

Starting Out



A National Induction Training Programme
for Volunteers engaged in Youth Work Practice

Produced by

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On behalf of

The Practice Sub-Committee of the
National Youth Work Advisory Committee (NYWAC)

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Oifig an Aire Leanai
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NATIONAL DEVELOPMENT PLAN

CONTENTS

Page 2	Foreword
Page 3	Acknowledgements
Page 4	Introduction
Page 6	Rationale for Framework & Training Materials
Page 12	Volunteer Induction Training Outcome Log
Page 14	A Checklist of Practical Matters for Trainers
Page 15	Glossary
Page 16	Key Components
Page 18	Who are we?
Page 20	What we do and where we do it?
Page 22	Why we do it?
Page 24	Who is it for and with?
Page 28	How do we do it?

FOREWORD



On behalf of the National Youth Council of Ireland, I would like to express our delight with the publication of the excellent training resource ‘Starting Out – A National Induction Training Programme for Volunteers engaged in Youth Work Practice’.

Youth organisations continue to be volunteer-led and voluntary youth leaders provide a very high percentage of direct work with young people. These organisations recognise the significant impact youth leaders have on young people’s lives and understand the importance of ensuring that every new leader receives good quality introductory training, along with the need to have an agreed common standard for the training of volunteers for our sector.

This resource recognises the value of the volunteer and ensures that all new volunteers understand and can implement good youth work practice. The development of this common training programme and the process used to develop it again demonstrates the quality and benefit of the partnership between youth organisations, the Office of Minister for Children and Youth Affairs and the Irish Vocational Education Association. This partnership has yet again paid dividends in producing a high quality product, delivered on schedule and a very high level of ‘buy-in’ by youth organisations.

I would like to thank all the staff and organisational representatives involved in the development of the programme. Finally, I would like to congratulate the consultants and all those involved in the consultative process for their dedication, hard work and endless patience.

Eddie D’Arcy, President of the National Youth Council of Ireland

ACKNOWLEDGEMENTS

The development of ‘Starting Out’ A National Induction Training Programme for Volunteers engaged in Youth Work Practice would not have been possible without the huge contribution made by many youth organisations and individuals. Sincere thanks for the interest and motivation of the wide variety of youth organisations who participated in the consultation process and who submitted materials which have been used or adapted in this resource.

I particularly want to thank the volunteers and staff from the following organisations and groups:

- BeLonG To
- Catholic Youth Care
- Church of Ireland Youth Department
- City of Dublin Youth Service Board
- ECO-UNESCO
- Feachtas
- Foróige
- Irish Girl Guides
- National Association of Traveller Centres
- NYCI Specialist Organisations Network
- Ogra Chorcaí
- Ogras
- Pavee Point
- Scouting Ireland SAI
- VEC Youth Officers (representatives)
- YMCA
- Youth Work Ireland

The completion of the resource would not have been possible without the advice, guidance and wise counsel of both the Working Group and the Steering Group.

Special thanks to Ruth Griffin, Diarmuid Kearney, Ken Keogh, Eamonn Lynch, Ger Magee, Elaine Nevin, Jim O’Donovan, Olive Ring, Mary Robb, Conor Rowley, Miriam Ryan, Margaret Slattery, Hilary Tierney, David Treacy and Jillian Van Turnhout.

I also want to acknowledge the financial and other support provided by the Children and Youth Services Development Unit at the OMCYA.

I want to particularly thank the young people from Ogra Chorcaí, Clare Youth Service and Lucan Youth Service (CYC), Youth Café committee who greatly enhanced the work through their constructive comments on what initial training they believe would support the volunteers who work with them.

Finally I want to acknowledge the excellent work of Siobhan Mc Grory and Louise Monaghan, who with their usual professionalism and expertise brought this project from an idea on paper to this valuable resource.

Mary Cunningham, Director, National Youth Council of Ireland

INTRODUCTION

‘Starting Out’ The National Induction Training Programme for Volunteers engaged in Youth Work Practice provides a framework for the content and learning outcomes for training volunteers. By way of introduction it is firstly important to consider the background to this resource, presented below.

BACKGROUND

In respect of volunteer training in youth work, to date, the main voluntary and statutory youth organisations have developed their own volunteer training programmes. While there may be common elements across the existing programmes, so far, there has been no common programme for training volunteers in youth work. Additionally, in 2007 the Child Protection Awareness Programme – Good Practice for the Youth Work Sector was launched. Training has been rolled out to deliver this programme and it is estimated that more than 2,000 people have participated in this programme.

