

# *Irish Youth Work* Scene

*Magazine for Youth Work Practitioners in Ireland*



*In this edition of Scene...*

*Youth Exchange Group Leadership  
Operation Weston: Strengths and Assets Based Work with Young People  
Daybreak Programme Project Profile:  
Tailored Interventions with Early School Leavers  
Career Skills Activity Supplement*

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Irish Youth Work Centre

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

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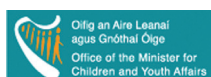
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**PRESS**



## Meeting the Challenge

by

Michael McLoughlin

Director of Central Services, Youth Work Ireland

Arguably we are living through one of the greatest periods of social, economic and political upheavals ever seen in our country. Those of one generation will have seen much of this before in the 1980s when the country teetered on the edge of existence. Today may be even worse in terms of the potential length of this crisis and the impact it is having. Even at this relatively early stage we have seen the spiralling of youth unemployment and emigration. Over 28,000 young people have left the country in the last year to seek their future elsewhere. Youth unemployment is now at around 80,000 with recent decreases almost certainly down to emigration. The Joint Youth Work Ireland/Voices of Youth Poll in 2009 showed how young people were fearful for their future but still confident that the country would have one.

It is an oft repeated cliché that the real cost of this crisis will fall on the shoulders of today's young people. They are paying it already with increased registration fees, poorer facilities, less household income, fees for PLC courses and much more. There are no jobs for young people and if they then seek education or training the system cannot cope. Truly the burden of this crisis has fallen disproportionately on our young people.

The news for youth services and youth work has been awful. Year after year has seen cut after cut to core funding. In fact the youth work sector should be congratulated for the spirit and resilience it has shown in dealing with the crisis. People will inevitably want to know what more can they do. How do we meet the challenge of the future?

While politicians' assurances that the worst is over may fall on deaf ears, there may be some succour in this regard in the Governments published 4-year plan in this regard. The annual forecast cuts to the broad Department of Health and Children budget is about 1/3 of this year's figure over the period to 2014 so in this sense the worst may be over. However, clearly the challenge remains for youth services and the broader youth sector. Clearly services have shrunk and adjustments have been made in the past. The funding model for youth services may never be the same again. We clearly need to grow the non state side of our income and diversify our funding base. This means looking at the world differently.

If our work is socially useful and attractive there should be others who agree and will support it. Often the language and case for support will be different for these other audiences and this is where new skills and approaches may be needed. Do we all have that famous elevator pitch to communicate simply in a few seconds what we do and how valuable it is if we got the time with somebody who was committed to giving?

Similarly the language of outcomes and measurement must become everyday for us without removing the value of our work. There are clearly ways we can all work together inside our own organisation and across the sector whether it is sharing facilities, pooling shared services or in bulk purchasing. The challenges are clear; we need to show that we

# Youth Exchange Group Leadership (YEGL):

“Ensuring Learning Effectiveness and Security”

by

Pádraig Ó'Sabhain,  
Youth Work Ireland Galway

Resource  
Profile

## Background / Rationale



Youth Work Ireland Galway & Kids in Action from Thessaloniki in Greece set about to de-mystify the roles of the youth leaders charged with the responsibility of leading such youth groups abroad or indeed hosting such groups here in Ireland.

To this end, Youth Work Ireland Galway & Kids in Action co-organised and delivered a Training course (funded through the Youth in Action Programme) on ‘*The Leadership Skills Specific to a Youth Exchange Group Leader*’ on Mt. Paggio in Greece (13th – 20th March 2008).

One of the key outcomes was the development of a resource called **Guide to Youth Exchanges - Go YEGLing**. The publication is a very useable and visible result of a training course that emanated from the need for all Youth Leaders to be able to understand, not alone the extra measures around care and safety that need to be put in place when leading a group of teenagers out of one’s own country.

More importantly it helps to understand the enormous benefits in personal development and growth in leadership skills that await all young people who get the opportunity to spend some time in the company of their peers from different countries and cultures.

The possible gains are such that they could never be accurately measured.



The Group at the training centre, Conamara

## Exchange Objectives

The objectives of the exchange were as follows:

- To improve participants Skills, Knowledge and Attitudes with regards to leadership of groups participating in intercultural youth exchanges.
- To provide a space for the sharing of experiences and good practices in this work area.
- To motivate participants to apply the developed competences in their intercultural projects.
- To offer a first hand intercultural experience that will inform both their future roles as youth exchange leaders and also their own personal development.
- To plant the seeds for the development of common guidelines for European group exchange youth leadership.

With the initial training delivered in Greece to youth leaders from 9 countries (Austria, Estonia, Germany, Greece, Hungary, Ireland, Latvia, Portugal and Romania), each participant was duty bound to become directly involved in the leadership capacity of an international youth exchange within 15 months. After this 'practice period' was completed, Youth Work Ireland Galway & Kids in Action co-hosted the YEGL Consolidation seminar here in Galway 16 – 21 May 2009. At this seminar almost all of the youth leaders involved in the initial training re-gathered in Connemara (experienced substitutes were allowed take the places of those who couldn't make it) to share, discuss and learn from each other's experiences.



Alex Thenner from Austria



Relaxing after a hard days work, Máirtín (Galway) & Eneli (Estonia)

## Developing the Resource

These experiences were debated, problems discussed with a sharing and examination of the various solutions proposed, to understand what worked and what didn't in different circumstances and scenarios. Finally, we all agreed what practicing and aspiring youth exchange leaders must know and should know when leading groups on exchanges.

These proposals were worked upon and written out in their own words by the participants and forwarded to Youth Work Ireland Galway to be included in this publication. Participants forwarded their relevant photographs also and many of these are included.

