

Irish Youth Work **Scene**

Magazine for Youth Work Practitioners in Ireland



In this edition of Scene.....

Young People in Distress - Who Cares?
Youth Work for Sustainability
Stand Up - Show Your support for LGBT Friends
UCC Meeting Youth Needs Conference
DKIT Community Youth Work Degree
Working with Girls Activities Supplement

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DISCLAIMER

It is open to all our readers to exchange information or to put forward points of view. Send in news, comments, letters or articles to the editors. Views expressed in this magazine are the contributor's own and do not reflect those of the Irish Youth Work Centre or Youth Work Ireland.

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Editorial: Cathartic Times

by Diarmuid Kearney, CEO Youth Work Ireland

These are chaotic and probably even cathartic times. Times when we are called upon to make sense of rapidly changing situations and to make judgements that could have far reaching consequences. It isn't always easy to know your judgement on a particular situation is the right one. But there are a range of checks and balances we've learned to apply over the years that reassure us that our assessment of any given situation is the best we can achieve. We've had to apply these checks and balances recently in relation to the implementation of the Youth Work Act and in relation to the transfer of Youth Affairs to the Office of the Minister for Children and Youth Affairs.

In Youth Work Ireland our assessment has been that the Act has achieved all that it needs to. It provides a definition for youth work in law, commits Government to supporting youth work, provides us with an Assessor of Youth Work and confirms that youth work is the responsibility of the voluntary sector. Further implementation will only serve to apply an expensive, ill informed and bureaucratic structure that is poorly designed to fix something that isn't broken. Our assessment of the Youth Affairs move to OMCYA is a positive one. It locates youth work in a section of Government that is rights based, concerns itself with all aspects of children and young people's lives and is working for an integrated strategic approach to meeting their needs. Where's the issue?

Well there is an issue actually. All of the players in that integrated approach (Justice, Health, Formal Education, Community, Environment etc.) have a tendency for seeing what they do as falling within the remit of a discrete and professional discipline. Unfortunately, they also have a tendency for seeing youth work as a bunch of well meaning amateurs who have the luxury of working informally with young people. It is probably fair to say that currently our professional identity is pretty vulnerable, yet at the same time, there is probably the greatest opportunity for us to take our place as distinctive professionals in delivering a multidisciplinary, strategic and integrated approach to meeting the needs of young people. But that demands a confidence. A confidence to assert that our work with young people who offend is 'youth work' not just youth justice work. A confidence to assert that our work with young people who have information needs is 'youth work' not just youth information work. A confidence to assert that our work with young people who have health needs is 'youth work' not just youth health work. A confidence to own youth work as a discrete and professional discipline.

I'm not suggesting for one minute that as a sector we do not engage in strategic partnership with agencies concerned with particular aspects of some young people's lives. What I am suggesting is when we do engage that we are clear about our professional identity, our professional method, the boundaries of our practice and our professional values and principles. Strategic partnership is not about state agencies farming out work to the lowest bidder. It's about youth work bringing a highly effective professional process to meeting the needs of young people. If we assert this fact with confidence we will be welcomed as equal contributors to a new National Children and Young Peoples Strategy.

Applying those trusty checks and balances mentioned above would lead us to the conclusion that we are ready, willing and able to make our distinctive and valuable professional contribution.

Young People in Distress – Who Cares?

by
Michael McGlynn

Introduction

Leading Psychologist Tony Bates, founder of Headstrong, the National Centre for Youth Mental Health, discussed issues relating to youth mental health at the Children in Hospital Ireland seventh annual lecture in the Davenport Hotel in November of last year, Michael McGlynn reports.



Dr Tony Bates, founder of Headstrong, and Mary O'Connor, Chief Executive of Children in Hospital Ireland, and Dympna McMahon, Chairperson of Children in Hospital Ireland.

Copyright Aidan Crawley Photography.

Young people are getting a raw deal when it comes to our mental health services and are encountering an inaccessible, complicated, not user-friendly and inappropriate system, the director of the National Centre for Youth Mental Health has stated. At the lecture the renowned psychologist spoke of the importance of engaging with teenagers and addressing any mental issues from an early age, to prevent a crisis from becoming compounded. He began his presentation saying some of the most important findings that shaped mental health came from children in hospital, referring to the work of renowned psychologists Anna Freud, Harry Harlow and James Robertson in the 1950s.

Need for Early Intervention

A World Health Organisation study conducted in 1996 analysed the most common ages for diseases/illnesses and revealed the highest incidents of mental illness occur between the ages of 20 and 40. It found around 50 – 30 people per 1,000 of the population are affected. However, the illness is often an escalation of mental issues that are factors within people from ten to 20 years, Dr Bates said.

The difficulties are harboured in people and emerge when they move beyond their teenage years, he explained:

“There is a small number where there is an emergence of some kind of constitutional difficulty but actually for the majority that is not the case,”

he stated:

“For the majority, they have a crisis that becomes compounded through time by neglect or the lack of opportunity for support and the person inevitably resolves to finding their own way of holding themselves together”

It is important to deal with issues at an early stage, he explained. “The evidence is very strong that what starts as a crisis begins to grow legs and as it continues to grow, it will begin to accumulate more problems and this will increase the likelihood that they will come to the attention of the police or the mental health services and end up either with a charge or label,” he stated. Experiences are difficult for young people to articulate and they are often frightened of something they do not need to feel frightened of.

“Young people are looking for the same things we are looking for; they want to feel some sense of who they are, they want to belong and they want to feel they have a purpose for living.”

Having worked for 30 years in mental health prior to establishing Headstrong, Dr Bates said he has learned that a lot of lives get lost – very tragically – in younger years. It can be too late to resolve people’s mental illnesses when they are 40 or 50 years old, he warned.

“The research has shown us that 80 per cent of people who end up in psychiatric hospitals, 80 per cent of them had very serious symptoms of need when they were 18; and 60 per cent had significant symptoms when they were 15.”

A scene from *Star Wars* was used to highlight how important it is to feel connected and grounded for mental wellbeing. In a key battle, Luke Skywalker is urged by Obi-Wan Kenobi to “use the force”. Dr Bates spoke of the connection between the Jedi Knight and Luke, which comes to the fore as Luke battles to destroy the Battle Star. Young people need such a connection, delegates were told.

“It may be with somebody in their family or with somebody else in their lives, and this [connection] is key to finding how I belong in the world and I am part of something bigger than just me, so that I live not only within my own head – a very lonely prism.”

He also spoke of the importance of protecting people. This is evident when young people are suicidal, subsequently visit hospital for three or four weeks to be treated, are discharged feeling better and subsequently take their own lives. People look to themselves and ask did they not ask the right questions and are angry with the suicide person because they believe they were lied to when told everything was alright. The evidence is very strong that they were not lying, Dr Bates said.

