

The RHP companion to

**Working
with
Young
People**

Edited by Fiona Factor, Vipin Chauhan and John Pitts



Russell House Publishing

First published in 2001 by:
Russell House Publishing Ltd.
4 St. George's House
Uplyme Road
Lyme Regis
Dorset DT7 3LS

Tel: 01297-443948
Fax: 01297-442722
e-mail: help@russellhouse.co.uk

© Fiona Factor, Vipin Chauhan, John Pitts and the various contributors.

The moral right of Fiona Factor, Vipin Chauhan, John Pitts and the various contributors to be identified as the authors of this work has been asserted by them in accordance with The Copyright Designs and Patents Act (1988).

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form, or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright holder and the publisher.

British Library Cataloguing-in-publication Data:
A catalogue record for this book is available from the British Library.

ISBN: 978-1-898924-52-4

Typeset by The Hallamshire Press Limited, Sheffield
Printed by Biddles Ltd., King's Lynn, Norfolk

Russell House Publishing

Is a group of social work, probation, education and youth and community work practitioners and academics working in collaboration with a professional publishing team. Our aim is to work closely with the field to produce innovative and valuable materials to help managers, trainers, practitioners and students. We are keen to receive feedback on publications and new ideas for future projects.

Key Points

1. Reconnaissance—familiarise yourself with the area, resources, and other professionals.
2. Identify aims, objectives and time limits, to keep your work focused. Make recordings and evaluation reports creative.
3. Be prepared to negotiate, acknowledge young people's involvement and share practice.
4. Establish an effective working relationship with young people, colleagues and managers, address boundaries and expectations. Be open about the reasons for your presence.
5. The youth worker is required to work as part of a team and in partnership with relevant agencies; however partnership work requires careful planning to be successful.

Introduction

This chapter is primarily about a 'purist' style of detached work. Many confuse detached work with outreach work, although many of the principles are similar. Detached work operates without a centre on the streets where young people 'are at' geographically and developmentally. Centre-based or project workers often undertake outreach work in their communities or in young people's homes as a method of contacting young people 'at risk' i.e. those homebound, with different abilities, or for cultural reasons such as Asian young women, Lesbian and Gay young people.

Detached youth work however, is a method of delivering informal or social education. The approach adopted is that of working with young people 'where they are at', in a physical sense e.g. on housing estates, in parks, on the streets. It is sometimes perceived as superior, cheaper or more effective, whereas it should be seen as complementary to other provisions. It is concerned with the needs that are presented to, or perceived by youth workers and has its basis in building supportive relationships, trust and a clear understanding of confidentiality.

Rural detached work also differs from urban work in terms of issues such as:

- poverty
- isolation
- lack of transport
- access to public and commercial provision

- employment and education opportunities
- restrictions on knowledge or information

Additional references on the rural dimension to youth work can be found in the bibliography.

History

Detached youth work in Britain was first written about by Mary Morse in *The Unattached* (1965) and then in Goetschius' and Tash's *Working with Unattached Youth* (1967). Obviously, much practice was informed by the earlier sociological research undertaken on youth subcultures and in particular street gangs in the States (Thrasher, 1963; Whyte, 1943; Maguire et al., 1997). As Pearson (1983) indicates, youth on the streets have always attracted a disproportionate amount of attention, in particular for their deviant behaviour, dating back as far as the early 1600s when organised gangs dominated the streets of London and other major cities.

From the turn of the century workers were targeting young people 'at risk' to encourage them away from crime or immorality and into employment and the army. Despite this trend, surprisingly little analysis of such youthful motivation has been undertaken in Britain (Maguire, 1997). Parker's (1974) was the first study undertaken into the reality of 'joy-riding' in an inner city area, and a greater understanding of the violence amongst female gangs was identified by Campbell's *The Girls in the Gang* (1984). Such

studies have provided policy makers and practitioners with the opportunity to examine the services they deliver on the street to groups of young people. However, much work is still developed as a reactive response to local issues and national policy priorities.

Keele University research into the youth service in 1974, found that 43 out of 86 local authorities were undertaking detached work. During the financial difficulties of the youth service during the 1980s, detached work became more mainstreamed, (possibly seen as a cheap alternative), and by 1998, all but one local education authorities were using detached work (Davies, 1999).