The Desktop Publishing work and the printing of the publication was done here in Galway and it is our hope that the words of wisdom '*from the horses mouth*' will help the ordinary volunteer youth leader to understand the tasks / skills involved and then to have the drive to go forward and take those steps in Youth Exchange Group Leadership... The Young People, Their Parents and your own heart will never stop thanking you!!!

Léargas – The Irish National Agency sums it up very well on their website - [www.leargas.ie](http://www.leargas.ie)



Sakis from Greece  
(My Co-author)



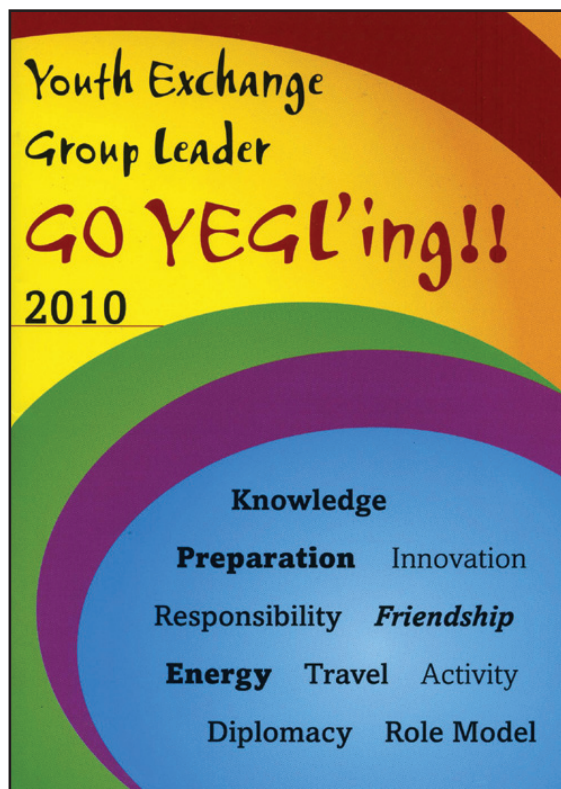
Olga (Greece), Maris (Estonia) & Eneli (Estonia)



Marguerite, from Germany, on EVS in Guldene, Latvia

## Guide to Youth Exchanges - Go YEGLING

'Go YEGLING' is a great practical guide for any youth worker taking the step into youth exchanges. It covers communication, safety, preparation and real life experiences. This guide was developed and produced by Youth Work Ireland Galway through Action 4.3. Training and Networking of the Youth in Action Programme. (1.4MB)



For further information or to order free copies, contact

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**Youth Work Ireland**  
Galway

# Operation Weston

by

Dermot Landy & Eibhlis Bray,  
Limerick Youth Service

## Introduction

Named by young people, **'Operation Weston'** is an innovative youth programme which recognises and celebrates young peoples' strengths and assets. This programme like many others took place in a context where young people are labelled, problematised, and often referred to intervention focussed initiatives. 'Operation Weston', however commits to shedding this approach, working with young people, no matter who they are in a youth led programme with a broader community focus.



Operation Weston is one of 2 national pilot projects initiated by Youth Work Ireland (Urban Pilot in Limerick / Rural Pilot in Carlow). This pilot has provided us in Limerick Youth Service with the exciting opportunity to marry a youth work approach with recent influences from Asset Based Community Development.

## Operation Weston in Action: The Youth Workers Perspective

12 matching grant projects are currently being delivered in the local community of Our Lady of Lourdes as a result of a youth led open night titled

**'Ideasfest'**. Ideasfest allowed young people to present the matching grant and criteria they created through youth friendly media and techniques (movies, video and creative art celebrating their local community's strengths).

**Matching grant** is a method of mobilising volunteer contribution to a community through offering small scale grants. Mobilising voluntary contribution by matching this input with resources, is a means of building and reinforcing community links.

The success of 'Ideasfest' and the matching grant was built on the work of a 12 week joint initiative between young people and adults (Limerick Youth Service and Rosbrien School Completion Programme). This partnership was born from shared interest in supporting young people to take ownership and lead change in their community. A local community day titled **'Westfest'** by young people provided an opportunity to kick start community action and operation Weston!

IN OUR LADY OF LOURDES COMMUNITY YOUTH BUILDING ON TUESDAY NOVEMBER 9TH AT 7.30PM



## Operation Weston Young People in Community Action

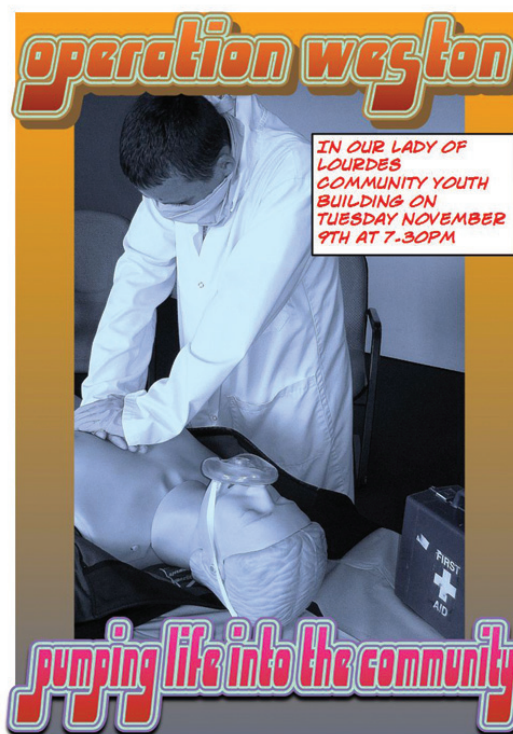
Stage of Project	Action Undertaken
Pre-Development Work	Initiating a Group Youth Led Community Event (Westfest)
Development Work	Relationship Building Group Work Appreciative Enquiry*
Youth Led Research	Asset Mapping**
Young People take Ownership	Ideasfest
Community Action	Matching Grants

\*The core principle of **Appreciative Inquiry** is - energy follows thought. If we focus on the problem we tend to amplify the problem. If we focus on what is working well or on our high-dream we will amplify the positive - we create our reality by the way we think. Groups “change in the direction in which they inquire.” Do more of what works rather than less of what doesn’t. keeping this in mind this philosophy informed our approach as we investigated the positives as a guide towards the project progression

\*\***Asset Mapping** is a great way to learn about your community by engaging participants in discussing the community’s strengths. We approached this by printing off large maps of the community, whereby the young people could physically locate their strengths and assets, but also through group-work where we discussed the underlying strengths underpinning the community.

