

Irish Youth Work Scene

Magazine for Youth Work Practitioners in Ireland



In this edition of Scene.....

Copping On... to Justice

Voices of Youth: Mosquito Device Campaign

Youth Counselling in Cloyne Diocesan Youth Service

Working with Older Teens: NYCI Annual Conference

Working with Young Men - Activities Supplement

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DISCLAIMER

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 YouthWork Centre or Youth Work Ireland.

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Monetary and Moral Bankruptcy

by

Diarmuid Kearney

(CEO Youth Work Ireland)

The problem with living in an economy rather than a society is that no one seems to take responsibility. The problem with living in a state where the dominant church appears beyond reproach is that no one seems to take responsibility. The problem of living in a post colonial psyche where 'getting one over' on the state is applauded (drinking and driving, tax and benefit fraud etc.) is that no one seems to take responsibility. At a time when we've had the worst recessionary budget in memory, when the institution of the Catholic Church is exposed as having protected paedophiles, when teachers, Gardai, and high court judges refuse to take their share of the pain, we begin to get sick of no one taking responsibility.

There is a suggestion that Ireland is a country in its adolescence. Our behaviours as a nation can somehow be equated with a certain lack of responsibility associated (erroneously) with teenage years. We have blown our first metaphorical pay check! We have not looked after our basic needs. What of the notion of investing for the future? Taking out a pension? Leading an honest and industrious life? 'Sure there'll be time enough for that in a few years time!' Perhaps in the cold light of day, as we share the misery of our national 'hangover', we will begin to view things from a more mature perspective.

Unfortunately a 'mature perspective' demands an adult approach to our difficulties. But where are the adults in Irish society? What level of maturity has been demonstrated by our bankers and bishops, our politicians and police, our civil servants and solicitors? We live in a state that is both monetarily and morally bankrupt: where leadership and responsibility seem to be qualities that elude our elected representatives!

And where does youth work sit in this mayhem? As youth workers we see our task as including supporting young people to develop as active and responsible citizens, building leadership skills, and building social entrepreneurship. And you know what? In the absence of national role models, young people are stepping up to the plate and making a real difference. If you are a parent of some years, you will recognise that moment when your son or daughter first becomes 'the adult'. They advise you, bring a freshness of ideas and are solution focused. At once you feel proud and a little less sure of your ground. The relationship has changed utterly.

Perhaps as a nation it is now the time to listen to the youthful voice and give up some of our shaky ground. In my experience that youthful voice is full of optimism, creativity, justice and responsibility. It is untainted by the cynicism of negative experience and fuelled with the energy of possibility. Let us hope, as youth workers, we have realised some of our aspirations and supported the development of capable and just leaders for the future.

Copping On... to Justice

by
Deirdre Bigley



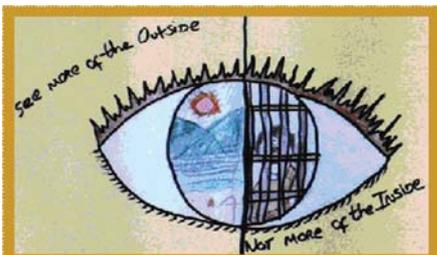
C O P P I N G O N
National Crime Awareness Initiative

Introduction

July 2009 marked 9 years of working with Copping On and it got me thinking about what it is we do, and more importantly why it is we do it. But in order to examine this question then I needed to ask more fundamental questions. Our mission statement is to provide a comprehensive crime prevention and awareness programme, with appropriate supports, which enables practitioners to effect positive change for the young people with whom they work. Specifically those young people considered to be 'at risk'. But what does this term 'at risk' mean? And are not all young people by their very nature 'at risk' of one thing or another?

When I worked in the field of youth work a term that was often used was 'disadvantaged youth'. This term was an umbrella term for a number of deprivations in young people's lives. A dearth of finance, educational access, job opportunities, facilities for play and coming together, adequate housing, hygiene and nutrition, positive role models (particularly male) the list endless. But what does 'disadvantaged' really mean? Disadvantage according to the Oxford English dictionary is:

Noun: *an unfavourable circumstance or condition, verb 1: put in an unfavourable position, 2: disadvantaged in socially or economically deprived circumstances.*



Artwork from Participants on Copping On Programme
with Athlone Youth & Community Programme

This implies that in order for there to be a 'disadvantaged' there also has to be an 'advantaged'. According to Oxford the meaning here is:

Noun: *a condition or circumstance that puts one in a favourable position, verb: be of benefit to.*

It expands further:

Phrases: *'take advantage of', 1: make unfair use of for one's own benefit, 2: make good use of the opportunities offered.*

Where the above meaning for disadvantage may have been the reality for the young people titled as such, I don't believe it was intended to imply its opposite 'advantaged' should be applied to all others. Particularly when viewed in light of the first meaning offered for the phrase 'to take advantage of' – *make unfair use of for one's own benefit*. Therefore a new term was introduced one that adequately described the reality for a lot of young people without its inferred opposite.

'At Risk'

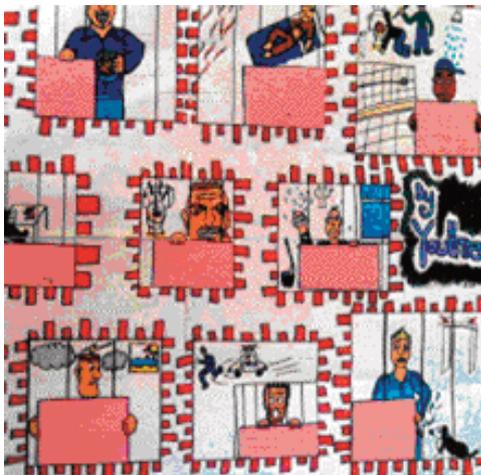
Then again this new term 'at risk' also has its flaws. It too is often misunderstood and is related to only one area of a young person's life i.e. that of their anti social or criminal behaviour. However all young people engage in risky behaviour however for some it is considered to be part of the growing into maturity journey, for others it is judged to be their destination. For me this term once again has a sense of judgement attached to it, an implication that there is a loss or lack of control - a finality.

Where as I do not purport to be in a position to replace the terms used or indeed to be without judgement myself I suggest that perhaps this term 'at risk' could be viewed in another way. Perhaps these young people are indeed 'at risk' but not due to their own actions or behaviour but from ours!

