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# Irish Youth Work Scene

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**Magazine for Youth Work Practitioners**

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# A Brave New World?

by

Diarmuid Kearney (CEO Youth Work Ireland)

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There is a certain synergy emerging in the sector as a consequence of the development of what is now called the Office of the Minister for Children and Youth Affairs. For many decades now the sector has drawn resources from a range of sources, many of which have been Government Departments or their agencies. This diverse funding base has allowed us to be creative and responsive in meeting the needs of young people. It has also brought with it a level of robustness in as far as we have not been dependent the whims of a single funder. Perhaps, most importantly however, is the fact that this arrangement has allowed the sector to determine and assert its own identity and focus, with funders supporting rather than driving our agenda. With so many paying the piper, it's the piper who calls the tune!

This arrangement has not been without its frustrations. The lack of coordination or consistency between Government Departments and their agencies has frequently created impediments to progress which, at the end of the day, have undermined our ability to deliver the best possible service for young people.

We welcome wholeheartedly developments within the Office of the Minister for Children and Youth Affairs primarily because of its potential for providing strategic, coordinated and effective responses to the diverse needs of young people. It's probably true that we also like the 'cut of their jib' so to speak. Children's rights, participation, integrated services, outcomes for children and young people, have all been part of our lexicon of aspiration for many decades and the prospect of joining a like-minded team holds much excitement. But actually being in the team is the important factor. The Ministers Office has not so far always fully recognised the role, function and potential impact of the voluntary sector as key partners in progressing the shared agenda. Let's ensure their perspective is dramatically adjusted on that front.

There is a threat to youth work in this prospect of possibilities and we need only look across the Irish Sea for the evidence. The integration of youth work into a children's strategy has devastated the sector in Britain. The identity and integrity of youth work has been compromised through its being subsumed into a newly formed sector where youth work has been dwarfed by other agendas (primarily welfare driven) and where the diversity of values and professional principles amongst the 'partners' have not been bridged. It is essential that as we enter this new era we make every effort to ensure that the discipline of youth work is understood and valued as an important and significant contributor to the most exciting development for children and young people since the foundation of the state. We don't just want to be part of this integrated approach, we want to help shape it and to establish youth work as having a distinct contribution to make.

Our potential contribution to, and place in, this brave new world is constantly being undermined by the myth that youth work has difficulty describing what exactly it is and does! Indeed our efforts over the decades for constant improvement have seen us inadvertently contribute to building the myth simply by asking ourselves questions about how clear we are. I would argue that any discipline must continually reflect on its reason for existence if it is not to become stagnant and unresponsive. It's time for us to be confident about the discipline of youth work. To articulate with clarity and precision what it is we do and what the outcomes are.

We are at a watershed in the history of youth work in Ireland. The future will not be determined for us but by us, either through activity or passivity. Is there a choice?

# One-to-One Work

## Thinking About the Principles of Youth Work and One-to-One Work with Young People

by  
Matthew Seabach

### BACKGROUND:

Several years ago, while working in the Pavee Point Youth Work Programme, my colleagues and I found that many situations arose in which it seemed appropriate to work with young people on an individual basis. These situations included assisting in advocacy, preparing and accompanying young people involved in consultative or representational fora, advice provision, or simply making time to listen to young people about their individual experiences.

My supervisor at the time would often ask how we were ensuring that one-to-one work was in keeping with the principles of youth work. "How do you make sure", she asked, "that you are acting as youth workers and not as pseudo-counsellors." It was a fair question, and one that we found to be difficult to answer. So, working with Jessika Nilsson, a student of the Mid Sweden University, we developed several sets of guidelines for use within the youth work programme to assist youth workers in one-to-one work. Several years have passed since then, and these questions have come to mind once again. Working in the area of youth participation, I find myself asking how workers can be sure that they are working with young people in a manner that fosters their active participation in a one-to-one setting.

Another thing that has me thinking about this subject is the increasing opportunities for one-to-one work in Irish youth work. In the last several years there have been a great many changes in relation to the provision of youth work including a massive increase in Gardai Diversion projects. This increase is on top of a trend noted in the National Youth Work Development Plan (NYDP) where it pointed out that "Recent years have seen a pronounced increase in the range and variety of out-of-school services for young people, provided, funded and supported by diverse sources" (DES, 2003). As the NYDP pointed out in 2003, such changes in the

provision of youth work give "rise to some confusion about the meaning and ambit of the term 'youth work,'" (DES, 2003). As a result we have heard a number of calls, some of which have been within these pages, to clarify what youth work is and to ensure that the values and principle of youth work are retained within specialised or different types of youth work.

### PURPOSE OF THIS ARTICLE:

This article is a revision of the guidelines that we developed in Pavee Point several years ago. In providing this piece, I do not presume to provide a comprehensive understanding of the models and approaches of one-to-one work. Many youth workers will not require instruction on one-to-one work as they will have studied working with individuals, or taken training such as the *Teen Between*, or because they have developed one-to-one skills through their practice. For those that have not developed an understanding of one-to-one work, I am afraid that a 3000 word article can only provide an introduction to this area of work.

Rather, the main purpose of this article is to assist youth workers in reflecting on the principles of youth work and how these apply to working with young people on an individual basis. In particular, I'd like to highlight how young people's active participation in youth work and in society can be encouraged within and through one-to-one work.

Also provided are a few points of practical advice on one-to-one work. These are extracted from a textbook and are really provided as a refresher, or an introduction to those who might have an interest in clarifying the basic approaches to working with young people on an individual basis.

### WHAT IS ONE-TO-ONE WORK?

Firstly, it is important to define the meaning of the term *one-to-one work*. Often it is used interchangeably with *counselling*. However, the term counselling

often carries the connotations of being a specialist activity “drawing heavily on psycho-dynamic insights” (Jeffs & Smiths 2005). That being the case, one-to-one work is the term preferred by many writers who are describing the various kinds of work that takes place between youth workers and young people on an individual basis.

To be brief, one-to-one work is work that enables people to help themselves. It involves talking and listening to a young person, helping him or her to look at a situation fully and honestly to understand what they think and feel, appreciate what their strengths are in the situation, weigh up alternatives and finally make their own decisions and act on them (Youth Work Press 1992).

With that said, these two quotes seem to equate one-to-one work with problem-centered work with young people who are at risk. As youth workers, we know that not all of the young people we engage with individually are at risk. All young people encounter challenges in their lives that they would like to discuss and share, some of these challenges are of a positive nature, some of these are related to negative circumstances.

So, while one-to-one work is of great value to young people who are experiencing negative challenges in their lives, one-to-one support and engagement is also an approach that youth workers can successfully use with all young people including those who are not experiencing problems. This, if anywhere, is where one-to-one can be seen to differ with counseling. Counseling is problem centered, while one-to-one work is for all young people.

Nevertheless, no matter what the situation of the young person we are working with, the basic goals of one-to-one work remain the same. These are to:

- Provide personal support;
  - Help the young person clarify issues and feelings;
  - Make way for further help if necessary
- (Evans, Martin & Alyson Learmonth 1993)

### SO HOW THEN DO ENGAGE IN ONE-TO-ONE WORK WITH YOUTH WORK PRINCIPLES IN MIND?

In answering this question, I will briefly touch on the principles, or main points of youth work, as they are presented in the Vision section of the NYDP (2003)

### THE EDUCATIVE PROCESS

Youth work’s primary concern is with the education of young people in non-formal settings. The NYDP (2003) explains that education in youth work involves an educational cycle of experience, observation, reflection and action. However, it isn’t always easy to clearly present and make young people conscious of this educational cycle in youth work settings.