In response to an identified need, the Practice Sub-Committee of the National Youth Work Advisory Committee (NYWAC) contracted a Project Consultant Team (Louise Monaghan & Siobhán Mc Groy) to support the development of a nationally agreed, standardised programme for training volunteers in the youth work sector in Ireland. This work is part of an overall commitment by the Youth Affairs Section of the Office of the Minister for Children and Youth Affairs to develop a quality, effective and value for money youth service for young people in Ireland and should be viewed as complementing the Quality Standards Framework (QSF) for youth work. While the QSF is aimed at staff-led youth work provision it also emphasises the importance of volunteer support and development and, therefore, aims to enhance all aspects of youth provision. However, it is also recognised that there are specific needs regarding the training of volunteers and therefore significant work has been invested in developing this standardised programme to support volunteer training in the youth work sector.

Work began on this process in Summer 2009. An Advisory Group, broadly representative of the youth work sector was convened to support this process.

THE PROCESS

1. August – October 2009

Mapping Exercise: An initial mapping exercise was conducted with the main youth work service providers across the country to establish an overview of volunteer training provision.

2. October – December 2009

National consultation process: A national consultation was conducted with staff, young people, volunteers and management from a cross section of youth organisations, broadly representative of the sector.

3. December 2009

The results of the mapping exercise and consultation process were presented to the Project Advisory Group for consideration.

4. January 2010

Agreement was reached by the Project Advisory Group on a format and structure for the framework presented in this training programme.

5. February – April 2010

A second phase of consultation was conducted within the sector on a draft training framework.

6. April – May 2010

Training materials were sourced from a variety of youth organisations and additional materials were developed. These materials have been collated under five distinct core components.

RATIONALE FOR THE FRAMEWORK AND TRAINING MATERIALS

1. Components of the training programme have been mapped against a set of key questions contained in the Quality Standards Framework and the revised reporting form for youth organisations nationally as follows:
 - Who are we?
 - What do we do and where do we do it?
 - Why do we do it?
 - Who is it for and with?
 - How do we do it?
2. Under each component core content has been identified. This content is further sub-divided into core competencies for volunteers as applicable i.e. Knowledge (I need to know), Skills (I need to be able to), Attributes/Attitudes (I am). Additionally, a set of Learning Outcomes have been identified for each area of content and organisations will also be encouraged to devise their own learning outcomes as relevant (see summary of the framework to follow).
3. The main focus of this training programme is on **learning outcomes for volunteers** rather than (a) on a prescribed number of training hours or (b) on standardised content and direct training provision.

Organisations have the flexibility to take account of:

- Volunteers' previous learning and experience in relation to the achievement of the learning outcomes.
- The relevance of the core content to their youth work structures and practice (all content may not be equally applicable across the sector).
- Their own existing volunteer training programmes, materials and structures, rather than being required to adopt prescribed materials. However, a set of materials has been devised in relation to each component within this framework, which organisations may choose to use directly or adapt according to their own needs.

- Different modes of delivery e.g. direct training, shadowing, mentoring, group work, observation etc. may be used.
 - Depending on the situation the learning outcomes could be achieved by volunteers in a very short time e.g. over a number of hours or over a longer period, on the basis of the factors outlined above. Organisations are best placed to decide this for themselves in partnership with their volunteers.
4. Child Protection: It has been agreed that the Child Protection Awareness Programme (Child Protection Programme*, National Youth Council of Ireland), which is 2 X 2 hours duration, fulfils the child protection training component of this programme. Therefore, this framework includes the learning outcomes from the Child Protection Awareness Programme.

* Note: The Child Protection Programme provides specific training for trainers for delivery of the awareness programme.

WHAT IS THE AIM OF THIS TRAINING RESOURCE?

To provide youth organisations with a standardised framework and accompanying materials to support the induction process for new volunteers engaged in youth work practice.

WHO IS IT FOR?

This resource will be of use to staff/volunteers in youth organisations with responsibility for training and supporting new volunteers. Additionally, this resource offers an opportunity for youth organisations to collaborate and share resources in the delivery of training to volunteers.

***It is important to refer to the revised Code of Good Practice for the Youth Work sector for additional information on recruitment, vetting and selection procedures for volunteers in Youth Work.²*

HOW SHOULD THIS RESOURCE BE USED?

It is important to note that this resource is in no way intended to replace the excellent existing training currently delivered in this area. Rather, it is intended to compliment existing volunteer training and can be used in a variety of ways as follows:

- To inform the design and delivery of volunteer induction training.
- As a support to existing volunteer induction training.
- In conjunction with a shadowing/mentoring¹/group work/ observation approach to volunteer induction training.

WHAT IS THE PURPOSE OF INDUCTION TRAINING IN YOUTH WORK?