## The Young Person’s Perspective

The details of the project are outlined in the words of the youth participants below and illustrated in the posters:



### What’s it all about?

“Operation Weston is a great way to bring people together in a community. It is a great experience for the people running it. It gives people a chance. While you are helping people you are also having fun. It will be a great benefit to your community”.

**Sinead Lawlor, Age 18**

### How does it work?

“We met for a number of weeks every Tuesday evening and discussed how we were going to promote the youth matching grant. We first discussed who was eligible to apply for the grant. We made up criteria which had certain rules for the people applying. We then thought up of a night to give out applications forms for the grants. The night went great it got all the youth talking and working together with the various projects. The new name for the project is Operation Weston”.

**Ronald Collins, Age 17**

## What's it like being involved?

*"Being involved in operation Weston was a great experience for me. I was delighted to be able to help people in my community improve our parish. From doing this programme I was able to see just how many people like me want to improve and do good for our community. My favourite part of the programme was the ideas fest".*

**Rachel McCarthy, Age 19**

*"I found it to be a great experience because we are young people benefiting other young people. We got more involved with the people in the community".*

**Ashleigh Micks, Age 16**

*"I took part as a volunteer in Operation Weston. I really enjoyed helping out as I got to get more involved with the young people in the community that were not involved in clubs. It was great experience and it is benefiting the community really well. The ideas were really good from the grant application forms".*

**Jane (Community Volunteer)**

## Could other youth groups learn from Operation Weston?

*"Other groups can benefit from this by doing something good for your area and how you can improve your area. The other reason is you can do something good for the old folks like baking for them or holding a party for them"*

**Shane Stewart, Age 19**



## Conclusion

Traditional views of young people and intervention focussed approaches have in many ways prevented many in youth work from recognising the strengths young people have to offer. The needs and deficiencies of young people have been the corner stone of youth work developments in recent years, with focus on 'target groups', 'at risk' and 'disadvantage'.

However, Operation Weston is an example of a turning tide. Operation Weston sees a 'cross fertilisation' of ideas and practices. These ideas being the integration of the strong principles that underline youth work (informal, participatory, adult/young person partnership, youth centred, voluntary participation and experiential) and the methodologies of Asset Based Community Development.

For More Information on  
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You Tube Channel  
[www.youtube.com/user/LimerickYouthService](http://www.youtube.com/user/LimerickYouthService)

Facebook Page  
[www.facebook.com/?ref=home#!/pages/  
Operation-Weston/127099187346101](http://www.facebook.com/?ref=home#!/pages/Operation-Weston/127099187346101)

limerick youth service



## What is the Daybreak Programme?

The Daybreak Programme was set up by Donegal Youth Service Ltd. in response to the need for an individually tailored intervention programme aimed specifically at 12-15 year old early school leavers, potential early school leavers and poor attendees. Daybreak is an interventionist programme which is led by the needs of each individual participant. The programme is state funded under Special Projects for Youth (SPY) by the OMCYA.



The programme is the sole provider of a support service to this target group in the county. Entry to the programme is done through a system of referrals and participation is entirely based on the voluntary basis of all participants.

The programme is aimed at the following within the 12-15 year age group:

- Early school leavers.
- Potential early school leavers (who need additional support to enable them to thrive in school).
- Students who are experiencing difficulty in their current setting.

The programme is open one or two days a week (9:30-3:30). It is tailored to meet individual needs and follows mainstream academic year

## How it Works

Daybreak takes a holistic approach and works directly with the young person, their referrers, families, schools, and other agencies to address each young person's needs through a combination of informal education and youth work.

Participants identify goals, long and short term, create an action plan they aim to address. Our aim is to support them in meeting these goals through increased self-esteem, coping skills and communication skills, as well as academic support and re-integration to mainstream education until they have completed their Junior Certificate or until they are 16 or progress onto identified training programmes.



## The programme achieves this by providing the following:

- A safe youth friendly space and understanding staff.
- Low numbers of participants; a max of 4 per day to ensure individually tailored support.

- Needs led and skills based academic and curricular support on a one-to-one basis.
- Group work facilitation and discussion of important youth issues including; relationships, coping strategies, communications, drug and alcohol issues, attitudes towards school, bullying. This provides a medium for peer education and positive relationship building for vulnerable young people, and a space to voice their opinions in a safe circle of trust.



- Advocacy for vulnerable young people within schools and statutory services as well as continuous communication with the young person, their family, referrers and agencies.
- A listening ear service.
- Parental support.
- Research and identification of progression routes and assistance.
- Group outings and activities.
- Arts & Crafts including Christmas Crafts Fairs, Exhibitions.



- Summer Programme-including one-to-one support, individual and small group tailored programmes, sports and outings.
- Real life skills - preparation for the future i.e. health and nutrition, cookery, hygiene and money management.
- Numeracy and literacy.
- Personal and social development.
- Issue based workshops based on needs and interests of participants.
- Computer and Internet training.