Detached youth work is once again widely recognised as a method of contact with those not willing or able to take up centre-based provision and for tackling social problems in deprived areas. For some it is seen as a cheap alternative to youth club or centres and as an effective way to combat crime and unemployment. By the mid 1990s, it was considered a useful method to work with disruptive and disadvantaged youths; most of the detached work in London focused on drug misuse, crime prevention, racial harassment and sexual health, often linked to key government strategies of the time, e.g. 10 Year Drugs Strategy, Crime and Disorder Act 1998. The national Youth Service Audit 1998, acknowledged detached youth work as reaching and engaging older young people and the 'disaffected'. The present government has acknowledged detached work as an effective mechanism of contacting young people, by recommending that they be placed in the new *ConneXions Strategy* as key deliverers of the new Youth Support Service (DfEE, 2000).

The detached youth workers conference was an annual event at Keele University from the 1960s. This event, whilst historically and professionally useful for some, became the focus of much discord during the 1980s and led to the establishment of other more suitable arenas for professional debate. The *Black Detached Workers Statement* was developed and published in 1990 (NYA). From the early 1990s, the conference organisation shifted, and the National Federation of Detached Youth Workers was established.

As young people choose to congregate on the streets, estates, open spaces, parks etc. youth workers have identified the need for different methods of delivering social education. In some

areas other agencies have also understood the value of this way of working and contributed resources. With estimates of 3 in 10 young people using the youth service, detached youth workers are viewed as one of the only key professional groups able to contact and develop relationships with the unattached and over-16s.

Following the introduction of the Crime and Disorder Act 1998, Home Office Minister of State, Alun Michael, produced a paper on how detached youth workers would be affected and could contribute to its delivery (Michael, 1998). Throughout its history detached youth work has battled to develop universal guidelines and policies and a coherent method of ensuring quality and consistency. Pressure from numerous sources creates new detached work initiatives and projects, whilst individual managers and workers continue to grapple with their aims and strategies to develop their teams and their work with young people.

Planning and Delivery

Working with young people on their 'territory' requires careful negotiation since it is the young peoples' space into which the worker is entering. The work starts with a non-judgmental approach to establish contact and build up relationships. In order for positive, trusting relationships to develop the youth workers need to continually negotiate with the young people.

Equal opportunities should feature throughout delivery across all areas including recruitment and selection, access to training and curriculum planning. Care should be taken that staff are appropriate for groups with whom they are expected to engage in terms of ethnicity, sexuality, ability, gender, culture, as well as being sensitively deployed. Statements on all publicity should reflect your intentions, and policies should be in place and include strategies for challenging inappropriate attitudes and behaviours as well as awareness raising.

The relative autonomy of detached work demands that it be planned and structured in a conscious and deliberate manner. Detached youth workers operate in unconfined spaces without any claim to authority over the people they meet. Therefore the need for clear aims and guidelines, together with an organised approach is fundamental to the work, as is the need for explicit

professional boundaries. There are four key stages to carrying through detached youth work:

1. Reconnaissance, mapping, research

This stage provides the opportunity for workers to build up a picture of their area without making contact with young people. This time should be used to get to know the area: visit local facilities, both commercial and community, i.e. shops, laundrettes, cafes, pubs, arcades, sports centres, youth clubs. Identify key agencies and individuals in the area, i.e. police, housing, community centres, libraries, caretakers, park keepers, youth provision, schools, health centres, drug projects. In addition, make contact with and introduce yourself to key individuals to get their views and opinions, and other information, and to explain what you are doing. Walk around the area and check out alleyways, dead ends, underground car parks, walkways, open spaces, 'cut throughs', stairwells, garages, play areas and structures, football pitches.

This research should occur at different times of the week, initially during the daylight in order to begin the process of risk assessment. Then at night, noting where visibility is good and bad. Observation skills are vital: identify and read graffiti, note where debris is clustered, e.g. cigarette ends, cans, food wrappers, and drug paraphernalia etc. Take note of where phone boxes are. Take note of any groups seen, their gender, age, ethnicity, disability, sexuality, study and/or employment status. How many are doing what? where? when? Good records need to be kept about what is seen but sensitivity about when and where workers make notes is needed. Suggested headings for a reconnaissance recording form would include:

- Staff
- Conditions
- Date
- Place
- Time
- Observations
- Comments
- General impression or recommendations

If contact does occur or there is pressure from others to start work, no commitments should be made until a reconnaissance report has been completed, which should include areas or groups to

be prioritised. This process can take several months and requires an open mind.