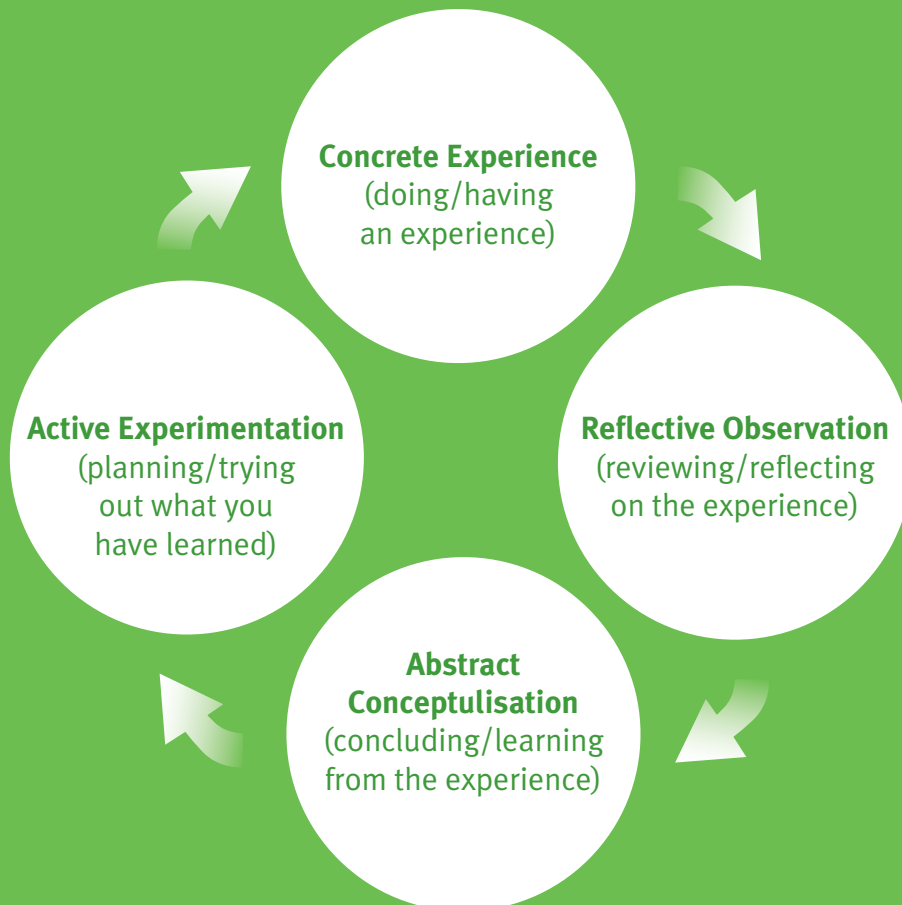
Induction in Youth Work is a planned training programme that includes information about youth work, the organisation, its work with young people, roles and responsibilities along with policies and procedures. The induction process provides the new volunteer with an opportunity to reflect on their motivation for working with young people and to begin the process of learning about youth work. Investing in volunteers from the outset will pay dividends in the long term for young people, volunteers themselves, the organisation and the wider community.

¹ For more information on mentoring in Youth Work see the following web resources: National Youth Development Learning Network (2004). Mentoring Youth work Professionals http://www.nydic.org/nydic/documents/prof_series_enews3.pdf Kathy Lacey (2000). Making Mentoring Happen: A Simple and Effective Guide to Implementing a Successful Mentoring Program (Making It Happen). Available on www.amazon.co.uk

² Office of the Minister for Children and Youth Affairs (2010). Revised Code of Good Practice for the Youth Work Sector (working title).

HOW DOES THIS RESOURCE SUPPORT THE PROCESS OF ADULT LEARNING?

The structure and content of this resource has been designed to support the adult learning process. This takes account of the adult learning cycle (Kolb, 1984)³ as follows:



The resource contains a variety of worksheets, factsheets and accompanying powerpoint slides which can be downloaded from www.youth.ie/startingout and used as required. The factsheets provide factual information in relation to each of the components in the programme. The worksheets contain exercises which can be used either on a one-to-one basis or in a group context in order to facilitate experiential learning, discussion and application of the components to youth work practice.

It is important to remember that the focus of this induction programme is on supporting volunteers to achieve a set of learning outcomes included in each component, bearing in mind that organisations may wish to add additional learning outcomes as per their own induction training programmes.

³ Kolb, D.A. (1984). *Experiential Learning*. Englewood Cliffs, NJ: Prentice-Hall

WHAT ARE LEARNING OUTCOMES?

Learning outcomes are statements that specify what learners will know, understand or be able to do as a result of a learning activity. Learning outcomes are usually expressed as knowledge, skills or attitudes.

HOW CAN THE NEW VOLUNTEER BE SUPPORTED TO MEET THE LEARNING OUTCOMES?

