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Irish Youth Work Scene

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Magazine for Youth Work Practitioners

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Editorial

by Diarmuid Kearney, CEO Youth Work Ireland

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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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YAS - Young Adult Support

by Sarah Kickham

Profile

Introduction

Mentoring was a concept very much on the drawing boards at County Wexford Partnership, before I was employed, under consideration but as yet unexplored. So when I came on board, I picked up the ball, and finding that I liked it very much, ran with it.

The backbone of the mentoring concept, in this instance, is to provide mentors for young people who might benefit from having an additional supportive adult influence in their lives. A mentor, most simply put, is an adult who is willing to spend time with the young person, supporting them and providing a sympathetic ear for the discussion of issues, which the young person is having problems with.

Programme

The Young Adult Support Programme is a collaborative response to the needs of young people between the ages of 14 - 25 who have left school early or who have been identified as being at risk of leaving school early.

YAS is a very simple programme, it is community attending to the needs and issues of it's own younger generation. Local volunteers are trained and mentor in their own areas. The concept is so simple it is sometimes hard to believe; it is a **positive adult influence**, which helps the young person make **choices for their own lives**.

As Mentors, the volunteers are making a positive choice to use their knowledge, skills and experience to provide one on one support for the marginalised youth of their communities.

All our volunteers are invited to training, as we have never felt the need to advertise. Additional training, facilitation skills or drug awareness for example, is

arranged to meet the needs identified by the mentors. This provides additional support to the mentors and furthers their ability to carry out their mentoring role effectively.

The programme has been independently evaluated by Frank Murtagh, Murtagh & Partners Belfast. This evaluation proved very positive and made many constructive recommendations.

Training

I joined County Wexford Partnership as Youth Development Co-ordinator, in November 2001, having spent many years working with the local youth service. I surveyed "*what was out there*" and found little or no mentoring programmes, and none at all in County Wexford. Following research into mentoring projects I identified SOVA in London. **SOVA: (SUPPORTING OTHERS THROUGH VOLUNTEER ACTION)** is a charity running projects around Youth Justice and Offender Rehabilitation, working in conjunction with Prisons and Probation Services. SOVA's mission is to increase the effective involvement of local communities in crime reduction rehabilitation of offenders and community safety. The organisation agreed to allow me to sit in on some of their training. I did this in July 2002, when I visited St.Albans and the Greater London area. I also took some training with the Police Force and with other SOVA volunteers.

At the same time my County Wexford Partnership colleague Milo Walsh was also in contact with Tony McGuire, of **3D Education**, who supply all the mentoring training to the schools in the Greater Birmingham Area. County Wexford Partnership delivers its programmes through programme teams and both Milo and I brought back all the information we had gathered, to the Community Services Team

meetings.

Following discussion and consideration as to how to move the whole local mentoring proposal forward, a decision was made to import the training, and in November 2002 Tony McGuire trained a group of 13 volunteers. The training delivered by Tony McGuire was really great, but following evaluation in conjunction with the volunteers we found that the imported training did not transfer from the UK to the New Ross setting as well as we expected. It was then we took a strategic decision to develop our own training programme.

This programme was developed over the next two years, and under the guidance of local training provider, Marguerite Ahearne. The training was eventually condensed into three three-hour sessions, incorporating practical work and theory. In 2005 we asked a facilitator, Sue McMahon, to come and observe how the training was delivered and record her observations of the process. This resulted in the production of a Training Manual for our programme and this has helped us to standardise our training.

The YAS Training Manual was launched in November 2005 by the Minister for Children Brian Lenihan T.D. Minister Lenihan said that in recent years the policy focus in the child care area has shifted to a more preventative approach of child welfare involving providing support for families and children.

Mentees

We met our first mentees in 2003, and now three years on, more than 100 young people have come in contact with the programme.

For most of the young people, the issues are fairly minor, typical problems include poor school attendance, shyness or difficulty settling in a new school, etc. Other issues are more serious; involving behavioural problems, issues with alcohol or drugs and involvement in activities bringing them to the attention of the Gardaí.

All of the young people who have engaged with the

programme would claim that the experience of being mentored has been positive.

From a very tentative start with schools we now get regular calls from them as well as referrals from parents, probation officers, Gardaí and social workers. In a few cases the young people themselves have initiated contact with us and now, having gained a level of professional credibility, 90% of our referrals come through schools.

Supports and Resources

The Young Adult Support Programme is supported by the Health Service Executive, Youth New Ross, Juvenile Liaison Service and Probation and Welfare Service.

The programme has one fulltime coordinator and a part time mentor support worker, Carmel Cleere, who works with the programme in the New Ross area. Carmel started out with the programme as a volunteer and now plays a vital role in supporting volunteers and liaising with schools. The identification of local people to manage such a service adds yet again to the true community spirit of a community looking after its own young people. Volunteers are the social capital of our communities.

YAS has 52 trained volunteer mentors and 10 more in training; the programme complies with Children First, National Guidelines for the Protection and Welfare of Children. All volunteers are trained and supervised and have Garda clearance.

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Data Protection and Youth Work

Issue

by Michael McLoughlin

Introduction

Youth Work is about working directly with young people and this increasingly involves gathering information on them and others. This can vary from registration of youth club members to keeping records on users of a premises or even staff personnel files. It is important for everyone in the youth work setting to be conscious of the legislation which governs the keeping of personal information on people.

Data protection is fundamentally about:

- A persons right to privacy
- Their right to consent to information being held about them
- To have a large degree of access to that information
- To have this information used only for the purposes it was gathered
- To have the right to have inaccurate information changed

The Data Protection Acts 1998 and 2003 set out the framework in this area. People involved with youth work should make themselves aware of the basic principles in this legislation. The website of the data protection commissioner is a good starting point www.dataprotection.ie

Under section 4 of the Data Protection Acts, 1988 and 2003, people have a right to obtain a copy, clearly explained, of any information relating to them kept on computer or in a structured manual filing system, by any person or organisation. All they need to do is write to the organisation or individual concerned and ask for it.

There are exceptions to this right but these are for fairly limited reasons which would rarely pertain in youth work, examples being criminal investigations,

certain medical situations and naturally the right to see information on others.

If a person or organisation does not comply with an access request which has been made, it is open to the applicant to make a complaint to the Data Protection Commissioner who can investigate the matter.

Are you a "data controller"?

A data controller is the individual or the legal person who controls and is responsible for the keeping and use of personal information on computer or in structured manual files. Being a data controller carries with it serious legal responsibilities, so you should be quite clear if these responsibilities apply to you or your organisation. If you are in any doubt, or are unsure about the identity of the data controller in any particular case, you should consult your legal adviser or seek the advice of the Data Protection Commissioner.

In essence, you are a data controller if you can answer YES to the following question:-

Do you keep or process any information about living people?

In practice, to find out who controls the contents and use of personal information kept, you should ask the following questions:-

who decides what personal information is going to be kept?

who decides the use to which the information will be put?

