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Irish Youth Work Scene

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Youth Work & Anti-Social Behaviour
Participatory Arts with Young People
Young People in Contemporary Ireland
Activities Supplement - Climate Change
New Resources, Notice Board & Round up

Magazine for Youth Work Practitioners

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As the Celtic Tiger Fades, What will be its Legacy to Young People? by Diarmuid Kearney, CEO YouthWork Ireland

Well the summer's over and it's shoulders to the wheel again (not that the work ever stopped). And what's changed in the last few months? Well I suppose we've seen some additional funding arrive in the sector with enhancement of existing funding to Special Projects for Youth and the indication of increases, both numerically and in funding terms, of the Garda Diversion Projects. This is all very welcome but we still have nothing approaching joined-up thinking at Government level in relation to a co-ordinated strategy for supporting the needs of young people. There is still no indication of a move towards nationally agreed and appropriately funded pay scales for youth workers, little evidence that one Government Department communicates with another in relation to the allocation or sustainability of funding to youth work, and even less evidence that in policy terms there is a single mindset. On the one hand the state increasingly recognises and moves to actualise the rights of children and young people with initiatives such as the recently launched Recreation Policy (although to some extent this is a repackaging of existing initiatives) while on the other it demonises and castigates young people through, for example, the introduction of ASBO's. The state and Irish society in general is never really sure where it stands on young people. In our frantic flit from defining young people as angels or demons we seem to continually forget that they are essentially 'us'. They may be a particular sub-group of 'us' but they are 'us' not 'them'.

The difficulties that young people face are about the notion of sub-groups. To be in the sub-group of being young is all too often compounded by a further marginalisation as a result of economic circumstance, gender, sexual orientation, race and a host of other factors, some of which we probably haven't even identified yet. And as a society our response is to blame. We blame young people because we don't provide them with an appropriate or adequate education, because we don't support their carers to do a 'good enough' job, because we don't support them in avoiding the pitfalls of drugs, crime and uncontrolled drinking, because we don't support them to experience their youth as an exciting time of opportunity and development.

The other news we're beginning to hear as the summer ends is that the Celtic tiger is on the move. The economic miracle is on the road to China and India leaving a legacy in its wake. And what will that legacy be? Will it be an Ireland where we have invested in youth? I doubt it. While work with young people has had some recent investment it has been slow to arrive and in the last few days I have heard Government Ministers talk of the need to 'tighten belts'. Which sector do you think will be the first to feel that conStriction? No prizes for guessing. And what sector of the population is impacted upon most by a weakened economy? Those of you who have been around for a while will remember a youth work sector that was singularly preoccupied with minimising the worst ravages of poverty for young people, indeed many of us continue to work with young people who have not even caught a glimpse of that elusive tiger.

It seems nothing changes. We still have to fight to have young people recognised as important in Irish society.

Little Stones Can Cause Very Large Ripples!

by Clive Stone

Clive Stone explores a prominent paper, produced over 20 years ago, and compares similar plans being put in place for building safer communities in Ireland. He argues that youth workers need to be very clear about their role when committing themselves to multi agency partnerships designed to address anti social behaviour in local neighbourhoods.

Introduction

Let me start with the statement that: *'One of the core functions of any Government is to establish an accountable agency (in Irelands case, an Garda Siochana) to maintain order within local communities'*, and lets assume that this agency will take a prominent role in maintaining strong and healthy communities which value diversity in culture, morals and lifestyle. Seems comprehensible, but lets now look at the merits of this statement through my analysis of the 'Broken Windows' thesis presented by Wilson and Kelling back in the 1980's, after all it's becoming popular to revisit the culture of the decade.

What effect has this article had on current *policing* strategies? Has it helped the progression of community safety, has it contributed to the strengthening of community-level social controls, or has it created stronger social divisions? By exploring the political impact that this article had we can start to gently deconstruct the relationship between law enforcement and order maintenance within communities, and some of the implications that this presents for Youth/Community workers.

I believe Youth & Community workers need to recognise the potential for confusion in role definition and hold central the values and principles of the Youth Work Act 2001.

Broken but not forgotten

Wilson, J. and Kelling G. presented a theory in 1982 entitled, *'Broken Windows: The police and neighbourhood safety'*, which outlines an opinion that the core function of the police should be to maintain social order, so as to prevent serious crime from occurring. The Wilson and Kelling theory is based around a straightforward notion that if small-scale neglect occurs within a community, and it is not addressed, it will lead to more serious crime. The theory suggests that by ignoring anti social behaviour such as graffiti, loitering and littering it sends out a message that the community is a safe place for individuals to behave in a disorderly manner. I think there is a sense of general acceptance of this theory without really testing the merits of its conclusions, for example: there is visible evidence that areas prone to graffiti will attract more graffiti if left without attention. Likewise if a building is left with a broken window then it will soon have all its windows broken. Without going into too much detail the authors backed up the theory with 2 scientific experiments.

1. A car in a city was left abandoned with a broken window, and was vandalised within one day. A second car, with no broken windows lay untouched for almost a week until one window was deliberately smashed, the car was then further vandalised by citizens within the local community.
2. In the mid 1970's the state of New Jersey established a programme, entitled 'Safe and clean neighbourhood program', designed to improve the quality of community life. In this program the police were given additional funding to enable the assignment of foot patrols, thus increasing the presence of police on the street within the community. After five years a survey evi

denced that: The introduction of foot patrols had not reduced crime rates, however residents of the foot patrolled neighbourhoods felt more secure and took fewer steps to protect themselves. In addition residents also had a more favourable opinion of the police, and in turn the police had higher morale, greater job satisfaction, and were more favourable towards the citizens in the community. Kelling and Wilson indicate that although the crime rate was not reduced, and the public were aware of this, the fact that public order was maintained meant that the community somehow felt safer and reduced their fear of public crime.

So what does it conclude?

Wilson and Kelling have two things tested; smaller issues can lead to bigger issues, and the Guards feel better and importantly members of the community feel safer when there is a stronger policing presence. Sounds familiar when we revisit some of the incentives the Government are introducing today. Targeting young people with ASBO's & increasing the number of foot patrol Guards, in community areas, are two clear examples of direct transfer of the findings in the 1980's. In response, the youth sector needs to have a clear understanding of where it fits into the jig-saw puzzle:

1. How are the rights of young people going to be promoted and
2. How can the development of communities include the positive contribution from young people

Where are we heading: Zero Tolerance?

A working example of the broken windows theory can be evidenced in the 'Zero Tolerance' initiative, New York City (1992). The mandate of the police in this plan was to address the problem of public disorder and improve the quality of life within the city. The police specifically targeted anti social behaviour that included the likes of car window cleaners at traffic junctions and jaywalkers in addition to

drunks and **noisy children**. As a result of this New York has celebrated a significant drop in crime rates:

'Car thefts have halved in as little as six years. Burglaries have fallen from more than two hundred thousand in the early nineteen-eighties to just under seventy-five thousand in 1995. Homicides are now at the level of the early seventies, nearly half of what they were in 1990. Over the past two and a half years, every precinct in the city has recorded double-digit decreases in violent crime'. (www.nycvisit.com/content/index.cfm?pageP-key=1091).

