

ISSN: 0791-6302

Issue 49, September 2006

Irish Youth Work Scene

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*Participation & Preventing Poverty
Visual Arts in Youth Work
Environmental Youth Work
Task Force on Active Citizenship
Young People & Citizenship Activities Supplement*

Magazine for Youth Workers

Published by the Irish Youth Work Press
The Publishing Imprint of Youth Work Ireland

Youth Work Assessor and Garda Vetting

Finally in Place

By Diarmuid Kearney, CEO Youth Work Ireland

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Layout: Gina Halpin

Printing: Metaphor

DISCLAIMER

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

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The Youth Work Assessor has finally been appointed and he has set out his stall. Priorities will be quality standards in youth work and the development of a youth work curriculum. It could be said that he's singing our tune and indeed he is. We have, however, to set these laudable aspirations against the backdrop of a sector where in real terms resources have been depleting for decades.

A model of funding is in place described as 'grant in aid' and this could be described as a euphemism for Government having the sector delivering services 'on the cheap!' Programme costs have continually had to be cut to meet the real pay costs, which despite this are still significantly below national norms. What activity there has been in terms of considered planning, rigorous review and evaluation and opportunities for reflective practice have been driven by the sector itself with no apparent understanding, strategising or leadership or resourcing coming from the centre.

I hope sincerely that the appointment of the Assessor signals a new horizon where his aspirations are complimented and supported by the introduction of other anticipated developments. But I'm not convinced of this. Where is the Development Unit? What's happened to the Funding Review? What about the Youth Information Review? It would be a shame if the work of the Assessor, Conor Rowley, a very strong appointment in my view, were to be frustrated and rendered impotent due to a lack of vision and tardiness in implementing all aspects of the Youth Work Act and the National Youth Work Development Plan. I wish Conor well.

On another and not unrelated note, Garda vetting is now with us. This is a really important development that is to be welcomed as a further addition to the resources available to support our work. Unfortunately the old adage "be careful what you wish for" seems to apply. There are significant resource implications that have to be addressed. But that's not all. Ripples of fear and uncertainty are appearing with many 'what ifs' creating agitation. What if I find someone has committed this or that offence? What if someone has not disclosed his or her offence? What if? What if?

Fortunately, the answer is the same this month as it was last month. We need to use our common sense and judgment. Vetting does not provide certainty; it simply provides information that previously wasn't available to us. As employers and managers we still have to make those judgment calls. It supports good human resource management, it doesn't replace it, and that's a good thing. And if it drives us to review and improve our human resource practice, then that's a good thing too.

Strengthening Participation in Anti-Poverty Policy

by Helen Johnston, Directory, Combat Poverty

In Ireland today, many decisions regarding major social and economic policies involve some kind of partnership between the State and major social or economic groups. At local level, county development boards, strategic policy committees, social inclusion measures (SIMs) groups and so on bring community interests together in joint planning. At national level the social partners have prepared a ten year framework for social partnership, 2006 - 2016.

Many groups working to tackle poverty have a say in these policy structures but this is not without its challenges.

- Trying to do the best for your family and make ends meet on a low income makes it difficult for people to act and work for change in their lives or in the lives of their communities.
- People do not always share equal capacity to participate in committees/policy structures. When anti-poverty groups do take part in policy consultations, a lack of back-up resources, time, training, policy information and research, impact on how effective they can be.
- The terms of participation in structures may not always be clear -who is invited to participate? Is the involvement at the level of consultation? Partnership? Or shared decision-making? Or is it tokenism?
- Many anti-poverty groups can be stretched just staying on top of day-to-day needs, finding funding and keeping services running and thus find it difficult to tackle the

wider causes of poverty.

Yet the best policies are made when people who are affected by them state their needs and are heeded. Often, there is a gap between theory and reality.

To contribute to bridging this gap, Combat Poverty launched in 2005 a three-year programme called *Having Your Say*. Combat Poverty is the state advisory Agency whose job it is to develop and promote evidence-based proposals and measures to tackle poverty. The *Having Your Say* Programme is guided in this by the principles of Partnership, Participation and Empowerment of people affected by poverty.

The *Having Your Say* Programme was developed in the context of a range of national commitments supporting the involvement of people in poverty in policy. This includes the National Action Plan against Poverty and Social Exclusion which recognises the policy task to increase and further improve participation of people in poverty in tackling social exclusion at local and national level.

The *Having Your Say* Programme aims to promote the right of people living and dealing with poverty to influence the policies that affect them. It will work to support people living in poverty and their organisations to get involved in the structures where policy is made, to work with policymakers to ensure the effective participation of excluded groups in policymaking and to build into Combat Poverty's own policy advisory role the anti-poverty experiences of the community and voluntary sector.

The Programme runs from 2005-2007. Key activities to be completed by the end of 2006 include:

- An annual conference in Croke Park on 17th October, the United Nations Day for the Eradication of Poverty
- Publication of three new resources: *Community Development and Public Policy*; *Community Development and Health* and *Integrating Policy into Work Planning*
- Research to map the policy learning experiences, needs and supports within and across the Community Development Programme, the Family Resource Centres' Programme and the Local Development Social Inclusion Programme
- Research to establish baseline information on policy learning opportunities within third level community development education
- A literature review of the role of community development in tackling poverty
- Four policy skills workshops - three in the border region on gender, **youth** and ethnic minorities and one workshop on health policies
- Development of an educational resource on understanding economics and poverty
- Development of four guides to policy making in relation to social welfare, local government, the Budget and health.

The *Having Your Say* programme is for anti-poverty groups and projects, including community development projects, family resources centres, local development social inclusion programmes as well as third-level colleges involved in community development education, community educa-

tion and anti-poverty interests, and for government departments and policymakers.