A reconnaissance report should attempt to include the following:

- History and background: why was the area identified in the first place?
- Area: buildings, roads, estates, and shopping areas.
- Observations: what? when?
- What others said: Police/youth club/shopkeeper/residents/caretaker etc.
- Recommendations: places/times/groups/issues/inter-agency support required.
- Intended outcomes and timescale.

Once a project has been running for a while further reconnaissance may be needed. If new members of staff are recruited some reconnaissance should form part of their induction.

2. Making contact

Just by being around an area people would have already noticed youth workers. Also, you are recommended to drop into local youth clubs, community centres, open tenants meetings and any other places that members of the community are likely to frequent. Actually initiating the befriending process can occur in a number of ways, though sometimes an opportunity will occur naturally: an incident on the streets; a member of the community may invite you to speak to young people; young people may approach you on the streets.

On the other hand none of the above may occur and you will have to be proactive and make 'cold contact'. You could walk up and just say 'We are detached youth workers, you've probably seen us about and so we just wanted to introduce ourselves...' or make it more casual: eye contact; smiling; nodding; saying 'hi'. Alternatively some people prefer to use a 'tool' such as a project card to introduce themselves, others may use some information about something they believe the young people may be interested in e.g. a skateboard park, an event such as a local rave, sports sessions or an employment and training fair.

Another tool could be a questionnaire about young people's views or needs. There might be a national event with resources that you could give to young people i.e. National Youth Work Week,

National Condom Week, No Smoking Day, International Women's Week, Black History Month. Raising the project's profile can also aid the process of making contact: 'you may have seen our poster in the chip shop or newsagents?' and lots of other methods and strategies can be developed and tested.

Sometimes workers can receive a frosty reception and encounter wariness until a level of trust can be built up. Workers should be open about who they are and their reasons for being there. This will usually lead to discussions about the work and negotiations around future contact. Regular times and places that workers can be met can be key to developing relationships.

During the initial contact phase, limitations and boundaries are negotiated and tested, this is an ongoing process and as detached youth workers cannot refer to their policies the same way centre-based workers can point out the rules displayed on the wall of the youth club, the skills of negotiation, explanation and discussion around issues are explored. It is important that workers are not tempted to 'buy' the trust of young people by offering resources immediately. This does not usually lead to honest relationships and although young people may expect or ask for 'trips out' a speedy response can prove disastrous if an initial relationship between youth workers and young people is not present. However a trip out can further develop relationships and allow workers and young people to find out about each other as well as provide a focus for contacts.

If work occurs off the streets, a process of negotiation about ground rules for appropriate behaviour and language etc. needs to occur, due to the authority of detached workers shifting to 'in loco parentis', when workers take responsibility for the young people in their care, in a minibus or at a centre or project.

3. Intervention

Once a trusting, working relationship is established with young people, intervention can occur which involves offering a particular course of action to young people with whom the worker is negotiating. This could be decided upon through detached youth workers reflecting on the recordings and analysis of sessions, using varied methods to enable the group to explore their needs, and assessing the willingness of the young people to proceed. Areas

young people may identify that they need support with, may include:

- health education
- drug advice
- alternative ways to spend their leisure time
- having their views and opinions heard within their community
- developing a better relationship with neighbours, older people, police and others in authority etc.

A variety of tools may be used to deliver these:

- conversation
- discussion and debate
- materials and games, some of which may need modification for street sessions
- visits to exhibitions, places of interest or beauty, theatres, cinemas, clubs, projects etc.
- articles from newspapers and magazines
- residential experience
- using a building space, equipment or other resources for drama, video, group work etc.

All provide ample opportunity for the delivery of social education.

The stages and nature of intervention can be as varied as the young people with whom you work, developing programmes is an opportunity for creativity and can offer a number of outcomes for a variety of stakeholders. Ideally the programme should come from young people but inevitably there will be opportunities for targeting specific issues. Funders and managers may also have other agendas and priorities that may inform the practice. Sometimes the job of detached youth worker is to meet everyone's needs, without compromising the young people they are working with to develop trusting relationships. Honesty, diplomacy and negotiation skills are the keys to successful work.

Another useful structure is to set aims and outcomes for workers and young people. Always build in an evaluation and review for all throughout the process as well as at the end of the project. Evaluate with young people, workers and stakeholders. Think about whom the information is required by; refer to aims met, additional outcomes, recommendations and follow-up. The overall aim is to encourage the personal development of the members of the group through youth work interventions. Outcomes may include raised self-esteem and confidence, participants working better

as a group, increased organisational and communication skills, greater ability to be assertive, problem solve or develop a plan of action.