The role of Youth Work revisited

The relationship between enforcement and maintenance continues to remain tenuous with regard to which has more influence on community development. This must also mean that other agency functions are up for questioning when they are involved in multi-agency planning for combating anti social behaviour. One of the questions I originally posed was 'Has the broken windows theory contributed to the strengthening of community-level social controls?'

Evidence would suggest that it has. Youth work holds central the belief that community development can be strengthened through engaging young people in activities that promote social responsibility. Could it be argued that tackling anti social behaviour never really featured in the planning and designing of youth work led community programmes? Is this secondary outcome merely incidental, based on the premise that youth work should not get drawn into accepting that young people should ever be labelled 'anti-social', or indeed was it ever a focus that youth work would want to position itself as a co-operative agency assisting in the control of young people.

If youth work is to become a partner in community development initiatives the main values & principles need to be measured against other agencies ideologies. Clearly youth work should work towards combating discrimination and act as a model for young people's welfare, but it should not stop

there.

Explaining Youth Work through a set of values: what do we say at the table?

Let me revisit what I am thinking at this stage. The issue of whether youth work helps to control communities can sit very uneasy in the wrong context, yet I believe it is often when we feel uncomfortable we stop to ponder and examine where we are coming from.

Let me put together some thoughts around where youth work sits with community control strategies, and how I can clarify youth works involvement in community development on this issue.

What are the key issues youth work agencies should raise when sitting at the table with agencies when dealing with the agenda of community development?

1. How are young people contributing to community development (**Participation**), and why should they (**Empowerment**)?
2. How will young people share the power in developing and implementing strategies (**Mutual respect**)?
3. What are the strengths (**Recognise and value diversity**) & limits (**Young people's welfare being paramount**) that youth services can play with regards to the issue of control and maintenance (**Boundaries**)?

Youth work has been described as 'social group-work', with benefits including the value of social networking, depth of mutuality, trust and tolerance that emerge over time. It is this vision that needs to be retained and used as a measure for long term success. It is the sectors ability to pioneer innovative approaches that will be the key to succeeding this vision, and retaining its professional standing.

Contributions to developing plans should ensure that young people are not sold activities that aim to increase their commitment to attend and meet

a hidden agenda (to prevent anti-social behaviour).

Conclusion

Clearly Youth Work is in a position to confidently contribute to the process for advancing community development without being seen as a contributing agent of social control. The development of a strong sense of principles & values for the sector, in the guise of the Youth Work Act, has provided a clear function for youth services. The identity and role of youth work should be embraced and maintained as a complimentary service for community development and managed alongside competing ideologies.

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www.nycvisit.com/content/index.cfm?pagePkey=1091 NYC THE SAFEST LARGE CITY IN THE U.S. Crime Rate, Including Murder Rate, Drops to Lowest Level Since 1960s, According to New FBI Statistics

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‘Work in Progress: Case Studies in Participatory Arts with Young People’

A Book Published by the National Youth Arts Programme, NYCI

By Margot Kenny, NYAP Co-ordinator

‘Work in Progress: Case Studies in Participatory Arts with Young People’, a publication critically evaluating arts practice with young people in non-formal educational settings, was published by the National Youth Arts Programme in June 2007 and made possible through funding from the Irish Youth Foundation.

The idea for this book began early in 2005. The Certificate in Youth Arts, a course run annually by the National Youth Arts Programme, was then nearing the end of its second year in operation and a number of issues had become apparent through conversations with students. Firstly, it was very difficult if not impossible for students to find relevant resource material describing youth arts practice in Ireland.

This had been remedied to an extent through the creation of the Youth Arts Library at NYCI, but it was still painfully obvious that much of the excellent and imaginative youth arts practice happening around the country had not, at that time, been documented and published or if it had, had not been widely disseminated.

Secondly, it was clear to me that the students themselves, all professional arts or youth workers, represented an untapped resource in terms of documenting good practice. Students are required to complete an art project with young people as part of the course, and

amongst more than 30 projects completed at that point, all of us involved with the course were impressed by the artistic ambition and quality demonstrated in some of these, as well as an honesty and openness to learning shown by others.

I wanted to initiate a project that would capture the exhilarating sense of creativity permeating this work, and at the same time provide a resource for others that spoke to the Irish context for this work. So began what was originally conceived of as a report documenting a selection of projects completed by Certificate in Youth Arts students.

In the two years that followed, the project grew and metamorphosed into something richer and more inclusive than anticipated. Twenty people – representing diverse values, methods, art-forms, work contexts, client youth groups and levels of experience – were involved in the writing of this book.

Other contributors, not associated with the Certificate in Youth Arts, were invited to write pieces for the book, so that further aspects of youth arts – the administrative and policy dimensions, the need to engage with new communities of young people, and the challenges of working in partnership – could be included. Co-editors Dr. Maurice Devlin of the National University of Ireland Maynooth and Deirdre Healy of Create, the national development agency for collabora-

tive arts, ably guided and unified these voices. What has resulted is a collection of 10 case studies documenting the experiences of youth arts practitioners working in Ireland today.

'Work in Progress: Case Studies in Participatory Arts with Young People' is aimed at inspiring professional artists, youth workers and others who want to begin or develop their practice in using the arts with young people. It recognizes the value of arts education outside of school and of opportunities for young people who otherwise might not have that chance, to engage with the arts in a meaningful way. Here's a taste of some of the cases studies included:

A Day in the Life! Arts Work with Young Asylum Seekers explores a video and photography project with young asylum seekers and refugees by Louise Walsh, a practicing artist and a lecturer at the National College of Art and Design and artist Christopher Harrington.

Tumbledowntown by Owen Boss and Louise Lowe describes a major site-specific multimedia project by members of Roundabout Youth Theatre in Ballymun. This project won the Spirit of the Fringe award at the Dublin Fringe Festival.

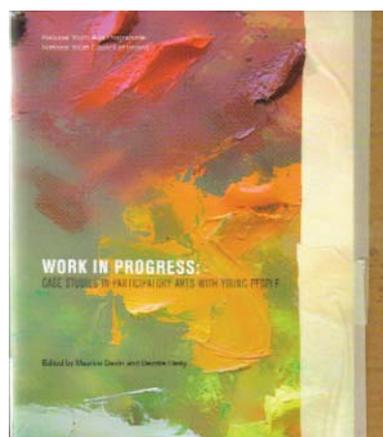
Dreamtime by Rosie McDonnell engaged a group of young boys involved with the Helping Agatha's Youth (HAY) organisation in Dublin's North Strand in a visual art project that looked at their dreams and ambitions for the future, using a range of media.