It is hoped that at the end of the Programme, in 2007, there will be greater participation in national and local policymaking by socially excluded groups; excluded groups will be better able to influence policy; and public officials and the anti-poverty sector itself will have a better understanding of how the right of people and groups to play a role in deciding policy can best be undertaken

Combat Poverty will also have a model code of practice on involving excluded groups in its policy advisory work.

An introductory brochure, *Having Your Say*, and full information on *Having Your Say*, strengthening the voices of excluded people - a 3-year programme 2005-2007, are available from Combat Poverty Agency.

For further information on any of the above activities please contact:

Combat Poverty Agency
Conyngham Road
Islandbridge
Dublin 8

Tel: 01-6706746

Fax: 01-6706760

Email: info@combatpoverty.ie

Website: www.cpa.ie

Ireland's Environmental Education & Youth Organisation is 20 this Year!!!

ECO-UNESCO, Ireland's environmental education and youth organisation celebrates its 20th anniversary this year. Since 1986 ECO-UNESCO has been involved in raising environmental awareness, understanding and knowledge in thousands of young people all over Ireland and has been promoting the importance of personal development of young people through practical environmental projects. ECO-UNESCO focuses on education for the environment where young people are encouraged to consider their lifestyles and make positive environmental choices. ECO-UNESCO promotes environmental stewardship and citizenship and is affiliated to the World Federation of UNESCO Clubs, Centres and Associations (W.F.U.C.A).

ECO-UNESCO offers a wide range of programmes and services, which can assist and support Youth programmes such as

An Environmental Youth Programme

This programme provides workshops on a variety of environmental topics which aim to enhance people's understanding of the environment and empower them to take action for their environment. A full range of topics is available from the ECO-UNESCO website - www.ecounesco.ie.

Education and Training Programmes

These programmes provide training for young people and training for trainers and teachers. The 'Going Green' programme is a one day train-

ing session that upskills youth leaders with knowledge and skills on working on local environmental action projects with young people which also assists anyone carrying out a Young Environmentalist Awards project. There are also FETAC accredited modules available and further details are available on www.ecounesco.ie

Publications

Over the years ECO-UNESCO has developed a wide range of publications, which can support youth programmes. The resources are full of interactive activities such as simulation games, role play, discussion work and offer the youth leader an opportunity to engage young people in environmental issues in an interactive, learner-centered way. Titles include 'Trees in our World', 'Embracing Diversity', a '4Seasons Activity Pack', 'Our Environment, Our Responsibility', 'Tree-mendous Trees', 'The Young Environmentalist Awards Teachers Manual', 'Your Environment; Your Choice' CD-Rom and a wide range of posters. A more comprehensive list is available on their website.

Young Environmentalist Awards programme (YEA)

The Young Environmentalist Awards is an all island environmental awards programme for young people between the ages of 12 and 18. The awards honour young people who protect, conserve and enhance our environment, making a difference in the lives of others locally and globally.

Why get involved in the YEA?

The YEA compliments many Youth Winter Programmes, as many of its aims and objectives can be met. The YEA promotes the personal development of young people; it also promotes positive environmental awareness and social responsibility. Young people can make a positive contribution to their environment and community through participatory action and citizenship. Through the project participants develop and improve organisational and communication skills, while gaining knowledge and building environmental awareness. Participants learn to work with others, develop confidence, and leadership qualities.

'I really like that other people who live around here stopped to say what we were doing was brilliant.'
Ronanstown Youth Service'



YEA participants from the Junior Estate Management Youth Group in Jobstown, creating a garden.

How to get involved in the YEA

Young people can enter the junior (12-15) or senior category (16-18 yr olds) of the awards, which facilitates teams of between 2 and 25. There are some important dates to remember:

Registration of project outline: 24th November 2006

You can register online at www.ecounesco.ie, alternatively a booklet with registration forms will be sent to your location in early September.

Closing Date for completed projects: 23rd February 2007

The completed project reports and supplementary materials must be entered before this date.

Show Casing and Awards Ceremony: May 2007

Shortlisted projects will be show cased at a high profile awards ceremony, previous speakers included President Mary Mc Aleese and An Taoiseach Bertie Ahern.

The YEA Steps

There is a lot of scope and numerous ways for youth leaders to approach a YEA project, which will meet the abilities of the young people involved. There are six steps to follow:

- Step 1: Decide on a team
- Step 2: Decide on an environmental issue
- Step 3: Decide on a plan
- Step 4: Decide on an action
- Step 5: Take action
- Step 6: Raise Awareness

A Training Manual with step by step instructions to help carry out an environmental project is available online at :
www.ecounesco.ie/teachers.htm

Alternatively request a copy from:
ECO-UNESCO,
26 Clare St.,
Dublin 2.

Call the YEA Hotline: 01-662 5491 or
email: yea@ecounesco.ie for further support and information.

Volunteering Versus Active Citizenship

By Ruth Griffin

INTRODUCTION:

Active Citizenship refers to the active role of people, communities and voluntary organisations in decision-making, which directly affects them. This extends the concept of formal citizenship and democratic society from one of basic civil, political, social and economic rights to one of direct democratic participation and responsibility (pg. 7 *White Paper on Voluntary Activity 2000*)

Back in April 2005 the Taoiseach Bertie Ahern announced at the Wheel Annual Conference that a Task force on Active Citizenship was to be established. He stated that

'We need to consider on a broader basis the policies and actions at official level, which can help or hinder such engagement (voluntary activity). We need to identify the supports, which could help encourage people to become involved and to stay involved. We need to consider the cultural resources, which can be deployed to support the values of solidarity and participation, rather than isolation and withdrawal. In short, we need to consider how to maintain and develop a culture of active citizenship to build a healthy civic society. With that in mind, I intend to establish a Task Force on Active Citizenship to advise me and the Government ...'