If your organisation controls and is responsible for the personal data which it holds, then your organisation is a data controller.

HR Records

HR staff should be conscious of accuracy and that data kept should be "*adequate, relevant and not*

excessive". The right of access supports fair procedures and natural justice in cases relating to grievances and discipline which provide that an individual be made aware of the case s/he has to answer.

The general rule is that an employee has a right of access to personal data relating to him/her in connection with discipline, grievance and dismissal procedures, even if the disciplinary procedure is ongoing or the subject of legal proceedings such as an unfair dismissals claim. There are however some limitations and exemptions to this right which are provided in Sections 4 & 5 of the Acts. These limitations and exemptions include;

Opinions given in confidence in certain instances

Professional legal privilege

Protection of the source of data in the public interest

Where an offence is being investigated

It should also be noted that generally it is the case that appraisals and references are available on request.

Further information on these can be found on the data protection commissioner's website.

Age of Consent

Interestingly the minimum age at which an application can be made is not set out in the Acts, however best practice would suggest that youth work organisations would generally accede to requests from young people within the confines of the act.

Section 2A(1) of the Act states that consent cannot be obtained from a person who, by reason of age, is likely to be unable to appreciate the nature and effect of such consent. Judging maturity will vary from case to case

Data protection may also be a useful tool of empowerment to a variety of young people and their parents which youth organisations could explain in their information work.

In relation to the right of access to health data, where

the individual is below 16 years, it has been recommended that the general practitioner should use professional judgement on a case by case basis, on whether the entitlement to access should be exercisable by (i) the individual alone, (ii) a parent or guardian alone, or (iii) both jointly. In making a decision, particular regard should be had to the maturity of the young person concerned and his or her best interests.

In the marketing area, where sensitive data is not involved, including on websites, a lower threshold may be permissible. For example, it is a matter for a company to judge if a 14 year old can appreciate the issues surrounding consent and to be able to demonstrate that a person of that age can understand the information supplied and the implications of giving consent.

Checklist

There is a comprehensive checklist on the Data Protection Commissioners Website which youth organisations should consult.

Conclusion

Registration is provided for in the relevant legislation but is largely restricted to those who hold large scale electronic records. For youth organisations the most appropriate response, subject to consultation with the data protection commissioner's office, is a commitment to abide by the Acts and to be aware of their content. However those holding electronic records on criminal convictions, sexual life, physical or mental health, racial origin or political opinions may have to consider registering

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Suicide in Young People

Normal or Abnormal

by Maurice Noble

Comment

Introduction

Suicide is an area that draws my attention, and having worked in the youth sector for over twenty years the number of young people known to me that have terminated their lives has been quite alarming and tragic. That they appear to be getting younger, I find very disturbing and with this in mind I have attempted to inform myself of the conditions that could lead to such a drastic outcome.

Originally an assignment as part of a developmental psychology module, I think the findings may be of use to others working in the youth sector. I have consciously stayed away from anecdotal evidence, in favour of academic research as the subject matter is an emotive one and I would not consider myself qualified to purport any theories on the subject.

I have drawn some conclusions, outlined at the end, yet would view these as a work in progress and I would appreciate feedback and comments.

Theory

Many theories have been developed to explain the causes of suicide. Psychiatric theories emphasise mental illness. Psychological theories emphasise personality and poor coping skills, while sociological theories stress the influence of social and environmental pressures.

Motivation

Those who have ended their lives throughout history have done so for a variety of reasons, both conscious and unconscious:

Altruism/ Heroism: This is when someone voluntarily dies for the good of another or others.

Tactical: Terrorists and guerrilla factions often use suicide bombers to fight against a more powerful faction.

Philosophy: Certain philosophical groups (e.g., existentialists and stoics) have advocated suicide under some circumstances.

Religion: Often, this takes the form of martyrdom. However, it may be argued that these are not usually suicides since martyrs are put to death.

Psychiatric conditions: - such as depression or schizophrenia.

Romantic love or attraction: As in Shakespeare's Romeo and Juliet.

Media

Whether suicide should be reported or discussed by the media has always been a controversial issue. Regular indirect coverage of suicide in the media can inadvertently promote a culture of suicide, by reducing the taboo of suicide and normalising it. Imitation suicides are the result of vulnerable people modelling their behaviour on what is presented to them as a normal response to difficulties in life (Jones, 2002).

Ireland

The principle cause of death in young people, exceeding accidents and cancer yet, these figures underestimate the true suicide rate in that it is underreported. The underreporting arises because there is no commonly accepted definition of suicide for data collection purposes, there are legal restrictions on coroners in the latitude given to them in declaring a suicide death, a certain proportion of fatal road traffic accidents and poisonings, which are in fact suicides will not be reported as such, because of lack of evidence and finally the understandable tendency of bereaved families, friends and the medical profession to conceal suicide deaths.

The number of deaths attributed to suicide in Ireland in 2003 was 451, 371 being male, 80 being female (IAS). This places Ireland at the lower end of the international rankings. The global picture of suicide shows that northern and middle European countries have the highest rate.

Health and Suicide

Mental disorders (particularly depression and substance abuse) are associated with more than 90% of all cases of suicide. Depression, either unipolar or as part of bipolar disorder, is an especially common cause. Substance abuse, severe physical disease or infirmity are also recognised causes. Diagnosable mental disorders are associated with more than 90% of suicide victims. As a result, many researchers study the causes of depression to understand the causes of suicide.

The link between suicide and physical illness may be due to several factors including pain, depression, alcohol abuse and difficulty coming to terms with the handicap of a debilitating or terminal illness.

Depression in Young People

10 to 20% of adolescents get major depression. Extensive research on adults with depression generally points to both biological and psychosocial factors (Kendler, 1995). However, there has been substantially less research on the causes of depression in children and adolescents. Has the increase in suicide rates in young people been associated with a similar trend in depressive disorders? There is some evidence to suggest that depression has increased in the young.

Biochemical Abnormalities

Some studies show that suicidal behaviour appears to cluster in families, and the risk of suicide appears to be increased in the biological relatives of adoptees who have committed suicide. This raises the possibility of a genetic predisposition, implicating some biochemical brain abnormality. One such possibility is the neurotransmitter serotonin, whose breakdown products have been found to be lower in depressives with suicidal behaviour.

Although suicide cannot be defined as a mental disorder, the evidence is strong that over 90 percent

of children and adolescents who commit suicide have a mental disorder.

Major depressive disorder is a serious condition characterised by one or more major depressive episodes. In children and adolescents, an episode lasts on average from 7 to 9 months (Birmaher et al., 1996a, 1996b). Depressed children are sad, they lose interest in activities that used to please them, and they criticise themselves and feel that others criticise them. They feel unloved, pessimistic, or even hopeless about the future; they think that life is not worth living, and thoughts of suicide may be present.