For further information please contact:

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Tel: 074 9126153

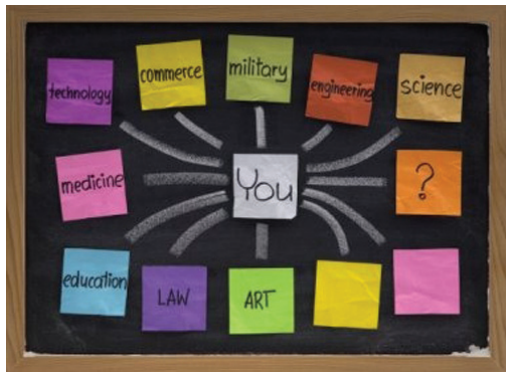
Website:  
[www.donegalyouthservice.ie/daybreak/](http://www.donegalyouthservice.ie/daybreak/)



# Career Skills Activity Supplement

by Gina Halpin

For young people making a decision about a future career choice, college or training course is one of the most important they will make during their teenage years. This activity supplement is aimed at helping young people look at their interests and talents and see how best they can fit into a future career, education or training choice.



## Jobs Name Game

**Aim:** This fast paced icebreaker encourages young people to think about the wide range of jobs that people do.

- Ask the young people to sit in a circle and ask everyone to think of a job starting with the first letter of their first name.
- Move around the circle with each young person saying their name plus the job e.g. Doctor David, Architect Amy etc.
- The only rule is that there can be no duplicates, no matter how many people there are in the group with the same name.
- If someone can't think of a job they miss a turn on that round. Keep going until everyone has run out of ideas.

Source: Youth Work Now October 2010

## Options After School

Many of our life choices are influenced by our own experiences at school, the expectations of our family, teachers, peers and finances. These choices include decisions about leaving school, what exams to take and what courses or jobs to apply for.

**Aim:** This activity examines the options open to young people after school and to increase their understanding as to what influences their decisions and options.

**Materials:** Flipchart paper, markers, magazines, pens, glue, scissors and newspapers.

- Leave newspapers, magazines, photos, scissors, glue and markers in the middle of the floor.
- Ask everyone to make a collage of what they would like to do over the next 5 years – e.g. travel, study, or work – using the materials provided.
- Bring the group together and encourage a discussion on their collage, aspirations and ambitions at a level comfortable to the group.

### Questions for Discussion:

1. What do you think has influenced you in your choice and options?
2. What can people do to achieve their goals?
3. Do all young people have the same choices open to them?
4. How are our choices influenced by where we come from?
5. If you had to complete this collage 5 years ago would it have looked different?

Source: Spiced Up



## Career Path

Some people know what job they want to do from an early age. For others it is not so simple. Choosing a career is a big decision, to choose a career that fits your goals, expectations and dreams you will need to ask yourself – What kind of career have I always wanted and why? What is it you would love to do – what kind of career is available in that field. This activity aims at getting young people to narrow down the things they are good at and enjoy.

**Materials:** Make a larger copy of the listing below and hand it out to the young people.

Ask them to read the choices and circle the choice that they either enjoy doing or are good at – they can circle more than one choice.

**Building things**  
**Designing things**  
**Helping people**

**Being active & outdoors**  
**Being on t.v.**  
**Sorting out arguments**

**Making & fixing things**  
**Writing a book**  
**Showing people what to do**

**Using tools & machines**  
**Playing in a band**  
**Looking after people**

**Solving problems**  
**Doing a makeover**  
**Doing voluntary work**

**Finding out how things work**

**Organising events**

**Making plans**

**Doing experiments**

**Buying & selling things**

**Using a computer and calculator**

**Researching and testing things**

**Running a business**

**Arranging things over the phone**

**Designing a new computer game**

**Entering competitions**

**Putting CDs/ DVDs into the right order**

**Doing calculations**

**Campaigning for change**

**Organising your money**

### Check the Answers

Get the young people to count how many of each color they have circled. As most people have more than one interest they will have more than one choice of each color circled, so ask them to check out any score of 3 or more.

#### **Mostly Red**

You like practical work, look for options where you can use practical skills, do something active and work on different types of projects

**Career Ideas:** Construction, building, design and technology, hair/beauty, manufacturing, physical education, public service and sport & leisure.

#### **Mostly Purple**

You sound creative, look for options where you can express yourself and work on new ideas.

**Career Ideas:** Art, catering, dance, media, drama, hospitality, music and photography

#### **Mostly Green**

You seem to be a sociable person, look for options where you can work with others and find out how society works.

**Career Ideas:** Public service, health and social care, hospitality, retail, business, sociology, travel and tourism

#### **Mostly Blue**

It seems like you investigating things, look for options where you can use your number and

thinking skills to find out why things are the way they are.

**Career Ideas:** Biology, laboratory work, geography, vet, science or statistics.

### Mostly Orange

You sound like an enterprising person, look for options where you can use your energy, communication, number and thinking skills to test your ideas to improve the world.

**Career Ideas:** Business studies, economics, IT, law, languages, psychology or retail.

### Mostly Black

Being well organised seems important to you, look for options where you can use your planning, communication and computer skills to find out more about the systems and structures that keep the world working.

**Career Ideas:** Business, finance, catering, economics, history, hospitality or law.

Source: Which Way Now, 2009-2010



## Experience Counts

**Aim:** This activity is designed to encourage young people to think about the skills, qualities and experience they have acquired from life experiences that could be transferable to future employment.

**Materials:** A3 paper, highlighters, pens & markers.

- Start the session by suggesting that people often sell themselves short on application forms and in interviews because they do not consider their life experiences to be relevant or transferable to the job they are interested in.

- Hand out the paper and pens and ask the young people to draw three overlapping circles on to their sheet.