Rap it Up! by Rachael Long and Melissa Monks and *No Limits: A Hip Hop Youth Arts Festival* by Eileen Vaughan and Liz Burns look at various approaches to supporting young people's avid interest in hip hop, in a

way that goes beyond derivative imitation of hip-hop stars.

Hear No Words, See No Words, Speak No Words: A Community Youth Dance Project by Lucy Bell and Vijaya Bateson charts the challenges of introducing contemporary dance practice and choreography to young people in Co. Kildare.

Alliances examines artist Carol Kavanagh's experience in bringing together her artistic focus on horses with a desire to work with young people, which resulted in a photography project with young mothers at Cherry Orchard Equine Education and Training Centre in Ballyfermot, Dublin.



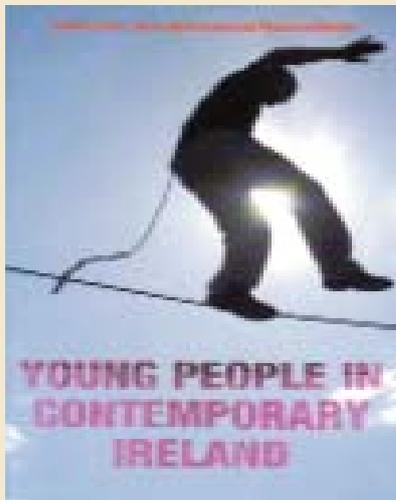
**To order a copy of the publication
at a cost of €10, please contact:**

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Irish Young People Brought to Book at Last!

by Maurice Devlin

*Maurice Devlin, co-author of **Young People in Contemporary Ireland**, sketches the background to the publication of the first major Irish textbook on young people.*



Introduction

It has long been a complaint of people involved in youth work training in Ireland that there are relatively few 'home-grown' materials and resources which focus specifically on the experiences and circumstances of Irish young people, and on the particular context of Irish youth work and youth services. I have been as conscious of this lack as anyone else, given that my work in NUI Maynooth is principally concerned with the education and training of youth and community workers.

This is why I became involved with a number of other individuals and organisations in the journal *Youth Studies Ireland*, led by the Irish

YouthWork Centre and launched about a year ago. Despite the fact that a peer-reviewed publication requires a great deal of work from those centrally involved, the very positive response to date confirms that it is meeting a need and merits continued support.

The Concept

For the same reason I was very pleased when I was approached by Dr. Kevin Lalor, Head of the Department of Social Sciences at the Dublin Institute of Technology, and asked to become co-author of a textbook about young people in Ireland, along with Kevin himself and Dr Áine de Róiste of Cork Institute of Technology. Kevin and Áine are both psychologists and are primarily involved in the education and training of social care practitioners. They too had been conscious for a long time of the dearth of Irish teaching and training materials in their field.

The 'added value' of having me involved in the project was twofold: firstly the fact that I have a background in youth work practice, policy and training, and secondly the fact that I am a sociologist. We think ourselves that the multidisciplinary approach is one of the book's main strengths, and Mary Cunningham, Director of the National Youth Council of Ireland, kindly notes in her Foreword that it will be an 'indispensable resource' for practitioners working with young people, or those concerned for their welfare, 'across a wide range of disciplines, professions and sectors'.

The Writing

Moving from the concept to the printed volume was a gruelling process, particularly given the short timeframe involved. The formal agreement with publishers Gill & Macmillan was entered into in March 2006, at which point not a word was written (certainly not by this author!); and the book was ready for launch by the Lord Mayor of Dublin, Councillor Vincent Jackson, in the Mansion House in June 2007. It was particularly appropriate that it was launched by Vincent - one of his last engagements at the end of a distinguished period in office - since he is himself a professional youth worker (and NUI Maynooth graduate) with a long record of commitment and activism on behalf of young people and at community level.

The 'divvying up' of the workload among the three co-authors turned out to be fairly straightforward. Kevin Lalor, whose initiative the project was, took on the coordinating function throughout. When we reached agreement on the range of content to be covered and the way the text should be structured the total number of chapters turned out to be twelve, which is easily divided by three so we each undertook to be the principal author of four chapters, in all cases sharing suggestions for useful sources and references and commenting on drafts as they were produced.

The complete final draft was then of course handled by one of Gill & Macmillan's editors. Apart from the content of the chapters themselves we expect the book to serve a useful bibliographical purpose for academics and professionals interested in Irish young people: the references section runs to more than thirty pages.

We do not indicate in the text which author took the lead in relation to which chapter, and Kevin's parents told me at the launch that on the way up to Dublin on the train from Cork they had started a game of trying to figure out who wrote what - a pastime which other readers of IYWS might also like to try, whether on a train journey or otherwise with time on your hands, or if you just get bored with the book's actual contents! Given my own interests (and to get you started) it shouldn't be hard to deduce who took the lead on the chapter which deals with youth work services.

The Content

As for the content, we had a number of objectives. Obviously, given that this was to be a textbook with a broad target audience, we wanted to be as comprehensive as possible, and so there are chapters on all the major aspects of young people's lives and lifestyles: young people in families; peers, relationships and sexuality; health and well-being; education and employment; values and attitudes; recreation and leisure; juvenile justice and the law; services and policy for young people. We also wanted to introduce a wide range of theoretical perspectives on young people, psychological and sociological, and these are the subject of a separate chapter.

While the whole point of the book is to deal with the collective experience of 'young people in contemporary Ireland', we were very conscious from the outset that 'youth' is not a homogeneous group and that it is important to take account of the ways in which young people's lives can differ from each other, depending on their identities or circumstances, and the fact that some young people can find the pervasive 'youth culture' (insofar as that catchall concept has any meaning at all) irrel-

evant or even alienating.

This is reflected in a chapter devoted to young people who experience persistent marginalisation or exclusion, including young people with disabilities, young Travellers and other ethnic minority young people (including young separated asylum-seekers and aged-out minors), young people in care and leaving care, young homeless people and rural young people. The experiences of LGBT young people (lesbian, gay, bisexual and transgender) and the inequalities they face, are also dealt with; and throughout the text we try to take account of differences among young people relating to gender and social class.

Concluding Remarks

We had some very interesting discussions among ourselves and with the publishers about the image that should feature on the book's cover. Of course no one image could capture the full range of the book's contents or the diversity of experiences, circumstances and identities just mentioned. The image finally chosen, however (of a young person on a tightrope, with safety harness, on a summer's day), does reflect an important theme (or set of themes) which runs throughout the text.

There is a significant element of risk involved in being young (indeed, just being human) in the complex, globalised, fast-paced and rapidly changing society we live in; and the risks are undoubtedly greater for some than for others. But at its best youth is a time of adventure, of positive and challenging experiences, of growth and development. The young person on the tightrope might well fall off (and almost certainly has fallen off before); but support is in place, and the sun is shining.