One-to-one contexts offer an excellent opportunity to apply the principle of education. This is because the *reflection* element of the education cycle is also a key element of one-to-one work. In other words, by being sure to encourage young people to reflect on their experiences in youth work and in life while engaging them in one-to-one work, we are putting in practice both good one-to-one work and good youth work.

This reflective element of one-to-one work and of education is tied together in Freire’s (1970) discussion of critical reflection and personal change. As Freire explains, in order for people to change, they need to first appreciate the situation that they are in, second take action on that situation, and third, after taking action they need to reflect. The fourth step is to make a new plan based on what is learned through reflection. Youth workers can encourage positive change in young people’s lives as well as involvement in an educational process by using one-to-one work as an opportunity to encourage and support young people to reflect in this manner.

### YOUTH WORKERS AS EDUCATORS

Youth work is a profession, in the sense that all those who do it, both volunteer and paid, are required and obliged, in the interests of young people and of society as a whole, to carry out their work to the highest possible standards and to be accountable for their actions. The same is true for one-to-one work. Although one-to-one work begins from a basic interest in people and desire to help them, this is not enough to become an effective practitioner. You do not need to be an expert to engage in one-to-one work, but basic youth work skills are important to become successful. These include the ability to listen, to develop trust, to be aware of our impact on others and to develop positive relationships. All of these qualities include caring about the young person and showing that we believe in their own ability to do something about their situation and life (Nelson 2003).

## A POSITIVE CONTRIBUTION TO YOUNG PEOPLE, COMMUNITIES AND SOCIETY

As the NYWDP tells us, “Young people are not a “problem” to be solved, any more or less than adults; and youth work is not primarily about solving social problems,” (DES, 2003). This positive view of young people is an important principle in a number of models of youth work (Randall and Edgington, 2005). It is also a principle in strengths-based and asset-based approaches to counselling. The value of this view is clear when one considers that research has indicated that many young people who have successfully navigated crises indicate that one of the factors that helped them is that somebody, such as a youth worker, listened to them, was there for them and, most importantly, believed in their potential to change (Kurtz, 1997).

Applying this principle in one-to-one work can be as simple as being clear with young people of your positive view of young people and as a youth worker you see youth as being “at promise, not at risk (Pittman et al, 2000). It also means that in engaging the young person that you can help them reflect on what strengths or assets they have that can help them in their situation (Youth Work Press, 1992).

## THE VOLUNTARY DIMENSION

A defining feature of youth work, and one enshrined in the *Youth Work Act, 2001*, is the fact that young people engage in it voluntarily. Even though workers are responsible for offering help, whether people take up the offer or not is their own choice.

## RIGHTS AND CITIZENSHIP

This principle in the NYWDP firmly states the importance of young people’s active participation in youth work and links our work to the rights outlined in the United Nations Convention on the Rights of the Child (UNCRC). Just a few of these rights include:

Article 3 - The best interests of the child must be a primary consideration in all actions concerning children

Article 12 - Children’s views must be taken into account in all matters affecting them .

A key purpose of writing this article is to highlight the ways rights and participation can be provided for both within the process of one-to-one work and through providing one-to-one work.

The process of one-to-one work can respect young people’s rights by listening and respecting their opinions in ascertaining their best interest. To be

listened to is not only a right, but a key principle of one-to-one work. According to Smith, in social education problems should be self-defined, that is, it is not a task of the youth worker to define the problem but “*for the young person to work it out for themselves*” (Smith 1980). He claims that people can only be motivated to solve a problem if they have defined it themselves.

But one-to-one work is also a key method for helping young people to participate in society and to secure their right to be heard through the provision of support. Whether a young person is preparing to meet with a social worker to make arrangements for their care, or preparing to become a member of a board of a youth service, youth workers can support those young people through one-to-one work to make sure that their voice is heard and that they are fully prepared to participate. By providing this support, youth workers help young people to secure their rights.

In fact, studies have shown that young people in both of these kinds of situations very much need and want individual support. Also, the kinds of supports that they need are very similar (Thomas and O’Kane, 1999, NZ Ministry of Youth Affairs, 2003).

So, whether young people who are involved in meetings and decision-making, on a board, or in meeting their social worker, or in a consultation, they will value and gain from one-to-one support that helps them to:

- Understand what the meeting or event is about;
- Learn about who will be there, what the roles of those people are and what they will be doing;
- What will be expected of the young person at the event;
- Understand and review any documents or other information related to the event;
- Prepare and practice the main points that they would like to make at the event or meeting;
- Review and reflect on how the meeting or event went, what they would change, what the need to do to follow up and what they will do next time.

## EQUALITY AND INCLUSIVENESS

To help young people “*take action on needs and possible situations*” it is important that the relationship between the worker and the young person exists on equal terms. In a genuine dialogue, participants and their thoughts and beliefs have an

equal worth (Dysthe, 226). Here, the NYWDP is quite clear that youth work strives for openness and inclusiveness in all its dealings with young people and adults.

#### **PRACTICAL ADVICE IN ONE-TO-ONE WORK**

The following guidelines are taken from Nelson-Jones (2003) and present practical advice, derived from relevant counselling techniques and skills on how a youth worker can approach one-to-one work. While these guidelines assume that the young person is in a negative situation, they are still relevant to working young people in a variety of circumstances. Also, as pointed out earlier, these points are really related to basic youth work skills and many workers will have a strong understanding of these concerns. However, some readers may find that reviewing these guidelines may be of assistance to developing a better understanding of one-to-one work and they are offered here of those who feel that further reading may be of benefit.

#### **LISTEN ACTIVELY**

This sounds easy, but it is often difficult for many of us to put into practice. Give your undivided attention and demonstrate that you are willing to take the time to hear them out. Then ask yourself from time to time 'Do I understand what is being said?' You will often discover that you do not understand completely or that you are not sure if you do. In this case you should make it possible for them to continue to talk and you to listen. In doing so, note also what is being said, topics which are avoided. 'Listen', too, to emotions, to the non-verbal blues behind the words – anxious glances, leg movements, clenched fists, changes in tone. These non-verbal signals can indicate deeper feelings and concerns.

#### **ASK OPEN-ENDED QUESTIONS**

Counselling is not interrogation, so avoid too many questions. A period of silence can often be useful; sometimes just sitting and waiting while the other thinks can be the best thing to do. But you may feel it necessary to do more than that, so it is useful to choose questions which help the other person to talk without giving them the idea that you are cross-examining them – open-ended questions which get more than a 'yes' or 'no' response. It usually helps to avoid those questions which start with 'when', 'where', 'what' and, most of all, 'why'.

#### **SUMMARISE THE ISSUES**

You may wish to summarise the issues several times and reflect the issues back to the other person. This helps them check on what they are telling you. Restate briefly the person's words in your own way. This kind of reflected comment not only acknowledges that you have accepted the other's feelings but also helps them clarify their situation.

#### **AVOID GIVING ADVICE**

You may feel a lot of pressure to supply advice because it seems an obvious way of appearing to be helpful. But, when asked for advice, it is probably more helpful (even if it seems irritating at the time) to reflect that back. Advice is likely to be unsatisfactory no matter how good it sounds to you. While it may bring some short-term benefits it does little to strengthen people's ability to control their own lives.

#### **GIVE ANY NECESSARY INFORMATION**

Sometimes the other person cannot reach a decision because they do not have all the facts or do not know the resources they could use. Find out if they need or want information and give it if you can. Make sure it is balanced and accurate and that it is information and not advice. A young person may be anxious about what they are trying to find out, or the information may be very complicated, or they may have some preferences about what they would like to be told. They may *know* of options, but they need help about what they *feel* about these options. Sometimes a young person is too upset to act on any information, so their distress has to be coped with first. It may be necessary to offer new items of information in manageable bits and to look out for signs that it is understood and seen as relevant and usable. This means watching for signs of puzzlement, resistance or anxiety. In counselling, giving information is not a matter of 'here is what you need to know, now get on with it'; it is a way of promoting growth and choice."

