City Centre Community Action Project
11 Buckingham Street, Dublin 1.
Tel: 01 - 8366957

Frank Murphy
North Wall Community Training Workshop
North Wall, Dublin 1.
Tel: 01 - 8554033

Ann O'Gorman
Ringsend Community Training Workshop
Regal House,
28 Fitzwilliam Street,
"Ringsend", Dublin 4.
Tel: 01 - 6601327

Tony Hannon
South Inner City Community Development Association,
Unit 13, New Market, Dublin 8.
Tel: 01 - 4535011

Catherine Prendergast
SL Vincent's Trust,
9 Henrietta Street, Dublin 1
Tel: 01 - 872700/240

Denis Ward
Stoneybatter Community Training Workshop
60/61 Manor Street,
Dublin 7.
Tel: 01 - 6717802

Liam Dunne
Tallaght Community Workshop
Unit 1A, Sitelcast Industrial Estate,
Greenhills Road, Dublin 24.
Tel: 01 - 4525077/486

Peter O Kelly
Treble R Industries Ltd.
Units C & D,
Chancery Lane, Dublin 8.
Tel: 01 - 6711977
workshops in Ireland

GALWAY
Sheila Ganley
Ballinasloe Training Workshop
Canal House, Harbour Road,
Ballinasloe, Co. Galway.
Tel: 0985 - 43231

John O Connell
Galway Community Workshop
Lioshan Industrial Estate,
Tuam Road, Galway.
Tel: 091 - 53849

KERRY
Brendan Roantree
Tralee Community Training Workshop
Clash Industrial Estate,
Tralee, Co. Kerry.
Tel: 066 - 25415

KILDARE
Mary Coffey
Newbridge Community Training Workshop
Townhall, Newbridge,
Co. Kildare.
Tel: 045 - 432372

KILKENNY
Walter Pickett
Kilkenny Employment for Youth
Garden Row, High Street, Kilkenny.
Tel: 052 - 24011

LIMERICK
Sr. Joan Bowles
Limerick Youth Service
Lower Glentworth Street,
Limerick.
Tel: 061 - 42444 / 42545

Sr. Mary Carmel O'Donoghue
St. Martins Centre
Kilkenny House, Thomondgate,
Co. Limerick
Tel: 061 - 53099

Patricia Lee
Southill Youth Training Workshop
Unit 2-2A, Galvone Industrial Estate,
Limerick.
Tel: 061 - 40611

LOUTH
Sean Murtagh
Drogheda Community Training Workshop
Mullacrone, Donore Road,
Drogheda, Co. Louth.
Tel: 041 - 34141

Aidan Gaughan
Dundalk Community Training Workshop
Chapel Street,
Dundalk, Co. Louth.
Tel: 042 - 38340

OFFALY
Pat Gallagher
Tullamore & District Youth Enterprise Workshop
Kilconnig Centre, Tullamore, Co. Offaly.
Tel: 0506 - 52744/1030

SLIGO
Kevin Dykes
Sligo Young Enterprise Community Workshop
Abbey Street, Sligo.
Tel: 071 - 45248

TIPPERARY
Ellen O'Donnell
Clonmel Community Training Workshop
Mulcaby House,
Anlesea Street, Clonmel, Co. Tipperary.
Tel: 052 - 24011

Marguerite Burke
Thurles Youth Development Project
Industrial Estate, Thurles,
Co. Tipperary.
Tel: 0504 - 23426

Peadar Walsh
Youth Nenagh Project
St John's Place, Nenagh,
Co. Tipperary.
Tel: 067 - 32832

WATERFORD
Martin Stockdale
Waterford Youth Industries
Bilberry, Waterford.
Tel: 051 - 73358

WESTMEATH
Kathleen Gaffney
Mullingar Community Workshop
St. Mary's Hall, Bishopsgate Street,
Mullingar, Co. Westmeath
Tel: 044 - 42943

Aidan Gillan
Athlone Youth Enterprise Workshop
Lyster Street, Athlone,
Co. Westmeath.
Tel: 0902 - 92170/328

a seminar on disadvantaged youth & vocational training