These should be headed:

Work experience

Hobbies and interests

Volunteering or community projects

- Inside each circle they should put details of things they have done and the skills or qualities developed in that activity – for example, someone who has had work experience in an office environment may have acquired good timekeeping and reliable qualities and developed IT skills, anyone with a part time job in a shop would have acquired customer service experience.
- Any skills or qualities that are repeated should be noted in the overlapping sections.
- Next using the highlighter pen the young people should highlight the skills and qualities they think employers look for. These can be in any of the three circles.
- Ask the young people to share their findings and pull out some of the key attributes employers might look for, such as trustworthiness, good communication and organisation skills.
- Point out that even if a young person has never worked, they will have skills and qualities that will be transferable and beneficial to future employment – such as IT skills from surfing the Internet or research skills from completing school projects.

Source: Youth Work Now October 2010





## Career Tips

Some ideas for young people when it comes to making the right career choices:

Make use of school or university career guidance rooms and research the jobs you're interested in as much as possible. Also talk to the Career Guidance counsellor or teacher and don't be shy in telling them what really interests you.

If you've decided what job tickles your fancy then try to talk to someone who does that job. Be cheeky: call up the companies or organisations where you could potentially work and ask them to talk to you about career options.

Try to get lots of work experience in different types of jobs.

If you don't know what you'd like to work in then try to think of what your dream job would be, what you're good at in school, what you love doing and what job opportunities are available in the careers that interest you.

Think about whether you want to go to college or university, take a professional training course or go straight into work.

Think about whether you want to stay in your local area or move somewhere else (in Ireland or abroad) to study, train or work.

Don't let anyone try to tell you that you won't be able to do the job you're interested in, that you won't get the right exam results or that you aren't good enough.

Always aim for what interests you the most and have a second option in case things don't work out.

Make use of recruitment agencies. They can offer career advice as well as aptitude and interest tests.

Source: Spunout.ie

## Useful Websites

[www.youthreach.ie](http://www.youthreach.ie)

[www.careerguidance.ie](http://www.careerguidance.ie)

[www.careeradviceireland.ie](http://www.careeradviceireland.ie)

[www.career-guidanceireland.com](http://www.career-guidanceireland.com)

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

[www.careerbuilder.ie](http://www.careerbuilder.ie)

[www.careerdirections.ie](http://www.careerdirections.ie)

[www.mysciencecareer.ie](http://www.mysciencecareer.ie)

[www.careeradvice.loadzajobs.ie](http://www.careeradvice.loadzajobs.ie)

[www.igc.ie](http://www.igc.ie)

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# Round Up

## Latest Report from Growing Up in Ireland Longitudinal Study Launched

On November 29th 2010 the Minister for Children & Youth Affairs, Barry Andrews T.D., launched a major new report from Growing Up in Ireland – the Infant Cohort, a national study tracking the lives of 11,100 nine-month-old infants and their families.

The report was launched at the Study's annual research conference held in Dublin. Growing Up in Ireland is a Government funded study following the progress of almost 20,000 children in total – a cohort of 11,100 nine-month-olds and a cohort of 8,500 nine-year-olds. The study is being conducted by a consortium of researchers led by the Economic and Social Research Institute (ESRI) and Trinity College Dublin.



The latest report provides a unique insight into the lives of infants in Ireland presenting in-depth findings across a range of areas including pregnancy and birth, childcare, health and development, and work-family life balance. In general the report shows that our infants are doing well across a range of key areas in their lives including health, emotional and physical development.

It highlights particular concerns relating to: (i) relatively low breastfeeding rates in Ireland (ii) patterns of smoking and drinking during pregnancy and (iii) inequalities related to socio-economic status of parents.

The findings are based on the first wave of in-depth interviews with the parents of 11,100 nine-month-old infants. Some of the key findings from the report were:

- 86% of nine-month-olds lived in two-parent families with 14% living in lone-parent families.
- Traditional family types are still the norm. Over 70% of the mothers of nine-month-olds were married and a further 15% were cohabiting with a partner.
- 27% of mothers and 24% of fathers were not born in Ireland.
- Nearly one in five mothers (18%) had smoked at some stage during the pregnancy and a similar proportion (20%) had drunk alcohol at some stage. Mothers with the lower levels of education were more likely to smoke, but less likely to drink alcohol, during pregnancy than mothers with the highest education.
- Just over half of all infants (57%) were breastfed at some point, with just over 49% being breastfed on leaving hospital. Irish-born mothers were less likely to have breastfed (48%) than mothers born elsewhere (83%). Rates of breastfeeding also increased in line with better education of the mother.
- One in ten mothers had 'no intention of ever getting pregnant' at the time they conceived the Study Infant.
- The vast majority of mothers reported their infant's health to be good at birth (97%) and at nine months (99%).

- 38% of nine-month-olds were in some form of non-parental childcare. Grandparents were the most frequent provider of childcare (12%), followed by crèche/daycare centres (11%).
- Infants in non-parental childcare spent an average of 25 hours per week in childcare and this cost an average of €5.14 per hour.
- The most important consideration when choosing childcare was the quality of the care provided. However, a substantial proportion (17%) recorded that their choice had been determined by costs, either completely or to a large degree.
- A total of 57% of mothers of infants are currently working outside the home.
- Mothers in higher income groups as well as those with higher education were more likely than others to report that they had missed out on home or family activities because of their work. In contrast mothers from the lowest income group were most likely to record having turned down work activities or opportunities because of their family life.

**A full download of the report and the executive summary can be found at**

**<http://www.growingup.ie/infantpublications>.**

**For further information, please contact:**

**Jillian Heffernan  
Communications Officer  
Growing Up in Ireland.  
Tel: 01 8963378  
Mobile: 087 9016880**

## European Youth Prize Seeking Applications



The European Parliament and the Foundation of the International Charlemagne Prize are searching for projects that foster a shared sense of European identity and cooperation, aimed at the sixteen to thirty year old age group. Entries for the 2011 prize can focus on the organisation of youth events, youth exchanges or internet projects with a European dimension. The deadline for applications is 23rd January 2011.