Dysthymic disorder is a mood disorder like major depressive disorder, but it has fewer symptoms and is more chronic. Because of its persistent nature, the disorder is especially likely to interfere with normal adjustment. The onset of dysthymic disorder (also called dysthymia) is usually in childhood or adolescence (Akiskal, 1983; Klein et al., 1997). The child or adolescent is depressed for most of the day, on most days, and symptoms continue for several years.

The average duration of a dysthymic period in children and adolescents is about 4 years (Kovacs et al., 1997a). Sometimes children are depressed for so long that they do not recognise their mood as out of the ordinary and thus may not complain of feeling depressed. When a combination of major depression and dysthymia occurs, the condition is referred to as *double depression*.

Bipolar disorder is a mood disorder in which episodes of mania alternate with episodes of depression. Frequently, the condition begins in adolescence. The first manifestation of bipolar illness is usually a depressive episode. The first manic features may not occur for months or even years thereafter, or may occur either during the first depressive illness or later, after a symptom-free period (Strober et al., 1995).

The clinical problems of mania are very different from those of depression. Adolescents with mania or hypomania feel energetic, confident, and special; they usually have difficulty sleeping but do not tire; and they talk a great deal, often speaking very rapidly or loudly. They may complain that their thoughts are racing.

Reactive depression, also known as adjustment disorder with depressed mood, is the most common form of mood problem in children and adolescents. In children suffering from reactive depression, depressed feelings are short-lived and usually occur in response to some adverse experience, such as a rejection, a slight, a letdown, or a loss.

In contrast, children may feel sad or lethargic and appear preoccupied for periods as short as a few hours or as long as 2 weeks. However, mood improves with a change in activity or an interesting or pleasant event. These transient mood swings in reaction to minor environmental adversities are not regarded as a form of mental disorder.

Borderline Personality Disorder, an 'emotionally vulnerable' person in this sense is someone whose autonomic nervous system reacts excessively to relatively low levels of stress and takes longer than normal to return to baseline once the stress is removed. It is proposed that this is the consequence of a biological diathesis. Population studies show that at any one time between 10 and 15 percent of the child and adolescent population have *some* symptoms of depression (Smucker et al., 1986).

Education

Many of the curriculum programmes are focused on destigmatising suicide. However, in doing so they risk the act of normalising the behaviour and reducing potentially protective taboos (Garland, 1993). 95% of curriculum programs take the position that stress can lead anyone to suicide; in reality, suicide has its roots in more complex emotional disturbance, involving significant affective and cognitive distortions among attempters.

It is often stated that people who commit suicide are not mentally ill. While this is an understandable attempt to de-stigmatise suicide, it is clearly a misrepresentation of the facts. These programmes have not been shown to change attitudes or to alter the level of suicide ideation.

Bereavement, Loss and Lifestyle

Parental death during childhood may increase the risk of suicide in adulthood and there is more definite evidence that it is strongly linked to suicide

attempts. Being recently bereaved is also a suicide risk factor. Furthermore, recent losses such as the break up of a sexual relationship, particularly in young males, appear to be a substantial risk factor. Adolescents who engage in sexual intercourse and other risk seeking behaviour have a higher suicide rate. Among 16 year old second-level students that those who participate in team sports are less likely to attempt suicide. Whether this is due to the biological effect of endorphins, a brain hormone, released by exercise, with anxiolytic and antidepressant effects, whether those who pursue sports avoid street drugs and related activities or whether it is that team sports help self-esteem and self-sufficiency is not known.

Humiliating personal experiences such as corporal punishment and child abuse also serve as precipitants. Sexual or physical assault appears to be a particularly significant risk factor for girls.

Environmental factors, childhood upbringing, and mental illness each play a large role. Sociologists today consider external circumstances, such as a traumatic event, as a trigger instead of an actual independent cause. Suicides are more likely to occur during periods of socioeconomic, family and individual crisis.

Comment

Young people commit suicide for a number of reasons; mental disorder is a contributing factor. The mass media (film, internet, music, magazines) are a powerful influence in establishing their cultural norms. Education / awareness raising must be skillfully done, not leaving young people feeling its their responsibility. Neither normal nor abnormal, it lies somewhere in between. For a 'typical' youth to find themselves seriously considering suicide, suggests a great loss.' Hope, the ability to visualise and feel the moments, hours, days or years ahead in a positive way.

The human brain is generally programmed biochemically to perceive a positive future. When a loss is experienced, that which the person has been deprived of appears to fade from the mind's visual display unit and the person again experiences emotional pain or mental distress. This psychic distress dominates the person's consciousness and their thinking becomes constricted.

Trying to escape the pain inevitably means suicide is considered, and this will happen all the more as the thinking becomes more restricted. Some 9% of the general population have suicidal thoughts.

The Role for Youth Work

Youth work plays a role in addressing suicide among the young, yet must be aware of its own limitations. Perhaps all but those succumbing to 'reactive depression' would require specialist treatment and from suitably qualified persons.

Prudent services have in place intervention strategies for immediate suicides / attempts, suitable referral systems, especially in relation to sixteen to seventeen year olds – who appear without provision by either the mental health / social work sector - plus policies and procedures for those individuals with whom they have concerns.

Workers and service providers have a responsibility to inform themselves of the stages of child and adolescent development.

Programme delivery needs to be extremely sensitive, with a clear rationale and target group in mind.

While addressing the stigma attached to suicide is beneficial, eroding the protective taboo surrounding it may not be.

Finally, youth work cannot address this issue alone; it requires a multi- disciplinary team approach. As outlined in September's edition of 'Irish Youth Work Scene' the Media have a role also, it is a societal responsibility. Youth Work does have a particular strength to offer this issue, its relationship with young people. Via this bond, workers may be well placed as a positive support system for young people contemplating suicide and even more so after a young persons suicide, as a support to their community.

If all the aforementioned protocols are in place, the initial requirement of the youth worker is simply to listen. Rather than being the voice of young people, they would serve them better by offering their ears and eyes.

Reference

Issue 49, September 2006, p.18 *'Irish Youth Work Scene'*: Irish Youth Work Press.

The information for the above article was sourced from the following websites:

http://en.wikipedia.org/wiki/Epidemiology_and_methodology_of_suicide

<http://www.theblackdog.net/depression.htm>

<http://www.surgeongeneral.gov/library/mentalhealth/chapter3/sec5.html>

<http://www.mcsp.org.au/schools/teachers.la.sso>

<http://www.IAS.ie>

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Activities Supplement Life Skills for Young People

by Gina Halpin

All young people need to learn life skills to help them manage and negotiate their way through everyday challenges. These life skills are necessary for young people in most all circumstances of their lives, at home, in school, in society, employment or leisure activities. By encouraging young people to develop life skills the youth worker helps them to resist negative influences and empower them for their future life. This supplement focuses on some of the main themes of life skills and contains activity ideas & role-plays.



What are Life Skills?