Society at Large

Young people are indeed 'disadvantaged' and are 'at risk' due to the deprivation of understanding, tolerance, compassion and forgiveness in today's society in particular in relation to offenders. John Lonergan Governor Mountjoy, at a recent conference suggested:

Tolerance, compassion and forgiveness have almost become alien in Irish society. Evidence suggests that the majority of people who end up in prison come from the lowest social classes. There's a question mark over how genuine we are in our caring capacity for people who are at the bottom of the pile.¹



Limerick prison visit by Youghal Youthreach

He went on to suggest that what is needed is reconciliation as well as rehabilitation in order to reintegrate the person back into society. We live today in a society that is quick to point the finger in an atmosphere of zero tolerance and spend little time, energy and effort in trying to improve the person's life. Expecting solutions for society within our prisons alone will never work. Research² tells us that if a child is born in an urban area of disadvantage - their chances of ending up in prison are greatly increased. Lonergan posed the question:

If you or I had been born into the same kind of circumstances, how would we survive? How would we achieve this model of the perfect citizen that people expect us to be? ³

Society makes no allowance for the person who's born with serious disadvantage or disability. Our expectation is that everyone is a fully functional, capable person and has the ability to *make good use of the opportunities offered.*

However, again Lonergan tells us that through the experience of a long career:

Many people who commit crime have major difficulties outside of their criminal activity - behavioural difficulties, psychiatric difficulties; relationship difficulties criminality is often just a symptom of a far bigger problem.⁴

Let he who has not sinned cast the first stone

Prison offers the opportunity for atonement, the deprivation of liberty, and once a person has served their time then surely forgiveness should be expected? And if not forgiveness, at the very least a second chance?

Through my work I have never met anyone in prison who was all-bad, and by the same token, have never met anyone outside that was all-good.

As a society, we all have a responsibility - the wrong-doer was born into our families, grew up in our communities, went to our schools, etc, however, when they offend, we distance ourselves. We are unable, through a poverty that is often a consequence of material wealth, to support the process of reconciliation. It's significant that a lot of young people are demonstrating the symptoms of addiction, violence, alcohol, loneliness, or suicide. We place huge expectations on young people and set high standards in terms of measuring their success as people. There are no prizes for second best and as for any place lower - for these young people we save our zero tolerance!

How do we move forward?

In order that our young people are to be deemed 'at risk' not due to our failings or unfair high standards then the only thing that is needed is compassion. Mercy: The Oxford dictionary conceives mercy as a quality:

shown to enemies or offenders in one's power; pity for a suffering person; wholly in the power of or liable to danger or harm from.

Built into the very concept is the notion of power, conferral from the worthy to the unworthy, something bestowed by the great or the powerful to those who are not great and powerless. This understanding of mercy would seem to equate it more comfort-

ably with a widespread understanding of forgiveness - which is an important but still only one element of compassion. The understanding of compassion which shall be developed here will borrow from the Buddhist concept of “*jihī*”

Jihī - The Buddhist Concept of Compassion

Naturally, life is concerned with its preservation and human beings are concerned with their own self-preservation - instinctively, we avoid situations of danger. Most of the human race would accept that the instinct for survival is innate. As we look around us in today’s society it is easy to find proof of Darwin’s theory survival of the fittest. It is those left behind that we must be concerned with.

Buddhism believes that the quality or attribute of compassion is also innate in human beings. The Japanese term for compassion is *jihī*. The character which signifies this concept is a rendition in Chinese characters of two ancient Indian terms - *maitrī* - the giving of pleasure and *karuṇa* - the elimination of suffering. Deconstructing it in this manner would suggest that it is closer in meaning to the Christian concept of ‘love’ than to ‘mercy’.

It is easy to find examples of the demonstration of this kind of compassion or love among those who are bound by familial or kinship ties.⁵ Parents instinctively have sacrificed or endangered their own lives to save those of their children. Indeed there are many who have endangered or lost their lives in the attempt to save perfect strangers. This is evident in the response to the tsunami disaster.

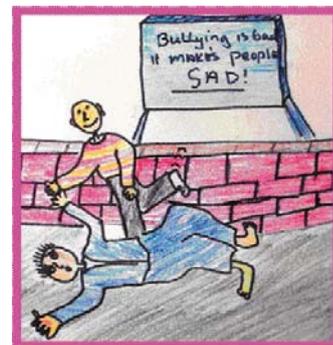
These examples are obviously drawn from the extreme end of the continuum however, in the ordinary world, there are countless examples of human compassion - actions taken by people to “*give pleasure to*” and “*remove the suffering of*” others. Buddhism conceives this compassion to be entirely natural and innate and believes it to arise as a result of an awareness of the inherent dignity of each life and the profound interconnectedness of all life.

This is not to say that it is equally well developed in all people - the desire to develop a particular quality or talent - followed up with the appropriate action will result in the enhancement of that quality or attribute. Those who spend years developing their physical strength and fitness will clearly surpass those who do not. A life of study results in an

ability to argue, debate and write more cogently and persuasively. A life spent learning how to hate and inflict pain produces highly effective torturers. A life spent fighting injustice develops courage and a life devoted to relieving the pain of others develops compassion.

The point of these examples is to demonstrate that all of these attributes are inherent in all human beings - those who seek to find the worst in humanity will see it and those who seek to find the best in human beings will see it - often simultaneously! Which of the two is right?

Our judgements of other people are an entirely subjective matter. According to our system of thought, we divide human beings into categories worthy of varying reactions and feelings - those we hate, love, tolerate or to whom we remain indifferent - what we see is a reflection of our own subjective feelings.



Artwork from participants on Copping On Programme, ABLE Project, Ballyfermot.

Forgiveness

Encompassed also within the concept of compassion is forgiveness. If we envisage the process of reconciliation along a continuum, it is possible to imagine that it is forgiveness and all that it entails in the way of confrontation with the past, acceptance, healing and letting go, that is first encountered. In order to move forward and reach the point of balance therefore I suggest that perhaps forgiveness is something we need to start with.

Allowing our young people to be all that it means to be young, embracing their success’s as well as their failings, demonstrating understanding and forgiveness - developing all that is innate is perhaps risky behaviour, but one that definitely would leave us all advantaged!

Deirdre Bigley is Project Manager with Copping On National Crime Awareness Initiative.

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6 Breaking Through *d kidz r ok, it's uz who need to change* (5th Annual Conference Report) p.13

2 Burke, H Carney, C & Cook, G *Youth and Justice: Young Offenders in Ireland.*(Dublin: Turoe Press, 1987)

Hart, I. *The Social and Psychological Characteristics of Institutionalised Young Offenders in Ireland.* (Administration, 1968, Vol 16).

O'Mahony, P *Crime and Punishment in Ireland.* (Dublin: The Round Hall Press, 1993).

3 Breaking Through *d kidz r ok, it's uz who need to change*(5th Annual Conference Report) p.13

4 Ibid.,

5 Familial ties however do not preclude animosity or hatred - there are equally many examples of those who have extinguished the lives of those to whom they may be bound through blood or marriage.

Editors Comment

This commentary article will resonate with many who work with young people and takes a perspective on youth justice that does not get much coverage. The article may also provoke some debate and critique and we would be delighted to hear responses from readers. Editors contact details are on the contents page.