#### **ENCOURAGE THINKING**

This involves asking the other person to look at different ways of tackling the problem and to explore the consequences of various options. Many of us, when faced with some kind of issue that is important to us, have trouble thinking. We become confused or we settle prematurely on one approach and cannot come up with others. You may be able to suggest some alternative approaches. But bear in mind that it is not you who will be deciding which to use – nor you who will have to put it into action. Beware also that you are not trying to determine one

particular course to take and merely giving advice by another route. A useful way to encourage clearer thinking is to enable the other person to acknowledge and express their feelings, especially those which may be uncomfortable or even, initially, not acceptable to them. You know how hard it can be to make a good decision for yourself when you are angry – it is the same for young people. With your support, young people can recognize and accept these feelings, and so can think more clearly and effectively.

### **COUNSELLING CONTRACTS**

A one-off discussion, where they can be listened to, air their problem, clarify the issues and their feelings and then look at possible courses of action, may be all some young people need. You can check out when you see them next how successful their actions have been in solving their problem – but be careful not to become intrusive. Being asked to listen once is *not* an invitation to be involved for all time. However, some problems need long-term support. In these situations, some kind of joint contract between the young person and the adult which sets out what is happening may be appropriate. Contracts can cover the aim and intended outcomes, place, time, length of session, the contract length before review, what each will do during sessions and what is out of bounds. Counselling contracts can be very useful in working with young people who face multiple problems. Our part of the contract covers not only the session itself, but preparation before to plan what we will do and why and reflection afterwards to assess the session. Here, regular supervision for ourselves is invaluable in helping us develop our qualities, skills and understanding.

### **REMEMBER THE MULTI-CULTURAL SOCIETY**

We live in a multi-cultural society; this means that you must never fall into the trap of thinking that the values, attitudes and beliefs of young people you meet are automatically the same as yours. The importance of this in a counselling relationship is obvious – you cannot show empathy, genuineness and warmth if you are trying to impose inappropriate cultural values on a young person's situation. Remember that it is the young person's culture which matters – your job is to listen, understand and help explore their situation as they are experiencing it.

### **CONCLUSION**

In reprising this piece, I have found it useful to reflect on the principles of youth work as articulated in the NYWDP (DES, 2003). In relating the principles to current counselling practice and

recently developed models of youth work I have been reminded of the strengths of the NYWDP. That is, the NYWDP (DES, 2003) provides principles that are supported by both the classic and current texts of youth work and youth development, the principles also represent an agreed view of what youth work is in Ireland, finally these principles are broad enough to apply to a number of contexts and approaches to working with young people.

Here I have tried to apply these principles to one-to-one work and I hope that you will find what I have written to be a fair and useful interpretation. Certainly, others could apply and interpret these principles differently. And that room for different interpretations is both a strength and a weakness of the NYWDP. However, no matter what way you see fit to interpret the NYWDP, as my supervisor pointed out to me some years ago, it is necessary to reflect on how what you do as a youth worker relates to this basic, agreed position on youth work.

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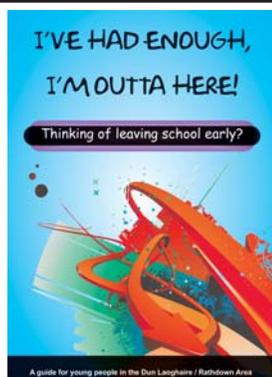
# I've Had Enough, I'm Outta Here!

## Thinking of Leaving School Early?

by  
**Sinead Fortune**

### Introduction

Dun Laoghaire Youth Information Centre and Youth Choices have published a new booklet entitled *I've had Enough, I'm Outta here! - Thinking of Leaving School Early?* The booklet is a guide which is aimed at young people in the Dun Laoghaire/ Rathdown area, who may be having difficulties at school and are thinking of leaving early or may have already left.



The decision to leave school early is a difficult one and depends on individual circumstances. Some people do not cope well in school, but can flourish in alternative education or employment. There may be issues in school such as bullying or struggling with schoolwork that make it difficult for people to attend. With support, these issues may be dealt with so it is possible to stay at school, or alternative options may need to be looked at.

### Whats in it?

The premise of the booklet for young people is that it is always worth spending a bit of time checking what is right for you and whatever your situation, you will find someone who can provide the support or information you need. The booklet is aimed at young people who are:

- Aged between 15 and 18?
- Thinking of leaving school early
- Are already out of school
- Wondering what to do next

Sections within the booklet include:

- Before You Leave School
- Left School?
- Employment
- Adults Who Have Left Early
- Drug & Alcohol Awareness

The booklet contains contact details and services relating to the Dun Laoghaire / Rathdown area. However, there is also general information in relation to supports available at school such as Guidance Counsellors, Educational Welfare Officers not to mention information on apprenticeships, careers in the defence forces, employment rights etc, which would be of interest to a wider audience. The back of the booklet contain a helpful index to assist users in sourcing specific information.

### Youth Choices

Youth Choices aims to provide support, advice and information to young people (15 - 25ys) living in the Dun Laoghaire/ Rathdown area, who have left school early and are interested in returning to education, training or employment.

### Dun Laoghaire Youth Information Centre

Dun Laoghaire Youth Information Centre provides a free and confidential information service for all young people (15 - 25yrs) on a wide range of topics including courses, college grants, sports and leisure clubs, finding a job / CV preparation, rights & entitlements.

For further information or to obtain a free copy of the guide, please contact:

**Sinead Fortune**  
**Youth Choices**  
**41A York Road**  
**Dun Laoghaire**  
**Co. Dublin**  
**Tel: 086 3890298**

OR

**Youth Information Centre**  
**137 Lower Georges Street**  
**Dun Laoghaire**  
**Co. Dublin**  
**Tel: 01 2809363**

# Some People Live Forever

by

Helen Butler



Is the most that we can hope for when we're gone, not to be forgotten for a while, at least? Or do we leave a greater impression that can last forever?

I met Doreen Condon in and around 1999. She was a counsellor with MRCS and I was a fledgling *Teen Between* (see next page) support worker in Ballinasloe. We hit it off right from the start and became good friends since then. When you met Doreen you couldn't help but be captivated by the warmth of her smile and the twinkle in her eyes. With her soft voice and her ladylike way she had you hooked straight away.

But Doreen came into her own entirely when she was working with parents and young people who were struggling through separation. Her gentleness and compassion were boundless and she was completely without judgement or criticism. Never, ever a harsh word.

She gave her undivided attention, listened with all her heart and offered reasons, suggestions and sometimes advice. Never did she tell people what to do. Her preferred way was to offer information and guidance until suddenly a solution appeared. And of course, what we discover ourselves means so much more to us than what we're told by others.

Another interesting thing about her was that she didn't view people as clients - everyone was a different human being with a different human problem. And she worked with them all at a human level. Testament to this is the grief expressed by parents and young people with whom Doreen worked - "She gave me back my life", "I wouldn't be where I am today without her", "Nobody listened to me like she did". What an incredible legacy - to know that future families will be stronger and more complete because of her work.

The *Teen Between* service became her passion and everyone who knew Doreen knew how determined she could be. Not in any kind of an unpleasant way - just someone who knew what she wanted to get done and went about making it happen. What we'd call obstacles or reasons to give up were mere trifles to Doreen. Just try harder or do it differently - it you want to do it, you will!