4. Closing

Towards the end of intervention, programmes will finish, workers will move on to work with other or emerging groups, priorities will change and young people will move on and not need the relationship with workers. Contact does not usually end completely but the intensity and frequency will decline. If detached workers are still in the same area they may still see young people and catch up with them but not for a specific piece of work. The key to this stage is how closing occurs, usually a final meeting or clear evaluation will ensure the process closes formally but often relationships drift. The exit plan from a group or area needs to be planned and negotiated so all involved are clear. One-to-one follow-up may be necessary and contact numbers may be exchanged. Other relevant opportunities could evolve and specific pieces of one-to-one work or referrals may continue.

Key elements of this phase are communication and celebration. The way the evaluation occurs requires a level of broad thinking; not all young people communicate comfortably through writing. Some suggestions are:

- using video cameras
- through 'good---OK---bad' ratings
- interviews
- art or drawing
- comment sheets
- value lines
- picking words from a selection
- scoring numerically
- questionnaires
- individual goals
- assessment of achievements development
- outside consultants
- members of the community

Recognition of young people's development and growth as well as positive feedback are essential components of an evaluation process.

Detached youth workers need to be accountable and as their work is not always visible, ways to raise awareness and promote the work always need to be sought. These could include invites to:

- street sessions

- minibus and walking tours
- young people's events
- open days for your project
- celebrating achievements and explaining methods of work

A Complementary Style?

Detached youth work is not in opposition to other youth work practices and processes. It complements and is of equal value to other styles of work with young people. The youth work skills of enabling, empowering, group work, listening, advocacy and challenging are also generic to other youth work settings. As detached youth workers meet and work with young people on 'their ground' the skills of contacting, negotiating and recording will be all the more important. Having to explain who workers are and what they do become daily conversation pieces, so clarity of purpose is also more essential. In terms of equality, accessing those who are not in contact with services forms the basis of the work, although specific targeted work with young women and men and those of minority ethnic origins or different ability may also be useful. As mentioned previously, equal opportunities are at the heart of the work and should be reflected throughout the project and its staff.

Networking with other agencies and developing interagency protocols in terms of information sharing, professionalism and confidentiality are vital to successful and sustainable work. A two way flow of ideas and advocacy strategies will enable others to offer and organise effective and flexible services to meet young people's developing needs.

Detached youth workers operate on the streets in pairs, and this team work is both the main resource of the project and the key to successful intervention and rapport developed with young people. There are expectations to back each other up both physically and verbally, be consistent in approach and in what is said. Getting to know your co-worker in terms of personal disclosure, safety, boundaries, and even discussing scenarios and situations that may occur is all part of the process of developing a working relationship which will ensure a positive encounter with young people. There needs to be a development in the understanding of each other's skills and abilities as well as styles of intervention. To aid this process there should be mechanisms in place to promote communications and reflective practice by monitoring and recording the work on sessional recording sheets. There are other issues

such as power and equality, changing dynamics and testing professional and personal boundaries that need to be talked through in order to familiarise and build up trust between co-workers. I believe this co-working relationship is fairly unique and is a real strength for this style of work.

Health and Safety

As the work occurs on the streets, it is of paramount importance that managers and workers pay attention to personal safety. A systematic approach, clear agreement and regular reviews on the street will ensure that isolation and other risks are managed effectively. Here are some guidelines, which could be used as a starting point and discussed with the team:

1. Before you start

- Make sure local community police officers and police stations are aware of your work.
- Make contact with any places that are open when you are about and make sure you know key members of the community whom you could contact in an emergency.
- Ensure enough research into the area to know which are isolated and risky places.

2. On the street

- Always work in pairs, in sight of each other.
- Carry some ID that is recognised by Police and Housing Department and familiar to locals and young people (these could be photocopied and put into police stations, schools or youth centres).
- Have clear start and finish times.
- Choose well-lit areas to meet young people after dark.
- Carry a mobile phone or know where public phones are e.g. pubs or garages.
- Carry the phone numbers of line managers and solicitors or other lawyers and their emergency numbers.
- Know what the purpose of your session is, and have a plan.
- Meet up and leave from a place away from young people.
- Wear suitable clothes.