*"Sniffer dogs are smarter than humans,
metal detector don't work"*

Artwork by Youghal Youthreach

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C O P P I N G O N
National Crime Awareness Initiative

Spot & Swot the Mosquito

by
Alice Kinsella, Voices of Youth

Introduction

Imagine this scene, you're walking down the street, minding your own business, maybe enjoying a day of shopping, or perhaps just on the way home from work. Then, without warning, your ears start to ring, you may feel a little dizzy and your head might start to ache. You are forced to flee the area as quickly as possible, your hands clamped over your ears, your previous plans hastily forgotten.

Well this is not just fiction for thousands of young people. Every day this is their reality, persecuted for crimes they didn't commit. This is because of a device called the Mosquito alarm.



Image of the Mosquito device

What is the Mosquito Alarm?

The 'Mosquito' or 'Mosquito alarm' is an electronic device which emits an ultrasonic sound, similar to the buzz of a mosquito. Self-confessed "mad inventor" Howard Stapleton developed the Mosquito after his 15-year-old daughter was harassed by youths hanging around a local shop. The device is typically heard by people less than 20 years of age because the ability to hear high frequencies deteriorates with age. The device is marketed as a safety and security tool for preventing anti-social behaviour such as loitering. In March 07, Letterkenny became the first town council to install the technology in a public place.

When teenagers (and children) walk down the stretch of road outside any business that has installed a mosquito alarm they will hear a high pitched squeaking noise, whether they are doing anything wrong or not. The noise of the mosquito is annoying and makes it very difficult for the teenager to stay in the area. And it's not just annoyance it can cause; the alarm has been known to cause onset of dizziness, headaches, nausea.

Is the Device Safe or Legal?

In Ireland there have been many issues raised. Under the Non-Fatal Offences Against the Person Act, 1997, anyone who "directly or indirectly applies force to or causes an impact on the body of another... without the consent of the other" (force including "application of [any] form of energy"), is guilty of committing assault. This issue has been raised in relation to the Mosquito device by Ireland's Ombudsman for Children. The Ombudsman for Children is concerned about the "mosquito devices" that are being used by business premises to disperse children and which could constitute an assault.

The issue was raised by the Children and Young People's Forum with the Minister for Children and Youth Affairs Barry Andrews T.D., who was shocked and is now committed to investigating the alarm further.

The German Federal Institute for Occupational Safety and Health issued a report on the mosquito entitled "Use of ultrasonic noise channels not entirely safe". In this report they were unable to certify the device as completely safe.

"We have had legal advice on it and it is an assault under the Non-Fatal Offences against the Person Act 1997 if the noise is deliberately and intentionally targeted at a person as opposed to a general noise,"

(Michael McLoughlin of Youth Work Ireland)

This device is supposedly intended for the minority of young people that are prone to anti-social behaviour, but it seems to have the opposite to the desired effect, as it can be described as none other than an anti-social device itself, as it affects not only the 'trouble makers' but the majority of perfectly law abiding citizens, be they over 18 or not.

Not only does it affect teenagers and young adults that have done nothing wrong, the mosquito alarm targets all young people, including babies, disregarding whether or not they're doing anything wrong. Small children and infants are especially at risk, due to lengthy exposure to the sound, because the adults themselves do not perceive the noise.

In fact advertising for a new mosquito device now boasts that different frequencies can be used against older people and the range of the device has been extended to 40 metres (130 feet)!

So the mosquito alarm cannot possibly be considered socially acceptable? Putting all young people at risk? Is it fair to punish all adolescents for a so called 'crime' committed by a minority? To cause all teenagers annoyance and discomfort, sometimes even pain as they walk down the street? Some companies seem to think so. Even if it prevents adolescents from shopping in the area, or even walking down the street minding their own business.

Even with all these health and social implications for young people, some companies continue to use the alarm. So I ask you, why should we give them our business? When they disregard our welfare this much? They need the teenage market, as much as any other age categories, to rake in as much money as possible and yet they ignore what they're doing to these teenagers outside of their shops. Of course anti-social behaviour needs to be targeted, but even if that is the case who said it was ok for these businesses to appoint themselves judge, jury and executioner?

Is this really an acceptable solution? In my opinion punishing all young people is much more anti-social than loitering!

So What Can You Do?

Some people, like Voices of Youth, have already started the battle against this discrimination, join the fight, help spot and swot the mosquitoes! If you see an alarm like the one pictured below on the outside of a building, report your annoyance on its presence to the police, although the alarm is not yet against the law, the Gardaí are obliged to make the businesses aware that they are not approved of by the state. You can also show them your personal objection by not giving them your custom!

Use the "Leave a Comment" link on our blog <http://voicesofyouth.wordpress.com/> or email voicesyouth@gmail.com to tell us the locations!

Alice Kinsella is from Castlebar, County Mayo and is a member of Voices of Youth

Who are Voices of Youth?

Voices of Youth is a youth led national media group facilitated by Youth Work Ireland and is an organisation of young people that are interested in getting young peoples views across. They want to promote the achievements of young people in our country as well as drawing attention to important issues surrounding young people.

Voices of Youth are a group by the young people, about the young people, for the young people. For more information on the group email: voicesyouth@gmail.com or go to their blog at <http://voicesofyouth.wordpress.com/>

Youth Counselling in Youth Work Ireland, County Cork: Cloyne Diocesan Youth Services Ltd (CDYS)

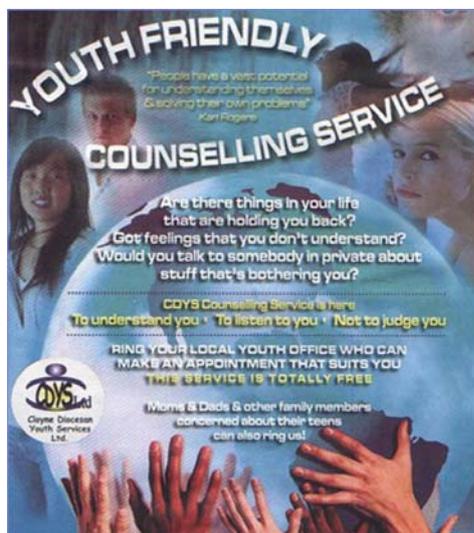
by Susan O'Shea

Introduction

CDYS is a regional youth service based in County Cork. It is an affiliated member of Youth work Ireland. Currently,

CDYS offers youth services to young people which consists of youth projects, youth clubs, one-to-one work, community drug based work, youth ministry, crime prevention, activities through sports and arts as well as a number of educational programmes on mental health, suicide intervention, leadership etc.

In 2008, CDYS worked with almost 1,000 young people and adults in the region (North, East & parts of West Cork).



Rationale for Developing the Counselling Service

Youth workers found that many young people coming forward to access youth projects were struggling with issues such as family breakdown, peer pressure, substance abuse, mental illness, self harm. CDYS needed to offer more to young peo-

ple, somehow. What extra could we offer young people whose needs were not being met by our current youth work provision?