- At the start of the process of induction the organisation should work with the new volunteer to identify and record their existing level of knowledge, skills and attitudes/attributes in relation to each of the learning outcomes. Please see *Volunteer Induction - Learning Outcome Log* included at the end of this section.
- Organisations may wish to include additional learning outcomes specific to their requirements and practice.
- The organisation, in partnership with the volunteer, should agree a series of actions and an accompanying timescale to enable the volunteer to achieve the learning outcomes. These actions may include:
 - Formal induction training in a group setting (delivered internally in the organisation or by an external agency).
 - One-to-one induction e.g. where an experienced member of the organisation (staff or volunteer) works on an individual basis with the volunteer to support them to achieve the learning outcomes. This can include mentoring, shadowing, observation.
 - Visiting other similar youth clubs/projects/groups within the organisation and observing their practice.
 - Self-directed learning e.g. reading organisational materials such as annual reports, strategy documents, website materials etc.
- The organisation, in partnership with the volunteer, should then track the volunteer's progress towards achieving the learning outcomes (using the Learning Outcome Log referred to above).
- The organisation, in partnership with the volunteer, should confirm achievement of the learning outcomes and sign off on same using the *Learning Outcome Log* provided.

- The organisation and the volunteer should maintain their own copies of the *Learning Outcome Log* for future reference.
- On successful completion of the induction process (i.e. achievement of all learning outcomes) the volunteer should receive a Certificate of Completion detailing the learning outcomes achieved. Certificates of Completion are available by request through www.youth.ie/startingout

VOLUNTEER INDUCTION TRAINING LEARNING OUTCOME LOG – AN EXPLANATION

The volunteer *Learning Outcome Log* is provided overleaf. It is envisaged that this log will be completed for each volunteer by the staff member/volunteer with responsibility for overseeing the induction process. This should happen via discussions with the volunteer at the start of the induction process.

The purpose of the *Learning Outcome Log* is to identify and document the volunteer's existing levels of knowledge, skills and attitudes in relation to each of the learning outcomes set out in this induction programme.

VOLUNTEER INDUCTION TRAINING LEARNING OUTCOME LOG EXAMPLE

Learning Outcome

This section should be used to list the relevant learning outcome being addressed with the volunteer.

The learner will be able to:

Demonstrate appropriate leadership styles and skills when working directly with young people.

Volunteer's current level of knowledge

This section should be used to document the volunteer's existing level of knowledge in relation to this outcome e.g.

Has the volunteer participated in any previous training courses on leadership styles/skills and working with young people?

Has the volunteer any existing qualifications?

What knowledge have they gained from this experience?

Volunteer's current level of skill

This section should be used to document the volunteer's existing level of skill in relation to this outcome e.g.

Has the volunteer previously worked with young people in a leadership role? E.g. youth work, sports, community or education settings?

Has the volunteer had a leadership role in any aspect of their lives?

What skills have they gained from this experience?

Volunteer's current attitudes & attributes

This section should be used to document the volunteer's existing attitudes and attributes in relation to this outcome e.g.

What previous personal or professional experience has the volunteer that demonstrates that they are open, non-judgemental, respectful of young people, aware of their responsibilities and boundaries when working with young people?

What previous experience has the volunteer that indicates that they are willing to take guidance and direction from more senior personnel in the organisation?

What action(s) are required for volunteer to achieve this learning outcome?

This section should be used to document the actions required for the volunteer to achieve this learning outcome e.g.

What key areas in relation to leadership (if any) does the volunteer need to further develop in order to meet this particular learning outcome?

How can the volunteer be supported to develop these areas e.g. participation in training, shadowing, mentoring etc.

Progress report

This section of the template should be used to document the process which has supported the volunteer in meeting this learning outcome.

Confirmation that learning outcome has been achieved

This section of the template should be used to confirm that the volunteer has achieved the learning outcome and should be signed by the volunteer and the person overseeing the induction process.

VOLUNTEER INDUCTION TRAINING LEARNING OUTCOME LOG (COPY AND USE AS REQUIRED)

Learning Outcome <hr/> <hr/> <hr/>	Volunteer's current level of knowledge <hr/> <hr/> <hr/>	Volunteer's current level of skill <hr/> <hr/> <hr/>	Volunteer's current attitudes & attributes <hr/> <hr/> <hr/>
What action(s) are required for volunteer to achieve this learning outcome? <hr/> <hr/> <hr/>	Progress report <hr/> <hr/> <hr/>	Confirmation that learning outcome has been achieved <hr/> <hr/> <hr/>	

A CHECKLIST OF PRACTICAL MATTERS FOR TRAINERS⁴

Before the induction programme begins, the trainer should:

- Have conducted a training needs analysis with the individual/group concerned in order to ascertain:
 - Previous experience of youth work/other relevant training if any.
 - Volunteers' expectations of the induction process.
 - Issues for consideration such as literacy levels, identified special needs etc.
 - Specific roles and responsibilities of volunteers.
- Be aware of the relevant organisational information (structures, services, etc) for volunteers.
- Be aware of the relevant organisational policies as they pertain to volunteers and their work.
- Ensure that the training venue is safe, warm, comfortable, accessible and conforms to Health and Safety requirements.
- Have access to the necessary equipment – e.g. laptop computer, Powerpoint projector/overhead projector, flipchart stand and markers etc.
- Have sufficient copies of all factsheets, worksheets, organisational information etc.
- It is also vital that the trainer is in a position to liaise with the organisation which the volunteer will be working with (in cases where the trainer is not a staff member/volunteer with that organisation), before, during and after the training, so that the individual can forward any questions, issues of concern, additional training needs, outcomes of evaluation etc.

⁴ Adapted from the Child Protection Awareness Programme. Child Protection Programme, NYCI, 2007.

GLOSSARY OF TERMS USED IN THIS RESOURCE

NYWAC

National Youth Work Advisory Committee.

NYWDP

National Youth Work Development Plan 2003-2007.

Developed by NYWAC, the Plan set out a five-year plan for the development of youth work in Ireland. It explored the challenges facing the youth work sector, set out a vision of youth work in Ireland and set goals and actions for the development of youth work over that five year period.

OMCYA

Office of the Minister for Children and Youth Affairs.

Organisation

In this training programme the term ‘organisation’ generally refers to the parent organisation the volunteer is working with but can also refer to the specific club or project the volunteer is directly engaged with, particularly if the club/project has its own ethos/mission/vision statements.

Outcomes

An outcome is the result or consequence of an event, programme or intervention.

Learning Outcomes

Learning outcomes are statements that specify what learners will know, understand or be able to do as a result of a learning activity. Learning outcomes are usually expressed as knowledge, skills or attitudes.

QSF

Quality Standards Framework (OMCYA, 2010) is a support and development tool for the youth work sector. It provides organisations and services an opportunity to articulate through a common language their youth work practice. It also provides a structured framework through which to assess, indicate and enhance this work.

Volunteering

Volunteering is the practice of people (volunteers, leaders) working on behalf of others or a particular cause without payment for their time and services.

Youth Work

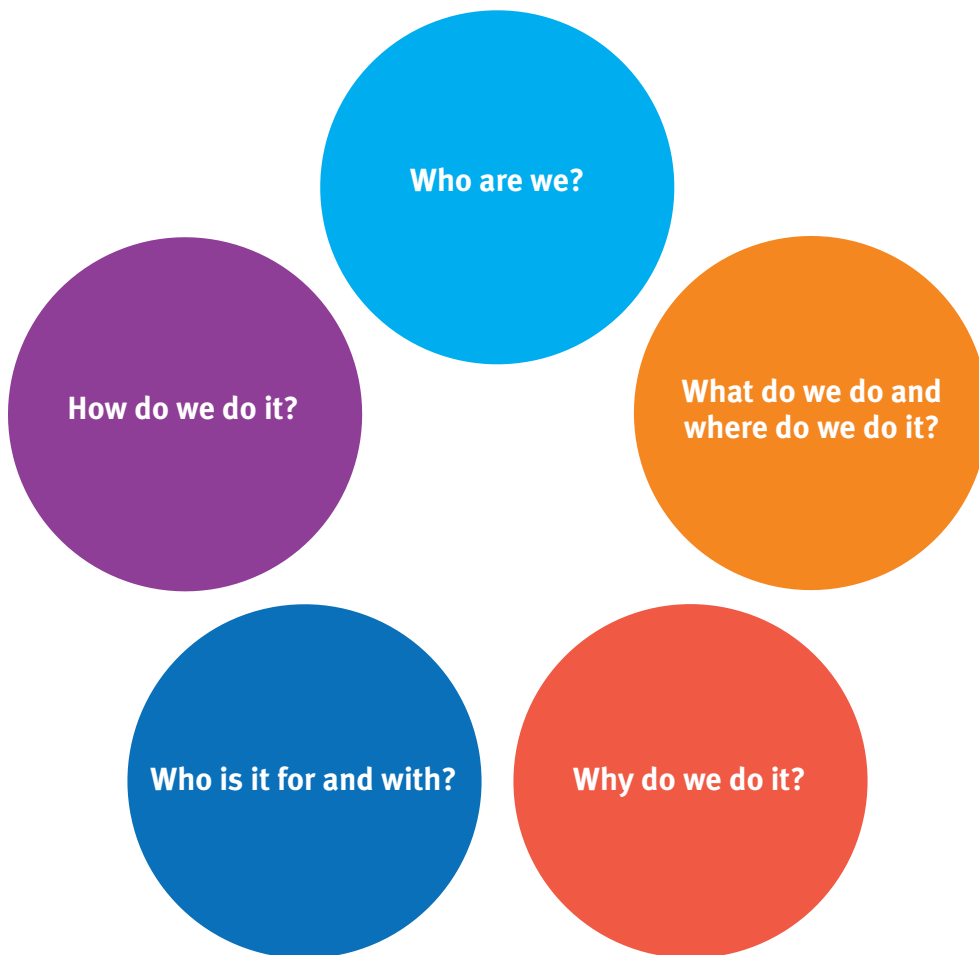
Youth Work is a planned programme of education designed for the purpose of aiding and enhancing the personal and social development of young persons through their voluntary participation, and which is:

- (a) complementary to their formal, academic or vocational education and training; and
- (b) provided primarily by voluntary youth work organisations. (Youth Work Act, 2001)

Youth Work Act, 2001

The purpose of the Youth Work Act, 2001 is to provide a legal framework for the provision of youth work programmes and services by the Minister for Education and Science and the Vocational Education Committees (VECs).

Key Components



SUMMARY OF KEY COMPONENTS AND RELATED CORE CONTENT AREAS

KEY COMPONENTS	CORE CONTENT AREAS
<p>Who are we?</p>	<ul style="list-style-type: none"> • Who we are as an organisation i.e. Organisational Mission, Vision and Ethos.
<p>What do we do and where do we do it?</p>	<ul style="list-style-type: none"> • Aim & objectives. • Organisational structure and service provision. • Role of the volunteer in Youth Work Practice. • Defining settings for our work with young people e.g. club-based, project-based etc...
<p>Why do we do it?</p>	<p>Principles and Practice of Youth Work:</p> <ul style="list-style-type: none"> • Definitions of youth work. • Principles of youth work. <p>Outcomes:</p> <ul style="list-style-type: none"> • Outcomes for the young people. • Outcomes for the volunteers. • Outcomes for the organisation. • Outcomes for the wider community.
<p>Who is it for and with?</p>	<p>Working with young people:</p> <ul style="list-style-type: none"> • Stages of development of young people. • Basic factors impacting on young people's development and acknowledging young people's strengths. • Local contexts impacting on young people i.e. the local social, geographical and cultural contexts impacting on the young people the organisation is working with. <p>Building Relationships:</p> <ul style="list-style-type: none"> • Building relationships with young people. • Building relationships with parents/guardians. • Building relationships with the local community.
<p>How do we do it?</p>	<ul style="list-style-type: none"> • Leadership styles and skills. • 5 basic steps for Programme Planning. • Teamwork, communication and listening skills. • Working with young people in groups. • Organisational policies and procedures. • Setting up a Committee: Adult and/or youth committees.

WHO ARE WE?

CORE CONTENT

Principles & Practice of Youth Work:

Who we are as a youth organisation:

Mission/Vision/Ethos of the organisation i.e.

Mission = our 'reason for being' – 'where we are at' i.e. the rationale for our work with young people

Vision = 'where do we want to go' (if relevant)

Ethos/defining features = the 'character' of the organisation/ what makes us unique" (if relevant)

CORE COMPETENCIES FOR VOLUNTEERS (AS APPLICABLE)

KNOWLEDGE (WHAT I KNOW)

SKILLS (WHAT I CAN DO)

I need to know:

The mission/vision/ethos statement of the organisation as relevant.

I need to be able to:

Work within the stated mission/vision/ethos of the organisation.

	LEARNING OUTCOMES	MATERIALS/RESOURCES
ATTRIBUTES & ATTITUDES (HOW I AM)		
<p>I am:</p> <hr/> <p>Willing to volunteer taking account of the mission (and ethos, vision and values if relevant) of the organisation.</p>	<p>Learners will be able to:</p> <hr/> <p>Discuss the mission (and ethos, vision and values if relevant) of the organisation and have an awareness of how they inform the work of the organisation.</p>	<p>Training materials to include:</p> <hr/> <p>Mission/Vision/Ethos statement of the organisation.</p> <p>Worksheet to explore the impact of Mission/Vision/Ethos on the work of the organisation.</p>

WHAT DO WE DO & WHERE DO WE DO IT?

CORE CONTENT

What we do:

Aims & Objectives of the organisation (if relevant)

Organisational Structure and Service Provision:

Description of structure and service provision within the organisation.

Role of the volunteer in Youth Work Practice:

Role description for the volunteer.

Defining settings for our work with young people e.g. club-based, project-based etc...

CORE COMPETENCIES FOR VOLUNTEERS (AS APPLICABLE)

KNOWLEDGE (WHAT I KNOW)

SKILLS (WHAT I CAN DO)

I need to know:

The organisation's aims and objectives.

I need to be able to:

Work to the organisation's aims and objectives.

I need to know:

The structure of the organisation and the range of services provided by the organisation e.g. programmes, activities and events etc.