Dr. Maurice Devlin is Senior Lecturer in the Department of Applied Social Studies at the National University of Ireland, Maynooth.

The book *Young People in Contemporary Ireland* written by Dr. Maurice Devlin, Dr. Kevin Lalor and Dr Áine de Róiste is published by Gill and MacMillan and is available in general bookstores.

It is also available for loan to members of the Irish YouthWork Centre Library.



Activities Supplement Climate Change

by Gina Halpin

Climate change refers to the phenomenon that is causing the earth to become warmer which means that our climate and our weather systems are changing resulting in more turbulent weather as seen this summer with record high rainfall and hurricane Dean in the Americas. This activity supplement contains activities and information to raise awareness among young people of what climate change is and how young people can contribute to reducing the effects in their everyday lives.

What is Climate Change and what causes it?

Most scientists now agree that human activity is largely responsible for climate change and that the choices we make today will decide the future of our climate.

Most of the energy we use to heat our homes, for electricity and transport comes from fossil fuels such as oil, gas and coal.

When fossil fuels are burned, they release carbon dioxide which is the main greenhouse gas.

Greenhouse gases cause the earth to heat up by trapping the sun's heat in the earth's atmosphere – acting like a greenhouse.



Fact: 1990s was the warmest decade

Fact: 1998 was the warmest year

Fact: Snow cover is down 10% in the last 40

years

Fact: Every one of the hottest 15 years on record has occurred since 1980

Fact: In the last century sea levels rose by 100-200mm

Fact: 90% of victims of weather related natural disasters live in poor countries



Activity 1. The Greenhouse Effect in a Jar

Aim: To help young people understand how the Greenhouse Effect works

Materials: 2 small thermometers, a sunny day, a large clear glass

- On a sunny day organise the young people into two groups outside
- Lay the thermometers side by side on a level surface
- Have the young people cover one thermometer with the glass jar - explain that this is their 'greenhouse'.
- Have the young people read the temperature of the thermometer after 30 minutes and again after another 30 minutes.
- The difference in temperature of the covered thermometer is similar to how the greenhouse gases affect the earth's temperature.

Activity 2. World Use of Energy & Unequal Distribution

Aim: To highlight to young people the disparity in energy use and population between the developed and the 'developing world'.

Materials: 5 x A3 blank sheets, markers & chair for each person

- Make a large clear space in the room.
- Write the name of each continent on each A3 sheet (Africa, Asia, Europe, Latin America, North America) and place these around the room.
- Explain that these 5 continents on the planet each uses energy very differently.
- The group represents all the people currently on the planet and the chairs represent all the energy resources currently on the planet.

As a group they must decide on:

Population – on the basis of their group size, what proportion of people in the group would represent the population of each continent? i.e. would Africa have more people than Asia? would Europe have more people than North America?

Energy use – using their chairs, what proportion of chairs would represent the amount of energy each continent uses.

Once they have discussed the above, ask them to move, with their chairs to appropriate parts of the room.

Below are the answers based on a group of 30.

Continent	Population	Energy/ Wealth
Africa	3	2
Asia	17	4
Europe	6	14
Latin America	2	1

North America	2	9
Total	30	30

Follow up questions:

1. Is this distribution of energy resources fair?
2. Why are energy resources distributed this way?
3. What effect does the western world's reliance on energy have on the planet?
4. Is it affecting the climate throughout the world?



Activity 3. Effects of Climate Change on Different Parts of the World

Aim: To show the relationship between climate change and rising sea levels. This activity shows how long term increases in the earth's temperature from use of fossil fuels, could force some coastal communities to abandon their homes forever.

Materials: A fish bowl or plastic basin, a large rock, ice cubes, a black permanent marker, a small token – lightweight, could be made out of paper or plastic

- Place the rock in the basin and fill the basin with tap water to cover approximately two thirds of the rock. This represents an island.
- Place the token on top of the rock. This represents a community of people living on the island.
- Place the ice cubes into the basin.
- Mark the level of the water on the rock with the marker or pencil.
- The group should make some predictions

about what the outcome of the investigation might be.

- The group can return to the basin at the end of the evening.

Follow up questions:

1. What would cause ice caps to melt?
2. What positive steps could the community, and countries worldwide, take to prevent rising sea levels?
3. Look at a map of the world and identify low-lying areas that could be at high risk of flooding as a result of climate change.
4. This investigation illustrates what scientists predict may happen to low lying communities if climate change, as a result of an accumulation of too much CO₂ in the earth's atmosphere, causes the polar ice caps to melt.



Activity 4.

How Green is your Club Challenge!

The aim of this activity is to raise young people's awareness as to how they can take action to help sustain the environment in their every day activities

Here's a check list for the youth club to consider and possibly implement with the young people

Do you recycle paper that is used in the club?

Do you recycle aluminium drink cans?

Has the club stopped using spray cans containing CFCS?

Have you checked there are no solvents in the markers, paints, tippex etc...?

Has the cleaner been asked to avoid using bleaches, and use cleaning materials that are bio-degradable?

Are there low energy light bulbs in the club?

Does the club use recycled paper & toilet paper?

When equipment breaks is it repaired and used for another activity or thrown away?

Has there been anything done to improve the environment outside the club for wildlife?

Is there a waterfilter in the kitchen?

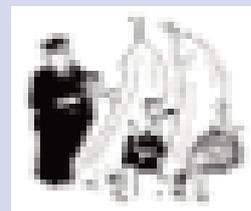
Have there been though put into the type of products that are sold in the club shop i.e. what sort of 'E' numbers do they contain, what effect there is on the environment where they are produced

If possible buy Irish products.



Activity 5.

Reduce Your Food Miles



Food miles means the distance travelled by food from the place it is produced to Ireland.

As the food miles increase so do the environmental costs,

for instance flying goods by air uses nearly 40 times the amount of fuel as going by sea. For every calorie of carrot flown in from South Africa, we use 66 calories of fuel, not to mention the loss of taste and nutrition and the chemicals used to preserve the foods freshness.

Things To Do!

Go shopping with your parents and try and make sure the food your family buys comes from nearby. You are more likely to find local foods in smaller shops and farmers markets.

Buy food that is in season: you can find which fruits and vegetables are in season by checking out this website: www.bigbarn.co.uk/food/in-season.

Grow your own! This way you will be eating the freshest and most locally produced foods. Garden stores sell a variety of fruit and vegetable plants and trees.

Count the food miles they have consumed that day e.g. if they had a burger made from beef from Argentina the distance would be 6,900 miles, a banana from Australia would be 10,373 miles. You can print off a listing of distances in preparation from the following website www.geobytes.com/CityDistanceTool.htm

Glossary of Terms:

Clean Energy Industry: Industry that produces little or no pollution.

Climate: Average weather over a long period usually 30 years or more, in a region.

Climate Change: A natural phenomenon whereby the Earth's climate warms or cools over long periods of time. However this term is now more commonly used to refer to the accelerated rate of change which scientists believe is the result of human activities.

