

Irish Youth Work Scene

Magazine for Youth Work Practitioners in Ireland



In this edition of Scene.....

The Bridge Youth Project Profile
The Implications of the Charities Act
Virtual Community of Practice in Youth Work
Supporting LGBT Lives - Report Review
Youth Work Online Forum Profile
Disability Awareness Activities Supplement

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Let's All Try A Little Harder

by

Diarmuid Kearney (CEO Youth Work Ireland)

It is probable that the implementation of the Youth Work Act has had more than enough airing in this editorial over several years, so, even though its faltering and ill fated history seems to be suffering the death throws of a ham actor, I will not dwell on it. Apart, that is, from stating that we need to hold on to the positives that have come out of it to date. The definition and commitment of Government to Youth Work would not be easily regained if lost. Similarly, NYWAC is an important and useful forum and of course the Assessor function is already supporting improved standards and accountability within the sector.

It is accurate to surmise that Youth Work Ireland have seen what remains unimplemented in the Act as essentially administrative and risking confusion and duplication at a local level. Pressing for the full implementation of the National Youth Work Development Plan is another matter entirely however. We have no hesitation in forcefully seeking action on this front. But that's not what I want to consider here either. Nor do I want to dwell on how we define youth work, a shortly to be published work by Maurice Devlin and Anna Gunning commissioned by the Youth Services Interagency Group will competently address that one. My musings at the moment are on the nature of the youth work sector.

As a sector we have much to take pride in. We have a long and effective history in building a better Ireland for young people. We have a unique and robust tradition of volunteerism which has acted as a bulwark against the political and fiscal whims of funders. We have initiated our own quality and practice development processes. We have campaigned significantly and successfully with and for young people on many issues. We have bridged the divide between sectors in the interests of young people. In essence we have been united on many important issues.

There is, however, a subversive and even a competitive edge within the sector which is most evident when there is a perceived threat to organisations. It may seem extreme but there is even a protectionist and/or predatory hue to some behaviours. What distinguishes these seemingly incompatible characteristics (unity and division) is that they apply to two quite different aspects of our focus. Unity is clearly dominant when considering our practice – how we work with young people. Division moves to the fore when it comes to the positions organisations adopt either for financial or political advantage. What a shame! And I mean 'shame' in this context. It shames us as a sector that we exercise so much energy on matters that have little consequence for the lives of young people. Competition we could argue is part of the human situation. Indeed given the year that's in it we might even take a Darwinian view and argue that it brings about improvement? Or as Bertrand Russell once suggested, "Life is nothing but a competition to be the criminal rather than the victim" and so we compete to survive. My preference is to learn from much closer to home however.

On Saturday 21st March, fifteen lads took to a pitch in Wales and competed ferociously not with each other but with a common opponent. They believed passionately in what they were striving to achieve. Any semblance of ego their leader possessed was dissolved by enormous humility and desire to promote the game rather than himself. Declan Kidney has already been suggested as a suitable replacement for Brian Cowen – I wouldn't wish to comment on that. What I do know is that we could all learn from the quiet wisdom of the man (Kidney that is!). We are, each and every one of us, guilty of egotistical and selfish motivations that stand in the way of delivering what's best for young people – I for one will try (pardon the pun) harder.

The Bridge Youth Project: Garda Youth Diversion, Celbridge



by
Stephen Byrne
(Youth Justice Worker)

Introduction

The Bridge Youth project began working with young people in Celbridge in September 2007. The project is jointly funded by Department of Justice and the European Social fund. The project is managed by; Kildare Youth Services, for the Gardai, and the project steering committee. The committee is made up of representatives of; Local Gardai, Kildare Youth Services, educational welfare Services, Social work Department, local schools, and local residents groups.

The project operates from the Mill community centre in Celbridge. We also operate outreach work in local schools, young people' homes, local community centres, and community work events. The project has been busy since 2007 developing the project premises in the Mill centre as a focal point for youth work in the Celbridge community. During 2008 the challenge has been to engage and develop youth work practice to best meet the development and awareness needs of the young people on the project and their families.

This was best achieved we felt through liaising with the local community and the young people to offer them the best opportunities to develop their potential and challenge patterns of offending behaviour in their community.

In partnership these various facets of society in Ireland come together to work with and for young people in the catchment areas of Celbridge, Ardcloagh, and Straffan. The project now employs three Youth workers, 2 full-time workers & 1 C.E. worker. The project provides a range of educational and recreational activities for young people between the ages of 12-17 who are at risk of being or are already involved in crime or anti-social behaviour in their local communities. Young people are referred to the project in consultation with; parents, schools, community representatives, local Gardai,

Garda juvenile liaison officer, educational welfare office, and the local Social work Department in the catchment areas.

What Does the Project Do?

The work of the project includes:

Working directly with young people and their parents individually, in small groups, or in larger groupwork in line with youth work practices and Irish Youth Justice Service, Garda diversion project guidelines.

Providing issue awareness programs to groups of young people on a range of subjects in line with their presenting needs and agreed objectives.

Networking with local agencies and local facilities to develop the scope and capacity of the project to deliver a coordinated and coherent Youth service for the catchment areas of Celbridge, Ardcloagh, and Straffan.

Advocating with and on behalf of young people in Celbridge, Ardcloagh, and Straffan for their rights and individual or collective requirements.

Supporting families by providing information and support.

The Bridge Garda/ KYS Youth diversion projects aims are;

Build and develop its profile in the communities

Engage young people in meaningful and targeted youth work educational development

Promote the personal and social development of young people

Build their capacity to divert them away from becoming involved or further involved in crime and the Justice system.

Develop young people's sense of their voice in the communities they live in.

Develop a positive and cooperative working relationship between the local community, Gardai, and young people.

Project Activities and Programmes

The activities, programmes and services that we offer on the Bridge Garda/ KYS Youth project are;

- Graffiti Art Work: 'separating art from vandalism'.
- Arts Groups: Glass frosting
- Design your teen space for 'Celbridge Youth Café' - a joint Bridge Project with Celbridge Community Council Youth sub committee for development of Youth café teen space in Celbridge.
- Youth event January 24th 2009: Young people from the project received runner up and innovation prizes from the Celbridge Community Council.
- 'its your café: Have your say' questionnaire delivered to our young people in partnership with local schools student councils to voice young peoples opinions on the development of their Youth café in their local community by them and for them.
- Community regeneration group work to develop flower beds and green areas for local housing estate in Celbridge. Joint Kildare County council & Celbridge Tidy towns/ Gardai/ Community residents' Groups project.
- Project group visit to Garda College, Templemore.
- Music: Dj Equipment Use and Djay Skills
- Guitar Skills Workshop: Music and Lyrics
- Sports: Dodge ball, Volleyball, Basketball, 5-a-side soccer, pool, fishing, table tennis.
- Cooking and Healthy Eating Awareness.
- Copping On Training, Crime Awareness.
- Drugs Awareness 'can you hack it'.
- When Can I: Children's rights and legal responsibilities.
- Computers
- Water Safety and Water Sports: Canoeing
- Kildare Youth TV/ The New media institute, Camelton Industrial estate.
- Advocacy & links with educational and occupational services for young people (Salesians, St Wolstans, Scoil na Mainstreach, Youthreach & FAS training centres).
- Outreach trips for team and groupwork development in line with program objectives and agreed outcomes for our young people.