This announcement while welcome follows on from significant rhetoric over the last six years since the publication of the Government White Paper on Supporting Voluntary Activity. Since the launch of the White Paper in 2000, we have also seen the publication of the report of the National Committee on Volunteering in 2001 - *Tipping the Balance*. This comprehensive report included recommendations to Government on supporting and developing volunteering in Ireland. It included key issues such as trends and patterns of volunteering in Ireland as well

as comprehensive research reports on a number of key topics such as young people and volunteering and international approaches to volunteering.

The report, while giving a comprehensive overview and analysis of volunteering in Ireland it also, as part of its remit for the UN International Year of the Volunteer, made two key recommendations

1. That a National Policy on Volunteering be developed
2. That a Volunteering support and development infrastructure be established and funded on a nationwide basis

Under the first recommendation, it was recommended that a National Policy on Volunteering would contain specific strategies on the following:

Supporting Volunteering
Regulating and Protecting Volunteers
Developing and Promoting Volunteers
Addressing barriers to volunteers
Targeting Volunteers
The Image of Volunteering

Under the second recommendation that a National Volunteer Development Infrastructure be established, of which two key components were for A) A National Centre for Volunteering and B) Local volunteer centres to be established. With regard to this second recommendation, considerable investment has been made in this area. In March 2005 Minister Noel Ahern announced funding for Volunteer Centres in Ireland.

Volunteering Centres Ireland is the National Body for developing volunteering both nationally and locally. Local units are established in the following locations -

Kildare
Galway
Cork
Sligo
Drogheda
Bray
Volunteering Ireland (Dublin)
Tallaght
Tralee
Dublin City South

TASK FORCE ON ACTIVE CITIZENSHIP

The Taoiseach's announcement regarding the establishment of the Task Force on Active Citizenship will hopefully mean that the first key recommendation of the Tipping the Balance report may be realised. An infrastructure has begun to be put in place regarding volunteering centres. However, we cannot ignore the current on-going role of voluntary organisations themselves and the supports they require to encourage and facilitate people to volunteer. It is hoped that the Task Force will produce comprehensive and tangible outcomes for voluntary organisations to embrace the new social realities that surround volunteering. People volunteer nowadays for all sorts of reasons, and in a country where people are increasingly time poor, voluntary organisations need to adapt their activities to the availability and suitability of volunteers.

As part of the taskforce's work a public consultation process is being undertaken on the subject of Active Citizenship. The consultation exercise is to inform and contribute to the work of the Taskforce on Active Citizenship. A document has been published to facilitate the consultation process. The purpose of the document is to encourage public debate and discussion on what it means to be an active citizen in Irish society today.

As part of the consultation process the Taskforce also wish to consult with young people and are also preparing a youth-friendly document that will assist in eliciting responses from young people (aged 12-18 years) to the specific questions raised in the consultation docu-

ment. In order to be part of this process, whether it is you, your organisation or young people in your club or community, you can log on to www.activecitizen.ie

Consultation road shows are also currently taking place around the country as follows:

14th September 2006

Croke Park Dublin

19th September 2006

Four Seasons Hotel, Monaghan

20th September 2006

Sligo Park Hotel, Sligo

26th September 2006

Radisson SAS Hotel, Galway

28th September 2006

Kingsley Hotel, Cork

2nd October 2006

Tullamore Court Hotel, Tullamore

For more information on volunteering centres nationwide see:

www.volunteer.ie

For more information on training courses and resources on volunteering

www.volunteeringireland.ie

For more information on the task force on active citizenship and the consultation process

www.activecitizen.ie

Youth Work Ireland have recently produced a Volunteer Development Resource Manual which is available from the Irish YouthWork Centre for €5

Ruth Giffin is the Quality Standards & Training Officer for Youth Work Ireland.

Visual Arts in Youth Work

By Ed Carroll (City Arts Centre)

Learning Labs 01 is a research and discourse about practice and context led by CityArts and supported by the Irish Youth Foundation. This publication **Visual Arts in Youth Work** documents interesting longer-term arts and cultural work with young people across Dublin city. I'm reminded of a grandfather who at regular intervals over the last ten years carved-out the height of each of his grandchildren on the door post of his small city flat. He carved-out their height and marked the date; a sign for him of growth and well-being.

This publication could also be compared to a kind of carving-out, which arose from a two-day event in November 2004 when over seventy youth work and arts practitioners came together to exchange and hear-back about arts and cultural work with young people. It explored how collaborative and participatory practice is negotiated and practiced through the lens of visual arts in youth work. Put simply, it was an opportunity to hear back from youth workers and artists and to shape a set of modest actions that may give greater visibility to arts and cultural work with young people.

The intention of **Visual Arts in Youth Work** is to illustrate the energy and thinking that goes into making real arts and cultural work with young people. These processes operate in social spaces that admit participants rather than just spectators. Visual arts in youth work create spaces where individuals and communities discover a place to participate meaningfully in society. Arts cultural work with young people often lacks proper recognition and the inclination to participate in the

arts is confined to a small sector of the Irish population. In the Eighties the Arts Council rolled out a major policy initiative called Arts Community Education (ACE) and in 1989 produced its Arts and the Ordinary Report. ACE highlights the role of artists and arts organisations in healing the regrettable fracturing of the arts from the life of so-called ordinary people. That fracture is particularly palpable in certain communities, which are socially and economically disadvantaged. For such communities arts practice is often irrelevant and there is clear and consequent danger that the arts generally might be perceived as having no value or possible role in such contexts.

Learning Labs 01 - Visual Arts in Youth Work may reignite in the reader an enthusiasm for the value and role of arts and cultural work with young people. Like the grandfather, the publication is concerned with marking a staging post along the way. What's more the work reflects an increasing body of artists with concerns about how to negotiate their artform in new ways, and youth workers and projects that see visual arts deepening the quality of engagement with young people.

This publication is jointly edited by the National College of Art and Design and CityArts and published by the Irish Youth Work Press.