A national winner will be selected at the beginning of March 2011. A jury will then examine the 27 national winners and select the overall first, second and third prize winners. All national winners will be invited to the award ceremony in Aachen (Germany) on 31st May 2010, where the awards will be presented by the President of the European Parliament and representatives of the Foundation of the International Charlemagne Prize. In 2010, the first prize of €5,000 was awarded to the German project 'European CNC Network - Train for Europe'. The project brought together 24 vocational schools to build a small-gauge locomotive and wagons.

The second prize of €3,000 went to the 'You are Here' project, a book which included contributions from 14 young people across Europe. 'You are Here', which was submitted by John Holten from Ardee, Co. Louth, brought together young people born after 1980, 'who enjoy freedom of movement in Europe and work in a country they did not grow up in.' The focus of the piece being the fact that these young people have grown up without the shadow of the Berlin Wall.

**For further details and applications forms go to:**

**[www.charlemagneyouthprize.eu](http://www.charlemagneyouthprize.eu)**

**If you have any queries, please contact:**

**Eimear Ní Bhroin,  
Press Officer.  
Tel: 086 8559423**

**Email: [eimear.nibhroin@europarl.europa.eu](mailto:eimear.nibhroin@europarl.europa.eu)**



## North-South Child Protection Hub Launched

On Wednesday 10th November, 2010 in Newry, the Social Services Minister, Michael McGimpsey and the Minister for Children and Youth Affairs, Barry Andrews (see photo below) launched a new on-line child protection internet resource believed to be the first of its kind in Ireland and Britain and indeed across the world.

The resource known as the Hub (North-South Child Protection Hub) is available for use by child protection professionals (policy makers, practitioners, researchers and educators) in Northern Ireland and the Republic of Ireland.



The Hub brings together research, policy and practice guidance, inspection reports, serious case reviews, court judgements, news articles and other material relevant to child protection published in Northern Ireland and the Republic of Ireland together with material from Great Britain and other countries.

Staff in the Health and Social Care Board and Trusts in Northern Ireland and in the Health Service Executive in the Republic of Ireland, will have access to the Hub but it will also be an important resource for all organisations concerned with child protection.

The website differs from other resources in a number of important ways. It is targeted at child protection staff working in the Republic of Ireland and Northern Ireland. It provides comprehensive information across the range of

issues for staff working with children, i.e. legislation, policy, research and practice information. It will be updated daily and has cutting edge features that will save staff precious time and effort in accessing valuable research and information.

The Hub was developed under the auspices of the North South Ministerial Council (NSMC) and was developed by the NSMC Child Protection Research and Knowledge Transfer sub-group in conjunction with Childlink Ltd, a private company based in West Belfast in Northern Ireland. Access to the Hub is available through fee paying membership of Childlink Ltd.



For further details contact:

Childlink  
Farset Enterprise Park  
638 Springfield Road  
Belfast  
BT12 7DY  
Tel: 02890 243022  
Fax: 02890 438967  
Email: [info@childlink.co.uk](mailto:info@childlink.co.uk)  
Website: [www.childlink.co.uk](http://www.childlink.co.uk)

# Sectoral Training

## Child Protection Awareness Programme

**Date:** Monday 14<sup>th</sup> February 2011

**Fee:** Free of charge (limited places available)

A 2x2 hour awareness programme for youth leaders delivered as an individual training module or as part of overall youth work training.

### Learning Content:

- An understanding of the relevance of child protection to youth work.
- An awareness of the broader context for this work.
- An exploration of a range of attitudes in relation to this issue.
- An awareness of the definitions of child abuse.
- An awareness of how workers might become aware of / have concerns about abuse.
- An understanding of the characteristics which might render an individual suitable /unsuitable for working with young people.

## Designated Person Training

**Date:** Monday 11<sup>th</sup> - Wednesday 13<sup>th</sup> April 2011

**Fee:** Free of Charge (limited places available)

Three day course designed for those with the responsibility of a Designated Person/Child Protection Officers with their youth organisation. This training equips participants who have overall child protection responsibilities in their organisations.

### Learning Content:

- Legislation and guidelines relating to child protection.
- To become familiar with reporting procedures where there is concern or allegations.
- Familiarise DPs on issues concerning confidentiality, data protection and report writing.
- Working with young people, staff and parents.

## A Creative Approach to Drugs and Alcohol Work

**Date:** Wednesday 9<sup>th</sup> & Thursday 10<sup>th</sup> February 2011 (Dublin)

**Fee:** €70.00

This training will provide participants with a re-energised approach to working with young people around drugs and alcohol. Participants will receive a copy of "Putting the Pieces Together" resource for trainers developed by the Western RDTF.

### Learning Content:

- Review current approaches – what works /what doesn't work.
- Explore current trends and corresponding initiatives.
- Explore a range of responses to drug/alcohol related incidents.
- Engage with a range of new exercises for use with young people.

## Good Practice in Sexual Health Promotion

**Date:** Tuesday 1<sup>st</sup> February 2011 (Galway);  
Tuesday 22<sup>nd</sup> March 2011 (Dublin)

**Fee:** Free of charge (places are limited)

This course is a follow on from the Delay/B4U Decide training or other sexual health courses. It aims to strengthen the organisational environment for the delivery of sexual health programmes and will consider the development of policy and good practice.

### Learning Content:

- Examine the context for addressing the sexual needs of young people.
- Discuss the role of organisations in relation to this work.
- Examine the support needs of workers and organisations in the areas of sexual health.
- Identify rationale and process for policy development.

## Health Promotion in Youth Work and the National Quality Standards Framework

**Dates:** Monday 14<sup>th</sup> March 2011 (Dublin);  
Thursday 7<sup>th</sup> April 2011 (Galway)

**Fee:** Free of Charge (places are limited)

This training will give participants the opportunity to consider the core principles of the National Quality Standards Framework in particular the principle which is concerned with promoting the safety and well being of young people. The training will consider the application of quality assurance systems to youth health promotion initiatives.