What We Aim to Achieve

The project is committed to developing the project in partnership with our young people's needs. We work from best youth work practices through a process of relationship building from; character building work, personal & social development, and a development towards critical social analysis and Youth empowerment.

This practical youth work focus in partnership with the Garda Youth diversion project guidelines supports young people in identifying issues surrounding their offending behaviour and the need for behavioural change. We also strive to build the capacity of young people to develop decision making and a greater sense of their identity in and of themselves and within their communities.

We look forward to building on our current successes and developing the project further in partnership with our local agents & community. You can look forward to hearing lots more about the Bridge Youth project in the future. If you would like to contact the project we would love to hear from you:

For further information please contact:

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A full list of Garda diversion projects located nationwide & further details on Garda project operational guidelines are available at the Irish Youth Justice Services website www.iyjs.ie and the details of our funding partners are also available at www.esf.ie



Youth Work Ireland

Virtual Community of Practice for Youth Work

by
Matthew Seebach

Introduction

The Internet and social media are well established as useful resources for youth work services and there has been growing activity in this area in the past several years. With this in mind, Youth Work Ireland has become interested in the use of the Internet and social media in youth work, which led to our decision to highlight the role of these technologies at our most recent National Conference in a workshop, entitled *New Forms of Youth Work*.

In preparing for that workshop we examined a number of ways that social media can be applied to youth work. One particular way, which we decided to pursue further, is the use of social media and the Internet to support the development of youth work practice. Supporting the development of youth work practice was chosen as it is a key theme under Objective One of the Youth Work Ireland strategic plan for 2009-2013. Since then, Youth Work Ireland has been working to identify and implement a web-based process that can support youth work practice development. The model identified is an on-line or virtual community of practice.

Virtual Communities of Practice

Since the emergence of the term community of practice (Wenger, 1991), a solid evidence base has developed demonstrating that Virtual Communities of Practice (VCoPs) provide a wide range of benefits including:

- Community building and development of professionalism
- The development of tacit knowledge into explicit knowledge
- The provision of peer-support for professionals
- The development and sharing of knowledge
- Mainstreaming of best practice
- Realisation of economies of scale
- Harvesting of knowledge and best practice

These communities can be recognised by the following characteristics:

Virtual Community of Practice (VCoP)	
Purpose	Organisational learning Share and build knowledge about a common passion through a joint enterprise, mutual engagement, and shared repertoire.
Membership	Self-selected assignment Voluntary participation.
Degree of Formality	Low, informal.
Time Frame	Long-time voluntary membership.
Management	Self-organising groups, often invisible to the formal organisational structure.
Role of ICT	Support creation and sustainment of communities, Choice of ICT based on ease of use, efficiency.
Organisational Support	Low.

The fact that, as can be seen above, VCoPs require almost no organisational support for members to be involved makes them attractive in a time of diminishing resources. VCoPs are cheap. They can bring together people from across the country and across the world to share and collaborate. In a time when travel budgets are constricted, virtual communities of practice offer an excellent way to bring people together to work on practice concerns of common interest.

It is important to recognise that virtual communities of practice are usually associated with large, distributed corporations. Typically the term VCoP is associated with professional, work-oriented groups who are hosted by companies and government agencies. However, there has been a great deal of work done to apply VCoPs to areas such as health promotion and education. Amongst teachers, for instance, virtual communities of practice have been successfully used to encourage reflective practice. Such successes are clearly relevant to practice concerns within youth work and suggest that VCoPs could be useful in supporting youth work practice development.

Examples of Web Communities and Web Forum oriented towards youth work

Currently there are several examples of Web Communities and Web-based fora that are useful to youth workers and are to varying degrees are dedicated to developing practice.

Youth Work Northern Ireland

Youth Workers discussing the development of their youth work in Northern Ireland. This community is a place for youth workers in NI to network and collaborate on-line. It is independent and run by youth workers for youth workers. <http://youthworkni.ning.com/>

UK Youth Youth Work Online

Exploring youth engagement in a digital age. This web community was started by Tim Davies a consultant working on Youth Participation and Social Media in the United Kingdom.

www.ukyouthonline.ning.com

The Youth Work Forum

The Youth Work Forum is a new and exciting youth-worker-led on-line forum developed by Mark Greene of Donnycarney Youth Project. The Youth Work Forum is described elsewhere in these pages.

<http://youthworkforum.ie/>

The web-forum that Youth Work Ireland proposes differs from these in that it IS specifically dedicated to supporting practice development amongst youth workers in the Republic of Ireland. Discussions of practice will be integrated into the development of resources, provision of training and other practice support activities.

Youth Work Ireland VCoP

The Youth Work Ireland Virtual Community of Practice is an initiative that is hoped to benefit and engage the entire youth work sector and is open to all youth workers. In execution, the Youth Work Ireland VCoP will take the following form of making practice resources such as toolkits, trainings, guidelines, reports and research papers available through the forum to ensure immediate utility to youth workers and youth organisations from across the sector. It will have the following features:

Discussion Forums: These discussion areas are intended specifically for discussion of issues of youth work practice. The forums will be participant led and any youth work practice issue can be put forward by members for discussion, or for their peers to provide advice or support.

Resources: A page for youth work practice resources, including training material, presentations, videos, photos, or webinars. A common complaint amongst workers is the wasted time in replicating or finding templates, trainings, toolkits, policies, that other youth workers have created. This page is hoped to answer that complaint by providing a space where such resources can be shared.

Groups Page: It is envisioned that some groups of workers may have particular common interests that they may like to share privately amongst their peers. All members are welcome to set up a group. The group can be closed and be made available to other workers by invitation only, or it can be open to anyone who is interested. Any member is welcome to establish a group on a youth work practice topic and indeed specific groups are already being established.

Photos Page: As the old saying goes, a picture tells a thousand words, photos are a great way of sharing our work and a facility is provided for youth workers to share ideas through visual media.

Membership Page: This page which members may use to feature or share their own work with other members, or to simply tell other members a little about themselves

A Calendar: Members are encouraged to use this facility for getting information out about youth work practice events in the sector

A Chat Facility: The forum is a professional space and we would encourage discussions to focus on practice issues. Inevitably, colleagues will encounter one another and wish to catch up through an informal chat. The chat facility will enable this, without detracting from more practice focused discussions on the discussion forum.