Copies are available, free of charge, from: **CityArts, The Basement, 46 Merrion Square, Dublin 2. Email: info@cityarts.ie or Tel: 01-6394608.**

Advertisement



Dundalk Institute of Technology with the City of Dublin Youth Services Board are offering a four-year part time professionally endorsed programme in Dublin leading to a Bachelor of Arts (Honours) in Youth Work. The programme is broken into two stages with the first two years leading to a Higher Certificate in Youth Work followed by a further two years leading to the Bachelor of Arts (Honours) in Youth Work.

Currently two Higher Certificate programmes are underway and the first stage of the two year part time degree begins in January 2007 with first preference being offered to students currently completing the Higher Certificate course. A limited number of places will be available for students for advanced entry who already possess a minimum of 4 years experience and an equivalent level qualification from a similar course. For further information contact Louise Fitzpatrick on 087 910 1733.

PART-TIME HOURLY LECTURERS

The Institute is seeking qualified part-time lecturing staff to deliver in a city centre location Stage 1 Subjects on the professionally endorsed B.A. (Hons) Youth Work course.

STAGE 1 SUBJECTS

Understanding Organisations	Conflict Resolution
Law and Policy of Youth Work	Equality Studies
Ethical Practice in Youth Work	Sociology and Social Change

Rates for Part-Time Assistant Lecturers and Tutors are as authorised by the Department of Education and Science. Candidates for interview may be short listed on the basis of information supplied.

For an application form and additional details, please contact:

Human Resource Department
Dundalk Institute of Technology
Co. Louth

Tel: 042 9370256

Fax: 042 9333505

Email: personnel@dkit.ie

or

Louise Fitzpatrick
Programme Manager
Tel: 01 872 8298

Closing date for receipt of applications with full CV (hardcopy only - No later than 4.00 p.m. on Friday, 12th October 2005.

Activities Supplement

Young People as Active Citizens

by Gina Halpin

Citizenship is the cornerstone of living in a democratic society. It includes ideas of membership, belonging and equality for all. Ultimately it gives each person irrespective of age, gender or ethnicity important rights and responsibilities. Yet for young people participation and active citizenship remains an idea that is clouded by a lack of clarity and mis-understanding. To coincide with the Taskforce on Citizenship “Together, We’re Better” which has recently been set up by the Government, this supplement looks at activities for young people which can shed some light on what active citizenship means to them and how they can play an active role as members of their society and local community.



ACTIVITIES

STEPPING UP

Aim: To explore how young people participate in different ways and the barriers to some young people’s participation.

Age: 11+

Materials: Large room or open space, role cards & set of statements



- Line everyone up in a straight line & give each person a role card (see below).

- Ask them to imagine they are on the bottom step of a ladder stretching from one end of the room to the other. The object of the game is to get across the room on the ladder.
- From the statement list (below) choose one & read it out, each person then considers how they think it applies to their character.
- If they agree with the statement they take a step forward, if they disagree they stay put. Keep going until all the statements are read out
- The youth worker then starts a discussion with the young people asking them how they feel about where they have ended up; why they made particular choices; how they felt when they were passed out etc..

Outcome: By the end of the game the young people should have a sense of the many different levels of participation and how it can be thought of as a ladder with non-participation at one end and full participation at the other. Some young people may be happy with their level of participation, no matter how low, while others may be unhappy and want to participate more.

Role Cards

Marianne

I come from Chad but have been living in Ireland for 3 years. I go to school & participate on the school council. A journalist asked me to talk about my home country & give my opinions on living in Ireland, but he spoke very fast & in an adult way. When I saw the printed article he had changed some of the things I said. I was very upset.



Peter

I am a student & a member of the travelling community. I have just turned 18 & would like to vote in the next election, but there are no politicians in my area to represent the interests of travellers. In fact one local TD has said he doesn’t want travellers housed in his area.



Kevin

I wear the white wrist-band that signifies the Make Poverty History campaign. I also have the yellow and blues bones. They're really popular at the moment. When I bought the wrist band the person told me what the issues were but they've gone out of my head, something to do with Bob Geldolf or Bono I think.



Jackie

I am 17 & live in rural Sligo, I'm due to sit my leaving cert next year & plan on going to college. I would love to get involved in a youth club that meets each tuesday in a town 10 miles from my house, but I'm a wheelchair user & can't get on the bus that goes to that town.



Jack

I am 17 & a member of a youth committee in my youth club which makes decisions about the group's activities. I was asked by my youth leader to join a youth council organised by local politicians. I went to 4 meetings & worked hard at our reports. But when we sent the reports into the government we never got a response.



Statements

I have the opportunity to share my opinions

I am listened to by my parents and teachers

I have the time to participate in activities which interest me

Adults take my views seriously

I have the opportunity to work together with my friends on things that are important to me

I can make a difference to the lives of young people in my area and in other countries

Politicians take my views on board

My views are always presented in an accurate way

I have the right to vote

I have all the information that I need to influence decisions that affect me

I get the support that I need to participate in actions that interest me

I have somewhere to meet my friends and other young people

Source: *Making A Difference*

YOUNG PEOPLE IN SOCIETY I

Aims: To explore the arguments in favour of young people's active involvement in society and to identify and work through some of the blocks to progress.

Background: Present the following three quotations and give the group time to think about them.

"Only 2 young people at a time in this shop"

"No young people under 18 years after 7pm unless accompanied by an adult"

"No children under 16 unless accompanied by an adult"

The young people must try to come to a collective agreement about the position of young people in society.

From the responses you get you should have an idea about what the group thinks about young people, their position in society and their right to take an equal and active part in making decisions.



Themes for Discussion:

1. What do we think of what is being said?
2. Do we agree with the statements?
3. Are there any disagreements?

This discussion may help the youth worker understand where some of the blocks to everyday participation within your own youth group are coming from and how they may be addressed

Source: *Everyday Participation*

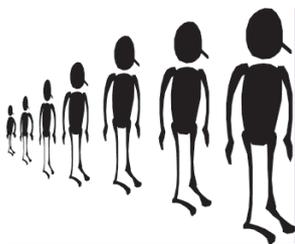
YOUNG PEOPLE IN SOCIETY II

Aim: To clarify what young people understand by 'active participation' and its implications.