In listening to what was coming from our youth workers and young people, studying clear messages from our member statistics and in adhering to the work of our Strategic Plan 2009 – 2012, a Youth Friendly Counselling Service emerged. The challenge was how do we provide a much needed service in these times when funding is just not available?

How the Service Works

Using the experience and knowledge of Susan O'Shea, a youth worker, who had recently qualified as a counsellor, and the experience of Brian Williams the Regional Director of CDYS, we set about trying to provide a new service on a shoestring! The provision of the counselling service revolved around merging the requirements of qualified counsellor's working towards accreditation and need of CDYS to provide counselling to young people.

5 qualified counsellors starting out in their careers, volunteered 2 hours per week of their time for a year to CDYS. In return for this generosity, CDYS offered client hours, the space from which to counsel from and a contribution towards their clinical supervision costs.

Funding for the supervision costs was provided by local organisations with which CDYS had a track record; and so it was possible!

CDYS could deliver a free counselling service to its members which would compliment the existing work of the service. As the counselling hours available are limited, CDYS prioritised the young people that were already involved in the services.

The Role of the Youth Worker

The success or failure of the new service in CDYS depended on how it was received and promoted by youth workers locally. The role of the youth worker is key in promoting the service. Youth workers give information to young people on what counselling is about and how to access the service.

For an anxious teen, it may also be necessary to support in booking and attending the first appointment. Youth workers check in regularly with teens (without infringing on counselling confidentially) to get their feedback on how the sessions are going. This and other checks, help staff to monitor and ensure quality of service for the young people involved.

While many organisations offer free or low-cost counselling services, we believe that our service is unique because of the role that youth workers play in making this service youth friendly and accessible and safe to members.

What the Young People Have to Say

Currently, we have a small number of young people accessing the counselling service. Because the service only began in September of this year, we do not have documented evidence to back up the benefits. However, here are some of the comments from young people:

'I'm calmer. I'm not as angry anymore. I don't get into as much trouble at school. I like going to counselling – it's cool!'

Female aged 14yrs

'I have learned so much about myself with the help of counselling'

Female aged 18yrs

Conclusion

With vision, commitment and dedication even in financially challenging times, it is possible for a voluntary organisation to be creative and find a way of providing what's needed. We could say 'We can't.....' 'We don't have the resources.....' or 'Funding has been cut.....'

However, as a youth service we must continue to work with young people, to respond to ever increasing needs and to work strategically within tightening budgets. Now, even more so, we have to find a way.

For further information on the counselling service or on Cloyne Diocesan Youth Service please contact:

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Working with Young Men Activities Supplement

by

Gina Halpin

This activity supplement is aimed specifically at youth work with young men. It looks at attitudes and expectations around masculinity and how this plays a significant part in how young men see the world and themselves and where they feel secure enough to interact in a positive way. The activities cover three main themes - **Male Stereotyping / Male Roles; Emotional Awareness and Relationships**

Ice Breaker - Who am I?

Aim: To create an atmosphere where everyone is familiar with each other and feels safe enough to participate.

Materials: Cards and markers.

- Each player gets a card and marker and then writes the name of a person or character on it that he will act out e.g., mouse, Batman, Elvis, a car, Thierry Henry etc.
- Then the players walk about the room acting out their character.
- Each player is only allowed to act out their character once for each person in the room, answering YES or NO for each guess.
- The first person to correctly identify the character is the winner.

MALE ROLES AND STEREOTYPES THEME

Activity One - Jobs for the Boys

Aim: To explore gender stereotypes and provoke discussion.

Materials: Two A3 size sheets of paper with **AGREE** or **DISAGREE** stuck on opposite sides of the room.

- Ask the young men to listen to a statement (see below) and then move to the Agree or Disagree side of the room.

- If they are undecided they can stand in the middle. They can change their mind at any time and move to the opposite side of the room, but encourage them to explain their decision and what influenced it.
- After each round stop to discuss individual points of view, encouraging constructive challenging of different points.

All male hairdressers are gay	There are some jobs that women just can't do
Boys are better at science than girls	Men are better chefs
It's a man's job to protect the family	Women are naturally better at caring for kids
Women are more emotional than men	Men find it hard to have a female boss
Men are naturally better drivers than women	Housework is not a man's responsibility

Source: Youth Work Now, March 2009

Activity Two - Man in a Box

Aim: To explore male roles and expectations with young men and to explore alternative male's roles.

Materials: Monopoly money notes, a box and characteristic cards.

- Give the young men a number of cards with characteristics written on them.
- The characteristics should include those traditionally associated with men such as Provider, Aggressive, Strong, Masculine, Athletic etc.. as well as non-traditional such as Home-maker, Caring, Emotional, Sensual & Vulnerable etc.

- Ask the young men to place the characteristic card they feel most related to being a man into the box.
- Once this is done and after debate has taken place, the young men should be left with characteristics which they consider less male or feminine. These too should be then placed in the box.
- Hand out the monopoly money and begin a fake auction of all the characteristics.
- The young men use their fake money to bid for the characteristics they think most relate to being a man and would like to keep.
- At the end of the auction encourage the young men to discuss their opinions and views about the expectations and restrictions placed on them by 'putting them in a box'.
- The discussion should allow for debate on how these restrictions influence attitudes and behaviour.

Source: *Young Men and Violence*

EMOTIONAL AWARENESS THEME

Activity Three - Expressing Emotions

Aim: This activity builds empathy and develops young men's skills to recognise other people's emotions and enables them to respond appropriately.

Materials: Flip chart paper, scissors, markers, glue, old magazines, Post-It notes and six cards with the following emotions written on them **SCARED, DISGUSTED, SAD, ANGRY, HAPPY and SURPRISED.**

- Divide the young men into 6 small groups and give each group an emotion card, paper, markers, scissors, glue & some magazines.
- Ask each group not to disclose which card they got.
- Ask each group to look through the magazines and make a collage of faces that depict the emotion on their card.
- After about 20 mins ask each group to display their collage on the wall.

- Ask the different groups which emotion is depicted by each collage – how many were correct?
- Use the collage as discussion points to consider emotions and the different ways they can be expressed.

Discussion Suggestions

Is it easy to see what other people are feeling?

What happens if you misread the signs?

Are emotions sometimes deliberately hidden and what reasons could there be for this?

Ask the young men to share experiences of time when they have avoided sharing their true feelings or taken someone up the wrong way.

Source: *Youth Work Now, March 2009*

Activity Four - Music Makers

Aim: To increase emotional awareness by exploring the impact of music on feelings and behaviours.

Materials: CD player, CDs, worksheet and pens.