Making it Work

As mentioned above there has been a great deal of research and practical work in the area of using Virtual Communities of Practice to support teachers to develop their practice. This work has identified a number of success factors for VCoPs that we will attempt to replicate in the proposed youth work VCoP. These success factors are:

- The development of trust amongst members
- Being clear about the kind of participation that is needed
- Mixing experienced with less experienced teachers
- Having a clear purpose for the forum

The web-community that YWI is developing is attempting to ensure success by trying to replicate these factors. We intend to take careful steps to develop trust, clarity of purpose and a mix of members. We hope to develop trust and clarity of purpose though providing clear and consistent guidelines that are communicated directly to members and reinforced through effective and frequent moderation. We are also initially implementing the forum on a trial basis to ensure that we can manage it as a safe, supported space that fosters trust. This stage will involve inviting a small number of members in order to also ensure a mix of membership including new workers and more established practitioners.

Lastly, a strong focus on effective and consistent moderation will be evident. In a good practice develop workshop, an attentive facilitator working from an agreed contract will ensure that everyone feels heard and valued. The same goes for an online environment and a key feature of the VCoP will be the active engagement of moderators.

Next Steps and Activities

As this article goes to print the proposed Youth Work virtual community of practice is in a test-phase involving a limited number of members. The test-phase will continue for the next month and will be evaluated in mid-April. Following that evaluation and a review of procedures and format, the forum will be launched and open to participants from the entire youth work sector.

If you are interested in learning more about the Youth Work Ireland Virtual Community of Practice, please contact Matthew Seebach at mseebach@youthworkireland.ie. Matthew Seebach is Youth Participation Manager with Youth Work Ireland.

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COMING SOON:

NEW RESOURCES ON SAFE SURFING AND SOCIAL NETWORKING

Safe Surfing: Guidelines for safe Internet use for young people and those who work with them (2009)

In 2003 Youth Work Ireland (then the National Youth Federation) developed a set of guidelines on Safe Internet Use for those working with young people called Safe Surfing. This document is an updated version of that set of guidelines. These guidelines focus on general safe use of the Internet and email with a focus on chatrooms, newsgroups, bulleting boards etc. It also provides a range of supporting documentation and templates to assist with the provision of Internet access by youth organisations.

However, these guidelines pre-dated the explosion in the use of social networking sites such as Bebo, MySpace, YouTube and Facebook and do not cover the safe use of such sites. In tandem with the updating of the guidelines, a separate companion set of guidelines has been produced on **Safe Social Networking** (see below).

Safe Social Networking: Guidelines for those working with young people (2009)

These guidelines aim to provide an overview of social networking, both the benefits and dangers in relation to their use, how to respond to safety concerns, to outline what the primary social networking sites are and their own safety measures and tips and to specifically look at responding to the issue of cyberbullying. These guidelines are not prescriptive but do aim to provide a grounding in safe practices, many of which are repeated across the various well known social networking websites.

These guidelines also make reference to a number of related issues raised by youth workers during the development of the guidelines as needing to be addressed. These include safety when using mobile devices; instant messaging; online gambling; using credit cards online and online gaming.

Both sets of guidelines will be available free for youth workers to be downloaded at www.youthworkireland.ie OR www.iywc.com from April. For further information please contact: Fran Bissett at fbissett@youthworkireland.ie

The Charities Act: An Overview

by
Ivan Cooper

INTRODUCTION

The Charities Act, enacted on Saturday 28th February 2009, represents a very significant milestone for community and voluntary activity in Ireland. The purpose of the Act is to reform the law relating to charities in order to ensure greater accountability and to protect against abuse of charitable status and fraud and to enhance public trust and confidence in charities and increase transparency in the sector.

The Act does not come into effect immediately – it will be commenced in stages by the Minister who noted in the Government Press release that:

“the Act is really only another step on the road to regulation. There is a considerable body of work yet to be done before the new regulatory regime can come into force on the ground, and my officials and myself look forward to working with the sector as we move towards that day.”

(Minister John Curran TD)

KEY ASPECTS OF THE ACT

The main in the Act will provide for:

- A definition of charitable purposes for the first time in primary legislation
- The creation of a new Charities Regulatory Authority to secure compliance by charities with their legal obligations and also to encourage better administration of charities
- A Register of Charities in which all charities operating in the State must register
- The submission of annual activity reports by charities to the new Authority

- Updating the law relating to fundraising, particularly in relation to collections by way of direct debits and similar non-cash methods
- The creation of a Charity Appeals Tribunal
- The provision of consultative panels to assist the Authority in its work and to ensure effective consultation with stakeholders.

The Act, together with the Charities Acts 1961 and 1973, and the Street and House to House Collections Act 1962, provides for a composite regulatory framework for charities through a combination of new legislative provisions and retention of existing charities legislation, with updating, where appropriate. The Wheel has identified below the main issues that will be of interest to charities as they begin to prepare for the full commencement of the Act.

SUMMARY OF THE ACT'S MAIN IMPLICATIONS

- There will be a **Charity Regulator** that will maintain a Register of Charities that will be available to the public.
- All charities will have to secure inclusion in the **Register of Charities**.
- **Existing Charities** (those currently recognised by the Revenue Commissioners) will be *deemed* to be charities by the Regulator and **will be automatically included in the register**. In time, the Regulator will verify the continuing bonafides of these charities.
- Any other organisations that present themselves to the public as being charities, or fundraise for charitable purposes, will have to apply for, and secure inclusion in the Register.

- It will be an offence for an organisation that is not a registered charity to describe itself in terms that would cause the public to believe that it is a charity.
- The **Regulator will have discretion to reduce the amount of documentation** required from a charity when registering (if it thinks that supplying all the specified information would be unduly onerous to the charity concerned).
- There will be **no automatic entitlement to the tax relief schemes** operated by the Revenue Commissioners who will continue to determine eligibility for tax reliefs for charities registered with the Charity Regulator.
- **Charities will be able to advocate for political causes** that are directly related to the furtherance of their charitable purposes.
- **All charities will have to submit an Annual Activity Report** to the Charities Regulator. The Minister will consult with the sector on what the content of Annual Activity Reports should be.
- **Charities that are Companies Limited by Guarantee** will continue to be bound by the requirements of Company law in relation to submitting audited accounts to Companies registration Office.
- Companies Registration Office will automatically forward Annual Returns by Charities that are companies to the Charity Regulator (to minimise the demands made by dual reporting).
- Charities that are not companies will face the following **financial-reporting requirements**:
 - 1: Organisations with income above a yet-to-be-prescribed threshold of up to a maximum of €500k per annum will be required to submit audited accounts to the Regulator.
 - 2: Charities with income less than the yet-to-be-prescribed-threshold may submit examined accounts (less demanding and expensive to produce).

The completed wording of the Act can be downloaded at:

<http://www.oireachtas.ie/documents/bills28/bills/2007/3107/b31c07d.pdf>

If you require further information on the Charities Act please contact:

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Disability Awareness Activity Supplement

by

Gina Halpin

Many young people in Ireland today live with disabilities, this can result in exclusion from educational, working and social activities that other young people take for granted. There are various different types of disabilities such as hearing, visual, intellectual, physical and emotional disabilities. This activities supplement does not attempt to cover all types of disability but aims at providing youth workers with activities to increase disability awareness in their youth groups and to highlight the challenges young people living with disabilities in Ireland today face.