Doreen need never worry about having made a difference. Across the country people are sleeping more easily and living more happily because of her. Doreen, you have left an indelible mark on my life, and on many lives. Thank you.

Doreen left us on 10 June 2008. It's up to us now.

***Helen Butler is a Youth Information Co-ordinator in Ballinasloe with Youth Work Ireland Galway.***

\*\*\*\*\*

Doreen was a valued colleague and member of MRCS. She enthusiastically took over the *Teen Between* baton and with her customary flair, energy and imagination and drove *Teen Between* forward on all fronts.

She will be remembered for her humour and compassion, her ability to see the positive in even the bleakest situations, and her championing of the cause of the teenager. Doreen had an instinctive empathy for her teen clients - they were at the heart of her work.

As a colleague she was encouraging and challenging, always available to listen and offer a point of view. She didn't let illness dim her spirit or her drive and constantly put *Teen Between* at the forefront of her work.

**We miss her.**

**From all her colleagues and friends at MRCS**

# What is Teen Between?

by  
**Fran Bissett**



The Youth Work Ireland Teen Between project in partnership with MRCS is a specialised service designed to help teenagers to cope with their parent's separation or divorce. Teen Between can also help young adults who have experienced their parent's separation during their teenage years. MRCS

also deliver a Teen Between service separately in Dublin and in partnership with other agencies in regional locations.

Contacting Teen Between is the first step. This is usually taken by someone who feels that a young person they know is suffering because of divorce or separation. It could be a parent, a friend, a relative, a youth worker, a teacher - or even the young person themselves.

If it's agreed that the Teen Between service could indeed help and if the young person feels that they are ready, then the process can begin. If the teenager feels that they are not ready at this stage, then it is best not to continue, but at least they now know that we are here for them when they are ready.

Both parents should be aware that their son or daughter is ready to seek help. If the teenager is under 18 years of age the written permission of one parent - usually the one they're living with at the time - is required. The sessions will take place after school hours, one session per week, and will usually last for one hour. Parents are welcome to attend part of the first session to discuss any queries they may have.

The young person can talk freely about their real feelings as the service is confidential with a particular emphasis placed on the young person 'negotiating' their relationship with their parents.

With Teen Between the young person and the Teen Between worker work together to resolve the problems that concern them. The full situation is explored: why the parents separated in the first place, the relationship of the young person with their parents at that time and how the new situation has affected them, with the emphasis being on post-separation relationships.

Teen Between workers with Youth Work Ireland member youth services undergo specific training and receive regular supervision by MRCS, an approved organisation of the Irish Association for Counselling and Psychotherapy. The young person is never asked for payment. Parents may be asked to make a contribution, but the Teen Between service is provided regardless of the parent's ability to pay.

Fran Bissett is the Irish YouthWork Centre Co-ordinator

For further information on the Youth Work Ireland Teen Between service and where it operates please contact:

Fran Bissett

**Youth Work Ireland**

20 Lower Dominick Street

Dublin 1

Email: [fbissett@youthworkireland.ie](mailto:fbissett@youthworkireland.ie)

Tel: 01-8485507

For further information on Teen Between please contact:

**MRCS**

38 Upper Fitzwilliam Street

Dublin 2.

Tel: 1890 380380 & 01-6785256

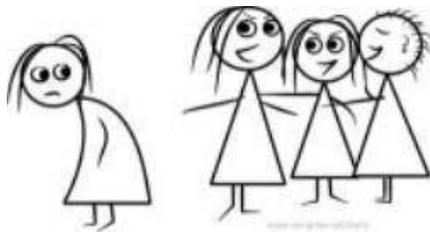
Email: [info@mrcls.ie](mailto:info@mrcls.ie)

Website: [www.mrcls.ie](http://www.mrcls.ie)

# Beat Bullying Activities Supplement:

by  
Gina Halpin

Bullying can consist of any action that is used to hurt another young person repeatedly and without cause (Olweus, 1993). This can be physical, verbal, or even emotional torment. Things that appear to an onlooker as playful teasing or horseplay could in fact be a ritual of bullying. To make matters worse bullying is often conducted in the presence of others. The humiliation felt by the victim can have devastating effects on a young person's mental health. This activities supplement looks at the subject of bullying and includes games and activities to be used in a youth work setting to combat bullying.



## Activity One - Icebreaker Self-Identification

**Aim:** To establish similarities and differences between participants and to initiate dialogue about diversity.

- Get everyone to sit in chairs in a circle.
- Ask one person stands in the center of the circle & remove their chair.
- The person in the center says something that is true about themselves, such as "I have a cat" or "I have two sisters".
- Everyone who has a cat or sisters then stands up and tries to switch chairs with others who have cats or sisters.
- The person in the middle also tries to sit in an empty chair.
- The one person left standing is now in the middle. They now say something that is true about himself: "My favorite color is blue." Then all blue-lovers switch chairs.

Let this game continue for several minutes, with the young people saying silly or inconsequential statements about themselves. After everyone has gotten used to the idea of the game and is more comfortable, the youth worker should ask the group to think about a subject like bullying. Get the young people to think about bullying in their own lives and ask them to say something about it?

Give the group some sample statements to help them think:

- "I have started a fight before."
- "I helped someone once who was being bullied."
- "I have been teased before."
- "I know someone who is being bullied"
- "I was the victim of bullying"

Participants are always surprised at who stands up to claim the statements as their own, and a sense of solidarity should be quickly established.

Source: Sticks & Stones

## Activity Two A Day in the Life of.....

**Aim:** To help young people understand bullying both from the perspective of the bully and the victim.

Use this exercise to highlight the fact that young people who bully may be bullied or in some way neglected, leading to unhappiness and a greater need for attention.



Divide the group into smaller groups and brain storm the following situations:

### A day in the life of... a young person who bullies.

- ☀ What happens in the young person's house before they leave for school?
- ☀ How do they behave towards their friends & family?
- ☀ What happens when they go home?

### A day in the life of... a young person who is bullied

- ☀ How does the young person feel /behave before going to out?
- ☀ How do they behave in class or around others?
- ☀ What do they feel or do after school?

### **Then in the same groups consider:**

- ☀ How does the young person who bullies feel?
- ☀ Why does someone choose to bully?
- ☀ How does a young person who is bullied feel?
- ☀ What can you do to stop being bullied?

Get the groups to feed back to the whole group.

Source: Let's Celebrate our Differences

## **ACTIVITY THREE A BULLING SURVEY**

**Aim:** This survey asks young people to reflect on their own experiences of bullying, perhaps helping them understand what constitutes bullying so they can stop it or ask for help.



- ☀ Distribute the survey questionnaire.
- ☀ Explain to the young people that they are to think about experiences of bullying they have had with their friends or classmates.
- ☀ Get the young people to fill out the survey either independantly or in small groups.

1. Has anyone ever called you a name? \_\_\_\_\_

2. Has anyone ever told you you can't be friends? \_\_\_\_\_

3. Has anyone ever kicked, punched or thumped you? \_\_\_\_\_

4. Has anyone every threatened you? \_\_\_\_\_

5. Was someone mean to you because of how you look? \_\_\_\_\_

6. Did you tell anyone about these incidents? \_\_\_\_\_

7. Have you ever seen someone else being bullied? \_\_\_\_\_

8. Have you ever called someone else a name, hit them, kick or pushed them, or threatened them? \_\_\_\_\_

9. How much of a problem is bullying for you? \_\_\_\_\_

### Discussion Questions:

After they have filled outh the questionnaire ask the young people to compare results and initiative a group discuss asking them what they can do to reduce bullying, such as:



1. Do they think bullying is a serious problem in their community or school?
2. Do they think it is possible to make a bully understand how their behaviour affects another?
3. What kind of interventions can young people use to stop bullying?
4. Did any of the facts from the survey concern them?
5. After doing the survey - are there behaviours or experiences they have had that they want to change?

