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Irish Youth Work Scene

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MAGAZINE FOR YOUTH WORKERS

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Change at a snail's pace!!

by Diarmuid Kearney

This Autumn sees significant changes in the environment which impact on the delivery of youth work across the country. We have seen a ministerial reshuffle which leaves Minister De Valera's responsible for the Youth Affairs section of the Department of Education and Science and involves some other adjustments which have the potential for change. An apparently bulging public purse similarly tempts us with the prospect of receiving the long awaited funding necessary for the implementation of the Youthwork Act 2001 and the National Youthwork Development Plan.

Making a real and sustainable difference to the delivery of youth work across Ireland is not just about cabinet reshuffles and ready cash. It is about vision, insight, determination and leadership which seem to have been in short supply in recent years. The jury (as has been the case since the publication of the Youthwork Act in 2001) remains out.

We have also seen the announcement in recent weeks by Minister Brian Lenihan of progress on Garda vetting of volunteers and staff. Another long awaited development. This is strongly welcomed by the National Youth Federation and we hope that some of the uncertainties surrounding this development, not least a timeframe for implementation, can be clarified shortly.

Why is it that progress on building a strong national youth service is happening at a snails pace? Could it be that youth work is not seen as a priority by government? Could it be that we as a sector have not yet found our voice in articulating the significant contribution we make to building a better society? Or could it be that Irish society does not recognise the importance of valuing and involving young people? In truth it's probably all three of these reasons (and a few more). While our work is primarily about working directly with young people the sad reality is that developments will continue to be sluggish unless we broaden our horizons. We must work to find our collective voice in shaping the thinking of government and society so that through the development of a progressive, robust and well resourced youth service the young people of Ireland can truly be valued and involved.

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Production Editors: Fran Bissett & Gina Halpin

Contributors: Andy Battell, Fran Bissett, Gina Halpin, Cathering Kaye, Mary Keogh, Diarmuid Kearney, Gearóid Ó Maoilmhichil

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It is open to all readers to exchange information or to put forward your points of view. Send in news, comments, letters or articles to the editor. Views expressed in this journal are the contributor's own and do not reflect those of the National Youth Federation or the Irish YouthWork Centre

Irish YouthWork Centre
20 Lower Dominick Street
Dublin 1

Tel: 01 8729933

Fax: 01 8724183

Email: fbissett@nyf.ie / ghalpin@nyf.ie

Website: www.iywc.com

Garda Vetting

New announcement is a step in the right direction

By Gearóid Ó Maoilmhichil

INTRODUCTION

The recent announcement by Minister for Children, Brian Lenihan, T.D. that Garda Vetting procedures will now be extended to all persons working with children and vulnerable adults has been welcomed by the National Youth Federation and by other agencies working with children.

This much-awaited announcement, following many years of protracted discussions and lobbying, should eventually pave the way for every volunteer and staff person working in the youth sector to be vetted in line with good recruitment and selection practices that have been proposed in individual organisational child protection policies and in line with practices in Northern Ireland and in parts of Great Britain.

The Minister has also established an implementation group to advise on the new vetting procedures. It includes representatives of four Government Departments, a representative of the Office of Attorney General and Mr Paul Gilligan of the ISPCC. It does not include, as of yet, a representative from the youth work sector.

Speaking at the launch of the National Youth Federation's newly published *Child Protection Guidelines*, the day prior to the Minister's announcement on Garda Vetting, the NYF Chief Executive Mr Diarmuid Kearney expressed the organisation's viewpoint that the refusal to allow youth organisations access to Garda Vetting had, if not urgently addressed by Government, the potential to cause chaos in youth services.

As is well known now within the youth sector, many youth workers (paid and voluntary) are not vetted by An Garda Síochána while their colleagues, perhaps employed by the local health board and very often

working with the same group of children are vetted in advance of being employed.

This inexcusable practice will now thankfully be replaced by a comprehensive and all encompassing Garda Vetting procedure for all persons working with Children and Vulnerable Adults. (Indeed the addition of vulnerable adults into the Garda Vetting system is to be welcomed, as it also had been overlooked in previous practices).

The NYF also recognises that Garda Vetting is but one element of any comprehensive recruitment and selection procedure and that all other elements, including the availability of references and the subsequent training of new staff and volunteers are also deemed to be a vital part of good youth work recruitment practices.

INADEQUACIES OF PRESENT PRACTICES

Present practice has proven to be totally inadequate in that many individuals sought (in the absence of any national vetting procedures) to avail of the so-called personal clearance from An Garda Síochána, often at the request of their employers or their youth organisation. This required an individual to write to the Garda Central Vetting Unit, identifying themselves by name, address and date of birth and seeking on payment of a fee of €6.35 any personal data that may have been stored relating themselves on the Garda Criminal Records Database.

Given that certain information may not actually be recorded, i.e. cautions, petty crimes, dated convictions of a minor level etc., these 'personal clearances' have proven to be of little use to organisations who may have thought that they were circumventing the system to gain background knowledge

relating to a potential job applicant or volunteer.

These above requests were made under Section 4 of the Data Protection Acts (1988 and 2003) but were never meant to act as a Garda clearance mechanism and indeed all such requests clearly state that they

“ should not be construed as Proof of Non Convictions, as a Police Certificate, a Garda Reference or a Garda Clearance”.

In light of this gap in the Garda clearance system the announcement that the new Garda Vetting system will provide us with ‘hard’ and ‘soft’ information on individuals is most welcome. Soft information will hopefully be similar to the information that may be received through the Pre-Employment Consultancy Service (PECs) as administered in Northern Ireland.

PECs IN NORTHERN IRELAND

PECs is a service, which aims to help organisations working with children (or with adults with a learning disability) that wish to check prospective employees and volunteers. It does this by giving them the means of access to any information held by the police or the Department of Health, Social Services and Public Safety, which might have a bearing on their suitability.

Information supplied could include criminal records from the police, the PECs register of individuals deemed unsuitable to work with children (or adults with a learning disability) and the list of individuals who are legally barred from the teaching profession.

The PECs register, as it relates to children, contains information on individuals who may be unsuitable to work with children following dismissal and or resignation where a child may have been put at risk or where disciplinary action may have been taken arising from the placing of children at risk.

PECs may be used by any statutory, voluntary, com-

munity or private sector organisation who has registered for the purpose of using PECs and whose registration has been accepted by the DHSSPS. There is no charge for the use of the Pre Employment Consultancy Service.

