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**Issue 52, June 2007**

# **Irish Youth Work Scene**

*In this issue.....*

What is a YouthBank?

New Website for the Youth Sector

Drug Use Among LGBT Young People

Cavan Centre Project Profile

Activities Supplement - LGBT Identities & Young People

**Magazine for Youth Work Practitioners**

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## Contents:

Editorial .....	2
youth.ie: A New Communications Tool for the NYCI.....	3
YouthBank: Young Grant Makers on the Island of Ireland and Beyond.....	5
Cavan Centre Project Profile.....	10
Activities Supplement .....	11
Drug Use Among LGBT Young People .....	15
New Resources .....	18
Round Up .....	20
Notice Board .....	21

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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 YouthWork Centre or Youth Work Ireland.

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## Editorial

by

Diarmuid Kearney, CEO YouthWork Ireland

A number of new developments are taking place in the sector just now, which, although quite low key, stand to have a significant impact on youth work practice and on its recognition as a distinct and professional discipline. First among these is the development of a quality framework for the sector – simply put this is a mechanism for assessing the extent to which DES funded initiatives (and possibly others) meet a set of predetermined standards ensuring that young people are engaged with the best quality youth work. While a number of agencies have already developed similar mechanisms this initiative of the Youth Work Assessor will set sector wide standards and begin to build a strong picture of the strengths and deficits in our work nationally. It also provides us with a clear indication of the focus of future formal project assessments.

Next is the work of the North South Education and Training Standards Committee for Youth Work. A body supported by the Departments of Education north and south and launched by the respective Ministers from both jurisdictions. This body is currently assessing the professional standards of professional youth work training in third level institutions both north and south and will progress to consider the validation of various access routes to professional training.

The term '*curriculum*' is also in the wind once more and while there have been less than constructive forays into the determination of a youth work curriculum in the past, there is now the potential for an identification of the core elements of youth work which we can articulate with confidence and support the emergence of youth work as a distinct profession.

The second issue of a professional journal for youth work in Ireland has just been published creating the opportunity for publication of peer assessed, scholarly papers facilitating the accumulation of critical review of our practice and process. This is an essential resource for both practitioners and policy makers.

Rumblings have started once again on the creation of a '*professional association*' for youth workers which could potentially make a significant contribution to the development of both policy and practice in the sector. There is even the rumour that at some point in the future we will have nationally agreed pay scales!

Finally, there is a head of steam building up on the creation of a more succinct and robust articulation of the purpose and outcomes of youth work. Indeed Youth Service organisations have recently come together to commission a significant piece of research on just this theme.

Is this professionalisation a bad thing? Is volunteerism under threat? I don't think so; in fact I welcome this recent flurry of activity. But central to constructiveness of this process will be a vigilance in ensuring that young people remain the primary and exclusive focus of our service and that those core principles of youth work we hold dear (and articulated in the Youth Work Act 2001) are preserved.

# Youth.ie

## A New Communication Platform for the National Youth Council of Ireland

by Daniel Dunne, NYCI Webmaster



### INTRODUCTION

Since being appointed as Webmaster for the National Youth Council Of Ireland (NYCI) in April, I have been charged with building [www.youth.ie](http://www.youth.ie) into a valuable resource for the youth sector in Ireland. While the job of Webmaster is often seen as a purely technical role, it is better seen as communications centred. Technology is only a tool, and there is nothing worse than having a website just for the sake of it. For an organisation like the NYCI the web can play a key role in communications.

The NYCI has a network structure itself, forming a web of its many and varied member organisations. For NYCI, communications are multi-directional. From the bottom up, (or outside in), the participation of member organisations, and young people themselves is sought, so that NYCI can input constructively into the policy making process.

This input happens through social partnership structures or direct lobbying, with the desired output being progress on the issues that affect young peoples' lives, and advancement of the interests of our member organisations. NYCI also seeks to feed out to its members, and to the wider youth sector, support and resources based on the collective wisdom of all its members, and specialist staff. In all of this timely communication is key.

### WHAT IS YOUTH.IE?

Youth.ie runs on Content Management System (CMS), which allows new articles to be added quickly. It currently adds NYCI news releases, news releases from member organisations, and any current

information concerning the youth sector that comes to our notice.

There is also an archive kept of the NYCI email newsletter (Clár na nÓg) and of course the current version. Lastly there is a calendar tool, which lists upcoming events, be they conferences, awareness days, training events or any other type of event.

Youth.ie contains a large youth work section. This contains a definition of youth work, the youth work development plan, youth work act, practical advice and guidance on youth work including how to set up a youth club, funding information and opportunities, updates and campaign information on the youth work funding campaign, latest jobs in youth work (within NYCI member organisations), and any news or events relating to youth work.

Our Issues section highlights key issues of relevance to youth organisations such as education, housing, participation, alcohol, environment, equality and cost of living issues. It outlines NYCI's position in relation to the issue, key facts and figures and frequently asked questions.

It also contains press releases, upcoming events, training, conference proceedings, speeches, submissions and publications (where relevant) from NYCI and its member organisations. Visitors are provided with practical tips and suggestions for what they can do, including an option to contact their local representative. They are also signposted to other organisations active on the issue.

Navigation and usability are key aims of youth.ie. At all times, visitors are provided with a description of where they are on the site (known in the web industry as 'breadcrumbs', and always a link back to the homepage). A site map provides a full breakdown of the site also.

A search tool has been installed which not only generates results from within youth.ie, but also from

NYCI member sites and programme sites such as those for arts, health and international programmes. All of the programmes NYCI is involved in are easily accessible through youth.ie, such as Dáil na nÓg and the Child Protection Unit.

## **YOUTH.IE FOR MEMBER ORGANISATIONS**

The Members section provides information on each of NYCI's 50 member organisations, and also our affiliate organisations. Here one can find contact details, mission, aims and objectives etc. as well as a link to their site. There is also information here on how to become a member and the rules of membership of NYCI. A login system for members is currently being piloted, which will allow them to submit content securely to the site.

It is hoped to have this rolled out to all the members in the coming months, thus allowing members to add their own press releases, news and upcoming events.

As participation is a key value for NYCI, the site contains a Get Involved section, which encourages participation in our programmes, through various NYCI networks and advisory groups and working groups. It also encourages young people to get involved as youth media spokespersons and/or in Dáil na nÓg.

As part of a participation drive NYCI also launched a very successful web based pre-election campaign entitled '*Hear Our Voice, Get Our Vote*'. This involved an online advocacy solution, whereby voters were encouraged to contact their local representative to make key requests on any or all of the 7 youth issues selected for attention by NYCI as part of the campaign.

To encourage participation in the political process Youth.ie contains a database of our political representatives in the Oireachtas. This will shortly be updated to reflect the election of a new Dáil and Seanad.

Youth.ie also provides access to a full range of publications and policy and research papers in a resources section, containing print ready files arranged by date and topic.

## **YOUTHDEVED.IE**

As part of the new platform NYCI also redeveloped its development education site, [www.youthdeved.ie](http://www.youthdeved.ie). This is the website of the National Youth Development Education Programme which is a partnership between the National Youth Council of Ireland and Irish Aid.