“They were very truthful and the medical help was perfectly fine but what nobody figured was the network of support that was available in hospital is gone and they go back to their problem and the same kind of isolated existence. The same moods and fears that existed come over them and they say, ‘I’ve had enough of this; I just can’t deal with it anymore.’”

Need for a Caring Adult

In a pilot study piloted nationally by Headstrong, 1,051 second-level students – 35 per cent of them boys, 65 per cent of them girls – were asked about issues affecting their mental health. The sample was drawn from Dublin, Wexford, Cork, Wicklow and Louth and all school years were represented. It found that the more students had a caring adult in their life, the greater their life satisfaction was, and those who didn’t have the regular caring of an adult, were not as satisfied.

Young people need to learn the skills they need to live. He quoted Ger from Ballymun:

“Forget about the fear of being shot or the fear of being killed; what about the fear of something smaller, like having no skills, or not being as tall as any of the lads”.



Dr Tony Bates, founder of Headstrong

He said young people are often accused of sitting around and wasting time, but this is an important part of their growing up.

“That endless amount of ‘wasted’ time is kind of an art-form that us adults forget and don’t know how to do when we have the time. When you think about it, that conversation is a kind of test all the time: will I say this, won’t I say this; will it be ok for me to say I feel lousy about the way I look? All of that is an education for life and helps people find their sense of identity.”

Responding to a Person in a Suicidal Crisis

Dr Bates said he is often asked how should you deal with somebody who is suicidal. He’s been involved in numerous initiatives and heard from many people on the issue but said no advice has been as clear as that of the Icarus Project in the United States. It was established by two young people who wanted to afford space for people to express their emotions and share their experiences concerning mental health. The group offers the best definition concerning suicide, Dr Bates believes.

“There is no accepted theory about why one person who is suicidal ends up doing it and another doesn’t,”

the Project states.

“There is no perfect answer to what you should do when someone is suicidal, and no reliable way to prevent someone from killing themselves if they really want to. Suicide is, and always will be, a mystery. There are, however, a lot of things that people have learned; things that come from a real sense of caring and love for people who have died or might die, and truths people have realised when they were on the brink and made their way back.”

Feeling suicidal is not giving up on life, but is about being desperate for things to be different, the group states. People are holding out for a

better person they know they can be and a better life they know they deserve, but they feel totally blocked. It says people who are suicidal are often really isolated, and need someone to talk to them confidentially on a deep level. This person should not judge or reject them.

People also need to hear things that might seem obvious to them; you are a good person, your friendship has helped me and you have loved life and can love it again, being a few examples. The Project also believes suicidal people are often under the sway of a critical voice or belief that lies about who and what they are. It might be the voice of a parent, an abuser, someone who betrayed them, or a twisted version of themselves that depression and madness have put in their brain. There are ways to get past these feelings and to change life, it tells people.

The Headstrong founder also pointed to Icarus when speaking of signs of depression. It conducted a study that asked people their personal warning signs of depression. Such people may misjudge people’s intentions and assume everyone is thinking of them and noticing how awful they are.

They might also find it harder to see anything good anywhere, dislike how they look, and find it unreasonably hard to get out of bed or out of the house. Anything that involves multiple tasks can seem incredibly complicated, appointments with people can be cancelled, concentration can be a struggle, and they might want to go to bed early in the afternoon.

If dealing with someone in distress, Dr Bates said the most important response is to validate their experience.

“If you could only say one thing to a young person, I would suggest it’s to say whatever you’re feeling, I’m sure there’s a good reason for feeling it and there’s a good reason for going what you’re going through.”

Healthcare

“When it comes to mental health services and young people, they are all too often inaccessible, complicated, not user-friendly, [and] inappropriate”

Dr Bates said.

The Inspector of Mental Health Services reported in 2008 247 children were admitted to adult psychiatric units. This is not appropriate and needs to be addressed, the psychologist said. When help is sought, the signs are often misread and people look for an “exact” problem.

Hospital is thought of as the best solution but it can be a distressing experience, he warned. He quoted Ashley, a 22 year old, who spent time in hospital. Ashley said it can be:

“excruciatingly miserable”, “boring”, “incredibly claustrophobic and horribly depressing”. “It can feel like you’re being held hostage by a bunch of patronizing doctors who have no idea what you’re talking about; it can feel like hell or it can feel like the most necessary calm in the eye of a storm.”



Dr Tony Bates, founder of Headstrong

There are a particular set of principles concerning mental healthcare in hospital and these are based on the findings of a study the UK Department of Health published in 1991. It called for separate child and adult wards to provide privacy,

flexibility of regime and independence. Space for socialising, hobbies, homework or to be alone was another requirement, and friends and family need to be accommodated and young people need the freedom to wear their own clothes. Access to kitchens, telephones and space for personal belongings should also be provided, young people need to be involved in their treatment and have the opportunity to make decisions which affect their life-style and development, and there’s a need for male and female nurses.

“Hospital needs to be part of a comprehensive plan that includes aftercare and what’s going to happen,”

delegates were told.

He pointed to Australia, where there has been a fall in suicide because more young people are seeking and getting help, not that fewer young people need help. A *Vision for Change*, the Government’s ten-year policy on mental health reform that was published in 2006 and edited by Dr Bates, called for the mental health system to deliver a range of activities to promote positive mental health in the community.

“It should intervene early when problems develop; and it should enhance the inclusion and optimal functioning of people who have severe mental health problems,”

it states.

“Service providers should work in partnership with service users and their families, and facilitate recovery and reintegration through the provision of accessible, comprehensive and community-based mental health services.”

Quoting the Children’s Rights Alliance, he said three years after the publication of *A Vision for Change*, mental health services for children remain widely unavailable, fragmented, and severely under-resourced. Adolescents aged 16 to 17 do not have the same access to child and adolescent mental health services as younger children, since most child and mental health service teams do not accept new referrals of adolescents over the

age of 15 years. From January to December 2008, 263 children were admitted to adult psychiatric centres and a 2007 study found 83 per cent of children in detention had at least one form of mental illness, with one fifth experiencing suicidal thoughts. The vast majority of these children with mental health problems did not receive any mental health intervention, it stated.

“While Government expenditure on mental health services rose from 1997 to 2008, the College of Psychiatry in Ireland has reported that child and adolescent services account for only 10 – 15 per cent of spending on mental health services, while serving 22.68 per cent of the population,”

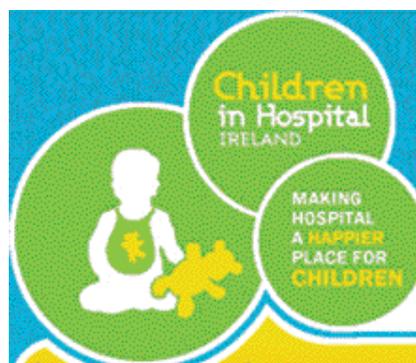
the alliance stated.