Life skills are behaviours that enable young people to adapt and deal effectively with the demands and challenges of life. The core life skills include:

Decision Making
Community & Listening Skills
Team Work
Assertiveness
Problem Solving
Self Confidence

ACTIVITY 1 - DECISION MAKING

“Good Decisions, Bad Decisions”

Aim: To look at the consequences of personal decision making and to analyse how learning can be applied in future decision-making.

Materials: Paper, pens & a well knitted group of young people that can trust & support each other.



- In pairs ask the group to think of two situations - the first, a time when they made a “bad” decision i.e. one that turned out differently to what they had expected. Maybe it felt like a “bad” decision at the time.
- Ask them to focus on how they had come to that decision - what were their priorities at that time?
- Repeat this process focusing on perceived “good” decisions the young people have made.

Review Questions:

1. What did the “good” and “bad” decisions feel like at the time - were they different?
2. What would the young person do if faced with a similar situations?

Notes on this activity

Remember!!!

Some people believe there is no such thing as a “mistake” and that all experiences are opportunities for learning. It is only after we have made decisions that we can know the outcomes. Our attitudes, decisions and actions are as important as what actually happens.

Source: *Body, Mind & Society*

ACTIVITY 2 - LISTENING SKILLS

Talk, Talk, Talk.....

Aim: To improve listening and non-verbal communication skills

- Divide the group into pairs - one person to be the talker, the other the listener.

- The talker has to talk without any interruption for one minute.



- The listener must maintain eye contact, nod and encourage the talker to keep talking but not talk themselves.
- After one minute swap roles and repeat.
- Repeat the process with the listener listening in an uninterested way, then swap roles again.
- Repeat the roles with the listener listening in an over-interested way. Swap roles again.

Review Questions:

1. How does the listener's behaviour make it easier or harder to talk?
2. How easy was it to talk/listen for one minute uninterrupted?
3. What helped talkers and listeners to succeed?
4. What do the young people now think makes a good listener?



Source: Body, Mind Society

ACTIVITY 3 - TEAM WORK

Juggling Balls

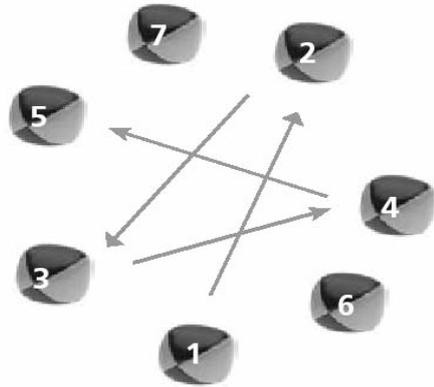


Aim: To teach young people the importance of working together to achieve a shared goal.

Materials: One juggling ball per person

- The group forms a circle of about 5m diameter
- Throwing the balls across the circle in turn (as below), they must aim to get as many juggling balls as possible moving around

the circle for as long as they can in an entertaining way!



- Everytime a ball is dropped, the performance should be evaluated and a method of improving or overcoming difficulties should be tried out i.e. should the young people stand further or closer apart; should they make eye contact before throwing or call out the person's name they are throwing to.

ACTIVITY 4 - ASSERTIVENESS

Without Offence

Aim: To teach young people to be assertive and challenge without offending.

Materials: Scenario cards - see below



- Ask the young people to get into groups of 3 or 4 & give them a scenario card.
- The task for the group is to discuss the dilemma posed and agree how to best resolve the situation without offence.
- Allow 20-30 minutes for the group to discuss the issues and then ask them to come together when they have a devised a strategy.
- Each group then briefly outlines their scenario and explains how they have decided to sort out the problem posed.
- Once each group has spoken allow time for

this to be challenged or new suggestions made.

Scenario Cards

(you can add to these to make them specific to any issues within the group)



You are speaking on the phone to a friend who is telling you for the third time about a fight they had with their boy/girl friend. You only have a little credit left in your phone and don't want to waste it hearing the story again. How do you get off the phone without offending your friend.

Your friend is loudly telling a group of people that he/she doesn't believe or agree with sex before marriage and people that sleep around are wrong. You don't agree with him/her but your friend is looking to you to support them in their argument. What do you do?

Your friend always turns up at the youth club with no money, and in the past few weeks you have ended up paying their entry fee and drinks / snacks for the night. You don't want this to become a habit as they haven't offered to repay you and you can't afford it. It's youth club night tomorrow - how are you going to end this pattern?

You are getting something out of your friend's bag when you discover a half full pack of cigarettes. Your friend has always said they don't believe in smoking, and has in the past been rude to other friends who smoke telling them they are fools to do it. How will you raise the subject with your friend.

Source: *Let's Talk Relationships*

ACTIVITY 5 - PROBLEM SOLVING

People are individuals and so will have different opinions, ideas, points of view and ways of doing things - this can ultimately lead to conflict. When we find ourselves in conflict situations it is a chance to have a go at working things out, and to do some problem solving. Being able to work through a problem is a step towards taking more control of our lives which in turn helps to build confidence. When faced with conflict there are a number of ways to deal with it as this checklist shows:



Checklist



Shout at the person

Say sorry

Call them names

Complain & whinge to anyone who'll listen

Talk about the problem & try to sort it

Avoid the person

Hit, kick, punch & fight back

Get upset & cry

Make jokes about it

Give in, let the other person have their way

Let someone else decide who's right

Try to understand the other's point of view



Step 1 - What's The Problem?

You need to work out exactly what the problem is before you can start to solve it, so ask "what's the problem?"

Step 2 - How Do You Feel?

There is a good chance you will feel upset when dealing with a problem - try to identify what those feelings are.

Step 3 - Make A Plan

Think of different solutions to solve the problem.
Will it make the problem bigger or smaller

Step 4 Take Action

Put your plan to work, give your solutions a go

Step 5 Check Up

If the problem doesn't get smaller, don't give up,
try another solution

Source: www.headroom.net

ACTIVITY 6 - SELF CONFIDENCE

Put Down - Pick Up

Aim: To develop self awareness & confidence by exploring alternative ways of presenting and valuing ourselves

You will need 20-30 minutes and some suggested scenarios - possible ones include:

Going to an interview

Sitting an important exam or test

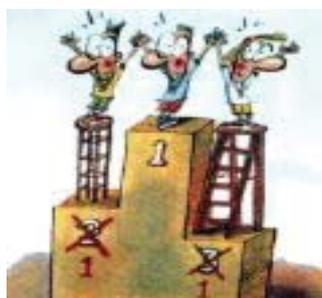
Starting a part time job

First day of college

Going for a meal in a posh restaurant

Dressing to impress

Introducing yourself to new people



- Individually allow everyone a few minutes to think of how they put themselves down
- Divide group into pairs, preferable where there is an established friendship or trust

- The pairs must then devise a scenario with one person miming and the other speaking their 'put down' thoughts out loud
- If they are comfortable they can share the scenario with the whole group
- Repeat the process with role reversals, this time using 'pick ups' instead. Again they can share the results with the group if they wish

Review Questions:

1. How easy was it to think of ways to put yourself down?
2. Why do you think we put ourselves down/up... and which do we do most?
3. Which felt the best?