Youthdeved.ie is a fabulous resource, packed with tools that can enable youth workers to include a global perspective in their work, covering issues such as racism, peace, climate change, and global poverty.

## **CONCLUSION**

I hope that as Webmaster at NYCI, I can help to make the web an enabling tool to help build a dynamic and vibrant youth sector. Youth.ie is an ongoing work in progress, so I very much welcome input from anyone in the youth sector, be it in the form of news and content, or feedback about what parts of the site are providing most value, and how the site can be improved.

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# YouthBank: Young Grant Makers on the Island of Ireland and Beyond !

by Edel Maughan

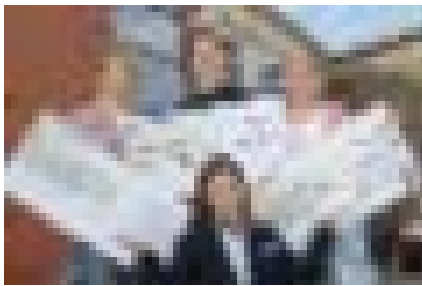
## What is YouthBank?

*YouthBank is a distinctive and challenging way of involving young people in community activity. It does this as an all-island of Ireland initiative through a network of devolved grant-making committees run by young people. The funding distributed by these decision-making committees supports projects **designed and run by young people**, which address issues and concerns of direct importance to them.*



YouthBank starts from the premise that involving young people in projects that they design and run for themselves is the most potent way of engaging young people in their community. A local YouthBank offers small groups of young people modest funding to support their ideas for action and change. By encouraging such voluntary action, many young people who are currently failed by the system, or disengaged can be inspired to become active citizens.

The young people, aged between 14-25, form themselves into local grant-making committees, which are supported by a host organisation committed to working participatively with them. Local committees operate with delegated powers under a licence agreement to ensure quality and consistency across the YouthBank network. Involving young people in grant-making makes them more aware of the needs and aspirations of their local community and the ways in which they can make a difference. Members of a local YouthBank work as a team taking all the relevant decisions for themselves. It is they who set themes, create application procedures and criteria, undertake publicity work, interview young people, write reports to assist decision making and undertake follow up work to learn from what has or has not worked. Their actions help create a climate that draws in other young people and challenges adults' perceptions of young people's capabilities and behaviour. To assist the YouthBank committees develop the skills, insights, knowledge and understanding to undertake this work, a programme of training backed up by on-going support is provided by local coordinators and the full-time YouthBank staff team. The purpose of YouthBank is to develop leadership opportunities, build capacity among the young grant makers and to create opportunities for grant aided youth led groups to engage in self-help and community action.



## Principles

### 1. Social Need

YouthBank targets young people who are socially disadvantaged or excluded through gender, ethnicity, faith, disability or sexual orientation

### 2. Active Citizenship

YouthBank enables young people to participate in society as active citizens. This is realised by grant-makers becoming conscious of themselves as members of a democratic culture by considering ways to tackle social disadvantage.

### 3. Governance

YouthBank enables young people to take responsibility for making decisions over grants and to be accountable for how money is spent.

### 4. Capacity building

YouthBank adds to the skills, knowledge and experience of young people by resourcing and equipping them through training, learning by doing and evaluation so that the outcomes belong to them.



## THE STORY SO FAR:

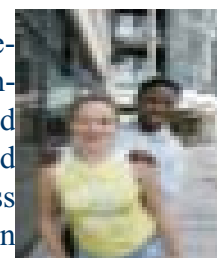
YouthBank was established in Northern Ireland in 1999 as one of the pilot projects by the Community Foundation for Northern Ireland and supported by Comic Relief to work across the whole country.

In June 2001 to mark the end of the pilot phase, grant-makers organised a major YouthBank conference in Northern Ireland that was attended by young people from all over the UK as well as experienced grant-makers from Michigan in the United States and a group from Bosnia, Croatia and Montenegro. This particular event marked the beginning of international development work pioneered by YouthBank in Northern Ireland.

Very soon the initiative took on a very distinctive character, connecting with the revitalised concepts of citizenship and participation. It was clear that the model had much to offer and in 2002 the Irish Youth Foundation became a working partner in the Republic of Ireland, with joint training and technical assistance provided in the first phase of activity to support five YouthBanks.

## WATCH THIS SPACE ! 30 YOUTHBANKS TO BE ESTABLISHED BY 2009

In July 2006 YouthBank secured another milestone with a new strategic partnership between the Ulster Bank Group, the Community Foundation for Ireland, the Irish Youth Foundation and the Community Foundation for Northern Ireland. The partners have committed to a three year plan to establish a vibrant network of thirty YouthBanks operating youth-led grant-making programmes from community, employer, thematic and school settings across the island of Ireland by 2009. This year alone, approx €100,000 of small grants have been administered by young people for young people.



### YouthBanks currently operating in Ireland are:

Artillery (North Belfast)	South West Donegal
Ballymena	West Limerick
Ballymun	Longford
Banbridge	Newtownabbey
Cork	Omagh
Craigavon	St. Gabriels (North Belfast School)
Dungannon	St. Gemmas (North Belfast School)
Foyle (Derry/Londonderry)	Waterford
Girls' Model (North Belfast School)	Hazelwood Integrated College (North Belfast School)

Young people in clubs/groups that have good ideas and want to make them a reality can apply to their local YouthBank for grant aid.

## THE YOUTHBANK PROCESS

The Strategic YouthBank Partnership has secured interest from local community, school, employer and thematic/issue based organisations committed to innovative approaches to youth participation in community affairs. Once an agreement has been established with the host organisation its adult support worker will set about recruiting young people who are interested in grant making. Any organisation interested in establishing a YouthBank must:-

- Firstly, have a commitment to young people's well being and to their active participation in decision making, coupled with a deep seated belief in their potential to unlock imaginative solutions to local problems;
- Secondly, develop a detailed understanding of the practical stages a YouthBank engages in, have a

belief that such a process will enable them to achieve some of their objectives in relation to youth empowerment and have the capacity to provide young grant-makers with administrative, logistical and mentoring support;

- Thirdly, enter into an agreement with the Irish Youth Foundation/Community Foundation for Northern Ireland who are experienced in all aspects of grant-making support, so that its staff can provide the training, guidance and technical support required to get the youth-led grant-making initiative up and running;

A group from a wide mix of backgrounds, with a gender balance and inclusive of young people who experience exclusion due to ethnicity, disability or sexuality is ideal.

Once the group is formed they receive training and take part in team building exercises. The group then start to make their own decisions. They will research local needs among young people and determine their policy for grant making e.g. to focus on a specific need, issue or group. They then set criteria for applications, produce an application form and work out how the committee will function.

This leads to creating promotional material and publicising the scheme to the local community. This may involve posters, leaflets, press releases, and presentations to schools and youth groups. They will then receive applications and interview applicants. All applications must be drawn up and presented by young people. The group then has to make the decisions on which applications for grants they will accept and which they will reject. The young people who have assessed the application write recommendations and they make a presentation, but don't take part in determining who gets funded. Successful and unsuccessful applicants are then notified and follow up visits are organised to complete monitoring and evaluation requirements.