Disability Definitions

The two most widely used definitions of disability are the *medical model* and the *social model*. The medical model enforces the idea that disability is linked to ill health and that disabled people need medical care and attention. The social model looks at the way in which the lives of disabled people are affected by the barriers that society imposes.

The social model definition is the one most preferred by disabled people as it emphasises the social restrictions that can prevent disabled people from having an equal opportunity to take part fully in all aspects of life.

Source: *Disability Awareness, DFL Factsheet*

Types of Disabilities



Source: *European Commission*

Activity One What is a Person?



Aim: To increase equality awareness among young people.

Materials: Flipchart paper, pens & markers.

Explain to the young people that one of the most distressing things for those with a disability is the way others treat them. They long to be treated as an equal person with respect and consideration and without pity or patronisation. This leads to the question ‘what is a person?’ and ‘what are a person’s basic needs?’

Divide the group into small groups of 3 or 4.

Ask them to brainstorm each question - **What is a person? What are a person’s basic needs?**, filling up the flip chart paper with their responses.

Sample Responses

A living being	Mind	Body
Flesh and blood	Spirit	Unique
Decisions makers	Family	Individual
Able to feel	Can think	Emotions

Bring the group back together again and ask how these responses might change if a person with a disability was answering the question.

Ask them to add responses that may relate to young people with disabilities such as “wheelchair user” or “powerless”

Source: *Understanding Disability*



Activity Two It's a challenge!



Aim: To highlight to young people the challenges and frustrations faced by people with disabilities.

Simulate a disability and then ask the young people to do an activity. This will help them to experience some of the challenges and frustrations that are experienced by people with disabilities. Care should be taken when choosing the disability and the activity, not to reinforce stereotypes or cause offence.

Some of the ways of simulating disability are:

Cover old glasses in clingfilm so that the young people can see light and some shapes and then ask them to complete a jigsaw or distinguish certain objects e.g. coins of different value etc.

Use sellotape to tape fingers together and ask them to make a sandwich or pour some water into a plastic cup.

Have a silent activity - carry out some of the normal activities where the young people and leaders have to communicate without making any noise.

Give the young person lots of instructions, speaking really quickly without taking a pause and ask them to carry out what you said.

Afterwards, talk with the young people about how it felt to work in this way and what support would be needed for people who have these limitations in their everyday lives.

Source: World Organisation of Scouts

Activity Three Meeting the needs....

Aim: To raise awareness of the needs of young people with disabilities.

Begin with a general discussion with the young people about disability. eg.



types of disability they are familiar with and people they know who are disabled.

On a flip chart write the types of disability they come up with.

Divide the group into smaller groups and assign them each a disability - deaf, blind, speech difficulties, wheelchair users, those unable to control their movements eg, cerebral palsy.

Ask each group to:

Identify the particular needs of the people with 'their' disability

Identify ways of responding practically to their needs and helping to meet them

Bring the groups back together for a general discussion.

Source: Understanding Disability

Activity Four Keeping Safe

Aim: To educate young people to the dangers of accidents that can cause disability.



Many young people around the world are disabled because of accidents. These may occur at home, at school, at social events or when playing. Young people are curious by nature so old buildings, building sites, forests, streams, beaches etc. are places that young people will naturally want to explore and it is important that young people develop an awareness of danger so that they can reduce the risk of accidents.

Produce a map of your local community and explore the obvious and hidden dangers with the young people. Ask them to think of accidents that they know have happened to use first hand information in making your plans.

Source: World Organisation of Scouts



Activity Five Energy Recharge

Aim: To see how quickly a person becomes tired with a physical disability

Materials: Room space, neck ties



Get the young people to run or jump for a fixed time, along a fixed space.

Record how much time goes by before the young people get tired when running/jumping with both legs.

Now introduce an obstacle e.g. legs tied or only using one foot.

This exercise will show the young people that activities for people with disabilities take more effort and it can be more difficult to do the most basic thing

Source: Working with young people with disabilities - workshop

Activity Six My Opinion

Play the game True/False with statements that describe some dangerous situations and/or relate to stereotypes for people with disabilities to see what the understanding and attitude of the young people are to people with disabilities. The situations will need to be adapted to situations in your local community.



Stereotypes

I cannot hear well so I cannot play a musical instrument.

I cannot walk without crutches so I cannot be an athlete.

I have only sight in one eye so I cannot draw well.

I have a stutter so I will never be able to speak to a large group.

I cannot see well so it is obvious to look at me that I have a disability.

Dogs can only be trained to help people who cannot see well.

Dangerous Situations

It's OK to play on the railway line as the trains are noisy so we hear them coming.

The derelict building nearby is a great area for playing hide and seek.

The river is not very wide here so it must be safe.

It's OK to run over this old roof because it seems to be strong.

There are not many cars on the road so it is safe to have bike races.

Disabilities

I do not know anyone who has a disability.

People with disabilities cannot do all the things that other people do?

I can make a difference to the lives of people with disabilities.

Resource: Disability Awareness Tools



Disability Awareness 1. Breaking Down Barriers

With your youth group undertake an audit of your building and the services that are provided to make sure that someone with a disability could join the group. If you already have a young person with disabilities look again at the support that is provided and improve on it if you can.

Advertise that your group is open to young people with disabilities and encourage one or more young

people to join and provide the necessary support so that they can enjoy the club activities.

Some areas to consider when doing a disability audit of the club house and project activities could be:

Entrance and reception areas

Internal spaces

Toilets

Signage and information

Fire evacuation procedures

Group activities - are they inclusive and accessible for young people with disabilities?

Transport - is it accessible when necessary?



Disability Awareness 2. Real Life Disability

Ask someone who has a disability to come and talk to the youth club about their life, their disability (what it is, how it came about, how life is for them or how it has changed if the person has not always been disabled). The person talking to the youth club should be briefed that young people have a lively curiosity and imagination so the questions may be very direct and not questions that adults would feel comfortable to ask.



Disability Awareness 3. Charter of Rights for Young Disabled People

1 - To have the right to learn and celebrate our culture in and out of school/ settings.

2 - To be listened to and taken seriously.

3 - To have more choice in what we learn and how we learn and develop.

4 - To express ourselves and have equal opportunity to be involved in activities.

5 - To be included in decisions that affect our lives.

6 - To be treated equal and respected for being unique individual.

7 - To have the chance to grow and be successful.

8 - To feel safe and be safe.

9 - To not be bullied because of our impairments, culture or backgrounds.