NEW THREE-TIERED VETTING SYSTEM

The new Garda Vetting system, as outlined by the Minister, proposes that vetting services will operate on a three-tiered basis determined by the level of interaction with children and the access that each individual will have to children as part of their work:

- A ‘special’ level of vetting for posts involving substantial unsupervised access to children and vulnerable adults.
- A ‘standard’ level of vetting for posts within the public service and the non- public service, such as private security industry and areas not cover by the ‘special’ level of vetting
- A ‘security’ level of vetting in the interests of national security.

NEW LEGISLATION

It will be necessary to introduce amendments to existing legislation so as to include reference and provision to protect vulnerable adults in the Protection of Persons Reporting Child Abuse Act (1998) and the Sex Offenders Act (2001). New legislation will also be required to allow for the releasing of the so-called ‘soft’ information on individuals.

Unfortunately, of the 132 pieces of proposed legislation, as published by Government, there is no mention of proposed amendments to the above Acts or the new legislation as required, although this could be overcome by introducing a fast track mechanism for proposing such legislation to the Dáil and Seanad.

Interestingly, when the new Garda Vetting procedures were announced it was also stated that no amendments would be required to the Data Protection Act. Previous advice received by youth organisations stated that the Act should be amended so as to allow for the so called 3rd party request. This may indicate that organisations might still be prohibited from seeking such 3rd party information. This is surely one of the first issues that the Implementation Group, as established by the Minister, will have to address, as the availability of such 3rd parties access is seen by youth organisations as central to any comprehensive vetting procedure.

The Minister's announcement that there will be no charge for the vetting of volunteers is welcomed by all, while a E10 administrative charge will be made for the vetting of paid staff. His announcement that an additional 17 staff shall be allocated to the Garda Central Vetting Unit to deal with all vetting applications and requests is also to be applauded.

The NYF welcome for the new Garda Vetting system has been described by some as cautious. If that is so it's because we are still unable to access the national vetting system until and whenever the new procedures come into being. We have unfortunately no time scale for its implementation or for the introduction of new legislation and there apparently is a conflict of views as to whether the employers will be permitted to make a Garda Vetting request in future on behalf of their prospective staff member or volunteer.

The announcement by Minister Lenihan presents us with the opportunity to introduce a comprehensive vetting system that should not impinge on any civil liberty rights but will allow organisations that work with children and vulnerable adults access vital information that they may be crucial when choosing an individual that wishes to work with those under their care.

The proposed vetting system is still voluntary and we should now consider bringing the system one step further by removing the voluntary nature of making such vetting applications and ensuring that Garda Vetting will in future become compulsory for

all persons working with children and vulnerable adults.

Gearóid Ó Maoilmhichíl is Co Ordinator of Policy and Communications with the National Youth Federation and has special responsibility for Child Protection Policy and Training.

For further information please contact:

Gearóid Ó Maoilmhichíl
National Youth Federation
20 Lower Dominick Street
Dublin 1

Tel: 01 8729933

Fax: 01 8724183

Email: gomaoilmhichil@nyf.ie

Website: www.nyf.ie

Department of Health & Children

Hawkins House
Hawkins Street
Dublin 2

Tel: 01 6354000

Fax: 01 6354001

Email: webmaster@health.irlgov.ie

Website: www.doh.ie

Dept of Justice, Equality & Law Reform

94 St. Stephen's Green
Dublin 2

Tel: 01 6028202

Fax: 01 6615461

Website: www.justice.ie

Disability Rights

Will they be lost in translation

by Mary Keogh

September 21st, 2004 witnessed this government's second attempt to establish a legislative framework to provide disabled people with the opportunity to realise our rights as equal citizens with the publication of the Disabilities Bill 2004 (*which will impact on youth organisations working with or seeking to integrate young people with disabilities into their services*).

Flicking back over press cuttings from the fall of the last Bill in 2002, one can't help but be amazed at the anger that came from disabled people, our families and the general public at that time. It was finally beginning to register with us – why should we be treated differently, why should we accept sub-standard delivery of services, why should we be content to sit in our homes in isolation from the rest of the community? Disabled people – our wishes, hopes and desires – have been moving into the centre of the Irish political stage. However, listening to the fanfare that has surrounded the publication of the Bill, I, as a disabled person, am left wondering what effect it will have on the reality of my life and others.

Since the withdrawal of the government's last bill, we have witnessed a wide-ranging debate on the issue with key stakeholders discussing disability rights, including the seminal *Equal Citizens* document from the DLCG (Disability Legislative Consultative Group), and further commentary coming from a range of social and economic analysts. Of course, this debate is not a new one, it commenced in 1996 when the Commission on the Status of People with Disabilities recommended the introduction of rights-based legislation to ensure disabled people's equal participation in society.

Much of the debate so far has centred on cost; with Department of Finance officials shaking their heads indicating that if they give money to one group, it would be unfair to others. Those of us in the disability community knew from the outset that cost would be the major issue for government – convincing an administration with free market policies was always going to be an uphill battle. It remains to be seen if the Government's tight rein on public expenditure can allow for the effective delivery of rights for disabled people.

While none of us are naive to think that disability rights do not equate to increased government investment, it

may be possible to look at the issue from a different angle, asking key questions like, is the current service delivery system for disabled people efficient – does it provide value for money? While our public representatives are eager to fund disability services they have never asked a disabled person, whether they are suitable for our needs? They have never asked themselves at Budget time, if there are there more efficient ways of utilising the existing funding for disability services?

Countries such as the United Kingdom have developed a system of direct payments whereby disabled people are given the opportunity to buy their own services, this creates competition among service providers and ultimately higher standards of service delivery for disabled people. Using such a competitive approach to disability service delivery would surely fit very well with current government policy.

The Disabilities Bill 2004 brings a promise of independent needs assessment, service coordination and systems of redress. It talks about access provision and mainstreaming. While policy makers, legal eagles and disability representative groups grapple with the technical content of the Bill over the coming weeks, the average disabled person is still wondering if they will be able to receive the services they require.

If the current system of service delivery continues without substantial change, then the rights of disabled people could well get lost in the translation from the aspirations of the Bill to the realities on the ground. It is vital that this new piece of legislation triggers the introduction of a fundamentally new approach to ensuring that disabled people can participate fully in society.

Mary Keogh is the Director of the Forum of People with Disabilities.

For further information please contact:

The Forum of People with Disabilities
Tel: 01 8786077

For copies of the bill go to:

<http://www.justice.ie/80256E010039E882/vWeb/pcJUSQ65CEMQ-en>

Pathways

Effective Support for Early School Leavers

By Andy Battell

INTRODUCTION: EARLY SCHOOL LEAVING AND THE CURRENT LANDSCAPE

Throughout the 1990s, early school leaving remained an on-going issue for schools, service providers and a range of state and voluntary agencies across the country. If anything, in the last five years, the situation regarding early school leaving has worsened further, as a thriving “Celtic Tiger” economy has presented previously unheard of opportunities to an all too willing new workforce.