Ecosystem: The living communities of an area, together with their non-living environment.

Environment: All the factors - biological, chemical and physical that affect an organism.

Fossil Fuel: Fuel such as coal, oil or gas that is formed from the decomposition of animal and plant remains.

Global Warming: A gradual rise in temperature over all the Earth's surface.

Greenhouse gases: Gases contributing to the greenhouse effect i.e. the accumulation of carbon dioxide, water vapour and other gases in the upper atmosphere insulating the Earth which prevents heat loss and raises atmospheric temperature.

Kyoto Treaty: An International Treaty aimed at slowing down climate change by reducing the levels of emission targets for Carbon Dioxide - the main gas responsible for climate change.

Renewable Energy: Energy generated from sources that can be replaced or replenished e.g. wind, tidal and solar energy.

Sustainable Use: Use of a resource that can be continued on an on-going basis without depleting or damaging it.

References:

Youth Action & the Environment / by Alan Dearling, 1997
Going Global by NYDEP
Louder than Words / by Bryan Merton & Malcom Payne, 2000
Renewing the Earth - Youth Guide for Groups / by CAFOD
Climate Chaos: Learning for Sustainability by WWF

Websites:

www.stopclimatechaos.ie
www.liveearth.org
www.combatclimatechange.ie
www.christianaid.org.uk
www.globalwarmingkids.net
www.eo.ucar.edu

Round Up

CHILDRENSDATABASE.IE

childrensdatabase.ie is a new website created by the Office of the Minister for Children (OMC) to provide access to research and information on children for policy-makers, Government departments, academics, voluntary organisations and the general public. A sample group of stakeholders was surveyed about their information needs and the information sources they commonly use. Additional websites were reviewed and selected on the basis of relevance to the overall aim of the OMC and to personnel working in the area of children's policy. The database contains Irish Government policy documents an extensive collection of annotated websites

Irish Government Policy Documents

A collection of full-text policy documents, produced by Irish Government departments and approximately 70 State agencies (1996 to the present), on issues that directly affect children. The database is fully indexed and contains abstracts and full publication details for each item, including the availability of Irish language and disabled access versions.

Annotated websites

A collection of databases, specialist libraries, Irish, European and international resources, organised as follows: **Agencies and organisations; Databases; Data sources; E-journals; Key documents; Libraries and Information Gateways; OMC Policy and Research Publications; Policy Documents Database; National, European and International Children's Observatories, Documentation Centres and Research Dissemination Units.**

All the links are organised according to the National Children's Strategy Schedule of Objectives which are outlined on the site. Everything on *childrensdatabase.ie* is free of charge, with the exception of identified resources, licensed for the use of OMC staff and clearly marked as 'access for OMC only'. For further information and to provide comment/feedback on the database please contact:

**Office of the Minister for Children
Department of Health and Children
2nd Floor, Hawkins House, Dublin 2
Tel: 01 6354000 Email: omc@health.gov.ie**

UK YOUTH MAGAZINE GOES ONLINE

UK Youth magazine is now available Online and free. UK Youth magazine brings practical ideas and good practice principles for immediate use in work with young people. UK Youth magazine keeps you up to date with all the latest trends, events and resources, as well as giving you a platform from which to share your experiences and expertise with colleagues throughout the UK.

To register for the free online quarterly magazine simply go to:

<http://www.ukyouth.org/whatwedo/publications/magazinedemo.htm> to fill in a sign up form to gain access to the password protected area where the magazine can be viewed.

For those who want to receive UK Youth magazine in its traditional format, the print edition can be subscribed to at:

www.ukyouth.org/whatwedo/publications/allpublications/ukyouthmagazine.htm or by emailing: becky@ukyouth.org

IYWC New Resources

Active Citizenship

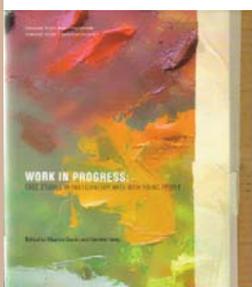
Report of the Taskforce on Active Citizenship by Taskforce on Active Citizenship

The Taskforce on Active Citizenship was established in 2006 to lead a national conversation on the extent to which citizens engage in the issues that affect them and their communities. In recent years concerns have been expressed about trends in the level and nature of active citizenship in Ireland, especially given the rapid economic and social change.

The Taskforce conducted a widespread and varied consultation process across the country which consisted of over 1,150 submissions based on a series of questions; seven public consultation seminars; two seminars for young people on the theme of active citizenship; a plenary meeting of the National Forum on Europe and a meeting with the Oireachtas Joint Committee on Arts, Sports, Tourism, Community, Rural and Gaeltacht Affairs. This report sets out the vision of what it means to be an active citizen and how individuals might be supported and encouraged to be active citizens. It also makes recommendations to Government.

Arts

Work in Progress: Case Studies in Participatory Arts with Young People by Maurice Devlin & Deirdre Healy (eds)



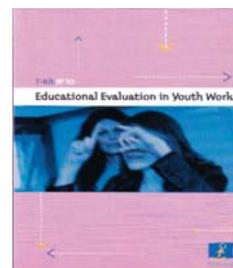
Book which offers youth workers, artists, policy & decision makers in the fields of youth work and participatory arts practice a range of possible approaches to working with groups of young people through

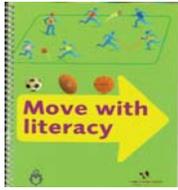
the arts, and a rationale for the value of participation in the arts to young people's general development. Using case studies based on the experiences of artists, youth workers and arts administrators working in this field in Ireland this book crucially analyses and documents a selection of individual projects, modelling potential approaches to good youth arts practice. The case studies are designed to inspire, providing transferable models of practice for other out-of-school providers interested in youth arts as an effective means of engaging young people. While not intended as a rigid set of instructions for good practice the book highlights the common principles underpinning good practice amongst the case studies documented and the specific benefits experienced both by participating young people and practitioners working with them.

Education

Educational Evaluation in Youth Work Tkit No. 10 - Testing the Soup by Paul Kloosterman, Kerstin Giebel & Ozgehan Senyuva

Resource aimed at youth workers who are closely involved in learning processes and educational activities with young people. The aim of this kit is to support and contribute to the improvement of youth projects in Europe by developing the competence of youth workers in the theory and practice of educational evaluation. Evaluation is not something that people get excited about, more often it is associated with writing long reports, justifying your work to someone else or measuring the immeasurable, e.g. boring, difficult and tiring. In this T-Kit the aim is to show evaluation as thrilling, electrifying, stimulating and fun, or at least attractive and inspiring enough to integrate it into educational work.





Move with Literacy

by
Nala

Sports pack designed to be used by both adult literacy students and their tutors and youth educators who lead sport and physical activity. It contains lots of information and fun literacy and numeracy activities about many of the sports and physical activities that people take part in. It also contains useful tips and advice on how to get fit and plan physical activities session. The resource is divided into nine sections – Sport & Physical Activity; Rugby; Horses; Boxing; GAA; Dancing; Walking; Jogging and Soccer.