Whatever is funded is small-scale and completed within time scales that the group of young people feel is reasonable for them. Support to the young people from an adult worker is expected to be value neutral in the sense that the objectives to be pursued should be solely those of the young people applying for funding.

### Benefits to young people

Process	Capacity Building	Research Development
Research Work	Learning methodology constructing and rehearsing approaches, surveys, literature review, questionnaire, interviewing, interpretation of data, investigation skills.	Consciousness of oneself as an active member of their community, the local environment social structure and people. New knowledge and abilities to advocate meaningful exchanges between young grant makers and support adults.
Develop policy and criteria	Team working, group autonomy, conflict resolution skills, problem solving, procedural arrangements, understanding equity and diversity.	Self awareness, understanding, trust, cooperation, personal risk taking/assessment, reliability, accountability, conceptualising, sharing, giving, developing, initiating ideas.
Promote Youth Bank and support applications	Presentational skills, interpersonal and communication skills.	Confidence and self esteem, empathy.
Assessment and decision making	Critical reasoning, decision making, report writing skills, resource allocation, running events, public presentations.	Confronting personal prejudice, understanding of governance, honesty, courage, responsibility, reputation and credibility.
Monitoring, evaluation, review and improvement	Listening to stories, impact assessment, quantitative and qualitative data collections.	Discovering and realising strengths, heightening awareness, mentoring – reflective learning, leaving, moving-on/succession, feedback on performance and personal effectiveness.

## **SOCIAL BENEFITS**

YouthBank enables young people to participate in community affairs as active citizens. They become aware of the value and complexity involved in meeting social needs. Through this they interact with different groups of young people and adults. These diverse networks introduce the grant-makers to experiences beyond their immediate community and self interest. Devolving trust and responsibility in young grant-makers is central to the YouthBank way of doing things and much has been written about the difficulties of delegated power and the authority to act, particularly over financial matters. The YouthBank Initiative has recognised that at a local level grant-makers with guidance from their support worker and host organisation need to consider some simple accounting and decision making protocols which are replicable and allow for full decision making delegation to grant-makers. Unused to involvement in participatory practice new grant makers need assistance in developing perspectives and attitudes which support this new status. Linked at its most successful to peer education processes, in addition to specialist input from their support worker, cascade learning of the YouthBank approach is at its most potent in this experiential mode.

## **INTERNATIONAL DEVELOPMENTS**

On the basis of progress made, a peer-led YouthBank training team has been established to design and lead workshops at a local, regional and international level. The YouthBank training team is drawn from membership of the YouthBank Forum, a representative group of young grant-makers from local YouthBanks. The training team have themselves undertaken additional training to meet the higher level of skills required to set up a YouthBank.

The purpose of the training is to provide participants with an insight into the considerations, processes and skills involved in planning and implementing the YouthBank grant-making mechanism which supports and nurtures youth-led activity.

The YouthBank peer-led training model has been used in Bosnia Herzegovina, Czech Republic, Russia, Serbia, Slovakia, South Africa and Montenegro and is currently being developed in Azerbaijan, Palestine, and Romania with future commitments in 2007 in Armenia, Georgia and Belgium.

YouthBank is committed to continuing both its local development activity and the bi-lateral work of supporting international partners in their endeavours to create, support and sustain youth-led grant-making initiatives tailored to meet local contexts, circumstances and needs.



### **WHAT'S HAPPENING NOW?? Azerbaijan YouthBank in Ireland**

As mentioned already YouthBanks on the Island of Ireland are extremely committed and proud of their connections with YouthBanks internationally. This year a 10-day training programme hosted by YouthBank Ireland took place with a group of young grant-makers from Azerbaijan. Members of YouthBanks from Ballymun, Ballymena, Foyle and Longford joined forces to participate in the training programme, making the Azeri young people feel welcome, exploring new cultures and having some fun. One young person involved in the programme quoted that being involved in the programme *“was a life changing experience, the best days of my life”* The young people from Azerbaijan brought a new perspective to the way YouthBank is operated in another country. They also learned many new skills and activities from young people in Ireland, which they are currently putting into practice back home in the five regions of Azerbaijan where YouthBank operates.

### **Longford host the first YouthBank Forum in the Republic of Ireland**

In February of this year the Longford Young Investors hosted a YouthBank Forum that represents young grant-makers from across the island of Ireland. It was the very first opportunity for young grant-makers north and south to come together to profile, inform and demonstrate the work of their YouthBank and of course have some fun! The young people from Azerbaijan also attended, which made for a very dynamic and entertaining forum. Each YouthBank was given the opportunity to make a presentation about their YouthBank. Some



comments from various YouthBanks present at the event left us in no doubt the huge impact and value that the programme holds for young people.

**Foyle:** *“Our YouthBank is fun, friendly, exciting, educational and generous!”*

**South West Donegal:** *“Our YouthBank is about connecting communities”*

**Longford:** *“Our YouthBank is the voice & power of young people...the best above the rest”*

**Ballymun:** *“the BRYR YouthBank is energetic because we all bring something unique, bubbly and interesting to the group. We want to make a positive impact”*

**Azerbaijan:** *“we help the youth to solve their problems themselves”*

**Limerick:** *“our YouthBank is fantastic because we give other young people fantastic opportunities”*



Arising from the forum meeting a YouthBank forum steering group is currently being established. This group will consist of 12 young grant-makers representing YouthBanks across the island of Ireland who will:

- Plan and run island of Ireland wide Youth Bank events including the annual YouthBank Forum
- Follow up issues and ideas identified by young people during the annual YouthBank Forum
- Provide ongoing ideas, views, comments and feedback on island of Ireland wide YouthBank issues, developments, reports, evaluations etc..
- Make ongoing recommendations to the operational group and strategic steering group on current issues and priorities
- Promote and represent the work of Youth Bank at an island of Ireland wide level help to recruit central YouthBank staff

### So in conclusion...

YouthBank is more than just a way of giving out small sums of funding – it is about supporting and training young people, through YouthBank activity, to develop themselves and to benefit other young people and the wider community. It is about young people leading the way, whilst also recognising the valuable role that adults have in supporting young people to do this.

YouthBank seeks to empower young people to be entrepreneurial in the way they approach their activities whether as grant makers or project participants. They are encouraged to analyse the factors and forces shaping the issues and needs their research reveals and to examine the nature, extent and scope of existing responses being made by others. This enables the young-grant makers to pinpoint gaps and ways in which fresh approaches could be more effective than the existing tried and tested conventions.

Both as grant-makers and project developers the young people involved in YouthBank gain a wide range of transferable skills which, in conjunction with the practical experiences involved, equip them with the tools, knowledge and mindset to become the much needed social entrepreneurs of the future. It is notable in this regard that the broad stages of the grant-making cycle – research; planning; promotion; implementation; evaluation and reflection – form a framework for proactive and effective action in a many spheres of life and work.