Evidence from the Dept of Education (Retention Rates of pupils in Post-Primary Schools May 2003) indicates that early school leaving year on year has remained consistently high. On average 20% of young people nationally, are leaving school before completing their Leaving Certificate. In some areas of Dublin this figure would be as high as 40%. Between 5% and 10% of early school leavers have no Junior Certificate either.

It is within this context, that Pathways, since 1996, has been attempting to support, progress and enable increasing numbers of ESLs, through a range of measures, back into training, further education and meaningful employment.

Pathways is the integrated proactive tracking and mentoring initiative, this article outlines a project profile of the Kildare, Tralee and Waterford Pathway Sites.

BACKGROUND AND DEVELOPMENT OF THE PATHWAYS MODEL

Pathways was developed in 1996 by local youth services, in collaboration with the National Youth Federation, FAS, Youthreach and the then School Attendance Service, within the EU Employment Youthstart Initiative. In Ireland, The Youthstart Initiative consisted of a number of projects across the country and was aimed at young people experiencing exclusion and at risk.

The three Pathways sites, currently operating, (originally there were four, a site in Priorswood, Dublin ceased operating in 1999,) were selected to reflect the range of Irish geographical areas:

Waterford City – a mixed urban area.

Tralee – a large town with pockets of severe disadvantage.

Kildare – a rural site spread over 4 locations with a dispersed population & dispersed resources.

The role of Pathways within each area was to both compliment existing service provision, and also to fill the vacuum that existed for ESLs not availing of any existing service.

European funding for the three Pathways sites established under Youthstart came to an end in 2000. In 2001 the Department of Education and FAS provided the bulk of the projects’ funding, with FAS taking over sole funding in 2002, 2003 & 2004.

THE PATHWAYS MODEL

Since Pathways’ inception in 1996, a core suite of services, otherwise known as “**Complementary Practice**” has been developed by the three sites. It was never the intention of the Pathways model however, for each site to be a carbon copy of the others. Due to demographical and geographical differences between the three sites, as well as the provision, or lack of it, of differing degrees of locally based supports and services for ESLs, each site has also evolved individually over the years to meet the needs of ESLs in each particular area. This could be referred to as “**Site Specific Practice and Developments.**”

The first in the Suite of services is:

Tracking

Tracking is an identification process used by Pathways sites for all referred ESLs. Pathways sites receive referrals from a number of sources and although these vary from site to site, in terms of the

quantity from each source, sites have all received referrals from the following:

Main Referring Agencies / Parties	
Schools	FAS
Regional Youth Services Projects	Youthreach
Community Training Centres	Parents
VEC	DSFA
Probation & Welfare Services	Health Boards
Gardai (JLOs)	LES
Community Groups	Self Referral

Part of the Pathways' sites effectiveness in each of the locations is its ability to build up positive & effective relationships with statutory and voluntary agencies and within communities. This ensures that Pathways becomes the first port of call for ESLs and their families.

Initial Contact

The three Pathways sites utilise a number of methods to make initial contact. These include:

- Telephone contact
- House visits
- Contact with family member
- Contact by letter
- 3 way meetings, to include the referring agency, the ESL and Pathways.

For some ESLs one visit may be all the contact they may have initially, as they may be working or in training or don't feel in any need of support at that time.

In 2003, 95% of ESLs referred were tracked within 4 weeks of receiving referrals.

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After an individual has been tracked and wishes to avail of any of the Pathways services, the usual progression would be the establishing of a **Mentoring Arrangement**, the second in the **Pathways Suite of Services**

Mentoring

When individual ESLs who have been tracked express a desire to avail of the Mentoring service, the Pathways Co-ordinator informs the young person of their options and supports them to arrive at the choice most appropriate to them. **Most individuals then enter into a Mentoring Arrangement.**

Mentoring operates on three levels:

1. **Information dissemination;** where the ESL is looking for specific information. (Usually 1 or 2 sessions)
2. **Career progression;** enabling the ESL who has a clear idea as to what they want to do, but needs some support, do it. (Usually up to 3 or 4 sessions)
3. **Personal Action Planning;** supporting the ESL, who has no real idea as to what they want to do, to explore options and agree actions. (Up to 6 to 8 sessions or more.)

SITE SPECIFIC PRACTICE AND DEVELOPMENTS

Kildare:

Involvement with *Comhairle na nÓg*, including representation by a Gateway participant at *Dail na nÓg*.

Involvement in the pre-development of a Programme for Asylum Seekers in Kildare town.

Involvement in the pre-development of a Young Traveller Programme in Kildare Town.

Tralee:

Development, Implementation and management of a Gateway Programme for Young Women Parenting Alone.

Development, implementation, management and evaluation of a Gateway Programme for young people identified as 'difficult to progress' from the Tralee Community Training and Education Centre. 80% of these participants progressed and all participants are aware of the services available to them from the Mentor Project.

Collaboration with RAPID at a local level to highlight the number of ESLs under the age of 15 and a proposal that there is an integrated response to the issue.

Waterford:

Key agency & driving force behind the development & funding of the Waterford Young Traveller Training Centre. On-going mentoring support delivered to 10 participants on this yearlong course.

On-going Mentoring Service to First Time Signers, in collaboration with DSFA. Initial collaboration with WYTEC (CTC) around developing a new service for young offenders accessing the Project.

Established informal Mentoring Arrangements with young men at the Waterford Probation Hostel.

SUMMARY AND CONCLUSION

Since 1996, Pathways has been delivering an effective and meaningful suite of services to Early School Leavers. Through its Tracking, Mentoring and Gateway Programmes, Pathways has met the ever-changing needs of several hundred ESLs in a con-

structive and dynamic fashion.

Pathways on average would progress 80% of those young people mentored every year, on to training, employment or further education.

Another feature of Pathways' success has been its ability to remain independent and young-person focused, whilst working within a local Youth Service setting. In addition, Pathways has built up hugely positive links with service providers, referrers, parents and above all, the young people themselves.