The news is not all bad though. Dr Bates said young mental health has become a priority issue in the mental health sector, with several dedicated professional interest groups. He said transitional arrangements have been put in place for extending child and adolescent mental health services to all children under 18, and ‘Working Things Out’, an emotional literacy programme for the junior cycle, is being rolled out by the Department of Education. The psychologist pointed to the emergence of dedicated young mental health websites, such as www.letsomeoneknow.ie and www.reachout.com and to the establishment of Headstrong.

**Michael McGlynn is
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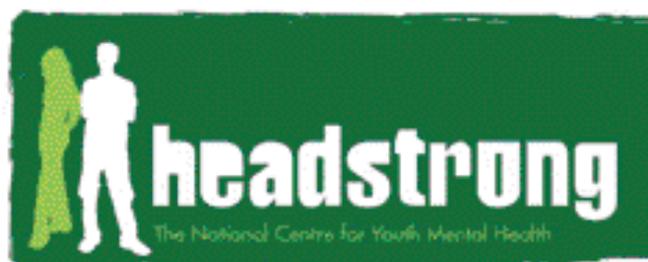
Children in Hospital Ireland celebrates its 40th anniversary in 2010 and is a national voluntary organisation - one of Ireland’s leading children’s charities - and promotes the welfare of all children in hospital regardless of illness or condition. CHI has worked since 1970 to promote the emotional and developmental needs of sick children by providing play in hospital.

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Headstrong is working with communities in Ireland and aims to bring community resources together around young people and what they want. Young people are actively involved in the running of the non-profit NGO that is supported by health, business and public affairs expertise. It aims to offer a means to engage with young people in accessible settings where they feel respected and safe and to provide them with the highest quality, evidence based care.

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Youth Work for Sustainability: Young People as advocates with Eco Unesco

by
Daniel Meister

Introduction

Young people often feel that their opinions don't matter, or that adults don't take much notice. Yet it is young people that will have to take responsibility for the actions of the present generation and present governments. But how can young people make their voices heard and how can Youth Workers facilitate this? We look at one environmental education organization - ECO-UNESCO - and its innovative answer to this question.

ECO-UNESCO believes that young people are the future and as an organisation, is actively working to give young people a voice and to provide support for youth workers and clubs to encourage participation by young people in their community.



Young People as Advocates for Change

Through the ECO-UNESCO **Young Environmentalist Awards**, for instance, young people become advocates for change at community level. The awards honour the outstanding green achievements of young people from youth groups and schools across Ireland and Northern Ireland. They promote active citizenship, and provide young people with an opportunity to carry out action projects at a local level on environmental issues of direct concern to them.

Access is a key issue, if developing young people as advocates is to have any real meaning. The **National Youth ECO-Forum**, run by ECO-UNESCO in November of each year, is one example of an innovative way of providing this. Through workshops, debate and a novel speed-networking format the event gives young people the chance to question decision makers on the issues of concern to them, and develop youth-led recommendations for action. The ECO-Forum acts as a think-tank for young people and provides access to experts and decision makers from the fields of science, education, policy and media. The ECO-Forum helps address the fact that many young people feel that their concerns are falling on deaf ears. On the flip side of the coin, however, young people are sometimes accused of not listening either. One means of combating disillusionment and engaging young people is through their peers.

Youth for Sustainable Development Peer Education Programme

Through ECO-UNESCO's **Youth for Sustainable Development Peer Education Programme** young people become direct advocates for change. Not only do they learn about sustainable development and development education, they also hone their critical thinking, facilitation and leadership skills and become peer educators. Non-formal education sessions using debates, guest speakers, drum facilitation, arts, urban safaris and more, help develop young people and their capacity to engage their peers in the issues around sustainable development, and take responsibility for advocating for a more sustainable future. The success this programme has achieved at empowering young ECO-UNESCO advocates has been recognised by the United Nations Economic Commission for Europe, who singled it out as an example of best practice in Education for Sustainable Development.

Other Training Programmes

ECO-UNESCO develops and runs **training programmes** within a non-formal and formal education setting, providing a specialist approach to working with young people. Training courses are aimed at environmental officers, teachers, youth leaders, community leaders and academics and include such topics as 'Youth Work and Sustainability', 'Peer Education' and 'Environmental Education'. Participants gain an understanding of what environmental education is, how environmental education compliments youth work, practical activities for integrating Education for Sustainable Development (ESD) into youth work and how to facilitate local action with young people. These vital skills aim to encourage young people to analyze their own values and how these values may impact on the environment and to think about how society, economics and our environment are interconnected.



Programmes include:

One-day training courses offered on specific dates as well as on request to organisations and groups. FETAC accredited courses: An 'Introduction to Sustainable Development' which equips participants with a nationally recognised qualification (FETAC level 5). The approach is learner-centred and project-oriented.

Drugs Misuse Prevention Programme (ECO-Choices) - This programme uses environmental education methods and practical environmental work to raise self-esteem and encourage the personal development of people at risk. It includes a peer-education programme, training for trainers and the development of educational materials including an ECO-Choices Manual and CD-ROM.

Concluding Remarks

Young people are often on the receiving end of negative press about their perceived apathy and lack of engagement. But the experiences of those at ECO-UNESCO don't bear this out. Elaine Nevin, National Director of ECO-UNESCO questions this negative attitude, and is upbeat about the future.

"We are constantly amazed by the level of commitment on the ground displayed by young ECO-UNESCO advocates. Whether taking action at the local level for the Young Environmentalist Awards, engaging in the political process at the ECO-Forum or spreading awareness among their peers and in their community, they have an enthusiasm and drive which fills us with hope. If we want our future to be in safe hands, the time to involve young people is now."



Daniel Meister is Communications Officer with ECO-UNESCO.

For more information about trainings for youth workers, contact ECO-UNESCO's education & training officer on training@ecounesco.ie

To get involved or to find out more about the work of ECO-UNESCO, please contact:

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New BA in Community Youth Work

by
Fran Bissett

Background

This course has been piloted and formally reviewed in the Dundalk Institute of Technology (DKIT) before being launched in its current format. The main aim of the new 3-year **BA in Community Youth Work** is to develop community youth work leaders who have a high level of knowledge, skills, confidence and competence in a range of activities to enable them to work effectively in a youth work and community development setting.

Objectives of the Programme

Develop competent, effective reflective practitioners who can engage in a meaningful way with young people and their communities.

Understand the concept of community, community development, youth work and the principles and practices of community youth work.

Develop students' knowledge and skills to enable them to develop communication, teamwork, interpersonal and information technology skills.

Acquire the requisite skills to work with young people and demonstrate the use of those skills to a professional standard.

Identify opportunities that can contribute to the economic, social, cultural progress and quality of life of communities and develop an innovative and enterprising approach to problem solving and community opportunities.

Establish a foundation for continuing professional development upon which graduates can build.