Age: 12+

Materials: Flip chart paper & pens

- Divide the young people into small groups of 3 - 4
- Ask each group to write down their definition of the term 'participation' and 'active citizenship' without using either word in the definitions. It must be a definition that all the group are happy with.
- Ask each group to display their work on the wall so the other groups can view each other's definitions.
- Ask the whole group to sit down again and discuss any common themes, issues or terms. From this build up a common agreed definition of set of statements about participation for your youth group.



Source: Everyday Participation

BALLOON DEBATE

Aim: To explore the role and functions of representation.

Age: 10+

Materials: Balloons, large room

- With your youth group choose up to six well known characters who represent different identities, from history, tv, books, politics, sport or any other walk of life.
- Choose six of the young people to represent and act out the roles of these people.



- Explain that they have all been caught together in a hot air balloon that is rapidly losing height.
- In order to cross the sea and land safely only one person can survive.
- The task of each actor is to make an argument why they should survive and not be thrown out of the balloon.
- Each person has 2 minutes to make their case. The group may ask three questions of each actor.
- After all the speakers have made their pitch the rest of the group must decide which character will survive.
- Once the decision has been made begin a discussion with the group and actors about the issues that have been raised and the reasons for choosing one character rather than the other.

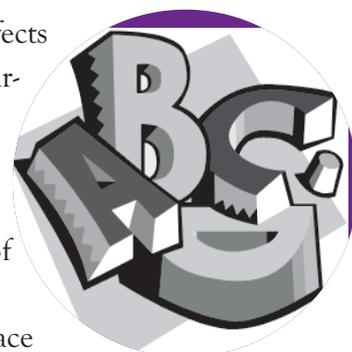
Source: Citizenship in Action, Young People Volunteering

ALPHABET WHO?

Aim: To explore the effects of participating or not participating for young people

Age: 10+

Materials: A long piece of string or wool tied in a loop and a large open space



1. Everyone stands in a circle holding the string. Explain that no one can talk until the end of the game.
2. As a group they have to form letters of the alphabet or shapes without letting go of the string.
3. Ask everyone to close their eyes and explain that you are going to tap one person on the shoulder. That person does not participate though they have to remain silent and keep holding the string.
4. The others can open their eyes and have to

- try to work out who is not participating.
5. Begin by asking the group to form a particular letter/shape, allow 2 minutes for this.
 6. Ask everyone to close their eyes again and this time tap two people on the shoulder.
 7. Ask the group to form another letter/shape and continue on.

Group Discussion:

When you have finished ask the group to sit in a circle and begin discussion. Some suggested questions would be as follows:



- ? What do they think happened in the game?
- ? Who do they think were the non-participants?
- ? What did it feel like to complete the tasks?
- ? What effect did the non-participants have on the completion of the tasks?
- ? How did the rest of the group feel about the non-participants?

Source: *Making a Difference*

ROUND TABLE DISCUSSIONS



Another good way to introduce the theme of active citizenship would be to invite one or a range of well-known local figures to talk to the young people. They could be local politicians, teachers, clergy, community leaders or local business people.

Ask them to speak for 10 minutes about their ideas of what citizenship means to them, how they feel they contribute to it and what they expect of young people etc...

Have a young person chair the discussion and encourage the young people to come up with questions.

Afterwards the youth group members should have a chance to discuss the issues raised during the round table.

Using a flip-chart list the main themes that came up from the discussion. This may involve ideas, feelings or specific definitions.

Source: *Citizenship in Action, Young People Volunteering*

Useful Websites

Taskforce on Active Citizenship

www.activecitizen.ie

Government of Ireland

www.irlgov.ie

Volunteering Ireland

www.volunteeringireland.ie

National Youth Council of Ireland

www.youth.ie

Dail na nÓg

www.dailnanog.ie

Student Council

www.studentcouncil.ie

National Children's Office

www.nco.ie

Ombudsman for Children

www.oco.ie

Gina Halpin is the Information & Resources Officer for the Irish YouthWork Centre

Round Up

DIRECTORY OF MIGRANT LED COMMUNITY ORGANISATIONS IN IRELAND

The Immigrant Council of Ireland (ICI) have developed a *Directory of Migrant Led Community Organisations* in response to a clearly identified need for a centralised information resource on the activities and location of organisations around Ireland which have been set up and run mainly by migrants. It highlights the significant contribution migrants are making in the civic, commercial and community spheres across Ireland and the broad range of important activities that MLCOs are engaged in, often, it has to be said, with very little support.

The directory is an important tool for migrants seeking contacts within the migrant communities but it will also be a useful resource for the media, service providers, businesses and others. It includes information on forty-seven organisations and is based on the information supplied by the groups themselves. Each entry includes information on the organisation/group, its services and activities, goals and contact details. The directory is available online at:

www.immigrantcouncil.ie/mlco.htm

NEW B.A. IN FAMILY AND COMMUNITY STUDIES AVAILABLE FROM NUI, GALWAY

This distance-learning programme is a 4-year, part-time programme in Community and Family Studies. Students are awarded an NUI Diploma in Arts: Community and Family Studies upon successful completion of the first 2 years of the programme, and a Bachelor of Arts: Community

and Family Studies on completion of the 4-year cycle.

While the main focus of the degree programme will be on Community and Family Studies, it will broadly incorporate community development, family support, adolescence, childcare, health, political and general socio-economic studies. The programme is an interdisciplinary programme, drawing upon the selected components of Sociology, Politics, Community Development, Family Studies and Law. It is a broad educational programme, which places specific emphasis on knowledge and skills for personnel working within a range of sectors which seek to support and enable families and communities to function effectively within society.