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# The Cavan Centre

by Sheena O'Brien

The Cavan Centre is a residential centre for education and community development, located in a rural setting outside Ballyjamesduff, Co. Cavan. A former private residence, seminary and school, in June 2007 it will have been successfully operating as a Residential Community Development Centre for 30 years. Since 1977 over 65,448 people, young and old, have visited the Cavan Centre to participate in the various Residential Education programmes. The centre was founded in 1977 by a group of Youth and Community workers from the North Inner city of Dublin. The Cavan Centre pursues a policy in favour of marginalised and disadvantaged individuals and communities.

The aim of the centre is to provide a residential resource to support youth and community work in marginalised and disadvantaged areas within Dublin, through a community development process. Through the **Empowering Communities Programme**, the centre provides invaluable educational, recreational and training experiences for a wide variety of ages and interests who would not otherwise have such opportunities, including Child care homes, schools, family resource centres, probation & welfare services, disability groups & drugs services, through the medium of outdoor education and experiential learning within three distinct programmes:

**Adventure Education:** Programme offers young people an opportunity to experience an adventure holiday in a country setting away from the social and economic disadvantage of the individual's community. It encourages young people to participate in adventure sports & activities through an experiential learning process. In the grounds there is rock climbing, archery, go-carts, indoor and outdoor football, table tennis, tennis, basketball and novelty sports. Away from the Centre, Mulaghmeen Forest is used for walks and team games and Loch Sheelin is used for canoeing sessions along with our famed water trampoline.

**Training Courses:** The Centre offers a wide range of courses in order to give individuals and groups the skills required to continue the work started at the Cavan centre back in their own communities. These include a variety of 'hard skills' courses such as kayaking on the River Boyne, teambuilding in the forest or on the lake, FETAC awards including Outdoor Pursuits Module, frameworks for GAISCE awards bronze and silver, Rescue and Emergency Care level 3, Introduction to Archery, LCA Personal Achievement Performance Programme and a range of Leadership Skills training courses. Along with the hard skills there are a variety of 'soft skills' training courses including Anti-bullying, Anger and Conflict Management, Drug Awareness, Motivational Interviewing and a Special Needs course.

**Respite Breaks:** Provides individuals, families and special needs groups with an opportunity to escape the pressures of ongoing ill health, or the stresses of everyday life in a safe and caring environment.

The Empowering Communities Programme caters for up to 60 people in three separate units; the **Main House** - caters for up to 30, **Tigers Lodge** - up to 20 in either a catered for or Self Catering basis and is a Disability friendly unit, **Pascal's Cottage** - up to 10, this is our family friendly unit which operates on a self catering basis. All are available year round excluding holiday periods. Sept - June: Winter programme, Wednesday to Sunday (residential). June - Aug: Summer programme, Sunday to Friday (residential). Day trips are also welcome. The Programme also runs a Trainee Youth Worker Programme in conjunction with FAS and Liberties College, Dublin.

The Centre employs staff on both a full and part-time basis and the staff are aided in their work by committed volunteers from community groups, youth clubs and special schools. From its inception they have been a valuable part of the driving force behind the Cavan Centre and were primarily responsible for its success in past times. As an Outdoor Education Centre, it ran its first ever art exhibition during the summer of 2005 and it was put on display in the library in the ILAC Centre during October 2005.

One of our visitors spent his first day of release from prison there after 10 years. From being confined in this claustrophobic environment he spent his afternoon canoeing on 3 mile wide Loch Sheelin on a day with a brilliant blue sky and mirror calm water where he decided to dive in the water to see if he could still swim after all those years. The Centre strives to be not only a place where you can do this but also a place where you want to do this, as he said in his writings after the event, "*The Cavan centre is a powerful place, to connect back with yourself.*"

All this and much, much more... what the Cavan Centre is all about is an enjoyable and hopefully a learning experience but the key word is experience! The staff and programmes are all flexible enough to cater for YOUR needs and if this is a relaxing peaceful time in among all the adventure then so be it. For adult groups if this includes the odd evening visit to The Bridge Inn, well you won't be the first and definitely not the last.

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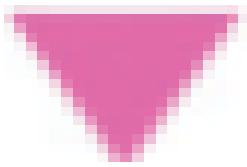


# Talking about LGBT Identities with Young People



by Gina Halpin

**M**ost young people start to become aware of their sexual identity from the age of 11 or 12 onwards. However for young lesbians, gay, bisexuals and transgender youth, this can be the beginning of a lot of soul searching and strife. They may have to listen to homophobic talk from their friends and will often feel very isolated by the emphasis placed in youth culture on the importance of who-is-going-out-with-whom. This activities supplement is aimed at raising awareness among young people of LGBT issues, concerns and identities.



Things you as a youth worker can do to set a comfortable tone in your youth group:

- Assume that not all the young people in your group are heterosexual.
- Be careful not to *out* a young person in your group.
- React firmly to homophobic remarks made in the group. Laughing them off in the hopes they will go away does not work. A “respect for each other” contract or set of rules at the beginning helps to combat any potentially offensive comments.
- Use acceptable terms when speaking about LGBT issue i.e. *sexual orientation* not *sexual preference*.

## Exercise 1- Drawing Conclusions

**Aim:** To give participants the opportunity to interact with each other and to expose underlying preconceived notions about LGBT people.

**Materials:** Markers, flip chart paper, magazine cut-

tings, art materials and five index cards

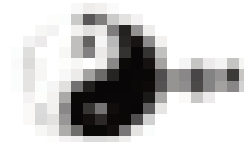
Before the session, write one of the following phrases on each of five index cards: **LESBIAN**, **GAY**, **BISEXUAL**, **TRANSGENDER** and **STRAIGHT**.

- Divide the group into five smaller groups.
- Give a sheet of paper, marker, magazine, art materials and an index card to each group.
- Explain that each group has been given an identity and ask the group to draw a person who looks like or represents that identity.
- Be sure to remind everyone that this is a safe space and that no one should be afraid or worried about suggesting an idea to include in the group's picture.
- After 15 minutes ask each group to stand up and explain their drawing in detail.

After all the groups have explained their drawings, lead a group discussion using the questions below.

### Discussion Questions

1. How did the groups decide what each person would look like?
2. Was it difficult to come up with a picture?
3. Where did the ideas come from about what each of these people looked like? i.e. people they know, the media?
4. Do the pictures convey positive or negative images of the identities?
5. Which of the identities do they think was easiest or hardest to draw? Why?
6. What conclusions if any can they draw from this exercise?



## Exercise 2- Four Corners

**Aim:** The purpose this exercise is to allow young people an opportunity to look at their own value system in a non-judgemental environment. The exercise should generate discussion about why young people think the way they do about sexual orientation and gender issues.

**Materials:** Flip chart paper & markers

- Create three signs that say DIS-AGREE, AGREE and UNSURE. Put up the signs in separate parts of the room.
- Read a statement from the list below.
- Have the young people go to one side of the room if they agree or the other side if they disagree.
- Explain to the young people that their level of agreement/disagreement can be on a continuum. However, they can not be right in the middle.
- Ask them to discuss why they are on the side they are on.