Course Curriculum

The Course subjects include: Working with Young People, Equality Studies, Theories & Concepts of Community, Youth Work as an Agent of Change, Creative Studies, Workplace Communication Skills, Youth Work Responses to Young People, Research Methods and IT skills, Sociology, Community Entrepreneurship, Work Placement, Community Development

Learning Outcomes

By completing of the programme, learners will:

Evaluate the concepts and theories that underpin community youth work and community development.

Identify opportunities that can contribute to the economic, social, cultural progress, and quality of life of young people and their communities by means of practical interaction.

Understand the facilitation process of youth work and community development, and critically analyse the effectiveness of current development programmes.

Employ a range of skills in youth work and through development as reflective practitioners use and modify advanced skills/tools as appropriate to different contexts/situations to establish best practice.

Work with confidence in a community setting using resilient and intellectual capabilities, exercising appropriate judgement to select and justify appropriate actions that will support community development programmes.

Plan and implement youth work activities that enables and empowers young people.

Work with confidence with young people.

Entry Requirements

Six Leaving Certificate subjects including English or Irish; C3 in one Higher Level paper together with at least grade D3 in five Ordinary Level papers Or At least grade D3 in six Ordinary level papers and at least 200 points. The Institute will also consider non-standard applications from mature students or other qualifications. Mature students are those who will be 23 years of age on January 1st of the year of application.

The course duration is three years. The progression routes include the add-on Bachelor of Arts (Hons) in Community Youth Work at DkIT. Students who have successfully completed the first two years of this programme and who wish to leave may be awarded a Level 6 Higher Certificate in Arts.

For further Information please contact:

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Working with Girls Activities Supplement

by
Gina Halpin

Although the majority of youth group activities involve boys and girls, it can be good to focus on gender specific activities every now and again. Girls tend to prefer activities that require conversations rather than sport. So the aim of this activities supplement is to provide youth workers with activities and information which focus on issues specifically geared towards working with girls such as friendships, sexuality, alcohol & self-image.



Ice Breaker - Tell Three Things

Aim: To break down barriers between the group, and get everybody comfortable with each other

- Bring the girls into a group circle and get each person to say three things about herself: two of which are true and one of which is a lie.
- The rest of the group have to guess which of the three is a lie.
- The girls can also be asked to justify their guesses if time allows.

Whether groups are just getting to know one another or have been together a long time, they can still learn things about each other from this activity.

Source: www.youth-activites.suite101.com

Activity One Friendship Pyramid

Aim: To encourage discussion and debate about attributes girls look for in their everyday friendships & relationships

Explain to the girls that the aim of the session is to look at what are important attributes in the people that they choose to hang around with and have friendships with.

- Divide the girls into small groups of 3 or 4 - if you have a smaller group you can do this in pairs.
- Hand out the Pyramid Cards (see next page)
- Set the task for each group to agree a pyramid of importance for the cards - they can do this by placing the least important attributes to form the base of the pyramid and building up to one card representing what they think is the most important.
- It should end up with five cards along the bottom row, then four, then three, then two and finally one at the top.
- Allow about 20 minutes for the pyramids to be agreed and when everyone is happy with their cards ask the girls to place them on the floor in front of them.

Take a look at the cards, are all the pyramids the same? Where there is difference ask the group to share their thinking behind the decision.

Facilitate any discussion and encourage the girls to challenge decisions.

Finally ask the whole group if they can agree a pyramid of three attributes that they think are the most important for a good friendship or a healthy relationship.

Friendship Pyramid Cards

<i>Has a good body</i>	<i>Is a good laugh</i>	<i>Doesn't talk behind my back</i>
<i>Someone I can trust</i>	<i>Cares what I think</i>	<i>Wears great clothes</i>
<i>Is good looking</i>	<i>Has lots of mates</i>	<i>Listens to me</i>
<i>Has great taste in music</i>	<i>Chooses to spend time with me</i>	<i>Is loyal</i>
<i>Has a brain</i>	<i>Has the same interests as me</i>	<i>Cares what I think</i>
<i>Is not afraid to say how she feels</i>	<i>Isn't a show off</i>	<i>Is fun to be around</i>
<i>Gets on well with my other friends</i>	<i>Understands how I feel</i>	<i>Doesn't bitch about other people</i>
<i>Cares about personal hygiene</i>	<i>Is affectionate</i>	<i>Someone I am proud to be with</i>

Source: Let's Talk Relationships - A handbook of resource activities for young people



Activity Two Understanding Sexuality

Aim: To explore what we mean by sexuality and to identify the different influences on our sexuality.

Materials: Flipchart paper & pens

Introduce the exercise by explaining that our personal attitudes feelings and thoughts about sexuality will affect how we feel about others and ourselves.

Part A - Brainstorm “what do we mean by sexuality” and try to arrive at a group consensus.

In small groups discuss who or what the girls think influences their understanding of sexuality – such as religion, the law, work, school, magazines, the media, boys, friends, parents, celebrities or being a young woman.

Some sample questions they could consider:

- How are they affected by these influences?
- What are the positive and negative influences?
- Is everyone a sexual being?
- Do they think there are differences between male and female sexuality? If so what?
- Does sexuality have to be acted out as sex?

Get the groups to feedback to the larger group & record the inputs onto flipchart paper

Part B - Prior to the session prepare five large sheets of paper with one of the following heading on each - Lesbian; Heterosexual; Gay; Celibate & Bisexual – and stick to the walls.

Ask the girls to write all the words they can think of that they associate with each heading on the sheets of paper on the wall.

Bring everyone back to the larger group and have a discussion using the following questions:

- Does it matter whether a person is heterosexual, gay or bisexual?
- Why do they think some people discriminate against or bully others on the basis of their sexuality?
- If there are lots of negative words under the ‘lesbian’ or ‘gay’ heading ask how it might feel to be labelled in this way?
- What effect might their being talked about in this way have on someone’s health and self esteem?
- How would they react if their best friend told them they were a lesbian or bisexual?

Source: Spiced Up – A Resource Book for Working with Young Women

Activity Three Sex and the Media

Aim: This exercise encourages girls to reflect on the power of the media and the messages that are given about sex and relationships in the press and on TV and the Internet.

Materials: Markers, sheets of flip-chart paper and a good selection of magazines

To prepare for this exercise look through the magazines and find adverts that use attractive men and women to sell products. This can be anything from cars to food to perfume to clothes.

Divide the girls into groups and give each group a selection of the adverts, some pens and a sheet of flipchart paper. Using a marker, the paper should be divided into four sections and headed:

1. What is being sold?
2. Who to?
3. How do the models look?
4. Are there any hidden messages?

Allow time for discussion and then invite feedback, particularly focusing on the hidden messages. For example, this product is for couples, all young people are having sex, men have to be strong and tough and only thin women are sexually attractive.

Discuss how true these messages are and how representative they are of real-life relationships.

Source: Vanessa Rogers, *Children & Young People Now*, August 2008



Activity Four Young Women & Alcohol

Aim: To discuss issues around alcohol and young women and to learn about the effects of alcohol.