10 - To help change and improve services.

www.includemetoo.org.uk



Useful Organisations and Websites:

People with Disabilities Ireland

www.pwdi.ie

Access Ireland

www.accessireland.ie

Disability Action

www.disabilityaction.org

Disability Federation of Ireland

www.disability-federation.ie

Centre for Independent Living

www.cil.ie

Headway Ireland

www.headwayireland.ie

Fighting Blindness

www.fightingblindness.ie

Irish Deaf Society

www.irishdeafociety.org

Irish Hard of Hearing Society

www.ihha.ie

National Council for the Blind

www.ncbi.ie

Brainwave

www.epilepsy.ie

Central Remedial Clinic

www.crc.ie

Enable Ireland

www.enableireland.ie

Irish Wheelchair Association

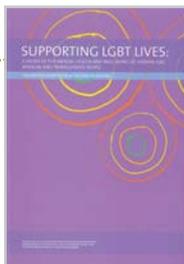
www.iwa.ie

Supporting LGBT Lives: A Study of the Mental Health and Well-Being of Lesbian, Gay, Bisexual and Transgender People

by
Michael Barron & Fran Bissett

INTRODUCTION

On 2nd February Minister Mary Harney launched the report *Supporting LGBT Lives: A Study of the Mental Health and Well-Being of Lesbian, Gay, Bisexual and Transgender People*. This groundbreaking research on the mental health of lesbian, gay, bisexual and transgender people, focusing on young people, outlines findings from 1,110 completed online surveys and from 40 in-depth face-to-face interviews with lesbian, gay, bisexual and transgendered people of all ages. The research was commissioned by the BeLonG To Youth Service and GLEN – the Gay and Lesbian Equality Network and funded by the National Office for Suicide Prevention (NOSP). The research conducted by the Children’s Research Centre in TCD and the School of Education at UCD.



“This research is the most significant study of Lesbian, Gay, Bisexual and Transgender (LGBT) mental health and well-being in Ireland to date” Says Michael Barron, Director of BeLonG To Youth Service.

STUDY FINDINGS

The findings of the study clearly demonstrate the link between society’s negative treatment of LGBT people and particularly young people and the subsequent increased risk of poor mental health, self-harm and suicidal thoughts and actions. The high levels of incidence of self harm attempted suicide by the LGBT community borne out in the study points a light on the need to develop specific responses and approaches for LGBT people in tandem with the need to changes societal attitudes.

“The study shows that LGBT people still face considerable levels of stigmatisation, discrimination and harassment in their day to day lives. The majority of LGBT people show considerable courage and learn to cope with the stress this causes. Critically important to

coping is the support of families and friends, and the help found by engaging with LGBT organisations” Michael Barron.

According to Odhrán Allen at GLEN:

“a significant number LGBT people in the study, most particularly younger LGBT, endured these distressing experiences without support. Many also faced additional stress from experiences such as very high levels of homophobic bullying in schools and physical and verbal attacks. This had a negative impact on their mental health, leading to significant levels of psychological distress, self-harm and suicidality“.

THE CYCLE OF STIGMATISATION, HARASSMENT AND DISCRIMINATION

The research clearly highlights the negative effects of stigmatisation, harassment and discrimination – what is termed *Minority Stress* - on LGBT people. Some of the key findings that demonstrate the level of harassment experienced by LGBT people are:

- 80% of online respondents had been verbally abused because of their LGBT identity
- 40% were threatened with physical violence
- 25% had been punched, kicked or beaten
- 58% reported the existence of homophobic bullying in their schools
- Over half had been called abusive names related to their sexual orientation or gender identity by fellow students
- 40% had been verbally threatened by fellow students
- 25% of the overall sample had been physically threatened by their school peers
- 20% missed or skipped school because they felt threatened or were afraid of getting hurt at school
- 34% reported homophobic comments by teachers or other staff members

- A quarter of those who had ever worked had been called abusive names related to their sexual orientation or gender identity with 15% being verbally threatened and 7% physically threatened by work colleagues

Resilience or the ability to cope with this stigmatisation and harassment came primarily from developing strong social sources of support and developing a positive LGBT identity. The support of friends and family, and positive experiences in communities, schools or workplaces are critical in developing this resilience. The study also found that the majority (81%) of LGBT people are *now* comfortable with their identity, with over two thirds of respondents disclosing their identity (coming out) to all their immediate families.

“Improving the visibility and status of LGBT people in Irish society must underpin all efforts to address the psychological distress and suicidality uncovered in the research and to support the mental health and well being of LGBT people. All areas of Irish life must and can play a role in responding to the distressing levels of vulnerability uncovered.”

YOUNG PEOPLE MOST VULNERABLE

However, for the most vulnerable, the research showed heightened levels of psychological distress arising from stigmatisation and harassment, leading to significant levels of self-harm and suicidality (seriously considering or attempting suicide).

The research found that the most common age that LGBT people realised their sexual orientation or gender identity was 12 years of age, with the average being 14 years; the most common age that they disclosed their identity to others was 17 years of age, with the average being 21 years. On average, there was a 7 year period between people knowing they were LGBT and disclosing this to others. This period of vulnerability coincided with participant’s school-going years and their negotiation of early adulthood – a time of critical social and emotional development.

“Critically, stopping self-harm was linked to positive life event, such as leaving secondary school. It was also strongly linked to young people’s own positive efforts to counteract the

emotional turmoil and pain arising from minority stress. While younger people appear to be more at risk of self-harm and suicidality, it is important to emphasise that not all young LGBT people are vulnerable. Given the findings on the particular vulnerability of some young people during the schooling years, it is vitally important that action is taken to support and protect LGBT young people in our schools and communities, including through Youth Work” Michael Barron

A picture emerged, from the online research, of the most vulnerable participants:

- 27% had self-harmed at least once
- 85% of those who had self-harmed had done so more than once
- 40% of female respondents and 20% of male respondents reported a history of self-harm
- 16 years of age was the average age of onset of self-harm
- Over 50% of those who self-harmed did not seek any form of help
- 17.7% of the online sample had attempted suicide, of whom almost half saw this as related to their LGBT identity
- 17 and a half years of age was the average age of first suicide attempt
- 25% of female respondents and 15% of males had attempted suicide at least once
- Of those 25 and under, over a third had thought seriously about ending their lives in the past year.

The findings on self-harm and suicidality were strongly linked to experiences of being physically or verbally threatened or being physically hurt; feeling alone and socially isolated, particularly in school, and a fear of or actually experiencing rejection by friends and family. Similarly, for those who attempted suicide, being physically threatened or attacked, or experiencing homophobic bullying in schools were identified as risk factors.

THE ROLE FOR THE YOUTH WORK SECTOR

The study concludes with a comprehensive series of recommendations relating to the following areas:

- Health/Mental Health Policy
- Health Professionals
- Programme/Service Development and Delivery

- LGBT Young People and Education
- LGBT Young People in the Community
- Parents of LGBT Young People
- LGBT People in the Workplace
- Future Research

Within this there are a number of recommendations that will be of particular interest and relevance to those in the youth work sector.