### STATEMENTS

Deliberately hurting other people is never okay

Using 'put downs' like 'faggot' or 'that's so gay' is okay because everyone does it

Treating people differently because of whom they love is wrong

Bisexuality is a myth. No one is really bisexual; they are just confused

An LGBT teenager should be able to take someone of the same sex to their debs

If an LGBT person is in the "wrong place" at the "wrong time", they deserve the harassment they might get

Everyone should have the same rights, irrespective of sex or sexual orientation

Same-sex couples should be able to get married and adopt

Transgender people should be treated like the gender they really are, and not the gender they say are

If I see or hear someone harassing one of my LGBT friends, it is my responsibility to step in and stop it

### Discussion Questions:

1. What did you learn about yourself and others?
2. Was it hard to express disagreement with another person's values? Why or why not?
3. Were there times when they felt uncomfortable or unsafe? What helped them stand by their values at that time?
4. Were there any times when they felt unable to stand up for their values? Why do they think that was so?
5. What would support people at times when they feel unable to stand up for a value they believe in?



## Exercise 3 - Heterosexual Questionnaire

**Aim:** To give straight young people an opportunity to experience the types of questions that are often asked of LGBT young people.

**Materials:** Handout with list of the questions (see below).

Explain to the group that, when LGBT young people are beginning to 'come out,' they are often asked questions that are nearly impossible to answer. In order to help them understand the heterosexist bias in our culture, ask them to answer the same questions in regard to heterosexuality. Irrespective of each person's sexual orientation, everyone should attempt to answer as though he/she is heterosexual.

Give each person a list with the following questions and divide them into groups of four or five and ask them to come up with answers.

1. What do you think caused your heterosexuality? \_\_\_\_\_
2. When and how did you first decide you were heterosexual? \_\_\_\_\_
3. Is it possible that your heterosexuality is



just a phase you may grow out of? \_\_\_\_\_

4. Is it possible that your heterosexuality stems from a fear of others of the same sex? \_\_\_\_\_
5. If you have never slept with a member of your own sex, is it possible that you might be gay if you tried it? \_\_\_\_\_
6. Why do heterosexual people try to seduce others into their lifestyle? \_\_\_\_\_
7. Why do you flaunt your heterosexuality? Why can't you just be who you are and keep it quiet? \_\_\_\_\_
8. With all the social support that marriage receives, the divorce rate is increasing. Why are there so few stable relationships among heterosexual people? \_\_\_\_\_
9. Why are heterosexual people so promiscuous? \_\_\_\_\_
10. Would you want your children to be heterosexual, knowing the problems they would face, such as heartbreak, disease, and divorce? \_\_\_\_\_

#### Discussion Questions:

1. Did they find the questions hard to answer? Were some harder than others? If so which ones and what specifically was so difficult?
2. How did the questions make them feel?
3. What does it say about our society that LGBT young people are asked similar questions?
4. What can they do in the future if they hear someone asking such questions?



#### Exercise 4 - Barnyard Activity

This exercise is a great way to have young people in your group potentially experience what it is like to be in a minority group. When finished with this ex-

ercise and group discussion, explain to the young people that being the bird or the cat can be somewhat representative of being a LGBT young person. They sometimes are tempted to join the majority in order to feel less alone or isolated and more accepted

- Have the young people stand in a circle
- Explain to them that you are going to whisper an animal in their ear
- Randomly whisper “cow” in most of their ears, whisper “pig” in less than most, whisper “cat” in only a few ears, and whisper “bird” in only one young person’s ear
- Ask them to close their eyes and make the sounds of their animal. Then ask them to walk around and try to find and link arms with other like animals
- Allow them to do this for a few minutes, or until you notice that all like animals are together
- When done, ask them to discuss their experience being their particular animal
- Start with the largest group. What was it like when you found out there were a lot of cows?
- How did you feel when you found your first cow, pig or cat?
- What was it like when you realized there were only a few other cats?
- When you realized you were the only bird, how did it make you feel?

#### Exercise 5 - LGBT Recollections

**Aim:** To get young people to consider their earliest recollections of homosexuality and how these beliefs have influenced how they view homosexuality today

- Ask the young people individually to think back to their earliest memories of LGBT people, whether positive or negative and get them to spend 10mins jotting them down.
- Divide the group into smaller groups and ask them to share their recollections



## Discussion Questions:

1. To what degree do they think they have internalised these early messages?
2. To what extent do they now agree or disagree with them?
3. Ask them to identify some stereotypes about LGBT people that were formed from their earliest memories?
4. Emphasise that they should not feel guilty about the mis-information they received or believed.



## Recommendations from young LGBT people for those working in youth work settings:

*Try to understand the issues and language relating to LGBT young people*

*Do not assume everyone is heterosexual or that everyone's parents are heterosexual*

*Do not make assumptions around gender identity*

*Try to avoid equating homosexuality with only sexual behaviour*

*Be sensitive to young people's feelings, take them seriously and have an open mind - never suggest it is only a phase*

*Show LGBT issues in a positive light and not as a problem*

*Provide more information on safe sex*

*The questioning and coming out processes are difficult and brave - treat them as such*

## Issues & Concerns which Impact on LGBT Young People

- Being bullied and victimised, particularly in school and in their local communities
- Lack of peer support and fear of communicating their sexual identity with family & friends, so that, unlike other minority

youth, they do not receive support from their peers or their families

- Marginalisation in school and local communities
- Lack of inclusion of LGBT sexuality in existing school programmes
- Family rejection
- Poor self image as a consequence of negative societal attitudes to their sexual identity
- Internalised homophobia - due to their experiences of homophobia



## Useful Websites:

[www.belongto.org](http://www.belongto.org)

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

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

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

## References:

BeLonG To - [www.belongto.org](http://www.belongto.org)

Equality Authority - [www.equality.ie](http://www.equality.ie)

Youth Web Online - [www.youthwebonline.com](http://www.youthwebonline.com)

Youth Resources: A Project of Advocates for

Young People - [www.youthresource.com](http://www.youthresource.com)

Gay City USA - [www.gaycityusa.com](http://www.gaycityusa.com)

Coalition for Positive Sexuality -

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

Advocates for Youth -

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

Girl's Best Friend Foundation & Advocates for Youth

Gay Lesbian & Straight Education Network

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

More Than A Phase, Pobal

# Drug Use Amongst Lesbian, Gay, Bisexual & Transgender (LGBT) Young People: The first Irish report and service to address the issues involved

by Michael Barron & Karin El-Monir (BeLonG To)

## Introduction



A recently published piece of research (May, 2007) commissioned by BeLonG To, entitled *Drug Use Amongst Lesbian, Gay, Bisexual & Transgender Young People in Ireland*, has proven to be highly significant in increasing our understanding of the lives of LGBT young people and highlights the need for greater supports to be put in place for these young people nationally. The research was conducted by Dr. Kiran Sarma from the University of Limerick and funded by the Department of Community, Rural and Gaeltacht Affairs.