[www.educationworld.com](http://www.educationworld.com)

## ACTIVITY FOUR THE ROLE OF BYSTANDERS

**Aim:** Ask the young people to work in small groups and give them the following scenario

*They are outside school when they see a classmate threatening another smaller classmate in a corner. They know this person has a reputation for bullying. Some other young people are trying to ignore what is happening, some are laughing and making comments from the sidelines and a few support the bully.*



Ask the groups what they think is happening, thinking first about the young person doing the bullying and the young person being bullied, then focus on the bystanders - including themselves.

**Ask:**

- What are they feeling?
- What are they thinking?
- What are they saying?
- What are they doing?

**Ask the group to consider:**

- How can bystanders help the young person who is being bullied?
- How can the bystanders help stop the bullying?
- What could they say or do?
- What would work and what wouldn't work?

[www.antibullyingalliance.org.uk](http://www.antibullyingalliance.org.uk)

## ACTIVITY FIVE REACTING TO CONFLICT

**Aim:** To introduce young people to different ways of dealing with conflict.

**Materials:** Flip chart paper, pens & markers

Write on the flipchart paper the words: **AVOIDANCE, DIFFUSION and CONFRONTATION.**

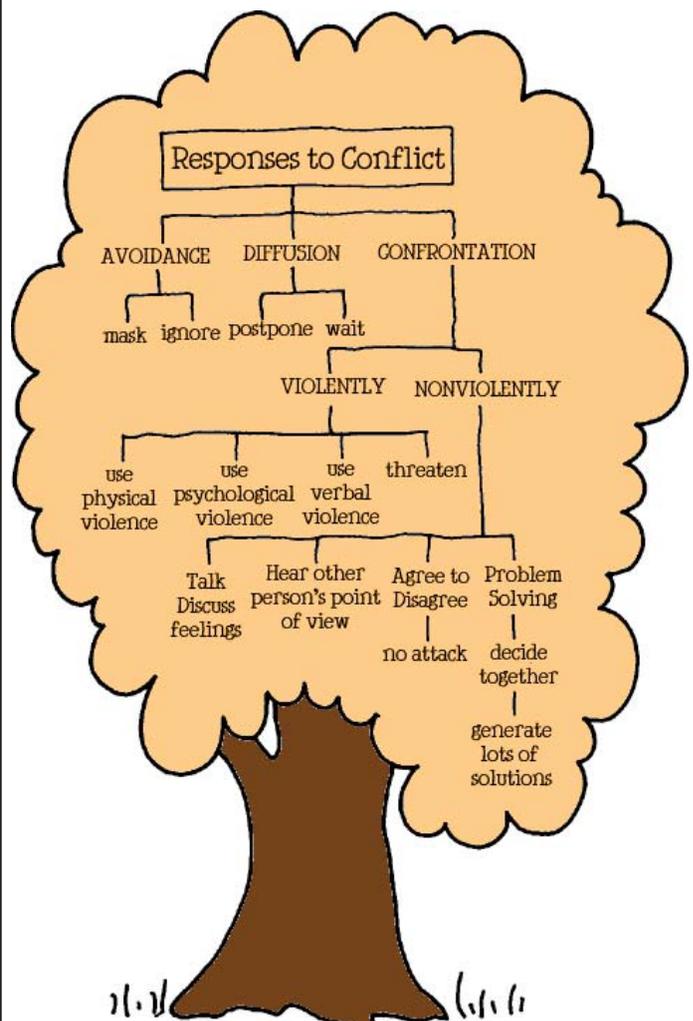
Ask the young people how they interpret these words. Then write the definitions - as listed below - on the flipchart paper

**Avoidance** - Acting as though a conflict does not exist; e.g., when a friend rips a t-shirt you have lent her, and, rather than telling her you are annoyed with her, you stay silent but feel resentful.

**Confrontation** - A direct response to conflict which can be violent or nonviolent; e.g., telling a friend you're angry because they lost your DVD is a nonviolent confrontation; shouting or physical fighting in response to the same situation is a violent confrontation.

**Diffusion** - Delaying dealing with a conflict; e.g., being angry with someone but waiting until you cool off to express your anger.

Copy and hand out the **Responses to Conflict Tree** image (below) to the young people.



Then using some bullying and conflict scenarios - see below - ask the young people to think about how they would react to these scenarios. Ask them to use the words, "avoidance," "diffusion" and "confrontation," to think about their own conflict styles.

**Scenarios**

Amanda says to Claire, 'You'd better give me that €2 or else?'

Sean is on the ground and Mark is hitting him?  
Jenny is pouring Kate's soft drink onto the grass?

A group pelts Jason with snowballs while he runs away, laughing?

Some boys follow Paul and laugh at him on - his way home from school?

Get the young people to feed back to the group.

Source: [www.kidscape.org.uk](http://www.kidscape.org.uk)



**Different Types of Bullying**

<u>Type</u>	<u>Example</u>
Direct bullying	Physical & verbal bullying.
Indirect bullying	Intimidation or isolation.
Verbal bullying	Slandering, name calling or using a person as the butt of jokes.
Physical bullying	Assaults or threats against a person or their property.
Gesture bullying	Non verbal gestures or threatening behaviour.
E-bullying	Intimidation through web pages, email or texting.
Relational bullying	Exclusion, isolation, gossip or rumour - more prevalent amongst girls.
Extortion bullying	Extraction of money or items of property.

*Homophobic bullying* Aimed at LGBT youth, name calling, insults & violence .

*Racial bullying* Being labelled negatively as a result of race.

*Mobbing* Being bullied by a group of people rather than just one.

Source: Lets Beat Bullying

**Myths About Bullying...**

There are lots of *myths* about bullying such as:

"It's a fact of life...everyone is bullied at some stage". **FALSE**

"It toughens you up and prepares you for real life". **FALSE**

"We all have to learn to stand up for ourselves...bullying helps us to do this". **FALSE**

"There's nothing you can do about bullying". **FALSE**

The **TRUTH** about bullying:

Not everyone is bullied but it's estimated that around 30% of young people experience bullying at some stage.

Rather than toughening you up for life it can destroy your ability to enjoy life and can kill any self-confidence you had.

Bullying can leave you feeling guilty for not standing up for yourself but it persists because it is almost impossible for the victim to stand up to the bully.

Source [Spunout.ie](http://Spunout.ie)

**Useful Websites**

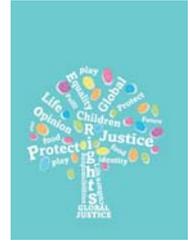
[www.bullying.co.uk](http://www.bullying.co.uk)  
[www.antibullyingalliance.org.uk](http://www.antibullyingalliance.org.uk)  
[www.abya.co.uk](http://www.abya.co.uk)  
[www.antibullyingweek.co.uk](http://www.antibullyingweek.co.uk)  
[www.antibullying.net](http://www.antibullying.net)  
[www.respectme.org.uk](http://www.respectme.org.uk)  
[www.bullybeware.com](http://www.bullybeware.com)  
[www.spunout.ie](http://www.spunout.ie)  
[www.hse.ie](http://www.hse.ie)  
[www.kidscape.org.uk](http://www.kidscape.org.uk)



# One World Week 2008: Young People's Rights

by

Johnny Sheehan



## Introduction

One World Week (OWW) is a week of youth-led awareness raising, education and action, during which young people learn about local and global justice issues and take action to bring about change. The theme of this year's week is Young People's Rights and the week will run from Saturday 15<sup>th</sup> – Saturday 22<sup>nd</sup> November during which groups from all over Ireland will be exploring the theme locally, in a variety of ways.