- Either in groups or individually play the young men a series of song snippets from a variety of music types – select songs that are age appropriate for the group.
- After the music is played ask the young men to consider what the song means to them and the kind of emotions that are stirred as they listen.
- After all the music has been played the youth worker should play the snippets one at a time and allow time to discuss the feelings and thoughts and memories of the young men as they listened. Thoughts may be written down anonymously.

This exercise can be used in conjunction with the previous activity on emotions, using the list of emotions listed on the walls to prompt the discussion and explore why certain types of music trigger certain emotions.

Source: *Young Men & Violence*

RELATIONSHIP THEME

Activity Five - Gender Game

Aim: To consider attitudes to sex, sexual health and gender stereotypes.

Materials: Flip chart paper, markers, set of gender game cards (see below)

- On the flip chart paper draw 2 large circles that overlap in the middle. Next to one circle write **FEMALE** and next to the other write **MALE**. In the overlap area write **BOTH**
- Divide the young men into small groups and explain that this activity is about attitudes and opinions that people may have. Stress that you are not asking them to divulge information about their own sexual experiences (it may be appropriate for this activity to set out group rules and confidentiality boundaries before starting).
- Hand each group a sheet with gender game cards listed and some markers and ask them to read what is on the card, and as a group decided where on the paper the card should go Male, Female or Both.

Worry about pregnancy	Want to use condoms
Want to remain a virgin until they get married	Spends a lot of worrying about relationships
Think that having lots of money makes them more attractive	Think its ok to have one night stands
Want to feel loved before they have sex	Want to have a family
Feel pressured into having sex	Want to have more than one sexual partner
Worry what their boy/girl friend thinks	Get hurt feelings
Put pressure on their partner to have sex	Learn about sex from magazines
Have usually taken drugs or alcohol when they have sex	Worry that they might not be good in bed

Once all the groups have finished going through each of the gender game cards facilitate a feedback session to find how why the group selected each category and where they got their information from.

Source: Body – Physical health and wellbeing activities just for young people, by Vanessa Rogers

Activity Six - Man to Man

Aim: To raise awareness about relationships between men

Materials: Situation cards (see below).

Write each of the following situations on cards and get the individuals in the group to read one at a time and answer the following 2 questions – then discuss the answers.

Question 1: How would you feel in this situation?

Question 2: What would you do in this situation?

Situations:

You meet your best mate in town, he puts his arm around your shoulder as you talk.

You've just scored the last-minute goal for your side. Your team mates hug and kiss you.

You arrange to go to the cinema with your girlfriend, but then your mates invite you to a party.

You've been going out with someone for a long time and are quite keen on them, then one day you see them sitting in a cafe with your best mate.

You have an arrangement to go out with your best mate. Someone you met at a party and who you fancy texts you to go out.

You are out driving with your mates. At a set of traffic lights they try to get you to have a race with another car.

You are out with some friends and one of them gets drunk and starts a fight with another group of young men.

A friend comes to your house after having an argument with his parents. He is upset and crying.

A group of your friends start to pick on your best mate, slagging him and winding him up.

Source: Boys will be boys....

Myths about Men....

True or False??

Boy's don't cry

Real men don't show their feelings

Men are no good at looking after babies

A man needs to be well built to be attractive

Looking after yourself means
being able to fight

Men are naturally violent

Gay men are not real men

The man should be the breadwinner
in the family

Men don't talk to other men about their
problems or emotions

It's a man's world

If two men love each other,
it must mean they are gay

Men don't fall in love, women do

You've got to be tougher than the rest.

Source: Boys will be...

**Gina Halpin is the
Information and Resources Officer
with the Irish YouthWork Centre**

Resources and Links

Youth Action Northern Ireland - works with young people to support them as active and equal citizens.

www.youthaction.org

YMCA - provides opportunities for people to grow and develop holistically.

www.ymca.ie

BeLonG To - provides support and information to lesbian, gay, bisexual and transgender young people

www.belongto.org

YouthReach - Education and training programme for early school leavers.

www.youthreach.ie

Youth Health Promotion - works to provide a broad based flexible health promotion support and training service to youth organisations.

www.youthhealth.ie

Mental Health Awareness Site - provides support and information for those suffering from mental health issues.

www.youthmentalhealth.ie

Spunout - independent charity working to empower young people to create personal and social change

www.spunout.ie

Bodywhys - provides support and advice for those suffering from eating disorders

www.bodywhys.ie

Aware - provides support for those suffering from depression

www.aware.ie

Grow - provides help for people who are suffering from mental health problems.

www.grow.ie

Working with Older Teens: The NYCI Annual Conference

by
Fran Bissett



Introduction

The National Youth Council of Ireland's annual thematic conference for 2009 entitled "*Ways and Means of Working with Older Teens*" took place on Friday, 27th November, 2009 in the Emmaus Centre in Swords, County Dublin. The conference was open to all youth work practitioners both paid and voluntary, those working with young people in other settings and managers in the community along with voluntary and statutory sectors to share good practice, experience and learning.

The conference examined the social context and the role of youth organisations in working with older teens; and to identify opportunities and develop positive, creative and innovative ways of working with and providing supports for older teens. The focus of the event was on promoting and facilitating debate and discussion on the barriers and challenges of engaging with and working with older teenagers in the current climate, and exploring opportunities and methods of improving practice and service delivery.

Conference Programme

The conference was opened by the Minister for Children Youth Affairs, Barry Andrews, T.D., who in his address acknowledged the harsh cuts received by the Youth Sector in 2008 and his hope that this be borne in mind this time round.

The conference proceedings then began with a number of inputs from keynote speakers as follows:

The Social and Economic Climate in Ireland Today:

Claire Byrne, Journalist and Broadcaster

Where Irish Teenagers are at!: Dr. Maurice Devlin, Senior Lecturer, NUI Maynooth

Where Irish Teenagers are at! A Youth Perspective:

Adam Benson and Gemma Plunkett, Celtic Youth Bray.

The Current Health & Social Impact on Young People's Lives: Dr. Paul Miller, Consultant Psychiatrist, TMR (firm of health professionals in Belfast)

The input from Adam Benson and Gemma Plunkett on their service in Celtic Youth Bray was particularly inspiring in exploring not only the benefits and positive impacts of the service for them, but also how important the ownership of a youth club/project is to the young people involved and how it can contribute to maintaining the engagement of older teens and indeed their progression into leadership roles in their club/project.

These inputs were then followed by three facilitated roundtable discussions, which is hoped will result in the identification of opportunities and best practice recommendations for workers, youth organisations and the NYCI. The themes for the Roundtable discussions were as follows:

- 1. Setting the Scene:** Consider the issue and share current experience of the needs of young people today, and the readiness of youth services and organisations to address those needs.
- 2. Models of Practice:** An opportunity to share experiences and successes in engaging with older teenagers and the structures and methodologies used to do so.
- 3. Next Steps:** Consider the benefits gained by involving young people in the organisations and community by identifying opportunities for the organisations and the sector, setting personal and organisational goal and making recommendations to NYCI.