## Key Research Findings

Headline findings from the report included the following:

- 65 per cent of LGBT youth have had some experience of drug taking.
- 21 per cent have systematically used drugs (i.e. have done so on more than 60 occasions).
- 60 per cent had taken drugs over the 12 months preceding the survey.
- 40 per cent had used drugs in the preceding month and 29 per cent in the seven days leading up to the survey.
- 56 per cent of LGBT youth have some history of taking cannabis, 44 per cent pop-

pers, 33 per cent ecstasy and 32 per cent cocaine.

- 89 per cent reported that they had been offered drugs at some point in the past. 65 per cent said that they had wanted to try drugs at some stage in their lives.
- 21 per cent of drug users either always or frequently mix their drugs on a night out (i.e. are polydrug users).
- 49 per cent of drug takers experienced blackouts resulting from drug taking.
- 46 per cent of drug takers had engaged in unprotected sexual intercourse attributed to drug taking.
- 11 per cent of drug users had been sexually assaulted while 'incapacitated due to drugs'.

These findings indicate that drug use is widespread amongst LGBT young people and is significantly more prevalent than recorded comparable studies probing drug taking within the youth population generally.

Clearly some areas of particular concern highlighted by this report are the levels of polydrug use and dangerous sexual experiences. A number of young people interviewed also spoke about the easy access to drugs in the gay community and how cultural and legislative factors encourage this. The report quotes Darren:

*"If I was a straight man and married, I could have done drugs in college but by the time I got married and had kids and that, I'd have to stop. It's harder for gay*

*men...marriage isn't an option, adoption isn't an option, so it means that the incentive to stop experimenting isn't really there'.*

High levels of isolation and harassment were experienced by the LGBT young people interviewed. This is not surprising – another recent report from the Anti-Bullying Centre in Trinity College found that 50% of LGBT young people were being bullied in school (this compares to 16% of the young people overall).

In response to this, and to a clear link between LGBT young people's negative experiences and their drug use, in their recommendations the researchers particularly highlighted two areas for actions.

**1. Designated LGBT Youth Services:** As LGBT young people have little access to youth services around the country the development of specific services for them, with a particular emphasis on drugs awareness, is seen as vital in supporting them.

**2. Information and Supports in School:** Due to widespread homophobic bullying a prejudice in Irish schools, LGBT awareness programmes need to be delivered at post-primary level nationwide.



## BeLoNG To Youth Project Drugs Service

In response to the recommendations of this research, The BeLoNG To Drugs Service was established in January 2007. The service is the only one of its kind in Ireland and is a first response to LGBT specific dimensions to drug use. A Worker has been employed to further conceptualise and develop the service.

There are several different aims the service is trying to achieve:

### **Outreach work to young LGBT drug users**

This work takes place in the commercial LGBT scene but also in co-operation with mainstream service providers both in the drugs and youth field.

### **Supporting young LGBT people in relation to issues of alcohol and drug use**

The worker has conducted a very considerable number of one to ones with young LGBT drug users and has linked them into mainstream services where appropriate. Advocacy has become another important part of the work.

### **Education, information and prevention work with the young LGBT community**

Other countries have successfully published LGBT specific drugs information and prevention material to reach an otherwise hard to reach target group. The service is developing material in conjunction with young LGBT people to meet their needs in terms of drugs awareness and information.

Illegal drugs are not the only concern in the young LGBT community though, as in many communities, alcohol is one of the biggest issues. The drugs worker is working with existing LGBT youth groups on alcohol and drugs awareness and prevention.

### **Information and training on LGBT issues for mainstream drugs services**

Many service users have highlighted the fact that they do not feel safe when accessing mainstream services. This has to do with bullying from service users but also with staff having low awareness in LGBT issues.

Training provided to services contain a multitude of topics to raise awareness on the LGBT community, such as language, gender, homophobia, heterosexism etc.

The training is designed to help service providers to create safe spaces for LGBT service users, both by creating an open and

safe environment and within their client work. Part of that process is to display LGBT specific information, which has been developed by BeLonG To.

Service providers are also being made aware that even though the situation for LGBT people has changes for the better in Ireland there is still a considerable amount of discrimination and homophobia.

Drugs and alcohol are used as a crutch by many young LGBT people in their coming out phase but also afterwards, as the commercial gay scene is hugely based around clubs and pubs.

### **Referral of young LGBT people to specialised agencies and services**

Due to extensive networking the worker has been able to lay a basis for a referral service to LGBT friendly service providers. This work will continue in the foreseeable future to allow more and more LGBT drug users to access appropriate services for their needs.

### **Conclusions**

Since its establishment in the beginning of this year the service has been used by young people immediately, showing the need within the young LGBT community for a specialised service to suit their needs.

Many young LGBT drug users have experiences of bullying and negative attitudes towards their sexual orientation, mainly from other service users but sometimes also from staff members. This has created serious barriers in their help seeking process and many of them refuse to seek the support from mainstream service providers.

Operating as a one-worker service, there are strong limitations to the client load that the service can manage which strongly suggest the benefit of mainstream services to create a LGBT friendly environment within their services and establish safe space for LGBT service users.

Another serious issue for LGBT young people that

has become very obvious in the short existence of the service are gaps in the service provision for LGBT homeless people, and BeLonG To has become part of a movement advocating for appropriate service provision for LGBT homeless people.

Another important and positive piece of work is the development of LGBT specific information and prevention material on drugs. Young people from BeLonG To will be involved in the development process from the start and will be the main authors of the publication.

The establishment of a drugs service for young LGBT people is a very positive step towards better health for LGBT people in Ireland and will support young people in attaining a positive and happy life.

**For further information  
please contact:**

**Michael Barron  
National Development  
Co-Ordinator  
BeLonG To Youth Project  
105A Capel Street  
Dublin 7  
Tel: 01-8734184  
Email: [michael@belongto.org](mailto:michael@belongto.org)  
Website: [www.belongto.org](http://www.belongto.org)**



# IYWC New Resources

## Arts

### **A World of Our Own – Inside and Out** by **Kids Own Publishing Partnership, 2007**

A World of Our Own is a collection of prose, poetry and art created by pupils of St. Francis Senior National School in Dublin. At the heart of this project is the collaboration and dialogue between children. All the development work for this project took place in an after schools programme with school children from various cultural backgrounds such as Irish, settled, Traveller, Nigerian and Vietnamese. Although these children live in close proximity to each other they do not often explore each others cultures. This project provided the opportunity for the children to work together on an arts and publishing project that would allow them to explore their own culture and the cultures of others through the exploration of the theme *a world of our own*. Each session engaged all the children in the process of publishing, from planning, writing, editing, generating artwork, layout to designing, proofing and launching the final publication.

## Community & Voluntary Sector

### **Building Peace & Democracy in Ireland North & South: The Role of the Community & Voluntary Sector** by **Community Workers' Co-operative, 2007**

Report from the conference held in Dundalk in June 2006, which set out to look at the role of the community and voluntary sector in advancing justice, peace, equality and social inclusion; to examine the changing context in which that work takes place, and to explore the role the sector needs to take into the future, particularly vis-à-vie the State. It provided an opportunity to reflect on the work of the community and voluntary sector North and South in promoting the inclusion of excluded communities and spearheading work on developing an all-island set of values, principles and standards in community work. The publication is divided into three sections, the first containing the keynote pa-

pers, the second presents the issues being faced by CWC in the border regions and the third contains a number background papers that discuss aspects that led to the holding of this conference.