Source: *Body, Mind & Society*

Useful Resources

Scouting Ireland

www.scoutingireland.com

Youth Health Info

www.youthhealthinfo.com

Playing For Life

www.playing-for-life.ie

Social Personal & Health Education

www.sphe.ie

Life Skills Education

www.lifeskillseducation.co.uk

National Children's Bureau

www.ncb.org.uk

UNICEF

www.unicef.org/lifeskills

Choice Skills

www.choiceskills.com

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

Professional Youth Worker's Perceptions of how they are Managed: How this Influences their Motivation and Proposed Paths to Resolution for Management

By Deirdre Bigley

Introduction

This article is an extract from a masters dissertation which posits the thesis that employees' perception of the quality of their management bears a significant influence on their motivation. The author focused on engines of motivation and barriers to motivation for professional youth workers. The framework of analysis, which was used, is a combination of theories developed by Lynda Ford and Dean Spitzer - contemporary theorists who have proposed frameworks that lend themselves to practical application and also suggest paths to reinforcement and correction.

The author conducted six in-depth interviews with professional youth workers in three youth organisations and the analysis of the research findings is informed by Ford's engines and Spitzer's perspective on the barriers to motivation and is used to bring greater clarity to the identification of paths to correction. The research revealed a number of factors which influence employees' motivation to a significant extent and these have been grouped below under seven key areas.

1. Terms and conditions of employment and working conditions

The respondents were all satisfied with their terms and conditions of employment, including remuneration and the author was not surprised with this result as those who work in this sector tend not to be motivated by either wealth or a desire for status or power. The author assumed at the outset, that one of the principal triggers for youth workers was likely to be a sense of achievement and making a difference within the communities in which they worked.

Respondents, however did not feel as positive about their working conditions and 67% highlighted serious health and safety issues within the buildings in which they worked. The same proportion experienced difficulties with the appropriateness and suitability of the buildings in which they worked with young people and found these to be significant stressors within their work life.

Employers are legally obliged to provide a safe and secure

work environment for employees according to the terms of the Safety, Health and Welfare at Work Act 1989 and Terms of Employment (information) Act, 1994 and 2001. Yet despite the legal requirements and the obvious dissatisfaction of employees youth workers continue to work in inadequate and unsafe environments. One possible reason for this is inadequate resourcing of the sector as well as the difficulty that annual funding poses for longer-term planning. The author proposes that a second reason could well be a pervading undervaluing of the sector from both within and without and a tendency within the sector to accept very low standards and believe that this is the best that they can do.

Recommendation

- A long-term solution for the youth service in general may be forthcoming with the full implementation of the Youth Work Act 2001.
- In the immediate term this is an issue that needs to be addressed as a matter of priority.

2. Communications

Although 83% of respondents reported that they feel listened to by their manager, the research revealed that a strong conditionality attaches to the responses they are likely to receive. These conditions related to length of service, length of time living within the local community, whether or not they are based in the same building as their manager, and whether they speak alone or as part of a team. Dependence on such conditions can lead to the development of unequal relationships between manager and staff, which in turn can cause frustration and resentment. It also deprives both parties of the opportunity to develop robust professional working relationships, which motivate and lay the foundation for a better individual performance, and the meeting of overall organisational goals.

The research demonstrated, that being listened to by management and the organisations communications procedures were seen by respondents as being separate. They felt that management were approachable while citing that communication procedures could be improved. One third of respondents felt there was significant room

for improvement in staff-management relationships with communication tending to be one-way between staff and management and an over reliance on informal communication systems. The research of also revealed that 50% of the respondents felt that their organisation released information on a 'need to know' basis and had experienced incidents where information was deliberately concealed. Practices of this nature tend to emerge within organisations that do not invest sufficient time and energy into communicating with and listening to staff on a regular and systemised basis.

Recommendation

The author proposes that management:

- Develop policy and appropriate procedures to communicate regularly with staff
- Create fora which provide opportunities to consult with and listen to staff concerns e.g. such procedures might include regular staff meetings, meetings with team leaders, and regular updates to staff through a newsletter or intranet and regular planning days
- Establish regular meetings between managers and individual employees with agreed parameters for identifying issues to be discussed and the development of joint working methods.

3. Fairness & transparency

50% of the respondents could see no opportunity for advancement within their current organisations. This is not a surprising result given the lack of career progression within the youth work sector. However, 33% of respondents felt that no explicit or clear policies were in place to identify senior posts resulting in appointments being made on the basis of relationship to management rather than on any objective criteria. In a sector in which promotional opportunities are already very scarce, this can create considerable resentment and distrust of management and their decision-making procedures.

Recommendation

- Establishment of clear progression routes, which are applied consistently to all appointments
- Advertisement of vacancies internally and externally

100% of respondents felt the double standards were applied within their organisations with respect to acknowledging mistakes and learning from them. While management was generally supportive when staff made

poor judgment calls, there was a pervasive unwillingness to acknowledge and indeed to deny mistakes made by management.

Recommendation

- Standards within organisations be applied equally across the board.

4. Creating an environment which fosters teamwork

Respondents felt that teamwork was crucial to their youth work practice and needs to be the cornerstone of the operations of all youth work organisations. One third of the respondents had particular concerns about the development of new teams and felt strongly that management needed to prioritise, team development processes in order to accelerate teambuilding rather than assuming such building would take place naturally over time. According to Senge, *"the fundamental characteristic of the relatively unaligned team is wasted energy. Individuals may work extraordinarily hard, but their efforts do not sufficiently translate to team effort. By contrast, when a team becomes more reliant, a commonality of direction emerges, and individuals' energies harmonise. There is less wasted energy"*.

5. Working towards best practice

None of the respondents' organisations had a formal performance management and appraisal system in place and only one had clear and concrete goals and targets for their own work. It was also clear that respondents felt strongly that they would benefit from the introduction of such a system into their organisations. In the words of Adair:

"if you don't review or evaluate performance, you have no material for giving either the group or the individual accurate and helpful feedback. The aim of evaluation is to do better next time".

This implies the use of measures, performance indicators and targets. As someone once famously said, *"if you can't measure it, you can't manage it."*

Recommendation

The author recommends the:

- Establishment of performance management and appraisal systems for all employees that encompass the setting of clear and concrete goals and targets.

67% of respondents reported that no quality standards

were in place within their organisation and others were concerned that where basic standards were in place, they were not consistently applied and did not seem to be valued. In addition, 50% of respondents felt that systems and procedures were inconsistently applied throughout their organisation. Quality standards enable an organisation to benchmark their own performance and strive for continuous improvement. They also provide a mechanism through which management can increase employee's motivation.

Organisations identify and implement the quality standards most appropriate to their work, and consciously and deliberately strive to build a culture of promoting and valuing best practice.