Materials: Flipchart paper, pens,



- Get the girls to work together to write a short drama / role-play act which demonstrates the enjoyable aspects of drinking and also the risks associated with it.
- After they have acted out their drama piece have a discussion around how alcohol can alter behaviour.
- Record on flipchart paper the feedback from the group and follow up with a discussion on the following questions:

Explore the attitudes to drinking using the attitude statement (see below).

Ask the girls whether they agree or disagree.

It's alright to get drunk now and again

Drink makes you more sociable and friendly

Pregnant women should not drink

It's more risky for young women to get very drunk than for young men

Alcohol is high in calories

Women get drunk quicker than men do on the same amount of alcohol

Alcohol is a drug

Being drunk is more unattractive in young women than in young men

Peer pressure is the reason why most young people begin to drink

Makers of alcohol should not be allowed to target young people in their products and advertising (e.g. alcopops)

Source: Spiced up

Activity Five Body Image

Aim: To get the girls to critically reflect on the images portrayed in the media of what a person should look like.

Materials: Old magazines, flip chart paper and pens

Ask the girls to pretend that they are aliens travelling through space. One day they come across a deserted space station from earth. In the space station they find all sorts of magazines. As they have never seen a human before, this is very exciting - so they put together a report on humans based on the magazines that they have found.

In small groups, go through the magazines that they have. From the images that are portrayed in the magazines, create a description of what a "typical" earthling looks like based on what they have found.

Get the girls to create a typical man and a typical woman using bits and pieces of the people they've found in various ads and photos.

As well as physically describing earthlings, what would the aliens say about people based on these magazines, i.e. humans are always smiling and happy, humans live in large modern houses by the beach, humans wear cool clothes, humans have perfect teeth and are tanned and thin etc..

Source: <http://www.cloudnet.com/~edrbsass/affectiveeducation.html>



A Little Food For Thought.... Did you know....

If female mannequins were real women they'd be too thin to have babies?

There are 3 billion women who don't look like supermodels and only a few who do.

Marilyn Monroe wore a size 14, and she is still considered beautiful.

If Barbie was a real woman, she'd have to walk on all fours due to her proportions.

The average woman wears between a size 12-14.

The models in the magazines are airbrushed - no one, not even models, look that good without some help!

References & Support Agencies

Bodywhys - www.bodywhys.ie

Bodywhys is the national voluntary organisation dedicated to supporting the 200,000 people in Ireland affected by eating disorders.

Pieta House - www.pietahouse.ie

Pieta House offers a specialised treatment programme for people who have suicidal ideation or who participate in self-harming behaviours.

Spunout - www.spunout.ie

SpunOut.ie is an independent, youth powered national charity working to empower young people to create personal and social change.

Aware - www.aware.ie

Aware is a national voluntary organisation providing support through depression.

Belong To - www.belongto.ie

BeLonG To is an organisation for Lesbian, Gay, Bisexual and Transgendered (LGBT) young people, aged between 14 and 23.

Teen Between - www.teenbetween.ie

Teen Between is a specialised support service for teenagers whose parents are going through a divorce or separation. It can also help young adults who have experienced their parent's separation during their teenage years.



Show Your Support For Your
Lesbian Gay Bisexual
& Transgender Friends
LGBT Awareness Week
9-18 April 2010

Stand Up!

Project Profile

Show your support for your Lesbian, Gay, Bisexual and Transgender Friends!

by Carol-Anne O'Brien, Advocacy Coordinator, BeLonG To Youth Service

INTRODUCTION

BeLonG To Youth Services are happy to be launching the first ever lesbian, gay, bisexual and transgender (LGBT) Awareness Week in youth services across Ireland, from 9-18 April 2010. We sent invitations to youth services around the country, and have had a very positive response – already youth workers have signed up to facilitate over 2,100 young people in the event. We will soon be sending a Stand Up Activities Pack to participating youth services.

AIMS

Stand Up Week aims to create a positive understanding of LGBT young people and their issues. It offers youth services the chance to play a major role in addressing homophobia. More concretely, we hope to use the Week to encourage young people to develop, and sign up to, Peer Agreements to welcome LGBT young people in their youth group and projects.

WHY DO WE NEED STAND UP WEEK?

Many LGBT young people develop their sexual and gender identities within supportive families and communities and lead happy lives. However, many other LGBT young people experience serious levels of prejudice and discrimination. Youth Work Ireland have been leading the way in showing that youth services are committed to ending that situation. LGBT young people live in all communities and areas, and youth services are ideal place for them to experience a safe, welcoming and non-judgemental environment.

WHAT IS HOMOPHOBIA?

Homophobia is prejudice or discrimination against LGBT people, or people believed to be LGBT. Homophobia can happen in different ways, e.g. through failing to address the risks to young people's safety from homophobic bullying, or excluding LGBT young people's issues from services. A type of homophobia that lots of people don't notice is when the word 'gay' is used in a negative way, e.g. when young people say a mobile phone is 'so gay'.

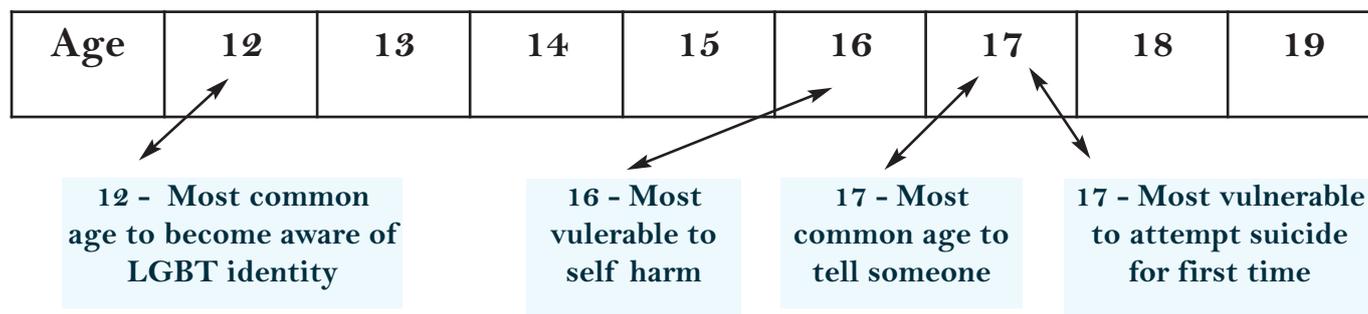
Homophobic bullying is used to describe verbal abuse, insulting mimicry, anti-gay graffiti, threatened or actual physical or sexual assault, spreading rumours that someone is LGBT, and cyber and other forms of bullying. Transphobic bullying is the term to describe bullying that is specifically targeted at transgender people. Biphobic bullying describes bullying targeted at bisexual people.

WHAT IS COMING OUT?

Coming out is the process through which an LGBT young person accepts their sexual orientation or gender identity, as part of their overall identity. For most young people, this process of self-acceptance is a positive experience. Coming out also means telling other people about your LGBT identity.