Andy Battell is the co-ordinator of Pathways in Waterford

For further information please contact:

Andy Battell
Pathways Co-ordinator
c/o Waterford Regional Youth Service
Edmund Rice Youth & Community
Centre
Manor Street
Waterford
Tel: 051 872710
Fax: 051 872710
Email: wrys@iol.ie

Pathways
c/o Tralee Youth Service
Denny Street
Tralee
Co. Kerry
Tel: 066 7121674
Fax: 066 7128966

Pathways
c/o Kildare Youth Service
Canal Stores
Basin Street
Naas
Co. Kildare
Tel: 045 897893
Fax: 045 897966
Email: kys@eircom.net

Recycling Activities Supplement

By Catherine Kaye

INTRODUCTION

Compared to our European counterparts, Ireland's record for recycling is poor. In 2001, only 13.3% of municipal waste was recycled (EPA National Waste Database, 2003). Youth Work programmes can help address this, and adapted for all ages. Young people need to be educated about recycling and make it a part of their everyday lives.



This supplement aims to help youth workers introduce recycling in a fun and creative way. From the activities included it is easy to see how the youth work and recycling objectives marry well together. We have included two craft activities, a simulation game, a case study from Cloyne Diocesan Youth Services and a "where next?" section which will give you information on where to go next when planning a "Recycling Programme".

Some Easy Ways To Be Earth-Friendly

- ❖ Buy recycled paper and envelopes when you can.
- ❖ Buy products packaged in recycled materials.
- ❖ Buy products in bulk or those with the least amount of packaging.
- ❖ Recycle your own household papers and newspapers.
- ❖ Use cloth napkins and tea towels instead of paper ones.
- ❖ Don't waste paper. Use both sides before recycling it.
- ❖ Bring along a cloth or canvas bag when you shop.

Crafts

Using waste materials to make crafts is not only an excellent way to recycle, it is also a good way to teach/learn about waste reduction. It provides people of all ages a creative challenge!

"Waxy Fashion!"

In my experience there isn't a craft box or cupboard in the country that isn't full of broken crayons that are really past their best. This activity is a great way to recycle them! Younger age groups can create designs on plain white t-shirts while older young people can make wall hangings or decorate plain bed-clothes, or cushion covers for their bedrooms.



Resources

Broken crayons
Wax paper
Iron
Ironing board
Dishtowel
White paper
White fabric or a T-shirt

How To Make It

Take a plain white piece of fabric (T-shirt, pillow case, cushion cover) and prepare it by placing it on the ironing board with the side you are going to design on facing up.



Insert a piece of clean white paper between the layers of the T-shirt to stop the colour running through.

Young people can create a pattern

on the T-shirt with the broken crayon pieces. Simple patterns might include a heart, a band logo, or a rainbow. If you are working with a large group where people are going to have to queue for the iron get the young people to draw out their design on a piece of paper to save time.

The broken pieces of crayon are placed on the fabric with a piece of waxed paper on top of the crayon pattern, and a dishtowel on top of that. Use the iron on a low to medium heat to melt the crayons into place. Then remove the towel and the waxed paper to see the new creation!

Since the crayons are coloured, the idea is to melt the colour into the fabric. The wax will usually wash off, but the colours remain for a LONG time!

This activity could also be used in conjunction with a bigger programme on recycling clothes and fashion which could culminate in a fashion show!

“Feathered Feaster!”

This craft is a nice alternative to throwing empty milk cartons in the green bin. Keep this bird feeder filled and young people will have regular visitors to their homes or youth centre. This craft can also form a nice addition to a nature programme focusing on the care of local birds and wildlife.



Resources

Litre of milk tetra pack carton
Sharp pointed scissors
Pencils
Bird seed
String, optional

How To Make It

-  Rinse out an empty tetra pack milk carton & dry thoroughly.
-  Cut out large windows from all 4 sides of the milk carton, leaving 2 inches, top and bottom, and make 2 small poke holes for the perches.
-  Insert pencils for perches and fill the bottom of the carton with birdseed.

-  You can rest the bird feeder on a ledge or punch holes near the top, add string, and hang from a branch.

Now that you are going to be attracting all this wildlife why not keep track of new visitors with the New BirdWatch Ireland/ENFO Garden Bird Chart The chart is available free of charge. All you have to do is send a self-addressed envelope (capable of holding an unfolded A4 sized piece of paper) with a 60-cent stamp affixed to:

*Garden Bird Chart offer
Birdwatch Ireland
Rockingham House
Newcastle
Co. Wicklow*



Simulation Game

This simulation game is great fun and can be played in a number of ways depending on the age group you are working with. It can be played as a mental exercise where the problems are solved through conversation by the group or task based where the group builds a solution to the problem using real equipment.

How to Play

Divide the group in smaller groups of four or six depending on your numbers.

Each group is given a card with the following piece of text written on it “It’s the year 2058 and there has been a nuclear accident. The planet has been virtually destroyed; all that is left are large expanses of land and shallow seas. The climate is unpredictable and there are signs of plant or animal life. The only survivors are the members of your group who managed to escape to shelter deep in the earth’s core. You must now begin to rebuild your lives, your homes, tools to work the land, transportation, etc. The only resources you have can be found packed in this box” The leader can print these out and have them laminated in advance.



The leader pre prepares a box for each group with

resources. You can choose to simply write out on cards different pieces of equipment that they have at their disposal or you can physically supply them. Each group can resource list or different resources are: a broken washing machine, glass jars, a broken guitar, a winter coat, a tennis racket, a baby's pram etc. You can be as random as you like, the challenge for the group to use the resources as creatively as possible.



Give each group half an hour to decide on what they are going to build, shelter, tools, transport etc and then work out how they can build it from the resources they have. The emphasis should be on team work and creativity so if for example a group report back that they found a knife hidden in the bottom of their shelter it shouldn't be a problem.



Each group then feeds back to the whole group and a discussion is lead by the leader on their work. The discussion can look at the following:

- How the group worked as a team
- What roles did people assume
- How they prioritized what needed to be made
- How well/creatively they used the resources available to them

Case Study

"RECYCLING SOUND AND SCULPTURE PROJECT"

by Midleton Community Youth Project

Midleton Community Youth Project is a community-based Youth Project working in Midleton town since 1997 with Cloyne Diocesan Youth service. The Youth Project aims to provide a variety of services and resources for 30 young people between the ages of 12 and 18 years of age.

All activities are needs based and are provided after consultation with the young participants, parents, adult volunteers, members from the voluntary and community sector, and teachers. In discussion with these members a desire was expressed to become involved

in a large arts project with the purpose of meeting a number of specific needs.

To build upon the young people's skills and knowledge in the community arts.

To help develop the young people's sense of pride and self-esteem.

To develop their awareness of their surrounding community and issues of environmental protection and recycling

To offer the young people a child centred programme that would challenge them and offer them an experience that they would otherwise not be involved in.