The One World Week Central Event is a celebration and display of your group's work which happens at the end of the week. This event will take place on Saturday 22<sup>nd</sup> November in the Irish Aid Volunteering and Information Centre, O'Connell Street, Dublin 1. All groups who participate in OWW are invited to attend and display their work. For more information contact **Lucy Hill** by email: [lucy.hill@nyci.ie](mailto:lucy.hill@nyci.ie) or call 01-4255957

## Activity Resource

To enable youth workers to effectively address the theme of young people's rights, we have developed a new resource which provides information and activity ideas to engage young people in taking action for the rights of young people around the world.

'Setting Our Sights on Rights' is the new activity resource from the National Youth Council of Ireland (NYCI). This resource explores the concept of human rights and how rights relate specifically to the lives of young people both in Ireland and all over the world. Aimed at youth workers, youth leaders, peer educators and others working with young people, it highlights ideas of respect, fairness, justice and equality and helps young people to learn about standing up for their own rights and about their responsibility to respect the rights of others.

## One World Week Training

NYCI will deliver training to those working with young people in the use of the pack from September

up to One World Week. The training will showcase a series of activities from the resource pack and enable participants to explore how the pack is relevant to the young people they work. It will also introduce the OWW central action which will include celebrating the 60th Anniversary of the UN declaration of Human Rights.

Groups are encouraged to use the week itself to take action for young people's rights and celebrate this important document. You can host training for workers/volunteers from your organisation or you can attend one of the public training sessions organised by NYCI. A minimum of 8 people is required for training.

The training is delivered free of charge. Organisations are requested to provide the venue and any refreshments they require. NYCI will provide the trainer and materials for the event. All participants will receive a free copy of the pack for use with their groups. For further information on the training please contact **Alan Hayes** at 01-42255932 or by email [alan.hayes@nyci.ie](mailto:alan.hayes@nyci.ie)

One World Week is delivered by the National Youth Development Council of Ireland's Development Education Programme, which was established in 2004 as a strategic partnership between NYCI and Irish Aid at the Department of Foreign Affairs. The Development Education Programme works to integrate development education, including anti-racist and intercultural education, into the core programmes of youth organisations.

For information on One Work Week or NYCI's Development Education work please contact:

**Johnny Sheehan**  
Development Education Co-ordinator  
NYDEP  
NYCI,  
3 Montague Street, Dublin 2  
Tel: 01-4784122 Fax: 01-4783974  
Email: [deved@nyci.ie](mailto:deved@nyci.ie) Web: [www.youthdeved.ie](http://www.youthdeved.ie)

# Round Up

## BARNARDOS 'HELPING HANDS' YOUNG VOLUNTEERS AWARDS 2008



Barnardos is calling for entries for the 2008 Helping Hands Awards, which promote the spirit of youth volunteering.

### Who can enter?

Anyone who is under 25 years of age on 31st December 2008 can be nominated. You can either nominate yourself or nominate another person whose volunteer work has made an impact on you or others.

### What can you win?

There are three Barnardos 'Helping Hand' Awards. The best entry will also receive a laptop computer, donated by Softech. 2nd and 3rd prizes are €100 vouchers.

### How do you enter?

Download an application form from the Barnardos website:

[www.barnardos.ie/section/sub-section/  
?content=102](http://www.barnardos.ie/section/sub-section/?content=102)

or

contact Sinéad or Lorna at 01-453 0355.

Closing date for entries is **Wednesday 12th November 2008.**

## THE WHEEL LAUNCHES 2008 TRAINING LINKS GRANT PROGRAMME



Training Links is an innovative support service developed by The Wheel to enhance the skills and employability of people working in the community and voluntary sector in Ireland.

Training Links offers funding opportunities to groups of organisations that chose to come together and work collaborative to address their shared training needs as a Training Network.

The current Training Links programme is running from September 2008 to mid 2010.

The Training Network is subsidised by The Wheel - with funding from the National Training Fund - over the period of the programme to develop and implement strategic, innovative and cost-effective training and development solutions for its members which they would be not be in a position to undertake as effectively on their own.

In addition to the provision of substantial financial subsidies to the Training Networks directed at training provision, this programme provides much-needed opportunities for sectoral co-operation and shared learning.

To find out more visit the Training Links site for further information:

[www.thewheel.ie](http://www.thewheel.ie) or email [liz@wheel.ie](mailto:liz@wheel.ie)

## BARNARDOS - TOMORROW'S CHILD CONFERENCE

A century after the landmark 1908 Children's Act, Barnardos is asking - what are the key trends and challenges shaping the lives of children? The Barnardos' Tomorrow's Child Conference on 5th-6th November 2008 in the Ballsbridge Court Hotel, Dublin brings together international and national experts to debate and explore this theme.

The Conference will be launched by Minister for Children and Youth Affairs, Barry Andrews who will launch the Tomorrow's Child research report that is being undertaken for Barnardos by Mr Brian Harvey.



This report is a key trends analysis of those factors likely to shape children's lives and their families in Ireland over the next number of years.

President McAleese will also address the conference on November 6th. Other confirmed keynote speakers include Professor Tony Fahey of UCD, Dr Celene Domitrovich from the Prevention Research Center for the Promotion of Human Development, Pennsylvania State University, USA and Mr. Steve Aos of the Washington State Institute of Public Policy, USA.

The Conference will host 4 masterclasses and 24 workshops on a variety of themes including

educational wellbeing, emotional wellbeing, children and the legal system, child protection and children as consumers in a technological world.

Spaces are limited so be sure to register today. Log onto [www.barnardos.ie](http://www.barnardos.ie) for a copy of the conference brochure and to register your place.

Further information please phone 01-4530355 or email: [conference@barnardos.ie](mailto:conference@barnardos.ie)

## LEARNINGPOINT.IE HAS RE-LAUNCHED



Learningpoint.ie - Ireland's number one free source of information on training for community and voluntary organisations, has been relaunched. It has been updated to incorporate innovative and user-friendly new web technologies to help fulfil all organisation's training and upskilling needs.

The updated Learningpoint.ie will allow the following:

- Use the new search engine to help find the right course.
- Keep up-to-date with all the latest Learningpoint.ie content using RSS feeds.
- Locate where courses are taking place using the new Google Maps feature.

See a list of the very latest Courses, News and Events on the Learningpoint.ie homepage.

Learningpoint.ie also incorporates Ireland's most extensive library of publications and training resources for community and voluntary organisations, conveniently categorised by area of work.

For further information please see:  
[www.learningpoint.ie](http://www.learningpoint.ie)

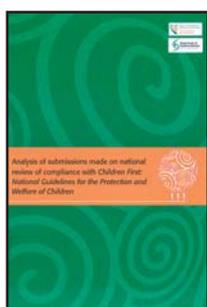
# IYWC New Resources

## CHILD PROTECTION

### **Analysis of Submissions Made on National Review of Compliance with Children First: National Guidelines for the Protection and Welfare of Children**

by

**OMC & Dept. of Health & Children, 2008**



This review presents an analysis of information provided in submissions on the Children First guidelines on child protection and welfare requested by the OMC. The findings suggest that while the Children First guidelines them-

selves present a good framework for the protection of children, there are a small number of areas that need to be reviewed. Most of the attention in this review however, focused on difficulties arising from the implementation of the guidelines in practice. Key difficulties identified were a lack of consistency in how the guidelines are implemented across the country; an absence of a comprehensive local, regional or national structure to plan, monitor and evaluate the child protection services; and a lack of availability of key services and supports.