Homophobia means that at the age when LGBT young people are most vulnerable, they are most isolated. The timeline below shows there is more than a 5-year gap between a young person realising they are LGBT and when they begin to tell other people.

TIMELINE OF EVENTS IN LGBT YOUNG PEOPLE'S LIVES (based on Mayock et al, 2009¹)



It can be very helpful for LGBT young people to have contact with gay peers. Being in touch with other LGBT people of their own age lessens their sense of isolation. Research has shown that when LGBT young people have a supportive adult in their lives, this is strongly linked to resilience and positive outcomes. Youth workers have the potential to be that ‘supportive person’ and make an incredible difference in the lives of LGBT young people. Youth workers are in the unique position of being trusted by a wide range of young people and have daily opportunities to model and provide inclusion, respect and equality.

TRAINING FOR STAND UP

BeLonG To’s Training and Development Officer, Orla Egan, currently provides training to youth services on addressing homophobia and meeting the needs of LGBT young people. In addition, we will be holding workshops to specifically prepare for Stand Up Week. These will provide youth workers with background knowledge and skills for talking about LGBT issues with young people. The workshops will introduce youth workers to the activities in the Awareness Week pack and allow them to share strategies for facilitating young people’s participation. Our website has a Training Calendar showing the dates of the workshops in Dublin, Kilkenny, Cork, Galway, Castlebar, Donegal and Bray. We also have a Registration Form for youth workers to confirm their interest in attending a workshop.

GET INVOLVED IN STAND UP WEEK!

If you or your youth service hasn’t yet signed up for Stand Up Week, it’s not too late! Go to our website, www.belongto.org and contact us, and we will be happy to add you to the list of youth services that are participating in the campaign.

BeLonG To Youth Services was set up in Dublin in 2003 and is now a national service operating in 9 locations around Ireland. Our vision is “for an Ireland where Lesbian, Gay, Bisexual and Transgender (LGBT) young people are empowered to embrace their development and growth confidently and to participate as agents of positive social change.” BeLonG To provides direct youth work, and national policy, service development, advocacy, training & research. See www.belongto.org for a list of our LGBT youth groups in Dublin and around the country.



**BeLonG To Youth Service,
Parliament House, 13 Parliament Street, Dublin 2.
Tel: 01 670 6223, Fax: 01 670 6219
Email: info@belongto.org**

¹ P. Mayock et al (2009) *Supporting LGBT Lives. A study of the mental health and well-being of lesbian, gay, bisexual and transgender people.* Dublin: BeLonG To Youth Services, www.belongto.org

Notice Board

Preventing & Responding to Challenging Behaviour in Young People in Youth Work Settings: Organisational & Individual Strategies

Date: Wednesday 14th April 2010
Venue: Youth Work Ireland National Office, Dublin
Facilitator: Hilary Jenkinson

Learning Content:

This workshop aims to explore challenging behaviour in young people both in terms of prevention at an organisational level and strategies for responding to challenging behaviour when it occurs.

The morning session will focus on organisational issues such as:

- Developing a strengths-based ethos which validates and celebrates each person.
- Acknowledging and incentivising good behaviour.
- Having very clear expectations around behaviour.
- Developing an engaging, varied, and well planned programme which takes account of different learning styles.
- Consistency around consequences of unacceptable behaviour.

The afternoon Session will focus on dealing with instances of challenging behaviour such as:

- The battle zone vs. the learning zone.
- De-escalating the situation.
- Listening and acknowledging feelings.

Target Audience

Those within the youth work sector who are working directly with young people who experience difficulties in dealing with challenging behaviour with young people or wishes to improve their skills in this area.

The workshop is not geared to those working outside the youth work sector.

Planning for Effective Youth Work

Date: Thursday 20th May 2010
Venue: Youth Work Ireland National Offices, Dublin
Facilitator: Siobhán McGrory

Learning Content:

This workshop aims to examine the rationale and purpose for planning in youth work settings and to provide participants with a range of practical models and approaches for effective planning in Youth Work Practice.

The morning session will focus on:

- Youth Work planning, purpose and rationale.
- Planning as a core component of effective programme management.
- The links between needs assessment and project planning.
- Types of planning - strategic, tactical, recurrent, project, operational, day-to-day and contingency planning.

The afternoon session will focus on:

- How to develop a comprehensive programme/project plan in Youth Work – a practical workshop applying learning to participant's own practice.
- The skills required for project planning.

Target Audience

This workshop will be of interest to anyone within the youth and community work sector who wishes to learn how to plan programmes and projects effectively and develop their skills in this regard.

For details of these and other IYWC workshops please contact:
Gina Halpin,
Tel: 01-8584500 or
Email: ghalpin@youthworkireland.ie

A training brochure can be downloaded from
www.iywc.com

Peer Education & Sustainability

Date: Tuesday 22nd June 2010
Venue: The Greenhouse, 17 St Andrew Street, Dublin 2

Learning Content:

One-day training examining recent developments in Education for Sustainable Development (ESD). Participants will learn how to develop a peer education approach centred on the principles of sustainability and leadership.

Learning Outcomes – by the end of the session participants should:

- Be confident in developing a Peer Education approach through participative ESD methodologies.
- Be able to engage young people in issues of Sustainable Development and examine how the principles of Sustainable Development tie into their lives.
- Know how to facilitate personal development in young people as Peer Educators.
- Be confident and able to use the Leadership in Education for Sustainable Development guide.

Sustain it! Becoming a Sustainable Youth Organisation

Date: Thursday 6th May 2010
Venue: The Greenhouse, 17 St Andrew Street, Dublin 2

Learning Content:

This innovative course is designed for staff, volunteers and young leaders of youth organisations wishing to introduce the principles of sustainable development and education for sustainable development into their organisations.

Learning Outcomes – by the end of the session participants should:

- Understand the terms sustainable development and Education for Sustainable Development (ESD).
- Understand the key principles of sustainable development.
- Understand a whole organisation approach to sustainability.

- Apply a diagnostic tool to assess how sustainable an organisation is.
- Understand how to facilitate an organisation's progress towards becoming a sustainable youth organisation.

This training day will include activities designed to encourage staff, volunteers, young people and others to analyse and take action to improve their own organisation's sustainability under a number of the seven themes:

1. Satisfaction of human needs by the efficient use of resources.
2. Equity between generations.
3. Respect for ecological integrity and biodiversity.
4. Equity between countries and regions
5. Social equity.
6. Respect for cultural heritage/diversity.
7. Good decision-making.

ECO-Education

Date: Tuesday 23rd March 2010
Venue: The Greenhouse, 17 St Andrew Street, Dublin 2

Learning Content:

One-day training introducing environmental education utilising activities developed by ECO-UNESCO to encourage young people to get involved in environmental issues.