In response to these needs the Midleton Community Youth Project Leader, Niall Coughlan identified three local community artists Niamh Geoghegan, *Rob Ireson* and *Shirley Fitzpatrick* and together these members completed a successful Arts Grant Scheme application to Cork County Council in February 2004.

Programme Contents

A six-week intensive Art Project was designed with the young people meeting twice a week for a total of 5 hours work per week. This Project's overall aim was about raising the young peoples awareness of their local community and using an issue that they felt strongly about as their inspiration.



By visiting the park and local castle the young people developed a greater knowledge and sensitivity to their area and identified the need for protection and conservation. For the project the young people retold a local story of a Banshee that visited a local castle to destroy it. A warrior and a group of minor characters defend the castle, but sadly, each year the banshee continues to slowly destroy the castle. By using exclusively recycled materials, such as old toys and items found in the woodlands, the young people created the characters and photographed the story stage by stage.

The programme was needs based, owned by the young people and driven by their interests. The young people had complete artistic control and the community artists and adult leaders simply facilitated this process. This allowed the Art Project to be a complete

community based creative process.

The community artists brought a wide variety of skills and knowledge and talents to the programme.



With these they could present activities that were varied and interesting for the young people. These activities included music making, mosaic making, photography, group dynamic games, sculptor and puppet making, mask making, printing, mime, movement and story telling. In essence, there was something in it for everybody and this helped to maintain interest throughout.

The final exhibition was run in the library for two weeks and by all reports the public warmly received this exhibition. Many phone calls were received in the Youth Project office congratulating the young people on their achievement. The staff of the Public Library also reported a positive response from the community.

For further information in relation to this project please contact:

Niall Coughlan
Project Leader
Cloyne Youth Services
Midleton Community Youth Project
Parish Hall
Youghal Rd
Midleton
Co. Cork
Tel: 021 4613347
Email:
midletonyouthproject@hotmail.com

Other Handy Websites

The Department of the Environment
www.environ.ie

Ireland's public information service on all things environmental including a special "Kids" section.
www.enfo.ie

Want to help the environment but don't know how, these ten easy steps will get you started!
www.10steps.ie

The Young People's Trust for the Environment is a charity which aims to encourage young people's understanding of the environment and the need for sustainability. They have got loads of fact sheets written specially for young people, many of them are now available from this site!
www.yptenc.org.uk

Green-Schools is an International environmental education programme, designed to promote and acknowledge whole school action for the environment. Green-Schools offers a well-defined, controllable way to take environmental issues from the curriculum and apply them to the day to day running of a school.
www.antaisce.org/projects/greenschools.htm

Everyone's favorite wildlife watcher Derek Mooney is going wild online!
www.rte.ie/radio/mooneygoeswild

A fantastic web site that gives you a step by step guide to setting up a programme for young people recycling bikes!
www.ibikes.org/encouragement/youth

Catherine Kaye is the Arts Officer for the National Youth Federation.

For further information please contact:

Catherine Kaye
National Youth Federation
20 Lower Dominick Street
Dublin 1
Tel: 01 8729933
Fax: 01 8724183
Email: ckaye@nyf.ie

News Round Up

YOUNG ENVIRONMENTALIST AWARDS 2005

The Young Environmentalist Awards are an all Ireland annual competition run by ECO-UNESCO and sponsored by ENFO. The awards aim to raise awareness on key environmental issues amongst young people, their peers, schools and their local community. They also encourage young people to act locally whilst thinking globally, empower young people and facilitate personal development.

Entrants are asked to carry out a project focused on one of six environmental themes - energy, water, air, waste, biodiversity and eco-enterprise. There are two age categories; *junior* for those between 12 & 15 and *senior* for those between 16-18. Entrants can enter in groups of between 2 and 5 young people from any youth groups, community groups and school.

If you intend entering a project you must complete a registration form available from ECO-UNESCO, and either register online or submit by post by 26th November to the address below. The completed project report and supplementary materials must reach ECO-UNESCO by 28th February 2005.

ECO-UNESCO

26 Clare St
Dublin 2

Tel: 01 6625491

Fax: 01 6625493

Email: ecounesco@eircom.net

Website: www.ecounesco.ie

ONE WORLD WEEK 2004

This year's One World Week will take place from November 15th - 21st with the theme 'Stress for Young People around the World'. Among the rights enshrined in the UN Convention on the Rights of the Child are the right to education, the right to healthcare and the right to freedom from exploitation at work.

Where young people do not enjoy these rights, they are at risk from stress. NYCI's Development Education Programme has produced an activity pack, exploring these rights in Ireland and around the world, and focusing on specific aspects of each right - access to quality education, sexual health and exploitation at work. The education pack contains activities, facts and statistics, case studies, information sources and action ideas that youth leaders and youth workers can use to encourage young people to take action for local and global change. The Development Education Programme is offering free training to youth workers and leaders on the use of the pack.

For further details please contact:

Johnny Sheehan or Niamh McCrea
National Youth Council of Ireland

3 Montague Street
Dublin 2

Tel: 01 4784122

Fax: 01 4783974

Website: www.youth.ie

INTERNATIONAL TRAINING OPPORTUNITY ON YOUTH WORK IN PARTICIPATION

The Partnership Programme on European Youth Worker Training between the Council of Europe and the European Commission is holding a series of five-day training modules that will address various aspects of European Citizenship for youth workers and youth leaders. The latest module in this series will be MODULE-3: THE ROLE OF YOUTH WORK IN PARTICIPATION and will take place on 21-27 February 2005 in the European Youth Centre in Strasbourg.

The application deadline is 15th November. For further information/Application Form go to:

www.training-youth.net/site/training_courses/modules/training_modules.htm

Policy & Funding

ADDITIONAL RESOURCES COMMITTED TO GARDA VETTING OF PERSONS WORKING WITH CHILDREN

On 23rd September Mr. Brian Lenihan, T.D., Minister of State with Special Responsibility for Children, announced the provision of additional staff resources for the Garda Central Vetting Unit to enable the Garda Síochána's vetting services to be extended to all persons working with children and vulnerable adults. Such an extension of services will constitute a major step forward in child protection in this jurisdiction.