This new NUI Diploma / BA programme is designed specifically to create accessible, student centred learning opportunities within the Social Sciences. Core open learning materials will be provided to students at the start of the programme. Each programme consists of a combination of learning materials, workshops and assignments. The workshops will be held at a number of geographic locations throughout Ireland, including:- Clare / Limerick; Galway; Leitrim / Roscommon / Sligo and Laois / Offaly.

Applicants for the programme should meet the University's requirements for mature students. Formal academic qualifications are not required to commence the BA in Community and Family Studies. Application forms may also be downloaded from:

www.nuigalway.ie/communityeducation

CELEBRATION OF 25 YEARS OF COMMUNITY AND YOUTH WORK EDUCATION

The Centre for Applied Social Studies - NUI Maynooth - is holding a conference to mark 25 Years of Community & Youth Work Education at the National University of Ireland Maynooth on Friday 17th and Saturday 18th November 2006. This event will also include an inaugural annual lecture with international speakers and a celebration dinner. Overnight accommodation will be available on campus.

All involved in community and youth work, including practitioners, employers, funders and supporters and all who have been involved with Maynooth as students, tutors and placement supervisors are most welcome to attend this key opportunity for reflection and review of the community and youth work fields in light of the current challenges and opportunities. For further details please contact:

Georgina Buffini at georgina.c.buffini@nuim.ie

DORMANT ACCOUNTS FUNDING FOR EDUCATIONALLY DISADVANTAGED AND DISABLED ANNOUNCED

The Government announced on Thursday 20th July that they have approved the categories under which €36 million from the Dormant Accounts Fund will be allocated in 2006 on programmes and projects tackling educational disadvantage and assisting persons with a disability.

Under educational disadvantage, extra funds will be provided to schools in the Schools Support Programme. These funds will provide better facilities and access for educationally disadvantaged groups, allowing more people to reach their full potential. The categories for funding under this heading and types of projects can be found on

The Wheel's website at:

www.wheel.ie/dormantaccounts.

Allocations to assist persons with a disability will focus on providing additional small-scale capital and equipment funding. It is also proposed that funding will be used under this heading to provide greater access to services for people with disabilities in rural and isolated areas. For further details on programmes please contact:

www.wheel.ie/dormantaccounts

REGIONAL PRACTICE AND POLICY SEMINARS IN YOUTH WORK 2006/2007

Building on the success of the 4 seminars throughout 2005, YANI, University of Ulster Youth & Community Work Department and the Curriculum Development Unit are hosting further thematic sessions throughout 2006/2007. The purpose of these seminars is to bring together different strands of contemporary thoughts drawing on intellect and practice, in helping to contribute to the understanding of youth work, enhance methodologies and pose solutions for addressing gaps in provisions.

The seminars will involve locally based partnerships and may include keynote speakers and presentations as well as group discussion. The seminars will be hosted throughout N. Ireland and in the border counties. Full details of seminars can be obtained from:

**Curriculum Development Unit
Antrim Board Centre
17 Lough Road
Antrim BT41 4BR
Tel: 028-9448 2336**

Email: info@youthworkni.org.uk

IYWC New Resources

ALCOHOL

Alcohol and the Community

By MEAS (Mature Enjoyment of Alcohol in Society) 2005

Conference report from the Alcohol and Society Conference Series held in Cork in October 2005. It was the third in a series of annual MEAS conferences concerning the topic of alcohol and society. The main themes and ideas from this conference include (i) Changes in the nature of alcohol consumption, particularly as this impinges on communities; (ii) Real possibilities for improvements through suitable interventions; (iii) The need for specific objectives in any intervention programme which are realistic and attainable; (iv) Necessary collaboration between various interests for progress in addressing alcohol problems is not new, however the idea that this collaboration can coincide with self-interest is quite novel. In examining these four themes the context for each one is examined from the perspective of national and international literature, along with conference contributions. The main conclusions are set out together with suggestions for what communities can do.

DYSLEXIA

Dyslexia: An Irish Perspective

by Mary Ball, Anne Hughes & Wyn McCormack, 2006

Book aimed at parents, teachers and adults with dyslexia in an Irish setting which highlights the importance of recognising dyslexia and dealing

with it. Dyslexia is a learning difficulty that may affect up to 10 per cent of the population and is being increasingly recognised by the Department of Education and Science with initiatives such as the Task Force on Dyslexia which reported in 2001 and the publication in 2005 of the CD ROM Understanding Dyslexia. The positive message this book sends to people with dyslexia, their families and teachers is that dyslexia is a hurdle that can be overcome with appropriate understanding and support. Acquiring information about dyslexia, putting it in perspective and taking control of the learning situation can turn a potentially damaging disability into a manageable difficulty.

HOMELESSNESS

Building Trust in the Community

By TRUST, 2006

Building Trust in the Community is an initiative by TRUST to help people make a difference in their communities. Those who are homeless on the street feel they are excluded but they are not the only outsiders in Irish society. The message of this DVD is about caring for people as people and learning to trust others enough to make everyone feel wanted.

HUMAN RIGHTS

Our Rights, Our Future - Human Rights Based Approaches in Ireland: Principles, Policies and Practices

By Amnesty International Irish Section & The

International Human Rights Network, 2006

Report aimed at providing a basic framework for understanding and promoting human rights based approaches in Ireland today. It is designed to assist civil society in influencing key policy-makers and opinion-formers so as to ensure that national policies, law reform and practices are based on human rights. The report applies the human rights framework to the development choices Ireland has made in recent years, incorporating feedback from a range of organisations and individuals. Illustrations are drawn from typical experiences of individuals and groups in Ireland.