I need to be able to:

Fulfil my role as a volunteer within the organisation's structures and levels of service provision.

Where my role as a volunteer fits in with the organisation's service provision.

I need to know:

The setting/range of settings for the work with young people e.g. youth clubs, special projects etc...

I need to be able to:

Work within the setting to which I am assigned.

LEARNING OUTCOMES**MATERIALS/RESOURCES****ATTRIBUTES & ATTITUDES (HOW I AM)****I am:**

Open to working to the organisation's aims and objectives.

I am:

Willing to fulfil my role as a volunteer within the organisation's structures and levels of service provision.

I am:

Willing to work within the setting to which I am assigned.

Learners will be able to:

Describe the organisation's aims and objectives.

Learners will be able to:

Describe generally the structure and the range of services provided by the organisation and how their role as a volunteer fits in with the organisation's service provision

Learners will be able to:

Describe the settings for our work with young people.

Training materials to include:

Aims and objectives of the organisation –specific to each organisation.

Organisation's website, brochures, annual report etc.

Training materials to include:

Organisation's website, brochures, annual report etc.

Training materials to include:

Organisation's website, brochures, annual report as relevant.

WHY WE DO IT?

CORE CONTENT

Principles & Practice of Youth Work:

Definitions of youth work.

Principles of youth work.

Outcomes:

Outcomes for Young People:

i.e. What do we hope you people will gain from their involvement with us?

Outcomes for Volunteers:

i.e. what will volunteers gain from their involvement in youth work practice?

Outcomes for the Organisation:

i.e. What do we hope to gain from our work with young people?

Outcomes for the wider community:

What do we hope the wider community will gain from the organisation's work with young people?

CORE COMPETENCIES FOR VOLUNTEERS (AS APPLICABLE)

KNOWLEDGE (WHAT I KNOW)

I need to know:

What youth work is...

I need to know:

The prescribed principles of youth work as outlined in the Quality Standards Framework (QSF).

I need to know:

The expected outcomes for young people as a result of their participation in the organisation.

The expected outcomes for volunteers from their involvement with the organisation.

The expected outcomes for the organisation's work with young people. And how my work as a volunteer contributes to the achievement of these outcomes.

The expected outcomes for the wider community as a result of the organisation's work with young people.

SKILLS (WHAT I CAN DO)

I need to be able to:

Apply this definition of youth work to the work I do as a volunteer.

I need to be able to:

Apply the principles of youth work to the work I do as a volunteer.

I need to be able to:

Work towards the achievement of these outcomes for all concerned.

ATTRIBUTES & ATTITUDES (HOW I AM)**I am:**

Open and willing to adhere to the definition youth work.

I am:

Open and willing to adhere to the principles of youth work.

I am:

Willing and open to working in partnership with young people towards the achievement of their expected outcomes.

Confident and willing to express my anticipated outcomes as a volunteer from my involvement with the organisation.

Willing to work towards the achievement of the organisation's expected outcomes.

Willing to work towards the achievement of the expected outcomes for the wider community.

LEARNING OUTCOMES**Learners will be able to:**

Discuss the definition of youth work.

Learners will be able to:

Describe the principles of youth work.

Learners will be able to:

Describe the expected outcomes from the young person's perspective.

Describe the outcomes they expect as a result of their involvement with the organisation.

Describe the expected outcomes from the organisation's perspective.

Describe the expected outcomes for the wider community as a result of the organisation's work with young people.

MATERIALS/RESOURCES**Training materials to include:**

Factsheets on the definition of youth work as per the Youth Work Act 2001
<http://www.irishstatutebook.ie/2001/en/act/pub/0042/index.html>

Training materials to include:

Factsheet on the Principles of youth work as set out in the QSF Document
http://omc.gov.ie/documents/youthaffairs/QSF_Brochure_080310.pdf

Training materials to include:

Factsheet on definition of 'outcomes'.

Worksheets for identifying the outcomes for young people, volunteers, the organisation and the wider community.

Outcomes at each level will be specific to each organisation.

WHO IS IT FOR AND WITH?

CORE CONTENT

Working with Young People:

Stages of development of young people.

Basic factors impacting on young people's development and acknowledging young people's strengths.

Local contexts impacting on young people i.e. the local social, geographical and cultural contexts impacting on the young people the organisation is working with.

Building relationships with young people

Revisiting the key youth work principles of Empowerment, Participation & Equality.

Young peoples' rights.

How to engage with young people.

CORE COMPETENCIES FOR VOLUNTEERS (AS APPLICABLE)

KNOWLEDGE (WHAT I KNOW)

SKILLS (WHAT I CAN DO)

I need to know:

The basic stages of development that young people go through.

I need to know:

The range of factors impacting on a young person's development.

