

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

From the Greek δημοκρατία
(*dēmokratía*) "rule of the people"

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

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

tool

/tu:l/ 

noun

1. 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](#)

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Couvre environ 12 m² par litre.
Contenir dans un récipient et en aspect net et soigné selon les magasins.
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Niveau 2 Energie Carburant 31.1 cm
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Garantie 2 ans pour une utilisation non professionnelle.
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Puissance 300 W. Câbles en aluminium.
Thermostat électronique sans fil piloté.
L: 54 x H: 59 x Ep: 8 cm. Poids 1.1 kg.
Normes CE. Classe II. Garantie 2 ans.
Surtout d'accompagnement: 1 €
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Coffre en plastique 3000 W.
L: 55 x H: 55 x Ep: 8 cm. Poids 10 kg. 120 €
Surtout d'accompagnement: 1 €
NF 40280

Quantités limitées
6310 pièces
pour l'ensemble des magasins
(voir les 8 puissances 300 W et 1500 W)

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

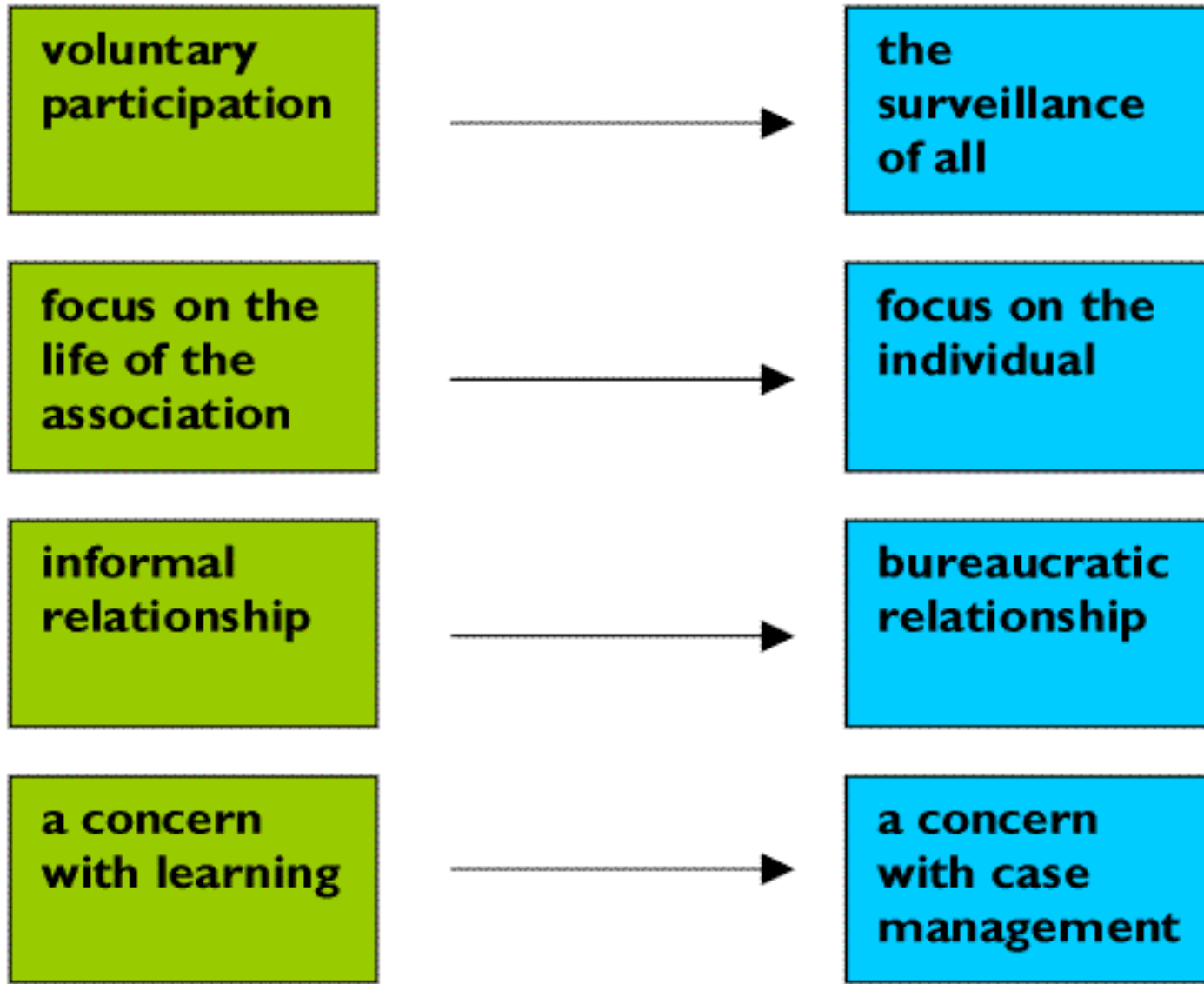
	Youth Work	Activation agenda
Work Principle	Participation	Activation
Meaning of citizenship	Democratic rights and civic engagement	Being part of workforce
Aims	Citizenship, Empowerment	Employability, Adaptation
Means	Non-formal learning, shared decision-making	Pressure & control of training and job search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

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 ???

Street Social Work, or Social Street Work?

SOCIAL

SOCIÁLNÍ

SPOLEČENSKÝ

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.

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

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seems to want to have its cake and eat it:

The Yin	The Yang
<ul style="list-style-type: none"> • Young people need to have the opportunity to be responsible for their own decisions p. 4 • Help young people to make informed choices p. 12 • Put young people in control of the things to do and the places to go p. 23 • Give young people a real voice in decision-making p. 88 • Give teenagers real influence p. 95 • Give young people more control and choice p. 101 	<ul style="list-style-type: none"> • Help young people to make the right choices p. 23 • Steering young people toward the right study and employment options p. 89 • Incentivise making positive choices p. 162 • Help young people make the right decisions about future learning options and careers p. 178 • We would expect teenagers to have a wider choice and take part in more positive activities in their spare time p. 236

'Youth Matters' <https://www.education.gov.uk/publications/.../CM6629.doc>

Translating these policy aspirations into 'measures' creates a situation in which the practitioner, almost always tasked with meeting related targets, has value judgements to make: do they subscribe to those implicit in the yin, or the yang? These dilemmas were increasingly present in a range of social practices, none more so than youth work, particularly because of its

Youth Taskforce

give respect, get respect – youth matters



www.everychildmatters.gov.uk



department for
children, schools and families

“I’m off to do a
Positive activity”