LITERACY

Preparing Learning Materials: A Guide for Literacy and Numeracy Tutors By Nala, 2006

Guide intended to give tutors practical ideas and suggestions for the design, writing and development of learning materials for adult literacy and numeracy work. Learning materials take many forms including books, newspapers, online forms and multi-media materials and environmental texts such as street signs and posters. It is hoped this guide will inform the reader about the principles of adult literacy work and provide ideas and suggestions for the development of learning materials. The guide is divided into four sections (i) A context for materials development; (ii) Planning and writing materials; (iii) Design considerations; (iv) Sample materials and formats.

SUICIDE

Media Guidelines for the Portrayal of Suicide By The Irish Association of Suicidology & Samaritans, 2006

The media continue to play an important part in raising awareness about suicide and suicide prevention and in changing the stigma to suicidal behaviours and mental illness. Copy-cat suicides account for about 6% of all suicides and this imitative behaviour can follow certain types of news reports and other portrayals of suicides. For journalists and writers suicide presents a dilemma, the fact that someone has chosen to end their life suggests that there is a story to be told. However it is vital that in telling this story the plot does not lead vulnerable readers into difficult situations. These guidelines have suggestions for journalists and people working in the media and aim to offer support in deciding how to approach what is ultimately one of the most difficult things to write or speak about.

SOCIAL POLICY

The Hidden Landscape - First Foray into Mapping Non-Profit Organisations in Ireland By Centre for Non Profit Management, 2006

Report which presents the first findings from the project to map non-profit organisations in Ireland. Up to now there has been no nationally available or complete database of non-profit organisations in Ireland. This lack of information has led to a substantial gap in the baseline knowledge of the organisational structure of the Irish non-profit sector. The project comprised involved two key stages; the first involved the development of a suitable sampling frame to determine the population that would be involved in the study and the second involved the collection of information on these organisations. The aims of this report was to bridge the gap in knowledge, to promote research on non-profit organisations in Ireland and to inform policy discussion on the sector.

YOUTH MEDIA

Youth Media:

Impacting on Active European Citizenship By CICEB, Citizens for Europe & EESC

Publication produced in order to share the experience of the Youth Media project with all those who are interested in communicating with young people about EU matters and in particular about Active European Citizenship. It is especially targeted towards youth organisations, training and further education centres who are involved with the mobility of young people in Europe and the media in general. It is published by a consortium of European cultural institutes in Belgium who set out to achieve the following aims (i) to involve youth media in Europe and in the Acceding countries who are in favour of an active European Citizenship as well as generating interest and debate amongst their target groups; (ii) to invite journalists from the youth media and communication sector to a conference in Brussels with two objectives: to familiarise the journalists with EU decision processes and to consider how best to communicate serious European issues to young people.

YOUTH PARTICIPATION

Dáil na nÓg – Delegate Report 2006 By Dáil na nÓg, 2006

Delegate report from this year's Dáil na nÓg, held in Croke Park in March. The topics and themes for discussion were selected by the young people who are member of a Comhairle na nÓg and included Sustaining Progress; Migration & Interculturalism and Facilities for Young People. The day also included a question and answer session, which was basically an open floor session where delegates could address questions to the

Minister for Children, Brian Lenihan, TD and invited panel.

Ready Steady Change: Participation Training Materials By Children's Rights Alliance (UK), 2005

Training resource aimed at giving children, young people and adult decision-makers the skills to open up decision-making structures and processes, and to ensure that all children and young people get a real say and influence in all matters affecting them. This resource gives a comprehensive overview of children's participation rights in education, health, social care, criminal justice and local government in the UK. It also builds research findings and practical experience over the past decade and offers a wide selection of activities and tools to inspire, inform and assist children and young people's effective participation in decision-making. Children and young people have been actively involved in developing and piloting this resource.

All of these titles and others on related topics are available ON LOAN (not for sale) to IYWC members.

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

Gina Halpin
Irish YouthWork Centre
20 Lower Dominick Street
Dublin 1
Tel: 01-8729933
Fax: 01- 8724183
Email: ghalpin@youthworkireland.ie
Website: www.iywc.com

Notice Board

“GOOD HABITS OF MIND” A MENTAL HEALTH INITIATIVE FOR THOSE WORKING WITH YOUNG PEOPLE IN OUT-OF-SCHOOL SETTINGS

Date: Tuesday 7 & Wednesday 8
November, 2006

Venue: Galway

Duration & Nature of Event:

Two-day training course, which aims to examine how the issue of mental health impacts on young people. Will offer participants an opportunity to explore issues of good practice from a worker and organisational perspective. Procedures around referral will also be explored in detail.

Objective of the Course:

- To examine how the issue of mental health impacts on young people
- To raise participants awareness of mental health theory
- To explore good practice with regards to mental health promotion
- To examine referral -when to refer, why refer, how to refer
- To explore the practical implementation of mental health promotion

For further details please contact:

National Youth Health Programme
3 Montague St
Dublin 2
Tel: 01-478 4122
Fax: 01 478 3974
Email: rosemary.boyle@nyci.ie

NUI CERTIFICATE IN YOUTH ARTS

The NUI Certificate in Youth Arts is the first of its kind in Ireland. Certified by NUI Maynooth, it provides participants with an understanding of youth arts as well as offering a contextual and practice-based approach to using the arts with young people. It also provides the opportunity to experience various art forms used in working with young people. It is the first opportunity many participants already working in the youth sector will have to certify their own experiential learning.