Families

Parenting in Contemporary Europe: A Positive Approach

by
Mary Daly (Ed.)



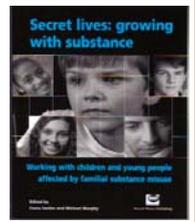
Publication is an important element of the Council of Europe's recent work in the field of positive parenting leading up to the Committee of Ministers' recommendation on policy to support positive parenting. The authors review and analyse the major changes affecting parenting in Europe, arising from legal situations, research and practice. This work addresses the core issues related to positive parenting and non-violent upbringing, with emphasis on parent's entitlement to support from the state in carrying out their parental tasks. It's main themes include – current thinking on the use of violence against children; the relationship between parenting and drug-related behaviour among children and teenagers and the particular problems and needs of parents and children in situations of social exclusion.

Secret Lives:

Growing with Substance – Working with Children and Young People Affected by Familial Substance Misuse

by
Fiona Harbin & Michael Murphy (Eds.)

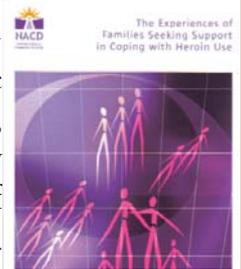
Book bringing together the work of researchers and practitioners who have developed services that can help improve responses to children and young people who are affected by substance misuse, particularly those who are brought up in substance misusing families or beginning to misuse substances themselves. It begins from the premise that although there are significant differences between misuse of alcohol and illicit drugs, the similarities of their effect upon children and families mean that it is important to consider them together. It aims to aid practitioners and managers in the identification, assessment, treatment and support of the children and siblings of substance mis-users.



The Experience of Families Seeking Support in Coping with Heroin Use

by
Dr. Carmel Duggan

Report which examines the experiences of families seeking support to cope with problem opiate use, and specifically heroin use, on the part of one or more family members. The overall objective of the study was to develop a greater understanding of the ways in which these families, and in particular the person in the family with the primary caring role, sought support, their expectations in doing so and their perception of the adequacy or effectiveness of the responses they received. As a result of the findings of this report the NACD has made a number of recommendations to Government, including – that the role of the family be recognised and valued in the delivery of drug services and that interventions by a specialist worker for families be provided irrespective of how the drug using member is doing.



Fundraising

Fundraising from Europe

by
Christopher Carnie



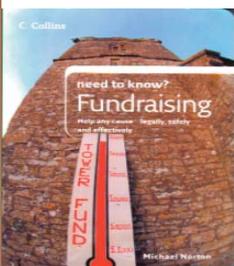
Practical handbook for people working in charities, their advisors, volunteers and leaders. The European fundraising market turns over £200 billion each year. It includes some of the world's largest foundations, headquarters of many of the world's leading businesses and one-third of the wealth held by the world's high net worth individuals. The book shows how to successfully access these funds using case studies and providing facts and figures from the extensive and valuable European scene. It is packed with vital information, addresses, websites and details of fiscal and legal regimes in Europe, it will help guide you through European philanthropy and help you to European success.

Need to Know?

Fundraising - Help Any Cause - Legally, Safely and Effectively

by

Michael Norton



Book covering every aspect of fundraising. It is aimed largely at people who are working at a national, regional or local level raising money for smaller charities, and at community activists raising money for local community initiatives. It covers the principles of fundraising and then goes on to outline the different sources to consider. The following areas are covered - getting started; what you will need to support fundraising efforts; how much you actually need; asking individuals; raising money through fundraising activities; getting support-in-kind; getting support from funding bodies and putting it all together.

Social Inclusion

A Social Portrait of Children in Ireland

by

Office for Social Inclusion



One of a series of reports based on the lifecycle approach, commissioned by the Office for Social Inclusion from the ESRI. This portrait aims to bring together some facts and figures about chil-

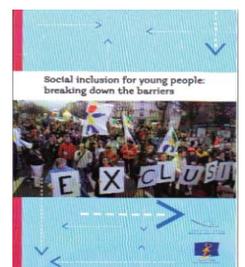
dren in Ireland today, drawing on a range of statistical sources and studies to show the main trends in the lives of children, including where they live, their social and economic circumstances, their education and health and how they spend their free time. The report shows that children can be more vulnerable to poverty than those in other lifecycle stages and meeting the challenge of reducing child poverty requires policies to support children directly. The report also highlights some positive outcomes for children in health and education including an increase in the number of children staying on to complete the Leaving Certificate.

Social Inclusion for Young People: Breaking Down the Barriers

by

Helen Colley, Philipp Boetzellen, Bryony Hoskins & Terdora Parveva (Eds.)

Book which presents key findings from a research seminar organised by the European Youth Partnership on the theme of "Social Inclusion and Young People" which took place at the European Youth Centre in Budapest in 2005. The seminar brought together researchers from across Europe with young activists and policy representatives, in order to develop a better understanding of social exclusion for young people and to help provide evidence about the progress of strategies to promote social inclusion. The articles included give a picture of the forms of social exclusion affecting young people nowadays and provide evidence of the progress of strategies to promote social inclusion. It is hoped this book will contribute to the ongoing dialogue and action about and with young people in Europe in ways that tangibly break down the barriers to social inclusion.



Team Building

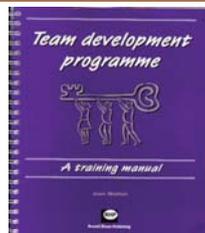
Team Development Programme:

A Training Manual

by

Joan Walton

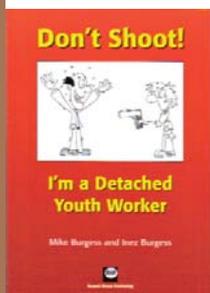
Training pack consisting of ten modules, which



have been proven to be an effective tool in helping staff teams recognise the issues that help and hinder team working. It also helps to develop the appropriate awareness, knowledge and skills that enable team members to offer a consistent and coherent professional service. It is based on the premise that all work roles are potentially stressful and that work colleagues can be the greatest source of stress or support. The quality of relationships that develop and the opportunities for collaborative working can make a huge difference to the extent to which a job is experienced as meaningful and fulfilling. By using this programme teams members can work through a developmental process, which allows them to understand the factors that help and hinder effective working. Materials in this pack can be used as a complete programme, a module at a time, or to reinforce lessons learned.

