Outreach and detached youth: tools for participation or forms of democracy in their own right?

From the Greek δημοκοατία (dēmokratía) "rule of the people"

from δῆμος (*dêmos*) "people" and κοάτος (*kratos*) "power" or "rule"

Outreach and detached youth work as tools for participation and democracy.

tool

/tu:l/ •0)

noun

 a device or implement, especially one held in the hand, used to carry out a particular function.

"gardening tools"

synonyms: implement, instrument, utensil, device, apparatus, gadget, appliance, machine, contrivance, contraption, mechanism, aid; More



Du 23 septembre au 10 octobre 2009

Youth work has become an a-political and a-pedagogical instrument, standing for nothing, falling for everything.

Cousee, F. Youth Work and social exclusion: learning from history?

http://youth-partnership-eu.coe.int/youth-partnership/documents/Publications/Coyote/15/YW.pdf

Ref. Pohl, A. Disadvantaged Urban Youth and Youth Work, IRIS e.V., Tübingen www.iris-egris.de

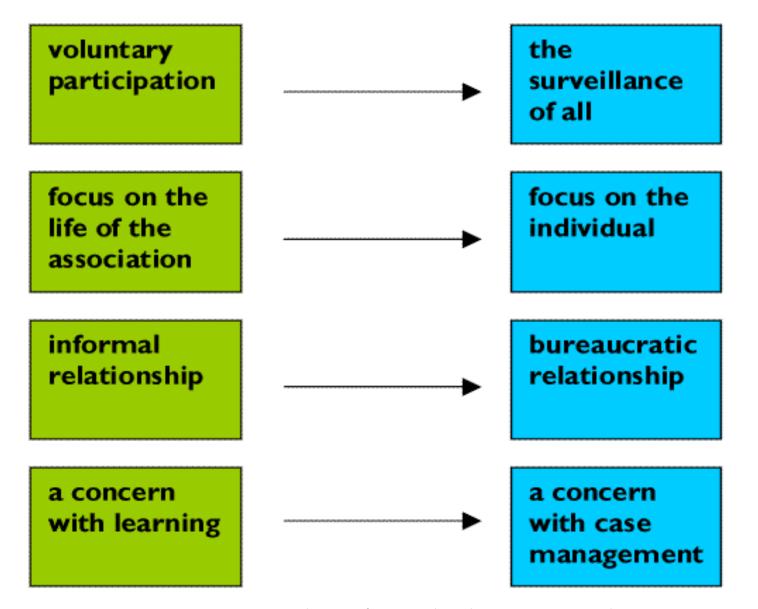
	Youth Work	Activation agenda
Work Principle	Participation	Activation
Meaning of citizenship	Democratic rights and civic engagement	Being part of workforce
Aims	Citizenship, Empowerment	Employability, Adaptation
Means	Non-formal learning, shared decision-making	Pressure & control of training and job search
Motivation for activity	Intrinsic motivation	Extrinsic motivation

Revealed: plan to make civil servants work longer hours

Rajeev Syal, The Guardian, 11 October 2012

"A Cabinet Office spokesperson said that the civil service was being reformed to make it faster, more unified, focussed on outcomes not process, and ultimately more enjoyable to work for."

http://www.guardian.co.uk/politics/2012/oct/10/leaked-documents-public-sector-hours



Smith, M. K. (2001) Young people, informal education and association. www.infed.org/youthwork/ypandassoc.htm.

The Yin	The Yang
Young people need to have the	Help young people to make the right
opportunity to be responsible for their	choices p. 23
own decisions p. 4	Steering young people toward the right
Help young people to make informed	study and employment options p. 89
choices p. 12	Incentivise making positive choices p. 162
Put young people in control of the things	Help young people make the right
to do and the places to go p. 23	decisions about future learning options
Give young people a real voice in decision-	and careers p. 178
making p. 88	We would expect teenagers to have a
Give teenagers real influence p. 95	wider choice and take part in more
Give young people more control and	positive activities in their spare time p.
choice p. 101	236

Youth Taskforce

give respect, get respect-youth matters





department for children, schools and families



Community Worker >

Community Education Worker >

Community Development Worker >

Community & Youth Worker >

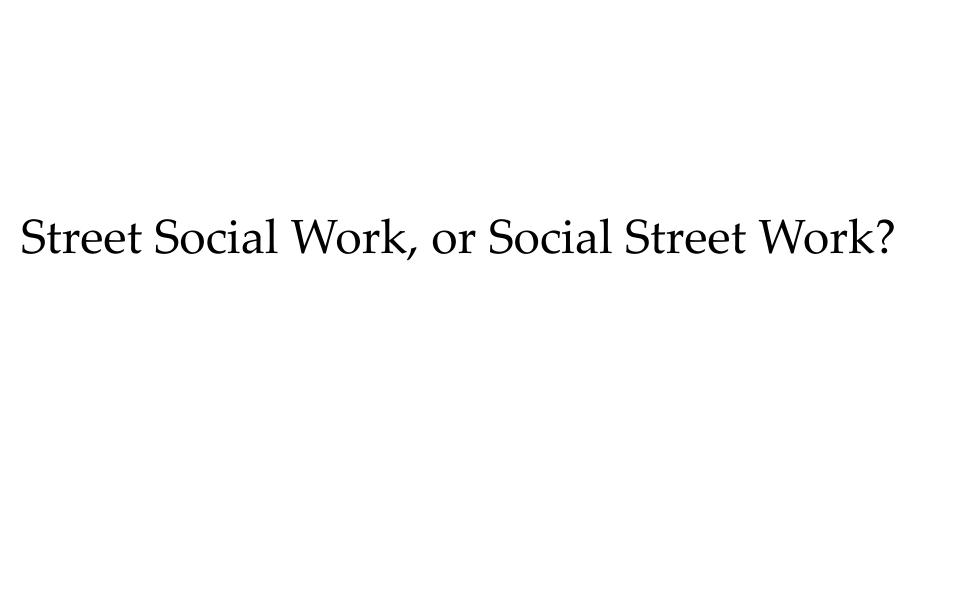
Youth & Community Worker >

Youth Worker >

Youth Support Worker >

Targeted Youth Support Worker >>>

Targeted Youth Support (Trouble[d] Families) Worker ???



SOCIAL

SOCIÁLNÍ

<u>SPOLEČENSKÝ</u>

Sotzee-a-nee

Spol-ech-enski

Formal

Informal

Social worker

Society

Rights

Being together

Benefits

Participation?

Security

Democracy?

A democracy is more than a form of government: it is primarily a mode of associated living, a conjoint communicated experience.

Dewey, J. (1916) Democracy and Education.

Education should function to enable students to develop shared interests; freedom in interaction; participation, and a curriculum based on their own interests and experience. These are foundational principles for a democratic society and enable the formation of democratic citizens.

Dewey, J. (1938) Experience and Democracy.

We can conclude that 'political education' – the cultivation of the virtues, knowledge and skills necessary for political participation - has moral primacy over other purposes of public education in a democratic society.

Gutmann, A. (1987) Democratic Education.



It is so important that teenagers are able to live elsewhere, in places where they can escape both family constraints and those of the systematic learning of rationale (school) ... in truth, it is this participation in social life within frameworks that are relatively free from the family and school sphere that guarantees the gradual emergence of autonomy in adolescence.

Mérieu, P. (1992) 'Mais comment peut-on être adolescent?, *Le Ligueur*, Bruxelles, le Octobre 2, 1992, pp. 1-5.

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