Learning Outcomes – by the end of the session participants should:

- Understand what environmental education is.
- Know how environmental education complements teaching as well as engaging the wider public in environmental issues.
- Understand how environmental education complements youth work.
- Be able to apply environmental education in theory and in practice.

This training is suited for environmental officers, teachers, youth and community leaders, academics and anyone else interested in learning more about environmental education.

For details of these and other Eco Unesco courses, please contact:

ECO-UNESCO's Education and Training Officer at

training@ecounesco.ie

or

Phone: 01- 662 5491

Fees (*per person*)

€90 Statutory, €80 Community and Voluntary Sector, €70 Members

Special Offer 2 people from same organisation pay €100

Creative Facilitation

Date: Wednesday 26th May 2010
Venue: Galway

One-day training aimed at encouraging, developing and inspiring those with responsibility to lead others through a creative approach, be it for the purposes of team building, consultation, idea-generation or training.

Learning content

- Approaches and techniques for becoming more creative in your work.
- Nurturing your own creativity.
- Creative approaches to problem solving - what the arts can bring to your everyday work.
- The elements of facilitation: the work environment, the facilitator, the youth group, the tasks and work along with the problems that may occur.

Target Audience

Youth workers and volunteers who wish to communicate and facilitate more creatively, co-operatively and effectively within their role, in particular those working within a youth arts setting. It is designed to support youth workers and youth arts practitioners working in out of school contexts to replenish their own creativity and stock of ideas and find new inspiration.

Digital Filmmaking

Date: Wednesday 2nd June 2010
Venue: Dublin

Learning Content:

One-day training which will introduce participants to the process and craft of digital filmmaking in youth work. It will bring participants through the whole life process of making a basic short film with young people, including the essential elements of pre-production, production and post-production. It will also look at practical awareness issues of child protection and copyright when engaging young people in digital film.

Learning Outcomes

- Survey the basic equipment and software needed to make digital film in youth work.
- Pre-production: techniques for creating and developing a story for film with young people.
- Pre-production: how to storyboard and plan for the shoot.
- Production: overseeing the shoot (roles and responsibilities).
- Post-production: Editing (using the basic editing software available on most PCs).
- Post-production: Sharing the finished piece (burning to DVD and uploading to the Internet).
- Child protection and copyright issues.

Target Audience

Youth workers and volunteers interested in learning the basic practical skills for delivering digital film projects with young people.

Keep Things Going:

Managing your Youth Arts Projects

Date: Wednesday 21st April 2010
Venue: Dublin

Learning Content:

One-day training exploring the essential aspects of managing youth arts projects, with a particular focus on troubleshooting problems if they arise.

Learning Outcomes

- Manage the relationship between artist and organisation.

- Contingency, time, budget and logistic planning.
- How will you know if it's going well?
- Documenting as you go along.
- Keeping lines of communication open.
- Roles and responsibilities.

Target Audience

Youth workers, youth arts co-ordinators and freelance practitioners with beginner-mid level project management experience.

Forum Theatre

Date: Monday 7th – Wednesday 9th June

2010

Venue: Dublin

Learning Content:

Three-day training run as an introduction to forum theatre for youth workers. It will provide the basic skills to use forum theatre methodologies with young people and will also highlight how it can be applied to a development education programme, examining global justice issues.

Learning Outcomes

- Understand forum theatre.
- Skills for applying forum theatre to youth work settings.
- Awareness of how to introduce global justice issues with young people.

Target Audience

Volunteers and staff of youth organisations working with young people in out-of-school settings. It will be particularly relevant to those wishing to introduce more drama-based work with young people.

For more information on these and other courses run by the **National Youth Council of Ireland**, please visit:
www.nycitraining.org
 or
 email: training@nyci.ie

Download the full brochure at

http://www.youth.ie/youth_work/training_calendar

Where To Now? Empowering Young People Through Information

Date: Tuesday 22nd June 2010

Venue: National College of Ireland, Dublin

This one-day conference is a Joint initiative of Eurodesk and Youth Information Centres.

Conference Aims:

- To present current trends among Irish young people such as responses to unemployment, migration and increasing use of new media.
- To offer a platform for discussion about young people's rights to information and needs to be informed.
- To encourage multipliers working with young people (Youth Information Centres, youth organisations, youth cafes, libraries etc.) to use European information provided by Eurodesk to help combat the social exclusion and poverty and to help disadvantaged young people to enhance their chances to become employable.
- To celebrate the 20th anniversary of Eurodesk in Europe.

Workshops:

- Eurodesk information tools, inc. Eurodesk TV and European Youth Portal.
- Use of Web 2 and media in youth information services.
- SYTYKIA - Eurodesk awareness session about Europe.
- Sharing know-how on EVS and Youth in Action programme.
- Working abroad - options and rights/entitlements for young people.
- Participation and inclusion – giving young people (incl. disadvantaged yp) a voice.

To Register:

The invites to the conference will be sent out by the end of March 2010.

For more information, please contact:

Malgorzata Fiedot-Davies

Email: eurodesk@leargas.ie

Tel: 01-8722394 / 01-8731411.

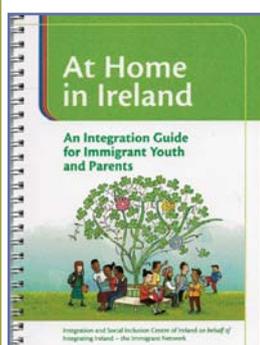
IYWC New Resources

IMMIGRANT YOUTH

At Home in Ireland - An Integration Guide for Immigrant Youth and Parents

by

Integration and Social Inclusion Centre of Ireland on behalf of Integrating Ireland - The Immigrant Network, 2009



Guide booklet aimed at providing an easy to use guide for new immigrants to Ireland. This is not a guide to every aspect of life in Ireland, it is instead designed specifically to meet the identified needs of young people and parents who have come to Ireland

from countries outside of the EU. The issues and needs addressed in this guide were identified by research and consultation with immigrant parents and young people. This research found that young people tended to integrate better than their parents and that both had some concerns which included - Not being able to speak English; Feeling isolated; Maintaining cultural identity; Not having paid work; A different education system; Racism and Discrimination.

Research was also carried out on other countries' integration practices to find out what worked well in supporting the intergration of immigrant young people and the following recommendations emerged: Best practice should target both immigrants and the existing population and be integrated with existing policy frameworks; Best practice should target both parents and children and Best practice should focus on one or two topics of most relevance and provide realistic solutions. Taking the findings of the research, a draft guide was developed. This was then tested in workshops with parents and young people held in five regions. Drawing on the experience in the workshops, the guide was amended and finalised.

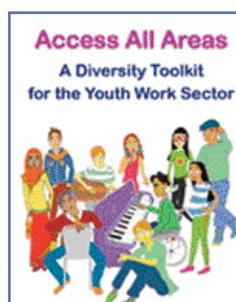
PARTICIPATION IN YOUTH WORK

Access All Areas - A Diversity Toolkit for the Youth Work Sector.