### **Solid Foundations: A Resource Guide for Building Strong and Effective Organisations in the Community & Voluntary Sector** by **The Wheel, 2007**

First guide of its kind in Ireland designed for use by any community, voluntary or non-profit organisation, any NGO or charity regardless of age, size, location or area of focus. It provides factual information about the legal obligations that organisations in the community and voluntary sector face, as well as practical advice on how they can run their organisations in line with good practice standards. The publication aims to cover all significant issues that groups and organisations must address – namely governance, directory, accountability, resources and equality.

## Sexual Education

### **Relationships and Sexuality Education (RSE) in the Context of Social, Personal and Health Education (SPHE): An Assessment of the Challenges to Full Implementation of the Programme in Post-Primary Schools** by **P. Mayock, K. Kitching & M. Morgan, 2007** (Dept. of Education & CPA)



Research report aimed at building on existing research on RSE in Ireland with a specific focus on the extent of RSE implementation in post-primary schools and the factors and processes that impact on RSE implementation and delivery.

Taking wider governmental, national and regional views as well as school-level perspectives into account the study aimed to – (i) investigate the extent to which RSE policy is now implemented and the RSE curriculum de-



livered in post-primary schools nationwide; (ii) explore the factors and processes that impact on RSE delivery within schools; (iii) identify barriers and facilitators to RSE implementation and delivery. The findings and recommendations of this study are vital to informing future educational policy with regard to the teaching and resourcing of RSE in second level schools.

## Social Inclusion

**Making A Difference:  
Social Inclusion in A Changing Rural Ireland**  
by  
**Pobal, 2007**

Report outlining the proceedings of Pobal's 2006 conference. The conference set out to explore effective strategies and approaches to address social exclusion in Ireland; to create opportunities for the sharing of learning; to profile models of good practice; and to identify lessons for policy development in respect of rural social inclusion. While there was a particular focus on the Government and EU programmes that Pobal manage, the scope of the conference was much broader, seeking to identify and share strategies for addressing rural social exclusion. The report contains the keynote speeches and details of the day's workshops.

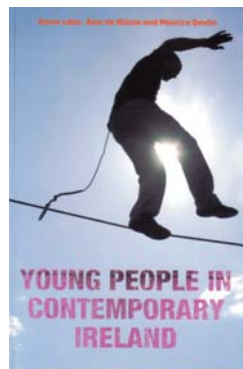
## Young People At Risk

**"Mentoring" Developing New and  
Progressive Methods for Practitioners**  
by  
**Breaking Through, 2007**

Conference Report from Breaking Through's 7th annual conference held at the Hodson Bay Hotel in 2006, the theme of which was Mentoring. The conference provided debate on best practice for practitioners who work on a daily basis in a mentoring type role with young people. Over the two days mentoring was explored as an innovative tool from which both practitioners and young people can benefit from. Workshop themes included Staff Support & Supervision; The Profiling Web; Life Coach Skills; Anger Management; Motivational Language; Big Brother, Big Sister; Young Adult Support; Link Up and You're Equal. The keynotes speakers were Fr. Peter McVerry and Karen Ward.

## Youth Work Practice

**Young People in Contemporary Ireland**  
by  
**Kevin Lalor, Áine de Róiste & Maurice Devlin**



This book makes it clear that the experience of being young in Ireland today is profoundly different compared with a few years ago. Most young people have no experience of forced migration or unemployment. They have disposable income and enjoy a consumer lifestyle, on the other hand they also have to deal with the pressures relating to education and work. This book provides a unified commentary and analysis of research, policy and practice relating to adolescence and youth in Ireland today. It draws on key on-going research into all aspects of adolescence and youth such as young people's behaviour and attitudes, juvenile justice, recreation, education, families, peers, media and youth work. It also reflects the depth and range of the authors' collective expertise as teachers and researchers. Much of the text is of practice relevance and is suitable for youth workers, parents, psychologists social workers, counsellors, lecturers and teachers.

*(This book is available for loan to IYWC members, however if you wish to purchase it, it is available from Gill & Macmillan Publishers at a cost of €34.99)*

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

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

Gina Halpin / Breege Kiernan  
Irish YouthWork Centre  
20 Lower Dominick Street  
Dublin 1

Tel: 01 8729933

Fax: 01 8724183

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

# Round Up

## DRUGS INITIATIVES FUNDING

In June, Mr. Noel Ahern, Minister of State at the Department of Community, Rural & Gaeltacht Affairs with responsibility for the National Drugs Strategy, announced funding of €150,000 for the further development of a Family Support Network for families affected by problem drug use.

The funding, which will be provided by the Department of Community, Rural & Gaeltacht Affairs under the National Drugs Strategy, will facilitate the development of the network as a national organisation, thereby ensuring a more co-ordinated approach to the issue of family support within the National Drugs Strategy.

The allocation will allow the existing Family Support Network to be established on a much firmer and more organised footing, thus facilitating the co-ordinated development of local family support groups around the country, with consistent opportunities for networking between them. The funding will also improve links and partnerships between the families of problem drug users and others involved in the implementation of the National Drugs Strategy.

The Minister also announced funding of €85,000 to the Drug Education Workers Forum (DEWF) towards a drug education initiative that will support the work of drug education workers. DEWF is a representative group of a wide range of statutory, voluntary and community interests working in the area of drug education. The funding will:

- (i) Meet the costs of printing a Training Resource Manual on Quality Standards in Drug Education which has been developed by DEWF
- (ii) Resource the roll out of training on the manual over three years on a nationwide basis.

The manual and training will be most useful for those who deliver substance use education and those who commission individuals or agencies to provide substance use education services. The project will focus on quality standards relating to three health promo-

tion settings, school based, Youth work based and community based.

**For further information contact:**

**Dept. Community, Rural & Gaeltacht Affairs,  
Dún Aímhírgin,  
43-49 Mespil Road, Dublin 4  
Tel: 01 6473000 / LoCall: 1890 474 847**

## BARNARDOS' 'DA PROJECT' HIGHLIGHTS IMPORTANT ROLE OF FATHERS IN CHILDREN'S LIVES

Barnardos has been developing a new and innovative method of engaging with fathers in the local area since 2003 and the results of the work were launched by Dr. Martin McAleese in June. The evaluation of the **Da Project** outlined how other family support agencies could develop their practice to support and improve the participation of fathers in their children's lives. As a result of the Da Project, Barnardos had increased its level of involvement with dads whose children attend the Barnardos centre in Cherry Orchard in Dublin from 21% to 50

At the launch Fergus Finlay, Chief Executive of Barnardos, highlighted the 2006 census findings.

*"The number of divorced and separated people increased by 70% and 8.7% respectively between 2002 and 2006. These patterns contributed to the increase of 23% of lone parent families over the four-year period. In the majority of cases where there is a family breakdown or a single parent, the family is headed up by the mother. The implication being that there are a vast number of children who are not in full-time contact with their fathers"*.