- Keep personal items hidden or leave them at home e.g. valuables, money.
- If appropriate, clock in and out with another person.
- In some circumstances it may be best advised for workers to be withdrawn from an area for a period of time, due to conflict or attack.
- Promote safe sex, healthy eating, harm reduction etc.; if your workplace has a tobacco policy find out how this translates to a street session. Do not hand out cigarettes or papers to young people.
- In work with drugs: it is not always possible to constructively work with young people who are using drugs or alcohol and workers should make their own judgements about withdrawing when necessary.
- In work with violence: you may decide that you can intervene before a fight starts because you know the young people involved. Think about what your role is and how best you can help the situation: pick up the pieces; call the police or ambulance; talk with the perpetrators, victims, bystanders, observers; or withdraw and raise it another time.

The weather is changeable and sometimes freezing and wet. In terms of sustaining work through the winter months, plan ahead and arrange specific projects or indoor venues. Winter is a good time to undertake team building, staff development, appraisals linked to the unit plan, evaluation, report writing or visits to agencies.

Be aware of the laws, which may affect your work, e.g.:

- aiding and abetting
- undertaking the function of 'appropriate adult'
- public order offences
- the powers of arrest, search and detention
- the provisions of the Crime and Disorder Act 1998
- the provision of the Children Act 1989
- Section 28 of the Local Government Act 1989.

In addition, familiarise yourself with the sex education guidelines as interpreted and implemented by your employer. Do not take legal advice from anyone other than a legal advisor. The work of detached youth workers varies greatly; some authorities have very clear and comprehensive policies. Whilst it is essential to have them as back-up, I would also emphasise the

value of drawing up your own guidelines, engaging in the process of discussing them amongst the team and leaving regular opportunities for review.

Resource Implications

As mentioned before some see detached youth work as a cheap alternative to centre-based provision. To an extent this can be true but should not be at the expense of delivering quality youth work in a variety of settings. Some argue that centre-based work is with, on average 20 per cent of young people so detached workers should get 80 per cent of the budget! Here are some suggestions for the basics:

- An office base and meeting room for planning, meetings, recordings and evaluating.
- A phone line.
- Locked filing cabinets.
- Resources store: leaflets, board games, sports and art equipment, storage.
- Mobile phones for safety and accountability.
- Torches, umbrellas, personal alarms.
- Outdoor clothes for promoting an identity and for practicalities.
- Bag for resources.
- Project cards and stationary.
- Computer to compile database, reports, letters and correspondence.
- Minibus to travel to and from areas, as well as to meetings inside premises with young people and for trips out, activities, residencies etc.
- Petty cash.
- Travel expenses.
- Expenses for refreshments or to pay for coffee in a café etc.
- Ongoing training for staff needs, policy updates, team building.
- Money to develop social education, curriculum activities, and programmes of developmental group work.

Management Issues

In terms of managing detached work, books like Mountain's *Management of Detached Youth Work* (1986) and Arnold et al's, *Management of Detached Youth Work* (1981) are recommended for further reading. They are mainly concerned with the manager

being away from the face-to-face sessions and highlight issues of lack of contact, understanding and communication. Encourage the worker to explore what they do and how they handle situations. Consider what could be improved? Who staff are working with? How to develop through the four stages, offer structure and focus and read recordings.

My experience has been of co-working with workers that I manage and so the issues are different. Sometimes an effective way of managing and enabling new workers to be supported and educated is through reflecting on joint experiences, observing how others deal with situations and offering feedback, as well as providing opportunities for workers to develop new skills or assay different experiences. With the relationship between manager and co-worker there are also tensions around the areas of power, inequality and accountability and managers may find themselves having more knowledge about staff than they usually would. Managers taking obvious authority when out on the street can lead to the young people looking to them as retaining all the power and ability to determine the work, thereby leaving their co-worker de-skilled, feeling dis-empowered and de-motivated. Being too close to get a sense of perspective, blocking the process of reflection and analysis, or of challenging, can be seen as a personal attack and can make co-working difficult. It can sometimes prove a difficult tension, especially when inducting new staff.

Supervision is one place where this can be addressed (or in team meetings) where the co-worker and manager relationship should be discussed openly and ongoingly. Clarity about roles and responsibilities is essential as is the creation of opportunities for co-workers to develop their own work initiatives, aims and targets.