Conference Follow Up: A report detailing the outcomes and recommendations of the conference will be made available on the NYCI website in due course (www.youth.ie).

For further information on the conference proceedings contact:

National Youth Council of Ireland
3 Montague Street
Dublin 2

Tel: 01-478 4122, **Fax:** 01-478 3974

Email: info@nyci.ie

Notice Board

Claiming Our Space

Youth Work's Contribution to an Integrated Approach to Meeting the Needs of Young People

Date: Tuesday 16th February 2010
Venue: Dublin Castle, Dublin
Cost: €60.00

Conference Details:

One-day conference hosted by Youth Work Ireland and aimed at those who work with young people in the fields of health, education and justice. The conference will focus on the policy and practice of an integrated approach to working with young people. The day will be divided into three sections: (i) Sectoral Perspectives (ii) Interagency Perspectives (iii) Practice Perspectives.

Contact Details

Booking forms for this conference are available to download from the Youth Work Ireland website at www.youthworkireland.ie

For further details please contact Gina Halpin or Ethel Humphries
ehumphries@youthworkireland.ie /
ghalpin@youthworkireland.ie

Youth Work Ireland,
20 Lower Dominick Street,
Dublin 1.
Tel: 01-8584500



NCI Certificate in Managing Organisations in the Voluntary and Community Sector

Programme Overview:

Programme provides the latest knowledge and skills associated with managing organisations in the

community and voluntary sector. Increasingly community and voluntary organisations are playing a greater role in the provision of mainstream services. In order to maintain an 'economy of care', the need for effective management and leadership has taken on a greater significance. Programme introduces a framework for understanding the community and voluntary sector and provides the necessary skills and understanding required for the effective management of community and voluntary organisations.

The programme is aimed at those who are currently working or would like to work in the community and voluntary sector.

Entry Requirements:

This programme is designed to appeal to those at work or seeking to re-enter the workforce. There are no specific academic requirements with applicants considered based on relevant work and other experience.

Application forms can be download from the website or apply online at - www.ncirl.ie

Programme Start Date:
Monday 18th January 2010

For further details please contact:
IFSC Campus
Mayor St
Dublin 1

Staff Support & Supervision Skills Training Course

Date: Tuesday 16th & 23rd February 2010
Venue: Meitheal Offices, Dublin 2

Course Details:

Two-day course aimed at providing 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.

Foundation Facilitation Skills Training Course

Date: Tuesday 2nd March 2010
Venue: Meitheal Offices, Dublin 2

Beginning in March 2010, this 5-day course aims at providing an introduction to facilitation skills and practice, and to build participants confidence.

Learning Outcomes:

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

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

Advanced Facilitation Skills Training Course

Date: Friday 22nd January 2010
Venue: Meitheal Offices, Dublin 2

Beginning in January this is a 10-day course (start date is January 22nd) and aims at increasing 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 people currently working with groups and those who wish to further develop their facilitation skills and confidence.

For full details and to request application forms for these courses, please contact:

Meitheal
35 Exchequer Street
Dublin 2
Tel: 01-6719803
Fax: 01-6719573
Email: info@meitheal.ie
Website: www.meitheal.ie



Delay B4U Decide

Date: Dublin 1st & 2nd February 2010
Donegal 22nd & 23rd February 2010
Cork 3rd & 4th March 2010

Two-day training course which will explore the issue of delaying sexual activity of young people. The course is skills based and focuses on the interaction between workers and young people in relation to sexual health.

Learning Content:

- To look at the causes and effects of early sex and current research findings.
- To understand the role played by the media and peer pressure on young people and early sex.
- To explore a range of ways of working with young people to help them make positive and healthy decisions for themselves.
- To gain skills to pass onto young people in how to say 'No' and resist pressure.
- To focus on the alternatives to having sex such as exploring intimacy and sensuality in non-sexual ways.
- To consider the role of friendships, supportive adults and professional in supporting the training.
- To try out a new approach to building young people's self-esteem.

This training is designed for anyone working with young people in a youth work, out-of-school or non-formal education setting.

Lets Beat Bullying

Date: Thursday 25th February 2010
Venue: Waterford

Two-day training course which will address the issue of bullying. The course will focus on bullying in its widest sense and will enable participants to examine an organisational response to the issue of bullying.

Learning Content:

- To define what bullying is and what bullying is not.
- To develop an understanding of the key concepts and definitions relevant to the issue of bullying.
- To develop and understand the nature of bullying and its effects.
- To explore strategies for prevention and intervention.
- To explore good practice for anti-bullying education programmes.
- To identify a rationale and process for developing an anti-bullying policy.
- To examine good practice guidelines for workers and organisations.

This training is designed for decision makers in organisations who want to develop anti-bullying work and structures within their organisations; and/or workers working directly with young people in youth work or non-formal education settings who want to develop their practice in this area.

Challenging Encounters

Date: Friday 26th & Saturday 27th February 2010
Venue: Dublin

Two-day course designed to introduce participants to the theory and skills required to engage young people at points of difficulty and to assist young people to learn from such events for the future.

Learning Content:

- To understand the purpose of anger in human behaviour.
- To identify anger at points of challenge and conflict and how to manage it.
- To explore the triage of relationships in the work environment and the role group contacts have to play in behavioural management.
- To identify behaviour management techniques.
- To begin to develop the skills to appropriately engage young people at times of difficulty.
- To start to develop skills to assist young people to problem solve and plan for the future after difficult events.

This training is designed for anyone working with young people in a youth work, out-of-school or non-formal education setting.

To download application forms and for further details of these courses, please contact:

NYCI
3 Montague Street
Dublin 2
Tel: 01-4784122
Fax: 01-4783974

www.nycitraining.org



Round Up

New Diversity Toolkit for the Youth Work Sector

NYCI has launched a new diversity toolkit for the youth work sector. The Toolkit has been designed to be used by trained youth workers, volunteers at local youth services, directors and managers of youth services and anyone else working with young people. This Toolkit invites youth workers to look at the supports that are needed - at a personal and organisational level - to make sure that all young people in a community feel they belong and are actively participating.



The self assessment toolkit will help youth leaders to determine the level of equality and inclusion in their programmes. It includes practical tips on how to improve equality and inclusion for a wide range of young people who have diverse lives and identities, including working with young travellers, LGBT young people, young people from minority ethnic backgrounds, early school leavers, young people with a physical or sensory disability and young people with mental health issues.

For more information please contact NYCI,
www.youth.ie or phone: 01-4784122

NYCI Training Calendar for 2010

NYCI has published its 2010 Training Calendar. NYCI is the umbrella organisation for the youth work sector in Ireland. It works in partnership with a number of Government Departments and agencies, academic institutions and accredited bodies to develop and deliver training and learning opportunities across a wide range of subjects.