A **Practice Tool** for working with fathers in Family Support Projects was also launched at the event.

To access the report on the learning acquired through the Da Project and the Practice Tool for working with fathers in family support services and communities across Ireland visit:

**[www.barnardos.ie/daproject.htm](http://www.barnardos.ie/daproject.htm)**

# Notice Board

## Sense & Sexuality

### Addressing the Issue of Sexual Health with Young People in Youth Work Settings

**Date:** 9<sup>th</sup> & 10<sup>th</sup> October 2007

**Venue:** Galway

#### Duration & Nature of the Event

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

#### Objectives of the Course

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

## Let's Leave it Till Later

**Date:** 26<sup>th</sup> & 27<sup>th</sup> September 2007

**Venue:** Dublin

#### Duration & Nature of Event:

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

#### Objectives of the course:

- To look at the 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 hand on to young people in how to say 'no' and resist pressure
- To focus on alternatives to having sex for example in exploring intimacy and sensuality in non-sexual ways
- To consider the role of friendships, supportive adults and professionals in supporting delay
- To try out a new approach to building young people's self-esteem
- To share methodologies and insights drawn from your own experience
- To consider, clarify and recognise the values we bring to this work

For more information on these courses and to obtain an application form please contact

National Youth Health Programme

3 Montague Street

Dublin 2

Tel: 01 4784122

Email: nyhp@nyci.ie

www.youthhealth.ie

## Effective Recruitment and Selection of Volunteers

**Date:** 4th September 2007

**Venue:** Portlaoise, Co Laois

#### Duration & Nature of the event:

One-day course aimed at exploring the core principles of good practice for the effective recruitment and selection of volunteers. It is particularly suitable for those

who have direct responsibility for the recruitment and selection process.

### Objectives of the Course:

- To prepare an effective recruitment strategy that reflects the principles of good practice
- To design appropriate and meaningful roles for volunteers
- To develop and implement fair and effective screening and selection procedures

## Dealing with Difficult Situations in Volunteering

**Date:** 20<sup>th</sup> September 2007

**Venue:** Coleraine House, Dublin 7

### Duration & Nature of the Event:

One-day course suitable for anyone managing volunteers who wants to address difficult behaviour and situations with the goal of benefiting themselves, others and the organisation.

### Objectives of the Course:

- To provide some practical tips on how to manage volunteers in a way that can reduce the likelihood of difficult behaviour

## Volunteer Support and Supervision

**Date:** 3<sup>rd</sup> October 2007

**Venue:** Coleraine Street, Dublin

### Duration & Nature of the Event

One-day course aimed at anyone who is responsible for managing volunteers. It is useful for any organisation that is interested in improving methods that help to retain volunteers and encourage good performance.

### Objectives of the Course:

- To understand what elements constitute effective support
- To develop appropriate and effective support structures
- To develop strategies for dealing with disciplinary issues

## Developing Your Volunteer Policy

**Date:** 23<sup>rd</sup> October 2007

**Venue:** Boyle, Co. Roscommon

### Duration & Nature of the Event:

One-day course suitable for any organisation that already involves volunteers in its work, or that intends to do so in the future.

### Objectives of the Course:

- To identify the steps for drawing up a policy
- To explain the function of a policy
- To explain the rationale for a volunteer policy
- To identify the issues and procedures to be included in a policy
- To design a policy for your organisation

For more information on these courses and details of costs, venues etc please contact

Volunteering Ireland

Coleraine House

Coleraine Street

Dublin 7

Tel: 01 8722622

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

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

## Art to Heart:

### Working with Children Through Art

**Dates:** 23<sup>rd</sup> to 27<sup>th</sup> July 2007

**Venue:** The Burren, Co. Clare

### Duration & Nature of the Event

Five-day course which offers a unique opportunity to participate in a week of collective art making, personal exploration and debate. This training programme is aimed at people working with children & young people such as youth leaders, social workers, teachers, child care workers or community artists and anyone who wants to learn more about how to nurture, foster and



develop children's creative potential. No artistic experience is necessary to attend the programme.

Each of the five days will explore a different theme aimed at developing specific skills. During the workshops each person will have the opportunity to use her/his favourite art form to personally expand on what has been done together. The training will also incorporate short lectures and demonstrations aimed at illustrating how specific themes can be used in a particular context and will allow for debate and exchange about individual working experiences.

**For more information please contact:**

**Art to Heart**  
22 South Great Georges Street  
Dublin 2  
Tel: 0 -6794173  
Email:susan@pcc.ie

### **Creative Arts Therapies Workshop: Communicating with Children**

**Date:** 2<sup>nd</sup> - 6<sup>th</sup> July

**Venue:** Ballymore, Co. Westmeath

#### **Duration & Nature of the Event:**

Five-day course designed to introduce creative arts in an experiential way. Participants will leave with a 'tool-kit' of skills and an awareness of the creative arts that will enable them to engage with children and young people in new and innovative ways rather than relying on spoken language. This course is of particular value to those who work with children and young people, traumatised adults, and clients with special needs.

#### **Objectives of the Course**

- To improve and find new ways to facilitate true communication and meaningful contact
- To learn to use different creative and therapeutic approaches
- To journey into an inner world to access, and liberate personal creativities

## **The Summer School: Elemental Play Therapy**

**Dates:** 9<sup>th</sup> - 13<sup>th</sup> July 2007

**Venue:** Ballymore, Co Westmeath

#### **Duration & Nature of the Event**

Summer School runs for 5 days and covers creative play, drama and storytelling for children and vulnerable adults, it also covers play, drama, movement, music and dance and a range of non-verbal methods to encourage withdrawn people and contain the most active.

#### **Objectives of the Course**

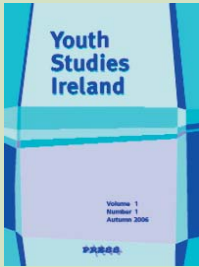
- To explore techniques to 'free our play' so that we can 'free play'. Play leads into drama through many drama games, and the dramatic play and drama gives shape and form to our experiences
- To learn projective methods for all abilities and ages.
- To explore old and new stories in dramatic form and create a nurturing environment through storytelling.
- To learn techniques for structuring stories
- To create stories through puppet work and learn basic puppet making techniques.
- To develop non-invasive techniques for evoking children's individual stories through verbal and non-verbal methods.

**For more information on this course & details of costs please contact:**

**Eileen Prendiville**  
Tír na nÓg  
Slievenagorta  
Ballymore  
Co. Westmeath  
Tel: 087 6488149

**Email: [prendivilleeileen@eircom.net](mailto:prendivilleeileen@eircom.net)**





# Youth Studies Ireland

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<u><b>YOUTH STUDIES IRELAND:</b></u> <u><b>VOL 1 NO. 1 - AUTUMN, 2006</b></u>	<u><b>YOUTH STUDIES IRELAND:</b></u> <u><b>VOL 2 NO. 1 - SPRING/SUMMER, 2007</b></u>
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