While all organisations had written policies on bullying and harassment within the workplace, all respondents reported that they were not implemented in a thorough manner. Respondents felt that although all these policies existed on paper, the issue within their organisation was largely ignored and they doubted the capacity of their organisation to address the issue if it arose. One out of the three organisations had tolerated very inappropriate behaviour within the workplace for a number of years, which, although finally rectified, had had a very damaging effect on teamwork, staff morale and trust in management.

Recommendation

- Implementing regular anti-bullying training and awareness raising with staff .

6. Recognition and celebration

Although all the respondents reported that they felt appreciated by the communities in which they worked, and thanked informally by their own organisations, they all reported that they received little or no public recognition of work well done with no organisation having a recognition or reward system in place. Recognition and acknowledgement of effort and quality work are essential motivators in a sector which does not bestow financial rewards. According to Allen, recognition and reward "has become especially important in helping to attract and retain employees, and also in influencing performance and behaviour at work."

Recommendation

The author recommends:

- Organisations establish a practice of regularly and publicly thanking their employees and recognising

staff work done.

- Organisations investigate and promote appropriate recognition and reward systems across their staff teams.

All of the respondents reported that while the achievements of the young people with whom they worked were regularly celebrated, the achievements of the staff team remained largely ignored. This has the effect of making staff feel very undervalued and taken for granted.

Recommendation

- Organisations prioritise the celebration of small and large achievements alike on a regular basis.

7. Encouraging employees to realise their potential

All of the respondents felt that they were, not realising their potential with their current employer, and that they were underutilising their existing skills, and they could see no prospects to develop new skills. For 50% of the respondents, this factor alone ensured that they would not stay long term. High staff turnover can have a number of negative influences on an organisation including the cost of further recruitment and training, lowering staff morale, losing valuable expertise and organisational memory and negative consequences for the reputation of the organisation.

Recommendation

The author recommends:

- Management consider their staff as their most important asset
- Encourage innovation and creativity
- Create opportunities for employees to take on new challenges
- Ensuring that adequate financial and human resources are available to enable staff to perform their jobs effectively

Masters was an MA Management in Pastoral and Voluntary Services taught and run by All Hallows College and decreed by DCU.

Deirdre Bigley is the Project Manager of Copping On, the National Crime Awareness Initiative. Contact details: Copping On, Westside Centre, Unit 1, 51 Main Street, Leixlip, Co. Kildare. Tel: 01/6104384 Email: info@coppingon.ie Website: www.coppingon.ie

Launch of Ireland's First Youth Professional Youth Studies Journal

by Fran Bissett

Introduction

Ireland's first professional youth studies journal, entitled *Youth Studies Ireland*, was launched on Thursday 19 October, 2006 in the Mansion House by the Lord Mayor of Dublin, Cllr. Vincent Jackson, himself a youth and community worker by profession.

The journal, published by the Irish Youth Work Press, represents the coming together of people interested in youth affairs throughout the island of Ireland. It is an interagency venture supported by the following agencies: **City of Dublin Youth Service Board (CDYSB), National Youth Council of Ireland (NYCI), Irish Youth Foundation (IYF), NUI Maynooth, the Youth Affairs Section of the Department of Education & Science and Youth Work Ireland.**

Youth Studies Ireland is a long overdue and long awaited development and as the journal's Editor, Dr. Maurice Devlin of NUI Maynooth, stated at the launch:

'There has to date been relatively little social scientific research into the lives, needs and circumstances of young people in Ireland and the services and policies which are or might be provided for them. What research there has been has frequently gone unnoticed by those who might benefit from it because in the absence of an Irish publication with a specific focus on youth studies it has been published elsewhere, or not properly published at all. This journal will fill that gap, and will also hopefully act as a spur to further research, as well as contributing to best practice in work with young people.'

The Editorial Board for the journal comprises: Dr. Maurice Devlin, Applied Social Studies Department of NUI Maynooth; Dr. Paula Mayock, Children's Research Centre, Trinity College Dublin; Sam McCready, of the University of Ulster and Majella Mulkeen, Applied Social Studies Department, Institute of Technology, Sligo. There is also an advisory committee representing a wide range of interests and a panel of international editorial associates from several continents.

First Edition

The content of the articles for the first issue outlined below illustrates the diversity of themes being considered and encouraged by the journal's Editorial Board:

- Youth Work in Northern Ireland: An Exploration of Emerging Themes

- Youth, Governance and the City: Towards a Critical Urban Sociology of Youth Crime and Disorder Prevention
- Addressing Youth and Being Young: Investigating the 'Bias of Youth' in Irish Advertising
- ASBOs and Behaviour Orders: Institutional Intolerance of Youth?
- Traveller Children and Education: Progress and Problems

There is also a review article exploring two major new social care texts and a review of the Strategy for the Delivery of Youth Work in Northern Ireland.

Submission of Papers

The Editorial Board is actively seeking submissions for future editions in the Spring and Autumn of 2007. Papers submitted for consideration will be sent for anonymous peer review. Submissions will be considered on the understanding that they are original articles that have not been published elsewhere or submitted to another journal or other publisher in any form. This does not exclude submissions that have had prior limited circulation and/or have been presented at a conference(s). Submission of a paper will be taken to imply that it is not being considered for publication elsewhere. Manuscripts, which should not normally exceed 6000 words in length, should be sent to:

Dr. Maurice Devlin (Editor)
Applied Social Studies, NUI Maynooth, Co. Kildare
Tel: 01 708 3781 Fax: 01 708 4708
Email: maurice.devlin@nuim.ie

Detailed notes for contributors are available from Maurice and from the Irish YouthWork Centre

Youth Studies Ireland will be produced bi-annually is available by subscription from:

Irish YouthWork Centre
Youth Work Ireland
20 Dominick Street Lower, Dublin 1
Tel: 01 8729933 Fax: 01 8724183
Email: fbissett@youthworkireland.ie

The journal and/or individual articles are can also be subscribed to/downloaded from the Irish Youth Work Centre website: www.iywc.com

Fran Bissett is IYWC Co-ordinator with Youth Work Ireland

Round Up

Launch of Learningpoint.ie The One-Stop-Shop About Training for the Community and Voluntary Sector

learningpoint.ie is an exciting new online resource developed by The Wheel, a leading support and representative network for the Community and Voluntary Sector in Ireland. This new website is freely accessible to anyone who works in Ireland's vibrant Community and Voluntary Sector, looking for information about training. The core element of the website is a database of training courses and providers, which lists hundreds of training opportunities nationwide. People can search for suitable training courses and providers depending on their location and area of work. It contains information on over 250 training providers and more than 700 relevant training courses. **learningpoint.ie** also provides extensive information on training news and events, publications and useful web links. **learningpoint.ie** is part-funded by the Department of Enterprise, Trade and Employment, through the National Training Fund, and the Department of Community, Rural and Gaeltacht Affairs.