The key learning areas in the 2010 programme are Arts, Child Protection, Development Education, Health and Interculturalism.

You can download a copy of the training calendar from the NYCI website at: www.youth.ie

Think Contraceptive Interactive Game

The Crisis Pregnancy Agency has launched a new digital initiative game to encourage correct and consistent contraceptive use among sexually active adults.



The new 'Think Contraception' interactive drama is one of the first of its kind in Ireland and invites the target audience to participate in the game 'A Night to Remember,' by directing the events and realising the consequences of any decisions made. The initiative addresses the Agency's first mandate, which is to bring about a reduction in the number of crisis pregnancies by the provision of education, advice and contraceptive services.

The Irish Contraception and Crisis Pregnancy Study (ICCP, 2004) found that the most common reason cited by 18-25 year olds for not consistently using contraception in the past year was that sex was unplanned or they were unprepared. The new drama aims to promote the importance of planning ahead, as users can direct events and see the possible consequences of their decisions. The drama builds on the 'Think Contraception' campaign message that 'Nobody else is going to do the thinking for you' when it comes to contraception use. Possible endings of the drama highlight the need for correct and consistent use of contraception and encourage users to learn more about various contraception methods, fertility, abstinence and sexual health.

The digital drama is now live on: www.thinkcontraception.ie/game, allows users to make decisions for the drama's characters, Emma and Paul based on a number of scenarios and events. At the end of each scenario, the player finds out the possible consequences of their decisions.

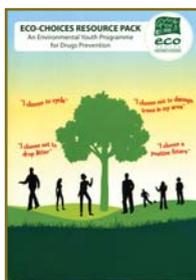
For further information see
<http://thinkcontraception.ie/game/>
You must be over 18 to play this game

IYWC New Resources

DEVELOPMENT EDUCATION

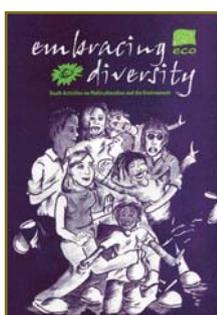
Eco-Choices Resources Pack: An Environmental Youth Programme for Drugs Prevention by **Eco Unesco, 2007**

The Eco-Unesco Choices Programme is an innovative programme for young people where their energy can be channelled into positive action, empowering them to improve and protect themselves, others and their environment. The programme is a combination of undertaking practical local environmental actions along with 12 workshop sessions focused on empowering young people to make positive choices in their lives. The activities in each session use a variety of education techniques, including discussion, simulation games, brainstorming, group work and practical activities. The activities do not teach a particular subject but require participants to consider different issues regarding personal choices, self-esteem, decision-making skills and personal development. This focus reflects the importance of prevention as opposed to drug awareness and drug education.



Embracing Diversity – Youth Activities on Multiculturalism and the Environment by **Eco Unesco**

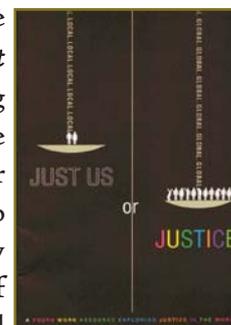
Resource pack which works from the premise that everyone belongs to a multitude of different identities and that everyone has in some way discriminated and at some point been discriminated against. It therefore attempts not to look at the traditional victims of the discrimination but to understand the scope, causes and damage resulting from preju-



dice. Through a variety of participative group activities, it enables young people to deconstruct race and become more personally aware of how prejudice relates to them. Ultimately, it encourages young people to accept difference; be it in expression, in behaviour, in attitude, in beliefs, in language, in dress or in physical appearance. The pack is designed for youth leaders and teachers who wish to run workshops, lessons or events on race related issues. The pack is divided into 5 sections: (i) Introduction (ii) Warm Ups (iii) Discussions (iv) Simulation Games (v) Arts (vi) International Food Fest.

Just Us or Justice: A Youth Work Resource Exploring Justice in the World by **NYCI, 2009**

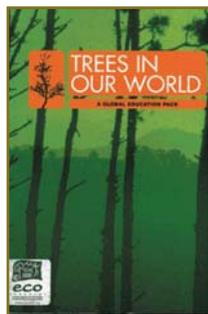
The theme of this year's One World Week activity pack is *Just Us or Justice*, and explores young people's understanding of the concept of justice and what is fair and just with regard to themselves and the systems they live in. It explores the concept of justice both at a local and global level and looks at how young people can take action for greater justice. It asks questions such as why should young people act for a more just world? It also helps to highlight how we respond as active global citizens and how we can reach out for justice for everybody.



The pack is aimed at youth workers, youth leaders, peer educators and others working with young people and contains a range of activities including games, role play, small and large group work activities, arts-based activities and stories and is divided into 4 sections: (i) What is Justice (ii) Young People and Justice Systems (iii) Global Justice (iv) Taking Action for Justice.

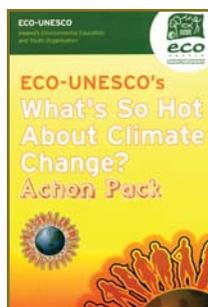
**Trees in Our World:
A Global Education Pack
by
Eco Unesco**

Practical global education pack aimed at encouraging young people to explore trees and their associated habitats, wildlife, cultures, traditions, uses and problems on a global level. The pack has been specifically designed by Eco Unesco for youth educators in both formal and informal settings. The pack is intended as a source of both information and interactive activities to raise young people's awareness about the characteristics, ecology, use of and threats to trees worldwide. Much of the information is interconnected, but each chapter of the pack may also function as a lesson in itself, complete with case studies and practical activities.



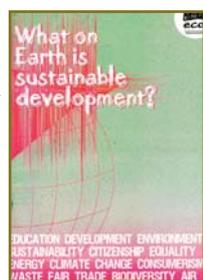
**What's So Hot About Climate Change?
Action Pack
by
Eco-Unesco**

Innovative resource designed at supporting young people in taking eco-action on climate change in their day-to-day lives whether it is with their friends, in their schools or youth groups. Eco-actions can be big or small; the important thing this pack emphasises is to go out and do something – each action helps. The pack is divided into 3 sections outlining activities, which can be done individually, in schools or in the community.



**What on Earth is Sustainable Development?
by
Eco Unesco, 2006**

Resource pack which aims to enable educators and youth workers to explore through practical information the concept of sustainable development with young people. It is designed to be easy to use introducing issues and giving step-by-step instructions to conducting participative activities on these issues. The activities in

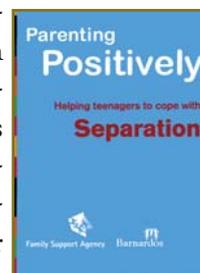


this pack are aimed at young people aged between 12 and 18 years of age. The activities use a variety of education techniques, including discussion, simulation games, brainstorming, group work and practical activities. The pack is designed to be flexible and facilitators can select individual activities to suit their youth group rather than working through it systematically.

