

# THE SAGE HANDBOOK OF YOUTH WORK PRACTICE

Edited by

**Pam Alldred, Fin Cullen, Kathy Edwards and Dana Fusco**

A new handbook of **YOUTH WORK PRACTICE** is to be published by SAGE in early 2017. This Handbook will showcase the value of professional work with young people as it is practiced in diverse forms around the world. It will illustrate the range of approaches that identify as youth work, and an even wider range of approaches that identify variously as community work or community development work with young people, youth programmes, and work with young people within care, development and (informal) education frameworks. Across these differing approaches, the book will explore the ways practitioners work with young people and the type of projects/services/campaigns and professional relationships that are possible. It will examine how specific contexts (geographical, regional, political) shape and enable specific forms of practice and will share their views of what is to be learnt from practice experience; and reflect on how unique, indigenous or common certain modes of practice are.

The Handbook will be an authoritative resource for researchers and practitioners, offering an audit of the major paradigms, histories, issues and debates, and reflecting critically on the current challenges facing those working with young people. The Handbooks are intended as a map of a discipline, defining the present, identifying new directions for the future - and contributions should illuminate overarching themes and problems inherent in these. However in the case of this Handbook, the discipline is already at least plurivocal, if not a contested 'it', with some strands of 'youth work' exported colonially to enter fields of existing practice or developed in dialogue with indigenous practice or other, parallel, approaches. We are keen to explore etymologies of youth work practice that might have colonial or neocolonial roots, and the tensions between these and local conditions, understandings and practices that may be outside, beyond or critical of this.

This emphasis on the diversity of practice will be echoed by an attempt to include a wide range of voices. Whilst obviously circumscribed by its production in English<sup>1</sup>, we seek diverse contributions, and encourage reflection on the cultural dynamics of exporting approaches, terms or frameworks, and the tensions of transposing practice across context, as well as the risk of homogenizing young people's interests within specific contexts. Thus we expect diversity of practice, issues and perspectives to be foregrounded, and we ask that each discussion of practice is contextualised, and so ask that each chapter is located, along with the practices or theories it discusses, historically and geo-politically.

---

<sup>1</sup> We recognise that this 'inevitably risks requiring [authors] make themselves meaningful in English and explain practice in relation to... UK or Anglophone countries' (Alldred, 2012: 375) and are committed to trying to avoid reifying a default centre.

We therefore invite abstracts (chapter outlines) that offer substantial reviews of the main strands, debates and developments that currently, or have historically, characterize(d) the themes listed below. Each chapter should present a rich and substantial account of the pressures and perspectives that have shaped, or continue to shape, the development of the discipline, sub-discipline or mode of practice. We ask that chapters speak from particular locations and forms of practice with young people in that and/or other locations, and will explicitly consider (rather than assume) the potential relevance to other places.

We will commission chapters that make an original contribution and have international appeal, in that they address themes of broad relevance yet ground discussion in actual practice in specific places and times, where context is explained. The Sage Handbooks seek global reach and whilst we accept that global coverage will not be possible or palatable in an Anglophone collection, we hope that the forms of practice discussed will be diverse. We also hope that chapters will recognise different perspectives among young people or practitioners in any location, as well as differential impacts of poverty, exclusion or discrimination.

**Abstracts of 500-1000 words should be sent by September 30<sup>th</sup> 2015 to one of the section editors. We welcome discussion of coverage beforehand. Once abstracts are received, editors will review and feedback before contracting chapters. Final chapters of 6-7000 words (max. 8,000 words including references) will be due by 1<sup>st</sup> May 2016.**

### **Part 1: 'Youth Work' and Approaches to Professional Work With Young People**

*Types and histories of approaches to work with young people. Edited by Kathy Edwards ([Kathy.edwards@rmit.edu.au](mailto:Kathy.edwards@rmit.edu.au))*