The additional staff resources of 17 persons will more than double the staffing complement of the Garda Central Vetting Unit, from 13 to 30 persons implementing one of the key recommendations of the Working Group on Garda Vetting. This group was charged with examining the requirements necessary to ensure that the Garda Síochána's vetting services can be extended to all organisations that recruit employees and/or volunteers to work with children and vulnerable adults in the health, education, youth work, community and child care sectors (see analysis on page 3)

The recommendations will be brought forward by an Implementation Group to be chaired by the Garda Síochána and comprising representatives of the Departments of Justice, Equality and Law Reform; Health and Children; Education and Science; Finance; and the Office of the Attorney General, as well as Mr. Paul Gilligan, CEO of the ISPC

For further information contact:

Department of Health and Children

Hawkins House

Dublin 2

Tel: 01 6354000

Fax: 01 6354001

Email: info@health.irlgov.ie

Website: www.doh.ie

NEW DEVELOPMENT EDUCATION STRATEGY FOR THE VOLUNTARY YOUTH SECTOR LAUNCHED

On 21st September the Minister for Youth Affairs, Síle de Valera, launched a "*Development Education Strategy for the Voluntary Youth Sector 2004 -2007*". The Development Education Strategy for the Voluntary Youth Sector 2004-2007 is the result of a joint consultation process commissioned by the National Youth Council of Ireland and Development Cooperation Ireland.

The National Youth Council of Ireland is the prescribed representative youth work organisation under the Youth Work Act, 2001. Development Co-operation Ireland is the Government of Ireland's programme of assistance to developing countries and is under the aegis of the Department of Foreign Affairs.

In launching the strategy the Minister congratulated all involved in drawing up the strategy and stated that:

"Development education in youth work encourages young people to take action at a local, national and international level to tackle injustice ..."

"I am looking forward to seeing the partnership between Government departments, youth organisations and development education organisations develop and strengthen over the next few years."

For further information and copies of the strategy please contact:

NYCI

3 Montague Street

Dublin 2

Tel: 01 4784122

Fax: 01 4783974

Email: info@youth.ie

Website: www.youth.ie

LATEST CALL FOR SOCIAL JUSTICE INITIATIVES FUND

The Community Fund for Northern Ireland launches New Round of the Social Justice Initiatives Fund. The Fund is a programme of small-medium sized grants over 2 years to encourage community and voluntary groups to become involved in action, discussion and reflection around issues relating to social justice, equality and human rights covering Northern Ireland and the border counties.

The Fund is offering up to £50,000 per year in grants of between £1,000 and £5,000 for projects that can make an impact at local neighbourhood level, regional level and at policy level.

Four themes have been prioritised under the following categories:

- Social Justice for Children & Young People
- Social Justice with regard to Economic & Social Rights
- Social Justice to Promote Human Rights & Civil Liberties
- Social Justice for Minority Ethnic Groups.

The closing dates for receipt of applications are: 17th December 2004; 24th March 2005; and funds permitting, 24th June; 23rd September 2005.

For further information please contact:

Community Foundation for Northern Ireland

Community House
Citylink Business Park
Albert Street
Belfast
BT12 4HQ.

Tel: 028 90245927 (048 ROI)

Email:

bmcnally@communityfoundationni.org

Website: www.communityfoundationni.org

GOVERNANCE IN THE VOLUNTARY AND COMMUNITY SECTOR

Many of the issues that organisations in the community and voluntary sector identify as sources of concern for them relate to governance and its role within an organisation, the rights, responsibilities and roles of both boards and their voluntary members and putting systems in place to ensure that good governance develops.

The Foundation for Good Governance is a British-based, independent charity that encourages and influences the debate on governance through research and publications helping to tease out and answer some of the dilemmas relating to governance in the community and voluntary sector such as:

- What does governance mean in the not for profit world?
- Where does it fit? Why is it necessary?
- What does inclusive governance mean and how can it be achieved?
- What is my role and responsibility as a voluntary member on a board of management?
- How can we develop a more entrepreneurial approach to governance within non-profit distributing organisations?

The website of the Foundation for Good Governance contains information, research and publications on the subject and is well worth a visit by any organisation struggling with the issues named above.

Website address:

www.governance-works.org.uk/research.html

Resources

Alcohol Awareness

**It's Your Choice:
Creative Ways of Working with
Young People on Alcohol Awareness (2004)**
by National Youth Health Programme

This is the final phase of a national project 'Young People & Alcohol' which was commissioned by the Health Promotion Unit of the Department of Health & Children. The project was aimed at young people between the ages of 14 and 16 years who are members of youth, arts or community organisations.

The activities of the participants were recorded on video (included with pack) and are an invaluable training tool for all those working with young people in the non-formal sector. The resource aims to illustrate a selection of arts and media based techniques that can be used when working with young people on alcohol issues.

**Strategic Task Force on Alcohol:
Second Report (2004)**
by Dept. of Health and Children

Second report by the Strategic Task Force on Alcohol, commissioned by the Minister for Health and Children in 2002, as recommended in the first report of the Commission on Liquor Licensing. The brief of the Task Force was to recommend specific, evidence based, measures to Government to prevent and reduce alcohol related harm in Ireland. There are five sections to the report:

- Introduction & Approaches
- Current Trends in Alcohol Consumption
- Evidence of Alcohol Related Harm
- STFA Interim Report 2002 Recommendations

Implemented

- STFA 2004 Recommendations.

The Responsible Serving of Alcohol Programme (2004)

by Failte Ireland

Workbook outlining the RSA Programme which was developed by various interested parties within the drinks industry and health sector. The programme helps licence holders to develop policies and procedures about serving alcohol so as to minimise the risk of alcohol-related problems as a result of inappropriate alcohol consumption. The programme has been developed over a number of years and is constantly updated using valuable feedback from course participants, legal experts and those working in the hospitality industry.

Towards A Comprehensive System for Treating Alcohol Related Problems (2004)

by Addiction Research Centre

Conference papers from the fourth annual conference of the Addiction Research Centre, paper topics include - Alcohol science and treatment effectiveness; Diversity and similarities in cross-national alcohol treatment systems; Case studies of brief interventions in Ireland; Failure to create comprehensive treatment systems in Ireland; Treating alcohol related problems – Change and stagnation in public policies and Imaging a comprehensive treatment system in Ireland

What's It All About? Alcohol and Young People

by National Youth Health Programme

Training course package containing reports, statistic and general information from a conference / training event on young people and alcohol. Areas covered include binge drinking, principles of good practice for intervention; alcohol policy effectiveness; alcohol and the media; statistics on alcohol consumption and alcohol related harm; alcohol and the law; high and risk drinking and a step-by-step approach to development an alcohol policy.