FAMILY SUPPORT

**Parenting Positively:
Helping Teenagers to Cope with Separation
by
Family Support Agency and Barnardos, 2009**

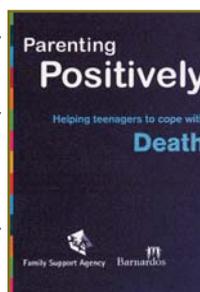
One in a series of booklets on parenting positively; the aim of which is to provide information and guidance to parents of teenagers. This booklet covers the issue of separation and outlines teenagers understanding of it and is a resource for parents of teenage children who are separating or divorcing. When parents separate it is a painful and stressful experience for a family. Every family member needs help and support to cope with the emotional consequences and changes it brings. Topics covered in this booklet include: (i) How separation can affect teenagers and parents (ii) Tips on talking with your child about the separation (iii) Ways of separating that puts your teenager's interests first (iv) The importance of open communication (v) Where to go for help and support.



(Free resource available from the IYWC – please contact ghalpin@youthworkireland.ie)

**Parenting Positively:
Helping Teenagers to Cope with Death
by
Family Support Agency and Barnardos, 2009**

Another booklet in the series on parenting positively; the aim of which is to provide information and guidance to parents of teenagers. This booklet covers the complex life issue of death. Every person has some experience of death at some point in his or her lives and teenagers are no exception. They can come into contact with death in their family, school or



community. In addition to experiencing death as a result of illnesses, teenagers are more and more directly affected by sudden and traumatic deaths like suicide and those resulting from road traffic accidents. This booklet provides guidance to parents in helping their teenage children cope with this issue.

(Free resource available from the IYWC – please contact ghalpin@youthworkireland.ie)

YOUTH AND COMMUNITY WORK

**The History of Youth Work In Europe:
Relevance for Today's Youth Work Policy**
Eds.

Griet Verschelden, Filip Coussée, Tineke Van de Walle and Howard Williamson, 2009

Youth work is a polyvalent and multi-faceted practice. It takes place in a wide range of settings, varies from unstructured activities to fairly structured programmes, reaches a diverse array of young people, touches upon many different themes and cuts across several other disciplines and practices.



This versatility is one of the strengths of youth work, but at the same time it may lead to fragmentation and product vagueness.

This book takes a historical perspective that aims to identify the close links between youth work developments and broader social, cultural and political developments. What are the beliefs and concepts that underpin youth work? How do they relate to the recurrent youth work paradox, that youth work produces active and democratic citizens but at the same time seems ineffective for young people who are excluded from active citizenship? Tracing back the roots of youth work and identifying different evolutions within and between countries help to initiate a fundamental discussion on modern-day youth work identity and to cope in a constructive way with the recurrent paradoxes of youth work.

The different authors highlight the youth work policies in Belgium (Flanders), Germany, England, Poland, Malta, France and Finland.

Youth and Community Work in Ireland: Critical Perspectives

Eds.

C. Forde, E. Kiely and R. Meade, 2009

Book identifies the key themes with which Irish youth and community work are concerned in the twenty-first century. It includes contributions from academic and practice settings and deconstructs the value base of youth work and community work and critically appraises significant trends, including partnership with the State, the professionalisation of the sector, and the emergence of new definitions of 'youth' and 'community'. The book also generates a much-needed intellectual space in which alternative perspectives and approaches to youth and community work are envisaged. This book is currently the only text that covers the theory and practice of youth and community work in Ireland. The book will appeal to a broad audience within the community work and related fields.



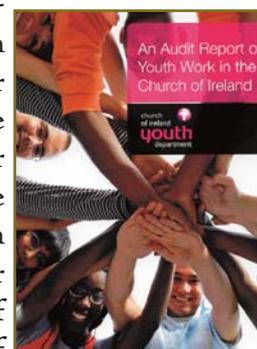
YOUTH WORK REPORTS

**An Audit Report of Youth Work in
the Church of Ireland**

by

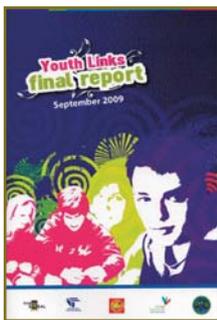
Church of Ireland Youth Department, 2009

Report which is the most extensive survey of youth work in the Church of Ireland ever undertaken. The aim of the research is to provide a clear and detailed picture of the extent and nature of youth work activity, with 11-25 year olds across the Church of Ireland, to enable the Church of Ireland Youth Department (CIYD) to be strategic going forward and to ensure accurate reporting to stakeholders. It will also provide CIYD with information and analysis to enable investment and improvement in the provision of support and capacity building services to all in the Church of Ireland who work with young people and it should also point the way to further development and improvement of CIYD services and effectiveness into the future.



Youth Links – Final Report
by
Donegal Youth Service, 2009

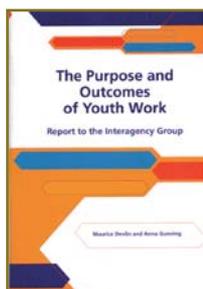
The Youth Links project was born from an ambitious application made to the International Fund for Ireland Community Bridges Programme by Donegal Youth Service on behalf of the Donegal Community Based Youth Work Consortium (DCBYWC) in partnership with Tyrone Donegal



Partnership for funding to run a youth based peace and reconciliation project through its lead partner Donegal Youth Service. The consortium formed in 2006 with the realisation that in order to build innovative and sustainable youth projects in the Donegal area whilst ensuring programme delivery of an acceptable standard would require collaboration. The overall aims of the Youth Links project was to build better cross community and cross border relationships by developing links on a cross border basis with young people and youth organisations who traditionally have not engaged in meaningful cross border activities due to fear and distrust.

The Purpose and Outcomes of Youth Work – Report to the Interagency Group
by
Maurice Devlin and Anna Gunning, 2009

Report presents results of a research project commissioned by an Interagency Group comprising several of Ireland's largest and longest established youth work organisations: CDYSB, CYC, Foróige, Ógra Chorcaigh and Youth Work Ireland.



The key objectives of the research project were:

- To develop a definition of youth work, which can reflect the common ground, held by the organisations commissioning the research.
- To consider how youth work and youth services relate to the work of other youth related disciplines and services.

- To identify the outcomes of youth work and recognise its boundaries.
- To identify the knowledge, skills and experiences that are gained by young people through engagement in the youth work process.
- To identify what is particular about youth work's method and approach and the relationship between this and its outcomes.
- To assess the social benefits of young people's and adults' engagement in the youth work process.

**All these titles are available
ONLOAN – not for sale –
to Irish Youth Work Centre 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
Fax: 01-8724183**

**Email: gahalpin@youthworkireland.ie /
bkiernan@youthworkireland.ie**

Website: www.iywc.com