Youth Work Issues

Don't Shoot – I'm a Detached Youth Worker by Mike Burgess and Inez Burgess

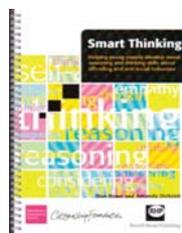


Practical guide which shows how the theory of detached work can be linked to the practice. It will support and inspire both experienced and new detached youth workers to value and use detached youth work as a means of social and personal education as well as a means of helping and supporting socially disadvantaged young people. It aims to enable the detached youth workers and managers to develop effective methods of working with young people; enabling them to explore life choices and encouraging positive change, personally and socially, as members of their communities. The book highlights the fun, enjoyment, challenges and difficulties involved in the process of delivering detached youth work, through the experience of the author.

Health & Safety in Youth and Community Work - A Resource Manual by Doug Nicholls

Lively and readable this book draws on the author's extensive networks and long experience in youth and community work as worker, manager and worker's representative. It is full of specifics peculiarities, traps, tricks and tips that cannot be found in generic guides to health and safety. This manual is aimed at employers who want to ensure that the best possible working conditions are provided and for employees who want to protect themselves and everyone they work with.

Smart Thinking – Helping Young People Develop Moral Reasoning and Thinking Skills about Offending and Anti-Social Behaviour by Don Rowe & Amanda Dickson



Resource pack designed as a group-based intervention for use with young people between the ages of 12 and 18. The materials can be used in secure or community settings. The aims of the pack are – (i) to encourage the development of a range of thinking and communication skills; (ii) to improve the ability to think about moral aspects of everyday life, with particular reference to offending behaviour; (iii) to enhance self-awareness through increasing the ability to think critically and reflectively; (iv) to increase the ability to operate in social settings by improving the capacity to interact verbally. It contains enough material for 10 two-hour sessions and offers ideas and suggestions for further sessions. Guidance is provided on how to set up and maintain groups of participants, including how to create a lively and varied pace throughout each session.

Values by Bernard Moss



Book which explores the value base of 'people' work and seeks to offer a fresh look at this topic. Values can be eroded by pressure and anxiety so a fresh light on a familiar scene perhaps from a different angle can reinforce integrity and re-energise commitments. The book overview of theory provides

opportunities to reflect on our own journeys as individuals and professionals and on the impact that our own values have had. It can help polish our reflective mirrors in order to see more clearly. As the exploration moves from theory to practice, it uses Ten Essential Capabilities drawn from the mental health field as a framework. It also contains numerous helpful exercises that can be used on an individual basis or in group discussions.

Who Am I? Who Are You? – Ideas and Activities to Explore Both Your and Young People’s Assumptions, Beliefs and Prejudices

By
Jenny Nemko

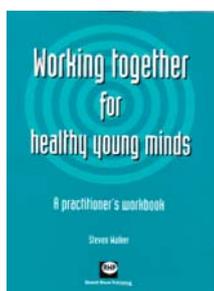


Book designed for anyone working with young people – workers, carers, leaders, advisers and teachers, whether affiliated to a faith group, unaffiliated or completely sceptical. It aims to develop an awareness of common concerns that override

and yet are part of both religious and secular lifestyles. The book also helps to ask *who am I?* – looking inwards at ourselves as well as *who are you?* – looking outwards at other people. It contains (i) ‘Stop & think points’ for youth workers and the young they work with; (ii) Group activities for youth workers to use in development programmes; (iii) information on major secular and religious philosophies.

Working Together for Healthy Young Minds: A Practitioner’s Workbook

By
Steven Walker

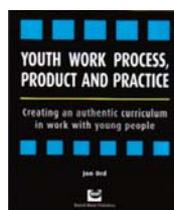


Workbook designed as a practical manual for use by busy practitioners requiring evidence based knowledge and guidance to enable them to engage with children, adolescents, young people and their families in a supportive context. It aims to help the practitioner engage with the needs and agenda of children and young people who are troubled. Twenty four activities throughout the six chapters are designed to (i) stimulate reflective capacity and

together with the practice guidance offer practitioners resources to bring to bear on the difficulties faced by the children and young people; (ii) help recognise and understand aspects of practice which might not have been previously considered; (iii) build up a resource that can be drawn upon in future personal and professional development.

Youth Work Process, Product and Practice Creating an Authentic Curriculum in Work with Young People

by
Jon Ord



Book which seeks to bridge the ever widening gap between youth work theory and youth work practice, in which practice continues to be ever more informed and delivered according to curriculum. The gap means youth workers deliver their curriculum in a theoretical vacuum with little or no support in formulating an authentic curriculum. As a result there is an ever increasing danger that such curriculum will be buffered by demands of policy and deviate from the essential elements of youth work. The book sets out to solve this dilemma by formulating a viable theoretical base for curriculum in youth work. It analyses curriculum theory from the formal education sector, and assesses its suitability for a youth work curriculum.

All of these titles and others on related topics are available ON LOAN to IYWC members.

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

Gina Halpin
Irish Youth Work Centre
20 Lower Dominick Street
Dublin 1
Tel: 01-8729933
Email: ghalpin@youthworkireland.ie

Notice Board

“Sense and Sexuality”

Addressing the issue of sexual health with young people in youth work settings

Date: 20th & 21st November
Venue: Galway

Duration and Nature of Event:

This is a two-day training course, which will explore issues in relation to sexual health and sexual health promotion for young people. It will also examine the role of workers and organisation in this regard. Issues of good practice and policy development will also be examined.

● *Objectives of the Course:*

- To examine the context for addressing the sexual health needs of young people.
- To discuss the role of organisations in relation to this work.
- To examine the support needs of workers and organisations in the area of sexual health.
- To identify a rationale and process for policy development.
- To explore good practice with regard to sexual health education programme.

For further information please

contact:

National Youth Health Programme

3 Montague Street
Dublin 2

Tel: 01-4784122

Email: nyhp@nyci.ie

Developing your Volunteer Policy

Date: Tuesday 23rd October 2007
Venue: Boyle, Co. Roscommon

Course Content:

One day course is suitable for any organisation that already involves volunteers in its work, or that intends to do so in the future. By the end of the day you will be able to:

- Explain the rationale for a volunteer policy.
- Explain the function of a policy.
- Identify the steps for drawing up a policy.
- Identify the issues and procedures to be included in a policy.
- Design a policy for your organisation.

Resourcing and Planning for Volunteer Involvement

Date: Tuesday 6th November
Venue: Coleraine House, Dublin 7

Course Content:

One-day course is aimed especially at volunteer managers who are new to the job, or organisations that are looking at ways to involve volunteers for the first time. The course is ideal for those directly involved in the day-to-day leadership of volunteers as well as supervisors who may be responsible for the broader oversight of the volunteer program. By the end of the day you will:

- Understand your philosophy for having volunteers involved in your agency.
- Be able to identify the resources required to successfully involve volunteers.
- Develop appropriate and effective support structures and strategies.
- Understand the importance of involving volunteers in all of these processes.

Volunteer Support and Supervision

Date: Monday 10th December
Venue: Coleraine House, Dublin 7

Staff Support & Supervision Introductory Course

Course Content:

One day course is aimed at anyone who is responsible for managing volunteers. It is useful for any organisation that is interested in improving methods that help to retain volunteers and encourage good performance. By the end of the day you will be able to:

- Understand what elements constitute effective support.
- Develop appropriate and effective support structures.
- Develop strategies for dealing with disciplinary issues.