Promoting Equality and Inclusion

by

NYCI, 2009



Self-Assessment Toolkit has been designed to be used by trained youth workers, volunteers at local youth services, directors and managers of youth services and anyone else working with young people. The toolkit invites us

to look at the supports that are needed at a personal and organisational level to make sure that all young people in a community feel they belong and are actively participating. The toolkit is divided into sections covering - Working with young people from a minority ethnic background; Working with LGBT young people; Working with young travellers; Working with early school leavers; Working with young people who are deaf, have sight loss of a physical disability; Working with young people with mental health issues; Working with young people involved in the Juvenile Justice System and Working with young parents.

The toolkit also contains practical tips on how to make youth services fully inclusive for all young people

This resource is also available to download FREE of Charge from the National Youth Council of Ireland's website at:

www.youth.ie

SEX EDUCATION

Parents' Approaches to Educating their Pre-adolescent and Adolescent Children about Sexuality

by

Abbey Hyde, Marie Carney, Jonathan Drenna, Michelle Butler, Maria Lohan and Etaoine Howlett (Crisis Pregnancy Agency), 2009



Research report addresses the important issue of parent and child communication about sex. It is the first of a series of reports emanating from the Crisis Pregnancy Agency's 'Research Award Programme' - a programme of grant

funded research projects through which the CPA seeks to draw upon innovative approaches to exploring issues relevant to the CPA's mandate. This research report aims at exploring the range of approaches parents use in communicating with their children of different ages regarding sex; what the parents understand their role as educators to be; what cultural and contextual issues affect communication between parents and children regarding sex and to identify variations among groups of parents as educators based on demographic factors.

The findings of this report add to our understanding of this complex and important area and its recommendations can serve parents, teachers and policy makers, as well as the wider community. The authors' recommendations focus on attention on how parents' communicate strategies and techniques vary with the age and sex of the child and how these strategies vary over time.

YOUTH DEMOGRAPHY

Young People in South Tipperary - A Demographic Profile

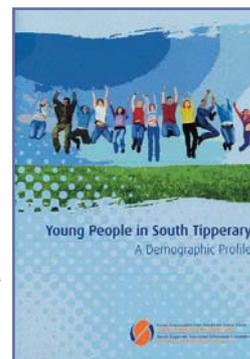
by

South Tipperary VEC, 2010

The primary aim of this report is to support the work of the youth organisations and volunteer run youth clubs and services operating in South Tipperary by providing a clear, concise and up to

date profile of the young people in their catchment area. However it is also hoped that this profile will benefit local agencies, organisations and initiatives who during the course of their work require demographic information on young people. This report focuses on young people between the ages of ten and twenty four in line with the age range specified in the Youth Work Act, 2001.

An overview of the Youth Work Act and an outline of the role of the VECs is presented in chapter two. Chapter three contains demographic information on varying groups and categories of young people, including young mothers, young people with disabilities and drug and alcohol mis-use among young people. This profile would appear to constitute the first attempt to compile a comprehensive profile of young people in South Tipperary.



All these titles are available
ONLOAN - not for sale -
to Irish Youth Work Centre members.

For further information or to request any
of these titles please contact:

Gina Halpin / Breege Kiernan
Irish Youth Work Centre
20 Lower Dominick Street
Dublin 1

Tel: 01-8584500

Fax: 01-8724183

Email: ghalpin@youthworkireland.ie /
bkiernan@youthworkireland.ie

Website: www.iywc.com



meeting youth needs in the 21st century

Conference Programme

University College Cork, 12th of May 2010

Conference Chair: Liz Canavan, OMCYA

8.15am – 9.00am	Registration	
9.00am – 9.15am	Welcome	President Murphy, UCC
9.15am – 9.45am	Opening Address	Ms. Mary Cunningham, NYCI
9.45am – 10.15am	Keynote	Youth work, young people and youth policy: Issues arising from the UCC National Study UCC Youth Policy Research Team
10.15am – 10.45am	Keynote	Kate Sapin, University of Manchester
10.45am – 11.15am	Keynote	Dr. Maurice Devlin NUI Maynooth
11.15am – 11.35am	Coffee	
11.35am – 12.15pm	Keynote	Youth outcasts and human rights: Youth policy in Ireland after the Ryan Report Prof. Fred Powell
12.15pm – 1pm	Plenary	Chair: Liz Canavan, OMCYA
1.00pm – 2.00pm	Lunch	
2.00pm – 4.00pm	Breakout sessions	6 concurrent themed sessions, each with 4 papers/ presentations of maximum 20 minutes duration; 10 minute break to be taken at a point of the Chair's discretion;
		30 minute discussion.

Theme	Chair
1. Issues in current practice in working with young people	Diarmuid Kearney, YWI
2. New models and future challenges for youth work	Sean Campbell, Foroige
3. Issues facing young people today	David Brown, CoI
4. Youth policy in the 21st century: civil society and the state	Fr. Jim Caffrey, CYC
5. Histories of youth work and youth association	Eamonn Lynch, Scouting Ireland
6. Youth policy after the Ryan Report	Declan O'Leary, Ogra Chorcaí

4.00pm – 4.20pm	Coffee	
4.20pm – 5.00pm	Plenary	
5.00pm – 5.20pm	Closing address	Liz Canavan, OMCYA

For further information please contact:

Dr. Margaret Scanlon, Research Officer
021-4205159

Katharina Swirak, Research Officer
021-4205147



meeting youth needs in the 21st century

Youth Work, Young People and Youth Policy

School of Applied Social Studies, University College Cork
International Conference - 12 May 2010

Invitation and Call for Papers

The UCC-based Irish Research Council for the Humanities and Social Sciences (IRCHSS) funded National Youth Policy Research project Civil society, youth and youth policy in modern Ireland is proud to announce an international conference, entitled: **Meeting Youth Needs in the 21st Century**

The aim of the conference is to bring researchers, youth workers, volunteers, young people, youth organisations, youth policy makers, students and others interested in the needs of young people together to exchange ideas, debate policy and offer viewpoints on a range of interlinked issues:

- Issues in current practice in working with young people
- New models and future challenges for youth work
- Youth policy in the 21st century
- The role, both contemporaneously and historically, of youth organisations and associations in Irish society
- Issues facing young people today

We hope that the conference will be a fruitful meeting ground for a variety of perspectives on youth work, young people and youth policy - and will contribute meaningfully to vital debates on these issues.

Submissions for paper presentations are welcome until Friday, the 16th of April 2010, email: youthconference@ucc.ie.

Conference registration is open until Friday, the 30th of April 2010 at <http://conferencing.ucc.ie/conference/>.

Please refer to <http://www.ucc.ie/en/appsoc/resconf/youthpolicy> for more detailed information on the conference.

For further information please contact:

Dr. Margaret Scanlon, Research Officer
021-4205159
m.scanlon@ucc.ie

Katharina Swirak, Research Officer
021-4205147
k.swirak@ucc.ie