### **National Review of Compliance with Children First: National Guidelines for the Protection and Welfare of Children**

by

**OMC & Dept. of Health & Children, 2008**



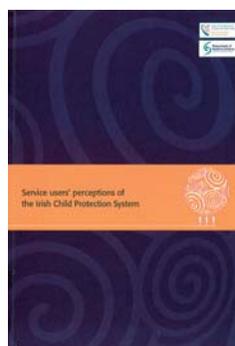
This review was initiated as part of the Government's response to the publication of the Ferns Report. It encompasses the results of a comprehensive public consultation process and

discussions with key stakeholders, including the HSE, An Garda Síochána, the Ombudsman for Children, academics and all Government departments involved. The recommendations and key principles outlined in this review are intended to contribute to the continuing improvement of the child welfare and protection process across all sectors of society. It is acknowledged that the work is complex, difficult and emotionally demanding – particularly for front line staff delivering child welfare and protection services. It is hoped that the completion of this review will enable all parties involved to move forward and to participate in building a society that puts our children first.

### **Service User's Perceptions of the Irish Child Protection System**

by

**OMC & Dept. of Health & Children, 2008**



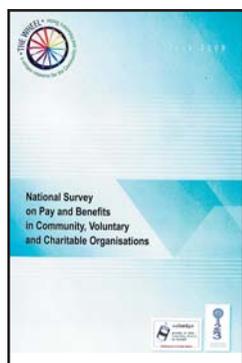
The aim of this study was to examine the views of service users on the child protection services, including their perception of being included in decision-making and having their views taken seriously. The objectives of the study include (i) examine

service users experiences of their first contact with the child protection services (ii) examine service users experience of involvement with the child protection services (iii) explore service users perceptions of the quality of the child protection services (iv) examine the degree of inclusiveness applied to work with children and families from service users perspectives. (v) explore the degree to which children and families considered that their identified needs had been address by the services.

## COMMUNITY SECTOR

### National Survey on Pay and Benefits in Community, Voluntary and Charitable Organisations

by  
The Wheel, 2008

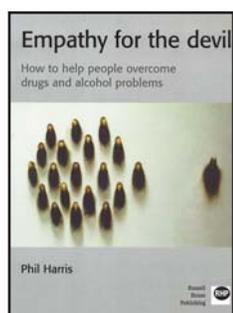


The community, voluntary and charity sector in Ireland has grown extensively in recent years, both in terms of the range of activities in which it engages and in terms of the numbers to whom it delivers. One consequence of this growth has been an increase in demand for specific professional skills and competencies, which has already left some organisations with retention and recruitment difficulties. The general aim of this survey is to provide a rates of pay reference for the community, voluntary and charity sector.

## DRUG & ALCOHOL MISUSE

### Empathy for the Devil How to Help People Overcome Drugs and Alcohol Problems

by  
Phil Harris, 2007



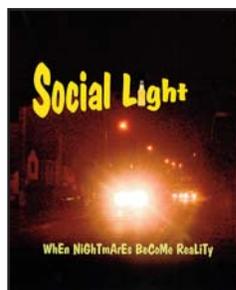
Examining the core skills necessary for effecting change in problematic substance users, this book explores practical ways of establishing or improving practice. It steps beyond clinical, theoretical and moral undertones to the reality of working with substance misuse.

Where society, the media and our imaginations are full of the modern day social demons of drug users, it provides positive and reflective support for both experienced and novice workers – or those affected by others' use. It

suggests ways ahead to workers stuck in seemingly perennial impasses, as they strive with their colleagues to address multi-faceted and entrenched problems.

The ideas and tools in this book are wide ranging and are designed to offer the reader a deep grounding in working with addictions, from the initiation of use to the establishment of the recovered life.

### Social Light When Nightmares Become Reality by Newtownabbey Youth Council & DCBWYC/Donegal Youth Service



Resource pack and DVD aimed at raising awareness of the potential risks for young people while they are socialising. It encourages young people to take steps to increase their safety when out.

The pack has been created by young people for young people. The issues addressed in the pack were identified by the young people along with the activities selected to address them. There are 8 main sections in the pack:

1. DVD drama showing the potential risks when socialising.
2. Sets of discussion points, scenarios and quiz questions on each of the main issues.
3. First aid tips for social situations.
4. Awareness of how to keep safe.
5. Alcohol free drink recipes.
6. Helpline contact numbers and websites.
7. Board game with role plays, scenarios and challenges.
8. An evaluation method.

**Teenagers' Views on Solutions to Alcohol Misuse:  
Report on a National Consultation  
by  
OMC, 2008**



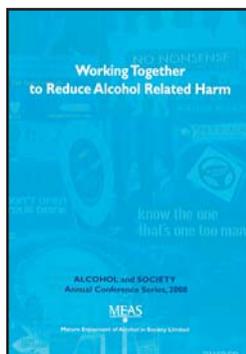
This report outlines the views of 257 teenagers, aged 12-18 who took part in consultations organised by the OMC in five locations around the country during October 2007. The consultations were designed to explore how young people themselves view teenage drinking and also to seek their views on the most effective ways of dealing with excessive teenage drinking. There was agreement among the participants that the top four issues were:

- (i) the legal age to drink alcohol
- (ii) alternative alcohol free facilities
- (iii) education
- (iv) law enforcement

Other issues that were considered important included the role of the Gardaí, peer-mentoring programmes, the role of the media and advertising and peer pressure in youth culture. The consultation provided the space for candid, open and safe discussion on the issue of alcohol misuse.

**Working Together to Reduce Alcohol Related Harm: Alcohol & Society  
Annual Conference Series  
by  
MEAS, 2008**

Conference report from MEAS (Mature Enjoyment of Alcohol in Society) The theme for this year was *Partnership*. Conclusions reached in earlier MEAS conferences have provided useful pointers on how society should best address harmful drinking in Ireland. Particular



attention was drawn to the need to move beyond the traditional responses and to employ in a spirit of partnership and cooperation, the capacity of all stakeholders.

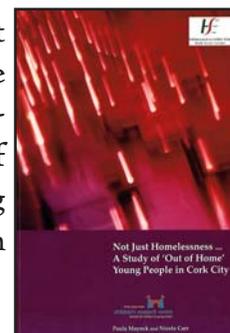
The aims of the conference were:

- (i) Promote an awareness of the partnership approach to reduce alcohol related harm.
- (ii) Bring an international perspective to bear on the issue of alcohol in Ireland.
- (iii) Encourage informed debate on measures and initiatives to reduce alcohol related harm through stakeholder partnerships.
- (iv) Identify key areas for further debate, analysis, policy and initiative developments.

**HOMELESSNESS**

**Not just homelessness...  
A Study of 'Out of Home' Young  
People in Cork City  
by  
Paula Mayock and Nicola Carr, 2008**

This report aims at generating indepth knowledge and understanding of the experiences of homelessness among young people in the Southern Region of Ireland.



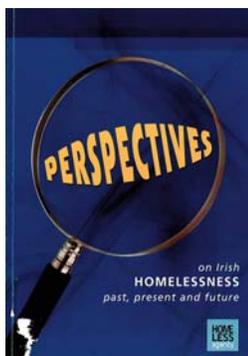
The research set out to:

- (i) Identify young people's pathways or routes into homelessness.
- (ii) Examine the experience of living out of home.
- (iii) Examine the challenges young people experience on becoming homeless.
- (iv) Make policy recommendations related to service provision, early intervention and the prevention of negative health outcomes.

The research aimed to recruit young people between the ages of 14 and 25 who were homeless or living in insecure accommodation.

The life history interview was the core method of data collection.