To find out more about learningpoint.ie, log onto
www.learningpoint.ie
Training Information Officer
The Wheel, Tel - 01 454 8727

Council of Europe Award "Young Active Citizens" 2006-2007 Award

For the fifth time the Council of Europe is organising the "Young Active Citizens" Award on the theme of "Diversity, Human Rights and Participation with a view to promoting active participation of young

people in society by rewarding innovative projects in this respect. This time the Award will be given to actions or projects which are contributing to the "All Different - All Equal" Campaign. The competition is open to non-governmental youth organisations and networks, as well as any other structures involved in youth work. Organisations wishing to submit a project are requested to send their applications to the National Campaign Committee of their country. Deadline for the submission is **15th July 2007**.

Detailed information on the award is available at:
www.coe.int/T/E/Cultural_Cooperation/Youth/2._Priorities/award.asp

Irish Aid Development Education Grants Scheme

Development education has a crucial role to play in increasing public understanding in Ireland of development issues, especially as they relate to developing countries. It seeks to challenge attitudes, which perpetuate poverty and injustice and through education to empower people to act to bring about more equal development. Irish Aid, the Government's official development assistance programme, is seeking applications from voluntary organisations and educational bodies for grants for development education projects, which are designed to increase awareness and understanding of development issues. The closing date for receipt of applications for the next round of funding is **Friday 26 January 2007**.

For further details contact:
Irish Aid, Tel: 01 4082096
Email: developmenteducation@dfa.ie
Guidelines, explanatory notes and application forms can be downloaded from:
www.irishaid.gov.ie/grants_education.asp

IYWC New Resources

DEVELOPMENT EDUCATION

Drinking From The Well - A Global Health & Justice Resource For Youth Workers

by Development Education Programme, 2006 **HEALTH**

Education pack exploring the link between poverty, injustice and health around the world. This pack is aimed at youth workers, youth leaders, peer educators and others working with young people. By taking part in the activities in the pack young people can learn to reflect on their own attitudes to health, to consider the many dimensions of health and well-being and to examine factors such as poverty, access to education, healthcare, family and social networks, which impact on the health of people and societies at a local and global level.

The pack takes a broad view of health, from physical, mental, spiritual and emotional well being to sexual, social and environmental health. The pack contains activities, facts & statistics, case studies, information sources and action ideas to support youth leaders and workers to engage young people in learning and action for local and global change.

DRUG TRAINING

Directory of Courses & Training Programmes on Drug Misuse in Ireland 2006

by National Documentation Centre on Drug Use, 2006

Directory containing information about courses and training programmes in drug misuse for individuals and agencies interested in developing their knowledge, skills and capacity in this field. There is a variety of training available ranging from single sessions to courses lasting up to three years. Different courses are aimed at different target groups. Some are

open to anyone in the community who is interested in the issue; others are aimed at those whose work brings them into contact with drug-related issues and some are aimed at specific groups. The directory does not assess or provide information about the quality or relevance of any of the course listed; it does however give all details pertaining to each individual course.

MENTAL HEALTH

What Part of the Picture - Perspectives of Service Users and Carers on Partnerships within the Mental Health Service

by The Research & Resource Officer of the Western Alliance for Mental Health, Liz Brosnan, 2006

Partnership with people who use mental health services is a key component of best practice for delivering meaningful services that are appropriate and relevant for those who use them. This report is the final component of the Partnership Research project carried out by the Research & Resource Officer of the Western Alliance for Mental Health and seeks to answer the question - what does partnership mean to users of mental health services in the HSE Western Area. Five focus groups were carried out with people who use these services and some people who care for them to explore their experiences of partnership with the services they use. It is hoped the reports findings and recommendations will be used to develop an action plan for the HSE Western Area utilising a partnership approach.

Women & Sexually Transmitted Infections: A Gendered Analysis

by The Women's Health Council, 2006

Over the last number of years Ireland has experienced dramatic changes in its social, cultural and economic

domains. The influence of traditional moral codes based on the teaching of the Catholic Church, which used to underpin Irish societies beliefs in relation to sexuality has diminished and more liberal values now exist. While this shift has been positive, it has also brought challenges especially for younger people who now experience great pressure to engage in sex at a younger age when they may not be fully equipped to deal with any negative repercussions such as crisis pregnancy or STIs.

This report details the increase in the number of STIs in Ireland and has 3 main objectives - i) to make the case for the impact of both biology and gender on STI; ii) to highlight the fact that women are more vulnerable to STIs because of biological, cultural and socio-economic factors; iii) to make recommendations for gender sensitive approaches to STI prevention, screening and treatment. Report ends with recommendations to safeguard and improve the sexual health of the population in a gender and age appropriate manner.

SOCIAL CARE

Applied Social Care - An Introduction for Irish Students

by Perry Share & Niall McElwee (eds.)

Introductory textbook for students of Applied Social Studies and Social Care at FETAC, Diploma and Degree level. Books provides a comprehensive introduction to all key study areas within Applied Social Studies, the field of Social Care, Theoretical Approaches, Practice Issues, Social Care and Specific Populations Groups. It contains contributions from national and international academics, practitioners and supervisors. The text features up-to-date Irish materials, case studies, references to further reading and a comprehensive bibliography of Irish and International sources. Text is accompanied by a lecturer's secure website containing teaching slides for every chapter.

Social Care in Ireland - Theory, Policy & Practice

by Tom O'Connor & Mike Murphy, 2006

Only the second text ever to be published specifically in the area of Social Care in Ireland. Ambitious and wide-ranging, this book is intended to give the reader an overall sense of social care as a profession. The book links the needs of clients of social care to wider economic and social issues. It charts the resource landscape and examines the performance of the State in the areas of health, social care and social protection. The book also examines social-care practice, and offers some firm suggestions regarding the need for an increased advocacy and campaigning role for social care workers. It also examines issues that raise the spectre of system failure in Irish society. This is particularly the case in the areas of homelessness, inequality and elder about. But rather than just lay bare the landscape, it offers constructive suggestions for change in these and other areas.

YOUTH ARTS

Visual Arts in Youth Work

by CityArts & The National College of Art & Design, 2006

Publication that represents the coming together of a number of currents of thought and activity, which sought to explore how collaborative and participatory practice is negotiated and practiced through the lens of visual arts in youth work. The intention was to create a platform, which would allow youth workers and artists at the cutting edge of work with young people to shape a set of modest actions that could bring greater visibility to arts and cultural work with young people. Among those who are committed to cultural work with young people, youth work is an environment where culture can be proteïn to nurture growth and development in the human person. One of the aims of this project was to build on the visibility of visual arts in youth work and to begin what will become a long-term objective to demonstrate that arts experiences connect to the growth and development in young adults.

YOUTH JUSTICE

"I Can Hack It"

by The No Way Trust Ltd

More Than A Phase: A Resource Guide for the Inclusion of Young Lesbian, Gay, Bisexual and Transgender Learners

by Pobal, 2006

Young people engage in a vast array of learning activities. They attend school and often participate in local youth clubs and community-based educational initiatives. Young lesbian, gay, bisexual and transgender youth in comparison may often feel unsafe in these settings. They may experience bullying and frequently find themselves subjected to jokes, innuendo and harassment. In many cases they stop attending school or fail to participate in any youth activities. Others may experience high levels of depression with the accompanying higher risks of suicide.