“One of the most heartening findings in this research is that where an LGBT young people has accessed an LGBT youth service there experience has been overwhelmingly positive, and this indicates a clear and important role for the Youth Sector” Michael Barron

The report itself concludes that the findings on designated LGBT youth services *“strongly suggest that these services were important in counteracting experiences of homophobia and promoting positive mental health”*

And one participant said:

“I think the LGBT youth group really, really helps. I think it’s just one of the best things out there and other things that are getting set up around the country, I think they’re brilliant”
(Gay, Male, 17)

Recommendations for the Youth Sector are:

1. The Youth Sector needs to devise clear mechanisms to promote greater awareness of the needs and rights of LGBT young people. The Office of the Minister for Children and Youth Affairs should ensure all policies it develops in partnership with youth sector are fully inclusive of the needs of LGBT young people
2. Quality Standards Framework currently being developed for the youth sector should be fully inclusive of LGBT young people
3. National Youth Work Development Plan should give full recognition to, and be fully inclusive of LGBT young people.
4. All youth work training should offer comprehensive courses that raise awareness of the needs of LGBT young people and also help them to appropriately address and challenge heterosexism,

homophobia and transphobia in the context of their work with young people

5. LGBT specific youth services require further development nationally. Such designated spaces play an important role in helping LGBT young people to access knowledge and social support, make connections and develop confidence and self-esteem. They also provide an appropriate setting in which to address mental health issues with young people.

CONCLUSION

Many of the findings in the study are stark and much resourcing is required to remedy the current position and respond to the recommendations contained within the study. This will prove difficult in these straitened economic circumstances. However, it is important to note that the research shines a light on the significant role that social and structural factors play in determining the mental health of LGBT people and where these factors are positive and supportive they can greatly enhance and facilitate the life outcomes, opportunities and experiences of LGBT people.

A full version of the report is available for download at www.belongto.org or www.glen.ie. The research was authored by Paula Mayock, Audrey Bryan, Nicola Carr and Karl Kitching. Dr. Paula Mayock can be contacted at the Children’s Research Centre, Trinity College Dublin (01 896-2636) and Dr. Audrey Bryan can be contacted at the School of Education, University College Dublin (01 716-7970).

For a hard copy of the study or further information please contact:

BeLonG To Youth Service
Parliament House, 13 Parliament Street
Dublin 2
Tel: 01 6706223 Fax: 01 6706219
Email: info@belongto.org
Web: www.belongto.org

BeLonG To Youth Service is the national lesbian gay bisexual and transgender youth service. It provides a range of services to LGBT young people in Dublin and across the country in partnership with national and regional youth organisations, and works to further develop mainstream policies to respond to the needs of LGBT young people.

The Youth Work Forum: An Online Community for Youth Workers

By
Mark Greene



Introduction

My name is Mark Greene and I have been working with Donnycarney Youth Project for the past eight years. I have always had an interest in computers and everything they have to offer. Over the years that interest has grown for me and this has impacted on the way I work and types of programmes I run.

When I started working in Donnycarney there was only one PC and the young people queued up to get a game of snake or solitaire. Now the project like many others has a media room and there are more computers in the building yet young people can still be found queuing up but not for a game of solitaire. Social Networking is one of the biggest ways that young people communicate with each other today.

I agree it has advantages and disadvantages to help a person develop socially, but the reality is it's here and it's getting more popular and attractive to young people as a way of communicating with each passing day.

The Youth Work Forum

These social networks were not built for young people alone and I see no reason why anyone working with young people can not take advantage of what an online community can offer. A couple of months ago I thought that it would be great if there was an online community for youth workers. I assumed there would be one already established on the internet and was surprised that I couldn't find one for Irish Youth Workers.

I spent the next couple of months asking people about their thoughts on this idea and the feedback was all good, so I went ahead and set up **The Youth**

Work Forum (www.youthworkforum.ie). As usual it started off quite small but when I started to build the site it became obvious to me that there was a lot of people who this could appeal to once the site catered for them.

Every time I meet youth workers from other projects and get talking to them about programmes and new ideas I nearly always come away with information that I hadn't previously known. My vision for the youth work forum is that I want people to be able to share experiences and ideas instantly instead of having to wait for an opportunity at the next meeting or training which could be at least a month or longer.

With all the talk of cuts and the economy I feel youth workers need to be communicating with each other more than ever.

Get Involved

At the moment the site is simply one person's idea and I have no notion of what shape it will take. I'd be happy to alter or add elements to the site if it is going to encourage people to log on the site.

Input from the members is the only way these forums ever work and I hope over the next few months there will be enough people involved to share ideas and develop the site as a valuable online resource.

Despite being named the Youth Work Forum, it's an open invite to anyone working with young people, trainers, students, employers, tutors, colleges and anyone else who can gain from or give to the site.

I hope to hear from you on the forums.
Mark Greene www.youthworkforum.ie

IYWC New Resources

HEALTH EDUCATION

Sexplanation

By

National Youth Agency (2008)



The National Youth Agency has relaunched its classic youth work resource, the Grapevine

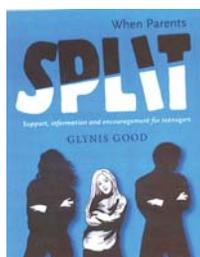
Game, given it a 21st century makeover and retitled it Sexplanation! it retains its board game format which has been shown to open up honest, frank and informative discussions around sex and relationships. The new version has been reviewed, road tested, revamped by project staff and young people across the UK. The aim has been to retain its timeless appeal for staff and young people, but to make sure it's fit for purpose for the current climate. The board game still aims to be a vital resource for those working with young people, opening up honest discussion about sex and relationships. First produced in the early 1990s, the game will still be promoted under the same slogan – 'when it comes to sex, what's the safest, most reliable and most satisfying way... of talking about

When Parents Split:

Support, Information and Encouragement
for Teenagers

By

Glynis Good (2009)



Book which advises adolescents on how to deal with the emotional and practical aspects of a separation. It is the first book of its kind in Ireland where, every week, two hundred families will split up. This can lead to a confusing time for teenagers who are caught between being the child in the family and trying to relate to the situation and everyone involved with a mature attitude.

When parents split, the needs of the adults and the teenagers can conflict. Separating parents can sometimes be so overwhelmed by their own pain, anger and fear that they are unable to see that teenagers have their own perspective on what is happening. One parent may be trying to detach emotionally from the other and keep a distance, while the teenager is trying to stay emotionally attached to both. The parents need time to readjust to the changes and decide what to do next, while the teenager needs a new routine and structure as soon as possible. This book is laced with real-life quotes from teenagers the author has met, some of which are an indictment of the way even the best-intentioned parents handle the situation. The book offers support, information and encouragement for adolescents in this situation but parents, teachers and guidance counsellors will also find it helpful. The author has worked for the past ten years with Marriage and Relationship Counselling Services (MRCS) in Dublin and she currently works with the 'Teen Between' programme, which specialises in counselling for teenagers whose parents have separated or are divorced.