Anti-Racism

Life Stories:

Exploring Identity with Young People (2004)

by Johnny Sheehan

Educational activity pack that gives a voice to young people from a diverse range of minority groups in Ireland. The young people's stories form the backbone of the pack. These stories are supported by group work, simulation games, drama and art activities, which enable young people to explore identity in Ireland and around the world. The pack is divided into four sections, the first three sections contain young people's personal stories and activities for exploring identity and minority issues with them. The fourth section seeks to support the youth work practitioner.

Voices of Immigrants:

The Challenges of Inclusion (2004)

by Patrica & Carmel Kelleher

Study commissioned by the Immigrant Council of Ireland. It gives a voice to immigrants and their families, who are living in Ireland, by exploring some of their experiences including their reasons for coming to Ireland, what it is like to work away from home, issues relating to family and community, issues of concern to women, and their experiences of racism. The study also seeks to inform public opinion as well as governmental and non-governmental policies and strategies that affect immigrants.

Arts Based Activities

Around the World: Art & Activities (2001)

by Judy Press

Arts activity book that illustrates arts and craft traditions from the seven continents. It explores the natural and man-made treasures of the world on a multi-cultural setting. The resource is aimed at younger children, however youth workers may find it useful in an arts and crafts setting.

Art Attack – How to Make Puppets (2003)

by Art Attack!

Arts activity work-book proving examples of how to use bits n' pieces from around the house to create some brilliant character puppets by transforming old

fabric, socks, cereal boxes and paper into puppets. It also provides instructions to making your own puppet show.

Festival Decorations (1998)

by Anne Civardi & Penny King

Craft book illustrating exotic decorations used at multi-cultural celebrations and festivals throughout the world. It combines a wealth of imaginative projects and background information drawn from a variety of cultures.

Hands Around the World:

Creative Ways to Build Cultural Awareness & Global Respect (1992)

by Susan Milord

Activity resource workbook that illustrates global traditions through arts and crafts. Within it there are ideas for getting to know and appreciate how children around the world live through the different foods they eat, the stories they listen to growing up and the art they make. It celebrates some of the main international and cultural holidays and is organised like a calendar, allowing youth workers to educate young people as to the various traditions and cultures of the world.

Look What You Can Make with Newspapers, Magazines and Greeting Cards (2001)

by Kathy Ross

Arts and crafts activity book containing over 80 pictured crafts and other ideas for fun easy to make crafts and each one begins with old newspapers, magazines or greeting cards. It contains large full colour photographs, simple step-by-step instructions and a wealth of craft ideas.

The Big Book of Music Games (1998)

by Debra Olson Pressnall & Lorilee Malecha

Brimming with active learning games and reproducible board games, this resource offers a wealth of materials that strengthen basic music concepts and reading skills. Through these games young people have opportunities to practice identifying notes, rests and other commonly used symbols as well as notes on the treble and bass clef staves. In addition it provides facts and histories about famous composers.

Training Resources

Developing Facilitation Skills (1995)

by Patricia Prendiville

Handbook aimed at people who are already working with groups, who have some experience of facilitating and who wish to develop their skills in the area of work. The handbook outlines the theory of facilitation and its links with group development. It provides the reader with a practical programme of skills development and advises on creating realistic goals in relation to particular areas of group development, outlining throughout how self-reflection and self-analysis are key to this process.

Training Trainers for Development (1995)

by CEDPA

First volume in the CEDPA Training Manual Series. It compiles training activities that CEDPA has used in many programmes to strengthen the training capacity of health, family planning and other development organisations. The manual is intended for use by trainers of governmental and non-governmental organisations working in development. It is a tool for trainers and managers who implement training activities and teaches interactive, learner-centred methods in an approach which is based on the research of human resource development.

Youth Participation

Youth Participation Case Studies

by Cathy McGachie and Kirsten Smith

A collection of six case studies highlighting the benefits of youth participation to organisations across a number of sectors. A significant feature of the six case studies is their organisational culture. They all reflect a culture that respects young people and recognises the value of youth participation. Each shows recognition of young people's ability to contribute meaningfully to decision and issues that affect their lives.

Youth Participation, Citizenship, Democracy: Learning the Skills of Active Democratic Participation (2001)

by NYCI

In December 1998 the Education Act was signed into

Irish law. Amongst other things it obliges school boards to encourage and facilitate students wishing to establish student councils. This resource pack is designed to help students as well as school boards, teachers, parents and other interested parties to set up and run successful working structures. Included in the pack are some ideas and advice in relation to how Student Councils can operate, the key to the success being the co-operation at all levels within the school.

Youth Sector Policy

Development Education Strategy for the Voluntary Youth Sector 2004-2007

by Development Co-operation Ireland & NYCI

Strategy report developed in order to provide a developmental framework for work in the area of development education in youth work. This strategic report outlines four main areas or strategic objectives which will be developed over a three-year period. The report is wide in scope and addresses broad tasks and the structures and mechanisms required to deliver on the tasks.

The End of Term Report 2001-2004

by the National Children's Advisory Council

Final report of the first National Children's Advisory Council which sets out the background to the establishment of the Council in May 2001 and outlines the work carried out during the three-year term of office. *Section 1* details the membership, objectives and the functions of the council as laid down in the National Children's Strategy. *Section 2* provides a synopsis of each piece of advice that was sent to the Minister. *Section 3* makes a number of recommendations on the future structure, supports and objectives of the Council.

Youth Work Practice

After School:

A Practice Guide for Providers (2004)

by Stephanie Holt & Esther Pugh

Practice guide for anyone who works with children and young people in an after school projects. It outlines a model of good practice and is designed to help workers and managers to work towards developing

and improving their practice.

There are six themes running throughout the guide each of which are considered essential for good practice in after school work. They are:

- Participation
- Partnership
- Diversity / Inclusive Practice
- Polices
- Evaluation
- Reflective Practice and Identifying Needs.

The guide closes with a detailed section on useful resources and contact addresses.

**Hearing Young Voices:
Guidelines for Consulting Children and Young
People in relation to Developing Public Policy and
Services in Ireland (2003)**

by Karen McAuley & Marian Brattman

Arising from a one-year research project these good practice guidelines are intended to assist all those whose work impacts on children and hence with a remit to consult them to take that step and in so doing advance the effort to make hearing the perspectives of children and young people an integral part of public policy making in Ireland. Containing 13 parts these guidelines illustrate and support the view that enabling children to be heard in connection with the development of these policies and services will enhance their effectiveness.

**Pathways: Effective Support for
Early School Leavers (2004)**

by Andy Battell

Composite report reviewing the work and practice of the Kildare, Kerry and Waterford Pathways sites in 2003 and their impact on early school leavers in those areas. The purpose of the report is to identify where and how Pathways fits into the framework of supports available to early school leavers (ESLs) in the three specified projects; to identify what critical difference it makes to ESLs and to present a case for the mainstreaming of the Pathways initiative and the development of further Pathways sites.