The purpose of this resource guide is to promote greater inclusion of young lesbian, gay, bisexual and transgender people in all formal and non-formal educational settings. Promoting inclusion means being proactive in making efforts to ensure that all young people have access to and participate in education so they can fulfil their potential. This resource guide aims to assist those who work in educational settings with young people to develop inclusive learning environments specifically in relation to issues of sexual orientation and gender identity.

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:

Irish YouthWork Centre
20 Lower Dominick Street
Dublin 1
Tel: 01-8729933

Email: fbissett@youthworkireland.ie or
bkiernan@youthworkireland.ie
Website: www.iywc.com

For too many young people, alcohol, tobacco, anti-social behaviour and illegal drugs use is their reality. At a young and impressionable age many are exposed to a variety of substances, which can blight their lives forever. It is therefore increasingly important that they receive accurate information that enables them to recognise the benefits and values of adopting positive lifestyles. An integral feature of this process is the need to investigate the causes and consequences of crime, its effects upon the local community and the impact upon its victims.

This educational & training video aimed at young people provides an extraordinary insight into the life of young man sent to prison and deprived of his freedom. Alone in his cell he reflects on the actions that led him to being there and he considers how he intends to see out his time. The video is produced by Prison Me No-Way - a UK trust that seeks to guide and inspire young people to reduce any negative influences and encourage more young people to make a success of their lives.

Youth Justice in Ireland - Tough Lives, Rough Justice

by Ursula Kilkelly, 2006

Book which undertakes a critical analysis of youth justice issues in Ireland from a human rights perspective. Set against the backdrop of international standards and best practice, the book presents a systematic analysis of each area of the Irish youth justice system, auditing the extent to which law, policy and practice match those standards. The author traces the young person's involvement with the criminal justice system from the Diversion Programme, through prosecution and trial to sentencing and detention. She looks in detail at the available sanctions, including community-based sanctions which are available to respond to young offending, and undertakes a detailed and original look at the detention of young people in Ireland today.

Notice Board

RESPONDING THERAPEUTICALLY TO CHILD SEXUAL ABUSE

Date: Monday 12 - Friday 16 February 2007
Venue: Children's Therapy Centre, Westmeath

COURSE CONTENT

Training course covering a range of approaches to facilitate therapy with young clients and adults with whom talking therapy is not enough. A focus on skills development is maintained while a theoretical framework is built to facilitate understanding and integration of course material. A range of teaching mediums including lectures, role-play, small and large group work, case studies, video, discussions, use of creative media and experiential work will be utilised.

CREATIVE THERAPY WITH ADOLESCENTS & ADULTS

Date: Monday 26 - Friday 31 March 2007
Venue: Ballymore, Westmeath

COURSE CONTENT

Therapy that is dependent on language as the primary tool can tend to reinforce the mind/body split that often results from unresolved issues. A creative medium can provide an alternative, and more effective, route to the healthy core of the young person. A range of teaching mediums that may include lectures, role-play, small and large group work, case studies, video, discussions, use of creative media and experiential work will be utilised.

For further information on these courses & a breakdown of costs please contact: Eileen Prendiville
Children's Therapy Centre
45 Brookville Gardens, Clareview, Limerick
Tel: 087-6488149 Email: prendivilleeileen@eircom.net

DIVERSITY AND INCLUSION IN YOUTH WORK PRACTICE

Date: Thursday 18 January 2007
Venue: Cork

COURSE CONTENT

One-day course looking at anti-racist and intercultural development education exploring issues of racism, discrimination, cultural diversity and identity locally and globally. Participants are invited to explore their own values and attitudes and to identify ways of working with young people on these issues.

GAMES FROM AROUND THE WORLD

Date: Tuesday 30 January 2007
Location: Portlaoise

COURSE CONTENT

Half-day session aimed at giving participants an opportunity to increase their repertoire of fun games from around the world for exploring a range of issues relevant to young people. It will bring fresh ideas and creative approaches to working with young people.

DON'T JUST SIT THERE - DO SOMETHING

Date: Tuesday 13 February 2007
Venue: Dublin

COURSE CONTENT

One of the underlying principles of development education is to give people the tools to take action for change, both locally and globally. This half-day training session will give participants an opportunity to explore ideas for action and to gain the skills for organising and evaluating a meaningful youth-centred

action or campaign on a justice issue.

Full day sessions run from 10.00am-4.00pm, half-day sessions run from 10.00am-1.00pm. For further information & details of costs please contact:

NYDEP, NYCI
3 Montague Street, Dublin 2
Tel: 01-4784122
Email: deved@nyci.ie

ECO-EDUCATION - AN INTRODUCTORY COURSE ON ENVIRONMENTAL EDUCATION

Date: Thursday 8 February, 2006
Venue: Dublin

COURSE CONTENT

Course exploring how to introduce environmental education in other educational activities with young people and empower young people and encourage them to take ownership of their environment. Participants are encouraged to explore alternatives for environment lifestyle choices through active citizenship. The workshop explores different ways of incorporating it into youth work and the classroom.

ECO FUTURES - INTRODUCTION TO EDUCATION FOR SUSTAINABLE DEVELOPMENT

Date: Saturday 22 March, 2007
Venue: Dublin

COURSE CONTENT

Education for Sustainable Development (ESD) is a new vision of education that seeks to empower young people to assume responsibility for creating a sustainable future. ESD looks in particular at catering for the needs of future generations and those who are young today with the emphasis on critical reflection leading to active engagement in order to show how: to combine the three pillars of environment, society and the economy for development that is

environmentally sustainable; to make quality of life compatible with environmentalism and social justice and by doing locally can improve globally

These workshops will be held in Dublin at a cost of €80.00 per participant. ECO-UNESCO also offers training to organisations on an in-house basis, for further information please contact:

Education & Training Officer
ECO UNESCO
26 Clare Street, Dublin 2
Tel: 01-6625491
Email: ecounesco@eircom.net

HIGH PERFORMING ORGANISATIONS - A KEY TO SOCIAL CHANGE

Date: Thursday 1 February, 2007
Venue: Croke Park, Dublin

CONFERENCE OUTLINE

In an era of increased accountability, the C&V sector is being challenged to examine the quality & measurement of its work and to look at new ways to evolve its services to society. This conference will examine the nature of a high performing organisation, specifically within the C&V sector. The key note speaker is Ian Williams the Executive Director of Concern Universal (CU) since 1998. Additionally he is a Visiting Fellow at the Centre for Charity Effectiveness, Cass Business School, London. He has written a number of papers on management and strategy in a non profit context.

For further information and a breakdown of costs please contact::

Danielle McGoldrick
Carmichael Centre for Voluntary Groups
North Brunswick Street
Dublin 7
Tel: 01-8735282
Fax: 01-8735283
Email: news@carmichaelcentre.ie