For further information and details of costs please contact:
Deirdre Hough
Volunteering Ireland
Coleraine House
Coleraine Street
Dublin 7
Tel: 01-8722622
Email: Deirdre@volunteeringireland.ie

Advanced Facilitation Skills

Date: 4th October
Venue: Meitheal Offices, Dublin

10 day course which aims to increase the knowledge, skills and confidence of participants in the role of facilitator.

- *Learning Outcomes:*
- Knowledge of group theory.
 - Increased skills in the role of facilitator. Enhanced confidence and self-awareness in the role.
 - Identification of personal boundaries and support needs in the role.

Target Group:

This training is for those who are currently working with groups and who wish to further develop their facilitation skills and confidence

Date: 9th & 16 October
Venue: Meitheal Offices, Dublin

Two day course which provides an introduction to a model of effective staff support and supervision.

Learning Outcomes:

- Understanding of the role of staff support and supervision.
- Knowledge of a model of effective support and supervision.
- Identification and practice of the skills of staff support and supervision.

Target Group:

This training is for Voluntary management committee members and workers who want to develop in their staff support and supervisory role.

Foundation Facilitation Skills

Date: 7th November
Venue: Meitheal Offices, Dublin

Five day course organised which aims at providing an introduction to facilitation skills and practice, and to build participants confidence.

Learning Outcomes:

- Understanding of the role of facilitator
- Knowledge of the tasks of facilitation
- Identification of own skills and areas for further development

Target Group:

This training is for those who have experience of group participation and for those who are interested in or beginning to work with groups.

For further information and details of costs please contact:
Meitheal
35 Exchequer Street
Dublin 2
Tel: 01-6719573
Email: info@meitheal.ie

Identifying & Designing Volunteer Roles

Date: 3rd October
Venue: Civic Office, Clondalkin, Dublin

Aims and objectives of Course:

To explore the principles and procedures around designing roles for volunteers. By the end of the session you should be able to:

- Identify your organisation's reasons and needs in involving volunteers.
- Identify meaningful work for volunteers and develop volunteer role descriptions.

Introduction to Recruiting & Selecting Volunteers

Date: 17th October
Venue: Civic Office, Clondalkin, Dublin

Aim & Objectives of Course:

To explore the principles and procedures for the fair and effective recruitment of volunteers. By the end of the session you should be able to:

- Identify and use appropriate methods to recruit volunteers.
- Understand the theory behind good recruitment messages.

Selection Support & Supervision

Date: 31st October
Venue: Civic Office, Clondalkin, Dublin

Aims & Objectives of Course:

To explore the principles and procedures for the fair and effective selection, support & supervision of volunteers. By the end of the session you should be able to:

- Plan a volunteer selection process appropriate to your organisation.
- Understand the basic principles of good volunteer management.

Policy Development I

Date: 14th November
Venue: Civic Office, Clondalkin, Dublin

Aims & Objectives of Course:

To examine and understand the elements that constitute a volunteer policy within an organisation. Objectives: By the end of the session you should be able to:

- Understand where a volunteer policy fits within organisational policies.
- Begin the process of developing your own organisation's volunteer policy.

Policy Development II

Date: 21st November
Venue: Civic Office, Clondalkin, Dublin

Aims & Objectives of Course:

To examine and understand the elements that constitute a volunteer policy within an organisation. By the end of the session you should be able to:

- Understand where a volunteer policy fits within organisational policies.
- Begin the process of developing your own organisation's volunteer policy.

For further information please contact:
Clodagh Gorman
Training Services Manager
Tel: 01 462 8558
Email:
clodagh@volunteersouthdublin.ie

Social Policy - Making a Difference at Local Level

Date : 21st November
Venue : Longford Arms Hotel, Longford

Course Aim:

To enhance an understanding of social policy and the participant's role in the context of information, advice and advocacy services.

Course details

On completion of this course participants should be able to:

- Define the terms of social policy and social policy work
- Explain the social policy process
- Identify a social policy issue
- Prepare a simple soc. policy report
- Recommend an action for social policy change

Who should attend?

Employees and volunteers involved in information provision in the voluntary, community and public sectors

For further details please contact:

Ann Marie Byrne
Regional Training Administrator
Citizens Information Board
Level 1,
The Bridge Centre
Tullamore Co. Offaly
Tel: 057 93 41262
Email: annmarie.byrne@ciboard.ie

*Dyslexia Association of Ireland
European Conference 2007
“Dyslexia - Challenge and Achievement”*

Date: Saturday, 20th October
Venue: The Helix, Dublin City Univeristy,

Introductory lecture by Dr. David McLoughlin, a specialist in adult dyslexia
Followed by sessions to meet the needs of different groups:

Parents

Practical advice and guidance for supporting the younger child will be provided by Mary Ball, Psychologist, D.A.I. This should be of particular benefit to parents whose children have recently been diagnosed with dyslexia. In the afternoon information on negotiating the path through second level will be given by Wyn McCormack, Guidance Counsellor. Madeline O'Rourke, Director of Writing and Research Services at the National College of Art and Design will follow on with details of the support available at third level.

Employers and Adult with Dyslexia

One thing we can all be sure of - dyslexia is a life-long condition. It does not go away once schooldays are over. While a great deal of support is offered to students at third level, unfortunately this does not follow through to employment. Increasingly the DAI is contacted by distressed adults who feel bullied and discriminated against in the workplace and in the search for work. A big issue is disclosure. Should a job seeker tell a prospective employer that s/he has dyslexia? What legal protection does a worker have? What level of accommodation is an employer required to make for a worker with dyslexia?

We hope the answers to some of these questions will be provided by a session on the legislation governing employment of people with disabilities. This joint session will be addressed by Neil Crowley, Equality Commissioner and Ercus Stewart, Senior Counsel and an expert on labour law.

There will be two sessions from Jo Todd of Key4Learning. She will discuss strategies whereby the job can be tailored to the individual, and how an individual with dyslexia can meet the demands of the job. Jo Todd works with major employers and government departments in the U.K. and has vast experience in the area.

Tutors and Teachers

Tutors and teachers will be interested in a workshop by Katherine Kindersley from the Dyslexia Training Centre in London. Practical examples of what can be achieved in specialised training centres will be reported from Denmark and from Ireland. Mr. Hans-Pauli Christiansen runs the Adult Education Centre in Copenhagen. Mary Wafaie and Emma Matthews will talk about the FAS/DAI Career Paths Programme in Celbridge, whose past participants have achieved some wonderful successes.

For further information & a booking form please contact:

DAI
Suffolk Street
Dublin 2
Tel: 01-6790276
Fax: 01-6790273
Email: info@dyslexia.ie
www.dyslexia.ie