1. Types of professional work with young people
2. Histories of youth work
3. Youth work as colonial export
4. Post-professionalisation - reflections from the UK
5. Youth work as shaped by political agendas, economic ideologies or changing (youth/) labour markets
6. Youth work as challenging 'problem' or gendered, racialised etc. notions of youth
7. Detached, remote, digital and/or outreach based youth work
8. Missions, motives and movements in faith-based, statutory and voluntary work with young people
9. Informal or alternative education approaches to youth work
10. Social pedagogy, youth work as community development, action for social justice
11. Campaigning for 'a better world'/equalities work/faith-based activism

### **Part 2: Professional Work with Young People: Projects and Practices to Inspire**

*Methods and approaches for contemporary youth work practice in diverse contexts.*

Edited by Fin Cullen ([Fiona.Cullen@Brunel.ac.uk](mailto:Fiona.Cullen@Brunel.ac.uk))

1. Working with marginalised young people
2. Girls' work and feminist work with young women
3. Work with asylum seekers/refugee youth
4. Youth work in arts and community spaces
5. Practice, conscience and inclusion in faith-based youth work in or outside faith settings
6. Peer education and/or peer research
7. Housing, homelessness and youth-led community activism
8. Participatory Action Research with young people
9. Youth work practice in residential, care, penal or other institutions
10. Theatre-based approaches to youth work practice
11. Youth Political participation, empowerment, democracy and hearing young people's views

### **Part 3: Values and Ethics in Work with Young People**

*Questions of ethical practice across location, and disciplinary, political or moral resources for critical work with young people. Edited by Pam Alldred*  
([Pam.Alldred@Brunel.ac.uk](mailto:Pam.Alldred@Brunel.ac.uk))

1. Ethical practice, confidentiality and managing disclosures and/or violence
2. Reflexive practitioners: relating to young people, personal boundaries, experience, alterity
3. The politics of gang intervention work
4. Government agendas: dilemmas of practice with targeted or minority groups
5. Working with unemployed, marginal or 'employable' youth
6. Child protection/safeguarding/sexual exploitation: approaches to response or prevention
7. Sexual rights, entitlement and empowerment
8. Anti sexual violence or peer-on-peer abuse work
9. Self-esteem work and revaluing stigmatised identities
10. Restorative justice with young people
11. Promoting equality, feminist ethics and social justice agendas

### **Part 4: Current Challenges and Hopes for the Future**

*The politics and future challenges of youth work and service provision for young people. Edited by Dana Fusco* ([dfusco@york.cuny.edu](mailto:dfusco@york.cuny.edu))

1. Demographic challenges of ageing populations and youth 'bulges'
2. New ethnicities, multiple identities and new racisms
3. Precarious youth, poverty, social unrest and radicalization
4. Sexualisation, sexualities, neo-conservatism and feminist backlashes
5. Democratic deficits, youth empowerment and activism
6. Celebrity culture and a lack of or 'wrong' aspirations

7. Voluntary sector, state agenda, paid professionals and volunteer workers: current tensions and future provision in neoliberal states
8. Youth as class - adult-child relations, power, institutionalization and familialisation
9. Social media: enablers for young people and cyberbullying
10. Individualism, risk and resilience – resources for critical practice with young people

**Editorial Advisory Board:**

Professor Michael Baizerman, University of Minnesota, USA.

Dr Janet Batsleer, Manchester Metropolitan University, UK.

Professor Judith Bessant, RMIT, Australia.

Dr Simon Bradford, Hungary.

Professor Maurice Devlin, Maynooth University, Ireland.

Professor Tony Jeffs, Durham University, UK.

Terri-Ann Gilbert-Roberts, University of the West Indies.

Dr. Michael Heathfield, Harold Washington College, Chicago, USA.

Susan Matloff-Nieves, Associate Executive Director for Youth Services, Queens, NY, USA.

Revd Dr Sally Nash, MCYM, UK.

Professor Wolfgang Vachon, Humble College, Toronto, Canada.

Tom Wylie, Consultant, Ex-Chief Executive of the National Youth Agency, UK.