(This resource is available to purchase from Blackhall Publishers at www.blackhallpublishers.com or phone 01-2785090.)

Supporting LGBT Lives:

A study of the mental health and well-being of
Lesbian, Gay, Bisexual and Transgender people

By

Paula Mayock, Audrey Bryan, Nicola Carr &
Karl Kitching (2009)

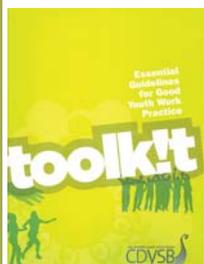


The most significant study of lesbian, gay, bisexual and transgender mental health and well being in Ireland to date. The aim of the research was to identify and provide responses to the issue of suicide among LGBT population in Ireland, with a special emphasis on young people. Carried out over a two-year period with over 1,100

participants this research highlights the particular vulnerability to self-harm and suicidality experienced by LGBT young people between the ages of 12 and 21. This vulnerability is closely linked to the experiences of isolation and homophobic harassment. The research also aimed to identify mental health risk and resilience factors among the Irish LGBT population, who along with their families and friends are familiar with the impact of negative societal reactions to minority sexual or gender identities. The result is a report, which clearly highlights the negative effects of stigmatisation, marginalisation and discrimination on the mental health of LGBT people. While the findings of the report are at times harrowing there is hope in the resilience evidence in the lives of most respondents. The study shows that this resilience was ongoing and emerging rather than simply being a trait possessed by some LGBT individuals. The report also offers specific recommendations for the youth work sector. *(For a full review of this report see pages 15-17)*

YOUTH WORK PRACTICE TOOLS

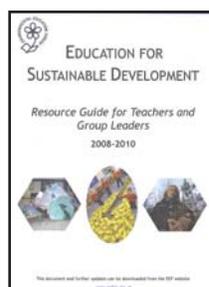
Toolkit Essential Guidelines for Good Youth Work Practice By CDYSB (2009)



One-stop pack containing a set of guidelines and other useful information. It is structured into two clear sections – ‘Essential Guidelines for Good Youth Work Practice’ and ‘Other Resources’. Irish society is changing and so are the challenges facing youth workers and young people. The fundamental principles and values of youth work remain, even in an era of significant accountability, regulatory pressures and social change. Youth workers need to support and protect these principles and values by demonstrating good youth work practice. In order to deliver the highest quality service to young people youth workers need to develop and improve their skills, knowledge and practice. They also need to play their part in creating an effective work environment and atmosphere for all. The toolkit offers comprehensive

guidance on working with young people; planning and delivering programmes and activities; long-term service planning and developing and implementing crucial policies. It also contains other valuable resources like sample forms, reference materials and frameworks for different elements of good practice.

Education for Sustainable Development – Resource Guide for Teachers and Group Leaders 2008-2010 By Environmental Education Forum (2008)



Resource guide developed for in-service teachers, youth leaders, students and environmental organisations as a guide to those who can contribute to or provide education for sustainable development in Northern Ireland. The resource contains details of Forum members, the education programmes that they provide, and the links those programmes have to all levels of Northern Ireland curriculum and youth service programmes. It also contains relevant contact details, email and website addresses and resources available to download or order. The guide will provide the teacher or youth worker with tangible ways to facilitate the teaching of education for sustainable development through youth work, whether in a class room setting, in the outdoors or as a leader of a youth group. It provides details of how youth groups can become involved in environmental education work that will lead to young people becoming more aware of their world both locally and globally, engage with it and be inspired to take action to lead more sustainable lifestyles at school and at home.

Irish Girl Guides Outreach Pack By Irish Girl Guides (2009)



Outreach pack which has been created and developed to be a practical help to youth leaders. It contains over 50 educational activities which give leaders a fun, interactive, informal way of educating girls of all ages about identity, di-

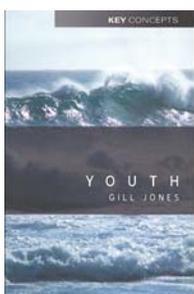
versity, respect and inter-culturalism while also challenging their attitudes to exclusion, prejudice and discrimination. The pack challenges youth leaders to reflect on their own perceptions and practices in relation to working with girls and young women around identity and minority issues, it informs leaders about other cultures, giving advice on cross-cultural communications, and raises awareness of issues that may arise. Using this pack will ensure leaders are better equipped to be more inclusive and responsive to the needs of the community in which they are living. Although this pack has been created as a tool for Girl Guide leaders specifically, the activities contained in it can be used by all youth groups and leaders.

YOUTH WORK POLICY & PLANNING

Youth: *Key Concepts*

By

Gill Jones (2009)

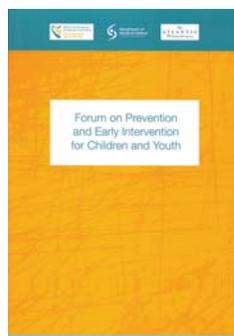


Book which takes a fresh and original approach to the concept of youth, placing changes in the social construction of 'youth' within a more general story of the rise and fall of grand theory in social science. The author evaluates the current relevance of these wider social theories to understanding youth in late modernity in the light of key examples of empirical work on young people. Individual chapters are organised around the themes of action, identity, transition, inequality and dependence – conceptual themes which cross-cut young people's lives. The book considers the validity of youth as a social concept and examines ways of identifying what is specific to young people without resorting to seeing them as a homogeneous group defined by their age; in doing so, it uncovers notions which are erroneously attributed to young people. The book represents a thought-provoking challenge to a new generation of social science students, youth researchers and practitioners to distance themselves from the politically and emotively charged issue of youth in contemporary society and move further towards re-theorizing the concept of youth in ways which are relevant to young people's lives today.

Forum on Prevention and Early Intervention for Children and Youth

By

Office for the Minister for Children & Youth Affairs & The Atlantic Philanthropies (2008)



Report of the Forum on the Prevention and Early Intervention for Children and Youth which was hosted by the OMCYA in collaboration with the Atlantic Philanthropies in May 2008. The purpose of the Forum was to actively support the networking of the many innovations currently taking place in the area of children's services throughout Ireland. The Forum also provided an opportunity to convene and network other projects from all over Ireland, supported by The Atlantic Philanthropies, in order to demonstrate effective prevention and early intervention practice. This was facilitated by an exhibition of innovative projects, which was mounted in parallel with the presentation of professional papers and discussions. The experts and innovators selected to participate in the Forum are promoting initiatives that promote the following: (i) Development of prevention and early intervention as part of children's service design (ii) Service design which is outcomes-focused and based on evidence of effectiveness (iii) Development of integrated thinking, planning and delivery of services across agencies and sectors for greater effectiveness and more holistic child and family centred provision.