The Space Between:

**Bridging the Gap Between Workers and
Young People (2004)**

by Anita Mountain

Resource that offers group work approaches to work with young people who are at risk, for any reason, of being in contact with the juvenile justice system, coming before the courts or being received into care. The concerns and issues addressed are therefore aimed at workers and managers who come into contact with young people primarily through social services or youth offending teams.

The goal of the resource is to help youth workers develop direct work with young people around issues such as anger, bullying, self-worth, personal relationship, sexuality and racism. The resource provides self-study material and a workbook approach to help youth workers achieve their goals by presenting tried and tested games and exercises.

All of these titles and others on related topics are available **ON LOAN (NOT FOR SALE)** to IYWC members. The IYWC is an official sales agent in the Republic of Ireland for Combat Poverty, DEFY, Directory of Social Change, NYCI, Nightshift Publishing and Russell House Publishing

For further information and to request any of the resources on loan please contact:

Fran Bissett / Gina Halpin
Irish YouthWork Centre
National Youth Federation
20 Lower Dominick Street
Dublin 1

Tel: 01 8789933

Fax: 01 8724183

Email: fbissett@nyf.ie / ghalpin@nyf.ie

Website: www.iywc.com

Noticeboard

Deliberate Self Harm:

Factors Associated with the Repetition and Current Treatment Perspectives

Date: Thursday, 18 November 2004

Time: 9.00am - 12.30pm

Venue: Jurys Hotel, Cork

Seminar organised by the National Suicide Research Foundation in collaboration with the National Suicide Review Group. Lectures and forum discussion will cover epidemiological aspects of repeated DSH in Ireland; Psychological and psychiatric factors associated with repeated DSH; Repeated self-harm in children and adolescents; Inadequate problem-solving and repeated self harm and the efficacy of existing interventions and presentation of an innovative treatment approach.

Facilitators: Prof. Mark Williams, Dept. of Psychiatry, University of Oxford

For further information and details on the fee structure, please contact:

Una Walsh,
Tel: 012 4277499
Email: una.nsr@iol.ie

Writing Funding Proposals

Date: Thursday, 18 November 2004

Time: 10.00am - 4.00pm

Venue: Carmichael House

Trainer: Elizabeth Wallace

One-day workshop to address the main issues that need to be considered when making funding proposals. The key focus of the course is to improve written applications with an emphasis on compiling the background information for a funding proposal; writing a clear project description; producing a detailed and compelling statement of need and identifying the estimate costs.

Developing A Fundraising Strategy

Date: Wednesday, 24 November 2004

Time: 10.00am - 4.00pm

Venue: Carmichael House

One-day seminar outlining a 9-point step-by-step plan for researching and writing a successful fundraising strategy, including identifying ways in which organisation's 'case for support' could be strengthened; exploring external and internal factors which could impact on an organisation's fundraising performance; selecting appropriate funding sources and fundraising methods and assessing the resources needed for successful fundraising.

Radio Interviews - A Practical Approach

Date: Tuesday, 23 November 2004 (1st session – 2nd session – participants choose from 30 November, 2004 or 1 or 2 December, 2004)

Time: 10.00am - 1.00pm

Venue: Carmichael House

Trainer: Simon Devilly

Targeted at people who already have a basis knowledge of general media skills and want to develop their ability to use radio interviews as an effective means of communicating their message to larger audiences. Session 1 involves presentations and discussions on how to prepare for various types of radio interview – studio, phone, pre-recorded, live etc.. Session 2 is a practical session which will provide each participant with an opportunity to do recorded radio interviews followed by feedback, analysis, advice and expert guidance.

Setting Up A Library

Date: Monday, 6 December 2004

Time: 10.00am - 4.00pm

Venue: Carmichael House

Trainer: Brid McGrath

One-day course will cover how to set up a library, including acquiring, storing and managing stock,

designing systems and layout, planning, equipment and basic cataloguing classifications.

Leadership and Authority in Organisations

Date: Tuesday, 16 November 2004

Time: 10.00am - 4.00pm

Venue: Carmichael House

Trainer: Mary Rafferty

One-day course aimed at understanding what supports effective leadership and how to build knowledge and insight into the role of leadership in organisations. It will address the interpersonal and intergroup dynamics of leadership and the dimensions of authority, power, resistance and support as they apply to leadership. The course focuses on the behaviours of leadership and on learning through direct input, experiential learning and the setting of goals for personal development.

For further information on courses run by Carmichael House and a breakdown of costs, please contact:

Carmichael House
North Brunswick Street
Dublin 7

Tel: 01 8735705

Fax: 01 8735737

Email: tsinfo@carmichaelcentre.ie

Website: www.carmichaelcentre.ie

Dealing with the Bully

Date: Thursday, 4 November 2004

Time: 10.00am-5.00pm

Venue: Dundalk

One-day training course aimed at addressing the issue of bullying. The course will focus on bullying in its widest sense and enable participants to examine an organisational response to the issue of bullying. It will explore strategies for prevention and intervention in relation to bullying.

Cost: E50.00 – this covers coffees, lunch and relevant course materials.

The Opposites Games:

Exploring Issues of Youth Health and Gender

Date: Monday, 22 & Tuesday 23 November, 2004

Time: 10.00am - 5.00pm

Venue: Dublin

Two-day training course to explore gender related health issues. It will provide participants with an opportunity to identify the skills and strategies required in engaging and supporting young people in this area. It will explore - masculinities and femininities in adolescence; a range of strategies in addressing young people's health and personal development; identify skills required in working with young people in this area and examine cases of good practice.

Cost: E100.00 – this covers coffees, lunch and relevant course materials.

Challenging Encounters:

Strategies for Addressing Difficult and Problematic Behaviour when working with Young People

Date: Thursday 25 & Friday 26 November, 2004

Time: 9.15am - 4.30pm

Venue: Dublin

Two-day training course for those working with young people in out-of-school settings. It is designed to introduce participants to the theory and skills required to engage young people at points of difficulty and to assist young people to learn from such events for the future. The programme is a combination of theoretical input and, demonstration and practice skills.

Cost E100 – this covers coffees, lunch and relevant course materials

For further information please contact:

National Youth Health Programme

3 Montague Street

Dublin 2

Tel: 01 4784122

Fax: 01 4783974

Email: nyhp@nyci.ie

Website: www.youth.ie

Irish Youth Work Scene