The course introduces those working in the non-formal youth and arts sectors to the concept, principles and practice of youth arts. Participants will:

- Develop knowledge of the context and background to youth arts
- Improve understanding of the ideas and principles underpinning youth arts practice
- Explore the role of youth arts as a youth work methodology
- Recognise models of good practice in youth arts
- Develop the skills and knowledge to plan, implement and evaluate a youth arts project within their own work setting
- Recognise and develop the creative and imaginative skills required for best youth arts practice
- Develop a range of practical group work skills and apply these to their work
- Exchange experience and knowledge with in a network of youth arts practitioners nationally

For further information please contact:

Margot Kenny
National Youth Arts Programme
NYCI
3 Montague Street
Dublin 1
Tel: 01-4784122
Email: arts@nyci.ie

BUILDING EFFECTIVE VOLUNTEER TEAMS

Date: Thursday 9 November 2006
Venue: Dublin

Course Content:

Melding a group of volunteers into an effective working team is a complex task which, often must be done quickly. By the end of the course participants will be able to:

- Identify key factors in team performance
- Develop practical ways to implement and maintain high performance standards
- Understand how to recruit specific volunteers, run effective and motivating meetings and develop work plans that effectively assign both authority and responsibility

MOTIVATING VOLUNTEERS

Date: Thursday 23 November 2006
Venue: Dublin
Trainer: Yvonne Nolan

Course content:

One-day course exploring the core principles of motivation and how to put these principles in practice when working with volunteers. It will

be particularly suitable for those who have direct responsibility for managing volunteers. By the end of the course participants will be able to:

- Understand what is motivation
- Identify different theories of motivation
- Prepare effective strategies that will motivate volunteers

For further details please contact:

Deirdre Hough
Volunteering Ireland
Coleraine House
Coleraine Street
Dublin 7
Tel: 01-8722622
Email: training@volunteeringireland.ie

COMMUNITY DEVELOPMENT & PUBLIC POLICY

Date: Tuesday 17 October 2006
Location: Croke Park Conference Centre
Dublin

Combat Poverty Agency as part of *Having Your Say Programme* will host a National Conference on community development and public policy. The aim of this conference is to:

- Explore how community development can influence public and social policy in Ireland
- Share the learning of how communities (both geographical and issue-based) have engaged with the policy system in Ireland at local and national level
- Share practical skills and the 'how to' of

policy work

- Introduce new resources designed to support communities in the policy making process.

Workshops include:

- Working with the political system
- Being effective in influencing policy
- Integrating policy into work planning
- Social partnership agreement and new National Action Plan against Poverty and Social Exclusion – new opportunities for communities?
- Communities using a ‘rights based approach’ for policy change
- Voter participation and poverty
- Policy learning opportunities in community development education.

Brochures and booking forms will issue in September 2006.

To be added to the mailing list for a brochure please send details to havingyoursay@combatpoverty.ie or www.combatpoverty.ie/havingyoursay

**Combat Poverty
Bridgewater Centre
Conyngham Road
Islandbridge, Dublin 8
Tel: 01 6026624**

SEXUAL HEALTH AND DRUG AWARENESS TRAINING FOR YOUTH WORKERS

Date: 8 weeks: 26 September - 14 November
Time: 10.00a.m. - 4.00p.m., each Tuesday

The primary aim of the programme is to update youth leaders in the Dublin area with the knowledge and skills necessary to enable young people in their care to make informed choices in relation to sexual health and drug use. This is a multidisciplinary training programme that will provide information on HIV, Hepatitis, Sexual Health, Safer Sex Negotiation and Drug Use, while providing participants with the necessary skills and capacity to disseminate the information to young people.

Who is the programme for?

Youth leaders and students who are working in the Dublin area who will be required, on completion of the course, to deliver related sessions to youth groups in their care.

Course Schedule:

- Week 1: HIV
Week 2: STI's & Hepatitis
Week 3: Safer Sex Negotiation & Sexuality
Week 4: Drug Information 1
Week 5: Drug Information 2 & Interventions with Young People
Week 6: Presentation Skills & Information Recap
Week 7: Policies & Procedures for working with Young People & Cultural Issues
Week 8: Participant Presentations

For more information contact:

**Nicola Gill, Training Officer,
Dublin AIDS Alliance
The Eriu Centre
53 Parnell Square West
Dublin 1
Tel: 01-8733799
Email: info@dublinalliance.com**

STAFF MANAGEMENT (2 DAYS)

Date: Wednesday 4 & Thursday 5
October, 2006
Venue: Monaghan

Course Content:

Two-day course which aims to give participants the skills to manage staff effectively. Known as PISA, it is an integrated model covering 4 elements:

Policy - This covers all the policies necessary to provide a safe and constructive work environment

Induction - How to introduce new staff or volunteers to your organisation.

Supervision and Support - Participants learn a structured approach to supporting and supervising staff.

Appraisal - Provides a supportive environment for staff to review their work over an extended period.

Each of these four modules can be taken separately or combined to give an overall understanding and the skills necessary to managing staff effectively in a community development setting.

DRUGS PREVENTION THROUGH ENVIRONMENTAL EDUCATION

Date: Thursday 2 November 2006
Venue: Dublin

One-day course exploring an alternative approach to drug prevention and education, by introducing environmental education as a resource for positive personal development and building of self-esteem. This training day contains some specialised materials for youth leaders. By the end of this course participants will be able to:

- Develop an alternative environmental drug prevention education programme for young people

- Facilitate personal development in young people through their engagement with the environment

For more information & further detail on course fees, please contact:

Nick Jones
Assistant Training Officer
ECO-UNESCO
26 Clare Street
Dublin 2
Tel: 01-6625491
Email: ecounesco@eircom.net

STRATEGIC PLANNING (2 EVENINGS)

Date: Wednesday 11 & Thursday 12
October 2006
Venue: Monaghan

Course Content:

Strategic planning enables a group to work in a clear organised way towards achieving their aims without getting so involved in day-to-day events that they lose sight of their overall purpose. This training will give participants an understanding of how to structure a strategic plan and of the stages required to produce one.

For more information & further details on fees, please contact:

Triskele
Community Training & Development
Workhouse Resource Centre
Shercock Road
Carrickmacross
Co. Monaghan
Tel: 042-9663706
Email: info@triskele.ie



Irish YouthWork Centre
20 Lower Dominick Street
Dublin 1

Tel: 01-8729933

Fax: 01-8724183

Email: info@youthworkireland.ie

Website: www.iywc.com