All these titles are available ON LOAN - not for sale to Irish YouthWork Centre members. For further information or to request any of these titles please contact:

Gina Halpin / Breege Kiernan

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20 Lower Dominick Street

Dublin 1

Tel: 01-8584501

Email: ghalpin@youthworkireland.ie

bkiernan@youthworkireland.ie

Website: www.iywc.com

Notice Board

Developing Intercultural Polices and Implementation Plans

Date: Tue. May 26th & Wed. May 27th 2009
Venue: Dublin

Two-day course designed to ease participants through a policy development process. At the end of day one participants will have developed an intercultural policy template for their own organisation. The second day will guide participants through the development of an implementation plan. Learning content includes:

Understanding the purpose of policy development
Exploring different policy models and choosing appropriate models for development
Fitting organisational practices to policy templates and exploring challenges to change
Assessing current practice
Planning for change

This course will suit volunteers or staff of youth organisations and others that work with young people in out of school settings. It is designed especially for anyone involved in planning, evaluation and programme development.

Practical Supports for doing Intercultural Youth Work

Date: Wed. 6th May 2009
Venue: Dublin

This course will introduce participants to the skills and resources needed in planning effective and sustainable intercultural youth programmes. It will offer guidelines on recruitment and good practice and will empower youth workers to take action towards developing a culturally inclusive youth service. Learning content includes:

Understanding the needs of young people, their parents and volunteers from a minority ethnic (ME) background for engaging in youth work
Identifying supports for working with young

people, their parents and volunteers from a ME background

Developing the skills to work appropriately with and engage with young people from ME backgrounds

This course will suit volunteers or staff of youth organisations and others that work with young people in out of school settings. It is particularly suited to individuals who have had little or no experience working with young people from diverse cultures.

Exploring Global Justice Issues in Youth Work

Date: Tuesday June 9th 2009
Venue: Dublin

One-day training course designed to introduce participants to a range of global justice issues and to show their relevance to the lives of young people in Ireland and the rest of the world. Participants will learn about particular issues and approaches for exploring them in different youth work settings.

This course will suit volunteers or staff of youth organisations and others that work with young people in out-of-school setting.

There is no charge for attendance on these courses, however the number of participants is limited to a maximum of 25. For further information on these 3 courses please contact:

NYCI
3 Montague Street
Dublin 2
Tel: 01-4784122
Fax: 01-4783974
Email: info@nyci.ie
Website: www.youth.ie

Social Media for Charities

Date: Thur. 30th April 2009

Time: 9.15am -1.00pm.

(Questions and networking 12.30pm - 1.00pm)

Venue: Sophia Wisdom Centre, Dublin 8.

Half-day seminar will look at how community and voluntary organisations can produce and distribute online social media using tools such as Web 2.0 tools, podcasting, blogging, social networking and online video presentations.

The workshop is organised by The Wheel and will be delivered by On Road Media, a social enterprise that trains community and voluntary organisations and marginalized groups in social media. As expert trainers and multimedia industry professionals, they will explain what these social media tools are and how they can be put to relevant use for you and your organisation. They will give practical advice about increasing your communication power based on their own successful campaigns using podcasting, audio slides, blogging, video, user generated content and social networks.

This workshop is aimed at fundraisers; communications, campaign & marketing staff; frontline workers; chief executives and IT support staff in community and voluntary organisations.

Speaker: Nathalie McDermot - Director of On Road Media, a London-based social enterprise that trains marginalised groups and organisations in podcasting, video blogging & social networks, delivering flexible in-house training to community and voluntary organisations.

For more information and to register
please contact

The Wheel
Irish Social Finance Centre
10 Grattan Crescent
Inchicore
Dublin 8
Tel: 01-4548727
Email: info@wheel.ie

Fee: €45 - members of The Wheel
€80 - non members

Principles and Techniques of Fundraising

Date: Mon. 18th - Fri. 22nd May 2009

Venue: IMI Sandyford, Dublin

Five day course organised by the Trinity College Centre for Non-profit Management. This course will be Ireland's first programme dedicated to delivering university based training in fundraising and philanthropy studies. The initiative, supported by The Ireland Funds, will see further executive courses in Fundraising management being offered in 2009 and beyond.

The course provides an intensive A-Z training foundation for fundraising professionals at executive levels. Designed as a definitive fundraising education programme, it aims to assist those responsible for fundraising in Ireland achieve new levels of success and sustainability

The course has been developed and led by a team of leading US and Irish philanthropic and fundraising specialists, including Dwight F Burlingame and Timothy L. Seiler from Indiana University, and John R. Healy and Siobhán McGee of Trinity College Dublin. During the course, a number of expert practitioners will share their knowledge and experience of the Irish non-profit sector. Among the contributors in May will be Kingsley Aikens President of The Ireland Funds, Richard Dixon, Concern, Mary Apied, Trinity Foundation and Sheila Nordon, Irish Charities Tax Research Ltd.

For further information, please contact
Siobhán McGee.

Trinity College Dublin
Centre for Nonprofit Management
Room 3.14
Áras an Phiarsaigh
College Green
Dublin 2
Tel: 01-8963775
Email siobhan.mcgee@tcd.ie
website www.cnm.tcd.ie/education/executive-education/index.php

Round Up

NEW VOLUNTEERING GUIDE RELEASED



Managing Volunteers A Good Practice Guide has just been released and is available on the CIB website for download in both HTML and PDF format. The new updated version gives information on good practice in volunteer management for the wide range of voluntary and statutory organisations that involve volunteers in their work.

The Guide starts by introducing the reader to the broad concepts of volunteer management and then proceeds to work through all the stages of volunteer management from drawing up policies and preparing for volunteers to recruitment, selection, induction and training, day to day volunteer management and dealing with any problems that might arise. A list of resource materials, including useful websites are referenced at the end of the guide. The Guide incorporates useful checklists and templates of policy documents that can be adapted by individual organisations to help them develop volunteer policies suited to their needs.

See www.citizensinformationboard.ie

ARTS ABILITIES PROGRAMME



IntroArt have announced details of their 2009 youth based arts ability programme. The aim of this programme is to support young people with a disability into their local mainstream youth groups and community through integrated arts workshops. This year IntroArt are looking to work with 6 organisations/ youth groups whereby each group will be supported to run 6 arts based workshops, integrating young people with disabilities with ablebodied young people. Ideally up to 12 of each and two leaders would suit this project. This project is available to youth groups and organisations. Nationwide.

Each group can choose their own art format and we can also help in sourcing Arts Facilitators. IntroArt will provide funding to cover the costs of Training Materials and a qualified Arts Facilitator.

Our agreement with each group will include an end of project report with feedback from the participants and Leaders. Two Leaders must always be available for the workshops. IntroArt's multi-award winning youth projects have supported over 5000 youth with disabilities into their local youth and community services nationwide for over 11 years now. We are looking forwards to continuing this work in 2009 and beyond.

For further details please contact:

Anthony Newsome or Aidan O'Grady at 01-8727930

Email: introart@iol.ie