### Learning Content:

- Understand the concepts of good practice health promotion.
- Understand how National Quality Standards Framework applies to health promotion initiative in youth work.
- Quality assurance in relation to policy and strategy development within a youth organisation.

These training courses are run by the  
**National Youth Council of Ireland.**  
For more information please contact:

3 Montague Street  
Dublin 1

T: 01-4784122

E: [training@nyci.ie](mailto:training@nyci.ie)

W: [www.youth.ie/training](http://www.youth.ie/training)

The full NYCI Training Calendar for 2011 is available to download from their website see:  
[www.youth.ie/nyci/training-brochure-2011](http://www.youth.ie/nyci/training-brochure-2011)

## ECO-UNESCO's ECO-Watchers Training for Teachers & Leaders

**Date:** Tuesday 29th of March 2011

**Venue:** Dublin

ECO-Watchers Training for Teachers & Leaders provide participants with the skills and expertise to encourage critical thinking in young people as they investigate practical solutions to environmental challenges. This training introduces environmental education and helps teachers and leaders to integrate ECO-Watchers themes into their work.

ECO-Watchers training programmes are available on the following topics:

**Waste Watchers**-focuses on understanding waste consumption and how participants can address this issue by introducing practical sustainable solutions into their daily lives. In addition it provides participants with the skills to engage young people in environmental action projects on waste and sustainability.

**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.

**Climate Watchers**-explores the climate change challenge, related issues and possible responses with participants. The course equips participants with knowledge and skills to provide for hands on climate change education in the class room.

By the end of the training, participants will:

- Understand what environmental education actually means.
- Be aware of the latest trends & developments in environmental education and education for sustainable development.
- Know how environmental education complements class room teaching in relation to Energy, Climate & Waste education.
- Be familiar with environmental education methodologies.
- Be inspired to engage young people in exploring environmental issues through interactive learning and critical thinking.

## ECO-UNESCO's Peer Education & Sustainability Training

**Date:** Thursday 3rd February 2011

**Venue:** Dublin

This short course examines recent developments in Education for Sustainable Development (ESD) and introduces participants to peer education and how it can be used in work with young people. Participants will learn how to develop a peer education approach centred on the principles of sustainability and leadership.

### By the end of the training participants will:

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

### ECO-UNESCO's Drug Prevention Training for Trainers

**Date:** Tuesday 8th March 2011  
**Venue:** Dublin

This short course explores an alternative approach to drug misuse prevention using environmental education as a resource for positive personal development of young people.

### By the end of the training participants will:

- Be confident in developing an alternative approach to drug misuse prevention through environmental education.
- Be able & confident in facilitating life skill development in young people using interactive education methodologies & motivational activities.
- Be able to facilitate personal development in young people through their engagement with the environment (practical project work).

For more information on any of these courses please contact:

ECO-UNESCO  
The Greenhouse  
17 St Andrews Street  
Dublin 2.



Education and Training Officer  
Email: [education@ecounesco.ie](mailto:education@ecounesco.ie)  
Tel: 01-662 5491  
Website: [www.ecounesco.ie](http://www.ecounesco.ie)

### Advanced Facilitation Skills

**Dates:** February 2011  
**Venue:** Meitheal Offices, Dublin

This 10 day course 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.

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

### Staff Support & Supervision Introductory Course

**Dates:** 15th & 22nd February 2011  
**Venue:** Meitheal Offices, Dublin

This 2 day course 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.

This training is aimed at voluntary management committee members and workers who want to develop in their staff support and supervisory role.

For further details on these courses please contact:

Meitheal  
35 Exchequer Street  
Dublin 2.  
Tel: 6719803  
Email: [info@meitheal.ie](mailto:info@meitheal.ie)

Meitheal's Spring 2011 training calendar is available to download at: [www.meitheal.ie](http://www.meitheal.ie)



# IYWC New Resources

## Educational Resources

### Framing Our World: A Youth Work Resource on the Use of Images and Messages in Development

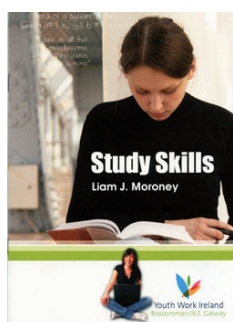
By  
*NYCI Development Education Programme, 2010*



The theme of this year's One World Week is Framing Our World – the use of Images and Messages in Development. Images and messages influence how people think and behave. They affect what we believe and how we act towards each other, including towards people from different parts of the world. This resource pack aims to help us look beyond the images and messages we receive about the 'global south', to develop critical thinking skills and to analyse what the reality of development might be and to ask why. It also looks at the power relations and stories behind the images we receive about the world we live in. It will challenge stereotypes to find a more balanced just approach to global justice. The pack details a number of tools to analyse where images and message come from and their impact.

### Study Skills

By  
*Liam J. Moroney, 2010*



This study skills guide has been produced in direct response to requests from young people in the Roscommon / NE Galway area. The Guide is primarily directed at Second Level students although the information contained within it is applicable to most studying situations. The Guide

is set out in an easy to follow format and the information is deliberately kept brief and to the point. While each skills area is individually set out, it is important to remember that it is the combination of these that makes for effective studying. The Guide covers topics such as; motivation, time management, effective listening, essay writing, exam preparation and coping with exam stress.

### What's In It for Me? EU Opportunities in Education, Culture and Youth

By  
*The European Commission, 2010*



The European Union supports a wide range of activities in education, training, culture, research and youth. This booklet provides brief information on some of the programmes that the Directorate General for Education and Culture runs. Europe is living through a period of change – challenging and at the same time exciting. The shift towards a competitive momentum with the Europe 2020 strategy. This moves the EU towards a high-tech low-carbon economy that prioritises innovation, creativity and mobility. The focus has sharpened on education and training, on research and on the resource that young people represent to the EU. This booklet gives you a snapshot of what is available.