**Perspectives on Irish Homelessness  
Past, Present and Future**  
by  
**Dáithí Downey (ed.), 2008**

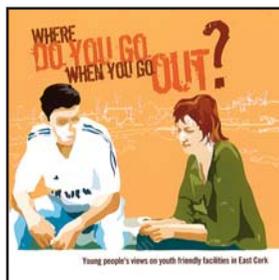


Homelessness is a lived reality that is still manifest in Irish society today despite the advances made in Ireland over the last 10 years. This book is the first attempt by the Homeless Agency to collate a range of disparate and alternative voices on the subject of homelessness in Ireland.

Containing 13 chapters on homelessness by different authors, its purpose is to try and tell us something more about the phenomenon of homelessness and how it is experienced and understood today, how that has changed over time and what it may become in the future.

### YOUNG PEOPLES' NEEDS

**Where Do You Go When You Go Out?**  
**Young People's Views on Youth Friendly  
Facilities in East Cork**  
by  
**Mary McGrath and Deborah Lynch, 2007**



This report is an account of how East Cork Area Development set out, not only to listen to young people and act upon what they said, but also to enable them to share their

thoughts in an inclusive, innovative and participative way. It represents a landmark in a process focused on young people that has been ongoing since late 2004. At the core of this process has been the active participation of the

young people of east cork.

By providing the structures and opportunities for young people to express their needs, hopes and aspirations, East Cork Area Development has been able to work in partnership with young people, the HSE and other organisations that support them to begin a process to address the needs of young people.

In consulting youth organisations in the area a common priority clearly emerged: the need for a place where young people could meet and participate in a range of activities.

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

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# Notice Board

## ASIST

(Applied Suicide Intervention Skills Training)

**Date:** Wednesday 3rd December 2008

**Venue:** tba

### Course Details

ASIST is designed to help all caregivers become more ready, willing and able to help people at risk. Just as “CPR” skills make physical first aid possible, training in suicide intervention develops the skills used in suicide first aid. ASIST is a two-day intensive, interactive and practice-dominated course designed to help caregivers recognize risk and learn how to intervene to prevent the immediate risk of suicide.

The workshop is for all caregivers (any person in a position of trust). This includes professionals, paraprofessionals and lay people. It is suitable for mental health professionals, nurses, physicians, teachers, counsellors, youth workers, police and correctional staff, school support staff, clergy, and community volunteers.

ASIST has five learning sections:

1. **Preparing** - sets the tone, norms, and expectations of the learning experience.
2. **Connecting** - sensitizes participants to their own attitudes towards suicide. Creates an understanding of the impact which attitudes have on the intervention process.
3. **Understanding** - overviews the intervention needs of a person at risk. It focuses on providing participants with the knowledge and skills to recognize risk and develop safeplans to reduce the risk of suicide.
4. **Assisting** - presents a model for effective suicide intervention. Participants develop their skills through observation and supervised simulation experiences in large and small groups.

5. **Networking** - generates information about resources in the local community. Promotes a commitment by participants to transform local resources into helping networks.

**For further information please contact:**

**NYCI**

3 Montague Street

Dublin 2

Tel: 01-4784122

Email: info@nyci.ie

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## One World Week Training

**Date:** October/November

**Venue:** Nationwide

### Course Details

One World Week takes place during the 3rd week of November every year. Training is provided to youth workers/leaders and peer educators around the country from September to November in the use of the education resource produced by NYDEP. The training gives practical tools for engaging young people on global justice theme. The theme for One World Week 2008 will be announced soon.

## Linking to the Wider World

**Date:** Wednesday 19th November

**Venue:** Galway

### Course Details

Evening session gives participants the chance to explore International opportunities open to them for development education. It will highlight the benefits of International youth work to young people and highlight some best practice in the area.

## Picture Perfect

**Date:** Thursday 4th December

**Venue:** Dublin

### Course Details

Pictures are a powerful tool for examining global justice issues and giving young people the opportunity to use their imagination to explore the causes and effects of injustice on people in the majority and minority world. Dochás, the Irish umbrella body for Non governmental development and development education organisations has published a code of conduct for using images and messages in development. This training will examine how we can work with images and messages while still living up to the spirit of the code.

## Footprint on the Planet

**Date:** Saturday 6th December

**Venue:** Dublin

### Course Details

This training will examine climate change and sustainable development from a justice perspective. It will provide skills to explore the impact of climate change on development and highlight the effects of climate change on the poorest parts of the world and look at how young people can get involved in sustainable development work.

## Funding Opportunities

**Date:** Thursday 11th December

**Venue:** Nationwide

### Course Details

Evening sessions will give information for accessing funding to run development education activities. It will also explore ideas for activities and actions which groups might take part in to highlight and examine local and global justice issues.

For further information on any of these training courses visit

**NYCI**

[www.youthdeved.ie/training](http://www.youthdeved.ie/training)

or contact

Alan Hayes

Tel: 01-4255932

Email: [alan.hayes@nyci.ie](mailto:alan.hayes@nyci.ie)

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## Eco-Unesco - Practical Sustainability for Youth Organisations

**Date:** Thursday 23rd October 2008

**Venue:** Dublin

### Course Details

Interactive one-day training provides participants with practical ideas about integrating the principles of sustainable development into their own youth organisation. More and more youth workers and teachers are bringing Education for Sustainable Development (ESD) into their work with young people. This one-day training takes a whole organisation approach to ESD, going beyond the workshop to consider all aspects of a youth organisation's activities.

The course is practical, interactive and informative, employing innovative facilitation methodologies. This course is ideal for anyone interested in the environment, in global development and social justice and who would like their organisation to become more sustainable and earth-friendly?

## ECO-UNESCO's Energy Watchers

**Date:** Thursday 27th November 2008

**Venue:** Dublin

### Course Details

Energy Watchers provides participants with the knowledge and skills to explore the concepts relating

to energy consumption. The course enables target groups to encourage critical thinking in young people and to encourage them to investigate practical solutions to the energy challenge.

Fees for these two courses (per person)

€70 - ECO-UNESCO Members,

€80 - Voluntary and Community Sector

€90 - Statutory and Others

For further information please contact  
Armin Krautgasser, Drugs Education Officer

**ECO-UNESCO**

26, Clare Street, Dublin 2

Tel. 01-662 5491

Email [training@ecounesco.ie](mailto:training@ecounesco.ie)

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### “Demystifying Policies”

**Date:** Thursday, 27th November 2008

**Venue:** Nationwide

#### Course Details

One-day course explores the practical impacts of internal policies and the legal obligations organisations who work with volunteers might have. By the end of the course you will be able to:

- Learn to assess what policies are relevant to your organisation.
- Learn tips on how to adapt policies to fit the needs of your organisation.
- Understand why drawing up a policy on expenses is essential for your organisation.
- Understand Garda vetting and how to vet volunteers.
- Understand what implications volunteers have on the insurance of your organisation.
- Identify why a child protection policy and Children's officer is an essential asset to your organisation.

### Involving Vulnerable People as Volunteers

**Date:** Tuesday, 9th December 2008

**Venue:** Dublin

Half-day course explores the benefits and risks of involving vulnerable people as volunteers. Participants will learn what kind of vulnerable people might be drawn to volunteer work and what considerations may be necessary. By the end of the course you will be able to:

- Identify who may be considered a "vulnerable" person.
- Identify what areas of additional support may be necessary for the inclusion of this demographic. How to decide as an organisation whether you
- will involve vulnerable people as volunteers and what policies need to be in place.
- How to manage integration of vulnerable people with current volunteers / staff in the organisation.
- How to deal with disciplinary issues involving vulnerable volunteers.

**Cost:** €60 Volunteering Ireland members / €75 non-members

For further details please contact

**Volunteering Ireland**

18 Eustace Street

Temple Bar

Dublin 2

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