If workers are clear about their role of accountability, education and support, and enter into a two-way communication about the direction and development of the work, a successful and useful relationship can be developed. There may also be times when staff cannot work through certain situations and will require additional input. The help of non-managerial supervision, a consultant, management committee member or other professional with an understanding of detached youth work, i.e. similar project, conference (regional/national), or training, can provide invaluable support and new insights.

For positive and effective detached work, interagency relationships are essential as well as presenting

Key Questions

1. Is detached work necessary and realistic in this instance/area?
2. What is the overall aim or mission statement of the detached project? Does your practice reflect the key principles of youth work?
3. Are workers suited to detached work and co-work? Is the safety of workers prioritised?
4. Are the mechanisms in place to manage, monitor, evaluate, review and get support and training and development?
5. How will you ensure your written evidence of work will reflect the involvement and interests of young people?

opportunities for joint initiatives and funding opportunities. Detached youth workers are sometimes in the unique position of being the only agency in contact with various groups who may be known to others but not engaged by them. This places the workers in the best position to address various issues and concerns. Funding related to crime, safety, health, employment, education etc. could, with imagination, be re-deployed to detached workers. Sometimes the challenge is to be clear about the purpose of the project and its aims and not to compromise values for the sake of monetary incentives. From experience, interagency work can be most rewarding but also most problematic. Again clarity of purpose and professionalism coupled with an ability to pre-empt difficulties and record all meetings and agreements will help in developing positive relationships.

The challenge of detached work is to bring structures to support work with young people in an alternative, informal environment.

References

- Arnold, A. et al. (1981). *Management of Detached Youth Work; The How and Why?* Leicester.
- Brent, J., and Brent, M. (1992). *Outreach Work*. Unpublished. Hounslow Youth and Community Service, London Borough of Hounslow.
- Campbell, A. (1984). *The Girls in the Gang*. Oxford: Blackwell.
- Davies, B. (1999). *From Thatcherism to New Labour*. Leicester: Youth Work Press.
- DfEE (1998). *Youth Service Audit*. Youth Work Unit. London: Department for Education.
- DfEE (2000). *ConneXions Strategy*. London: Department for Education.
- Goetschius, G.W., and Tash, M.J. (1967). *Working with Unattached Youth: Problem, Approach and Method*. London: Routledge.
- Hertfordshire County Council (1993). *Youth Workers and the Law*. Unpublished.

- Home Office (1998). *Crime and Disorder Act*. London: Home Office.
- Maguire, M., Morgan, R., and Reiner, R. (1997). *The Oxford Handbook of Criminology*. New York: Oxford University Press.
- Michael, A. (1998). *Briefing for Youth Workers on Action to Cut Crime and Disorder*. London: Home Office.
- Morse, M. (1965). *The Unattached*. Middlesex: Penguin.
- Mountain, A. (1986). *Management of Detached Youth Work in Youth and Social Work*. Leicester: NYB.
- Mountain, A. (1989). *Starting out in Detached Work and Helping Others Manage It*. Leicester: NAYC.
- Parker, H. (1974). *View From the Boys: A Sociology of Downtown Adolescence*. Newton Abbott: David and Charles.
- Pearson, G. (1983). *Hooligan: A History of Respectable Fears*. Hampshire: Macmillan.
- Thrasher, F. (1963). *The Gang*. Chicago: Chicago University Press.
- Turner, Gold, Kaufman, and Lilley (1996). *Camden Detached Project: Policies and Guidelines for Detached Youth Workers*. Unpublished.
- Whyte, W.F. (1943). *Street Corner Society*. Chicago: Chicago University Press.

Further Reading

- Dadzie, S. (1997). *Blood, Sweat and Tears*. Leicester: Youth Work Press.
- DES/Welsh Office (1984). Detached Youth Work with Young Women. In *Working with Girls Newsletter*. Leicester: NYB.
- National Advisory Council for the Youth Service (1988). *Youth Work in Rural Areas*. National Advisory Council for the Youth Service.
- Night Shift Enterprises (1997). *Starting Out in Detached Work*. Gwent: Night Shift Publications.
- NYA (1990). *Black Detached Youth Workers Statement*. Leicester: NYA.
- Phillips, D., and Skinner, A. (1994). *Nothing Ever Happens around Here: Developing Work with Young People in Rural Areas*. Leicester: National Youth Agency Publications.
- Streich, L. (1999). *Alternatives to the Bus Shelter*. Leicester: National Youth Agency and Countryside Agency.
- White, P. (1991). *Working With Rural Youth: Windows on Practice*. Leicester: Youth Work Press.