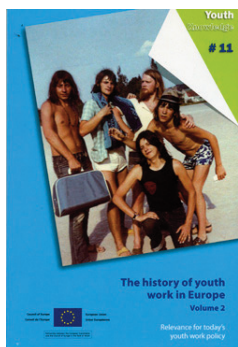
To make it easier to consult, the Booklet does not always use the formal EU terminology and does not include all EU programmes, instruments and actions, but in each section it does say where to go for more information and it lists the national agencies and other important organisations that are the gateway to taking part in the activities

## Youth Work Practice

### The History of Youth Work in Europe, Volume 2

By

F. Coussée, G. Verschelden, T. Van de Walle,  
M. Medlinske & H. Williamson (eds.), 2010

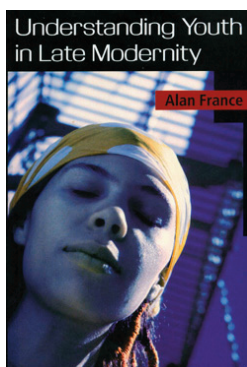


This second volume of The History of Youth Work in Europe presents the youth work histories of some very different countries including Ireland. Youth work starts where young people are, it is perhaps this general principle that seems to create a certain myopic view in youth work practice, policy and research. We tend to concentrate on the questions of today and take them as a starting point for our future plans. This sometimes makes youth work an uncertain and fragile practice. The lack of historical consciousness makes youth work vulnerable to instrumentalisation, whether by policymakers or even by young people themselves, claiming youth work should fulfil the needs they define to be urgent and relevant. The book features a chapter by Maurice Devlin on *Youth Work in Ireland – Some Historical Reflections*.

### Understanding Youth in Late Modernity

By

Alan France, 2007



Book which embeds understanding of the youth question within a historical context. It shows how the ideas of past political action in conjunction with the diverse paradigms of social science disciplines, have shaped modern conceptions of the youth questions. This relationship between the political and the academic is then explored through a detailed examination of contemporary debates about youth, in areas such as; transitions, education, crime policy, consumption and youth culture. From this analysis the book is able to show how the youth question in late modernity is being shaped.

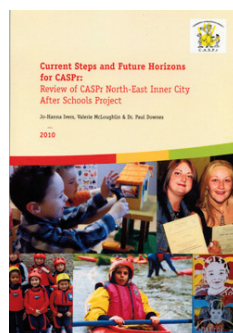
The book concludes by suggesting that in contemporary understandings of the youth question significant differences exist between the political and the academic. Major challenges exist if this gap is to be addressed and a new public social science needs to emerge that reconstitutes debates about youth within a form of communicative democracy.

## Project Review

### Current Steps and Future Horizons for CASPr: Review of CASPr North-East Inner City After Schools Project

By

Jo Hanna Ivers, Valerie McLoughlin &  
Dr. Paul Downes



CASPr is a community development agency whose overall mission it to counter education disadvantage in Dublin's North East Inner City in order to contribute to the elimination of poverty in their community. This report seeks to assess the quality and effects of CASPr's work on children, parents and the local community, in order to guide CASPr's future work and offer independent examination of CASPr's activity. Included in this report is (i) description of the project (ii) description of the evaluation process (iii) consultation with relevant stakeholders (iv) assessment of the area's need for the project (v) review of international and national research on the potential benefits of afterschool projects (vi) assessment of indicators of participation in the project's work (vii) assessment of indicators of outcomes of the project's work (viii) conclusion and recommendations.

All these titles are available for loan -  
not for sale to IYWC members.

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

Gina Halpin / Breege Kiernan  
Irish Youth Work Centre  
20 Lower Dominick Street, Dublin 1  
Tel: 01-8584500

Email: ghalpin@youthworkireland.ie /  
bkiernan@youthworkireland.ie  
Website: www.iywc.ie



## Introduction to Assets Based Community Development in Youth Work

The Irish Youth Work Centre in collaboration with Nurture Development is holding a one day workshop on **Wednesday 19th January 2011** in the offices of **Youth Work Ireland, Dublin 1**. The workshop is aimed at youth work and community development staff who are interested in learning about and introducing new and effective approaches into their work with young people which move away from seeing young people as problems and begin to appreciate young people for their strengths. Strength based approaches in youth work such as, Asset Based Community Development have been growing in Irish and International Youth Work due to their proven ability to bring about positive outcomes for young people and their communities. The workshop provides a practical grounding and basic skills in introducing strength based approaches in youth work.

### Workshop Format

The delivery of this workshop will involve a combination of presentations, group work and practical application of learning to Youth Work practice. The workshop will facilitate active participation and provide lots of opportunities for group discussion, interaction and sharing of experiences and learning.

#### *The morning session will focus on the following:*

- Understand the 'needs' based approach and the 'strengths' asset based approach.
- How to use assets to motivate labelled young people.
- Building genuine partnership between professionals, parents and neighbours.

#### *The afternoon session will focus on the following:*

- Understanding the roles of service orientated youth work and community building youth.
- Understanding the role of neighbourhood organising in Youth and Community Work.
- Intentionally building bridges between young people and their communities.
- Building strong democratic youth voice with constituencies and mandates:

Cost for this workshop is €75.00-this includes lunch, teas / coffee and course materials.

Booking forms for this workshop can be downloaded from the Irish Youth Work Centre's website at

[www.iywc.ie](http://www.iywc.ie)

or contact

Gina Halpin

**Irish Youth Work Centre**  
20 Lower Dominick Street  
Dublin 1

T: 01-8584500

E: [ghalpin@youthworkireland.ie](mailto:ghalpin@youthworkireland.ie)

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



Irish **Youth** Work Centre