The importance of acknowledging young peoples' strengths.

The importance of the role of youth work in building on these strengths in young people.

I need to know:

The local social, geographical and cultural contexts and how these impact on the young people I work with as a volunteer.

I need to know:

The key principles of empowerment, participation and equality.

Young peoples' rights.

How to engage with young people.

I need to be able to:

Apply this knowledge in my work with young people as relevant.

I need to be able to:

Apply this knowledge when working with young people.

I need to be able to:

Apply this knowledge when devising and implementing activities and programmes with young people.

I need to be able to:

Apply the principles of empowerment and participation, and acknowledge young peoples' rights in my work with young people.

ATTRIBUTES & ATTITUDES (HOW I AM)**I am:**

Aware of the developmental changes that young people go through.

I am:

Non-judgemental in my approach to working with young people.

Aware of the role I play as a volunteer in building on young peoples' strengths.

I am:

Non-judgemental about the local contexts from which the young people come.

Aware of the impact of the local contexts on young peoples' lives.

I am:

Respectful of equality and young people's right to have a say and participate as partners in the youth work process in an age appropriate manner.

LEARNING OUTCOMES**Learners will be able to:**

Discuss the relevant developmental stage pertaining to the young people they are working with.

Learners will be able to:

Discuss the basic factors impacting on young people's development.

Describe young peoples' strengths.

Learners will be able to:

Discuss the local contexts impacting on the lives of the young people they work with. Understand the impact of these contexts on young peoples' lives.

Learners will be able to:

Understand the importance of empowerment, participation and equality when working with young people.

Understand the importance of respecting young peoples' rights. Apply these principles when working directly with young people.

MATERIALS/RESOURCES**Training materials to include:**

Worksheet on the basic stages of young people's development.

Training materials to include:

Basic factsheet on factors impacting on a young person's development.

Worksheet on identifying and building young peoples' strengths and assets.

Training materials to include:

Worksheet on how to map the local contexts impacting on young people.

Training materials to include:

Worksheets on building relationships with young people.

WHO IS IT FOR AND WITH?

CORE CONTENT

Building relationships with Parents/Guardians

The rights and role of parents/guardians in the organisation.

Building relationships with the local community

Consideration of how the organisation engages with the local community e.g. young people's involvement in community activities, involvement with other organisations in the community.

CORE COMPETENCIES FOR VOLUNTEERS (AS APPLICABLE)

KNOWLEDGE (WHAT I KNOW)

SKILLS (WHAT I CAN DO)

I need to know:

The ways in which parents/guardians are involved in the organisation and parents'/guardians' rights in relation to their child's participation in the organisation.

How the role that I play as a volunteer interfaces with that of the parent/guardian.

I need to know:

How the organisation engages with the local community.

I need to be able to:

Relate to parents/guardians at an appropriate level as per my role as a volunteer.

I need to be able to:

** This may be beyond the scope of the role of a volunteer in the early stages of their involvement with an organisation.

It is merely sufficient that they know how the organisation engages with the local community.

	LEARNING OUTCOMES	MATERIALS/RESOURCES
ATTRIBUTES & ATTITUDES (HOW I AM)		
<p>I am:</p> <hr/> <p>Respectful of parents/ guardians and their rights and responsibilities.</p> <p>Non-judgemental of parents/ guardians and their circumstances.</p>	<p>Learners will be able to:</p> <hr/> <p>Describe how parents/ guardians interface with the organisation.</p> <p>Identify where their role as a volunteer interfaces with parents/guardians.</p>	<p>Training materials to include:</p> <hr/> <p>Factsheet on how to build relationships with parents/ guardians.</p> <p>Worksheets on engaging with parents/guardians.</p>
<p>I am:</p> <hr/> <p>** This may be beyond the scope of the role of a volunteer in the early stages of their involvement with an organisation.</p> <p>It is merely sufficient that they know how the organisation engages with the local community.</p>	<p>Learners will be able to:</p> <hr/> <p>Identify how the organisation interfaces with the local community.</p>	<p>Training materials to include:</p> <hr/> <p>Worksheet on development of a community mapping exercise.</p>

HOW DO WE DO IT?

CORE CONTENT

Styles of Leadership

Leadership styles and skills.

The APIE Basic Programme Planning Model

Step 1: Assessment (needs assessment)

Step 2: Planning

Step 3: Implementation

Step 4: Evaluation

CORE COMPETENCIES FOR VOLUNTEERS (AS APPLICABLE)

KNOWLEDGE (WHAT I KNOW)

I need to know:

A range of leadership styles and skills in relation to working with young people.

I need to know:

Basic methods for finding out what young people want e.g. consultation, suggestion box etc.

How to negotiate with young people.

The who, what, where, when and how of organising an activity for and with young people.

Basic evaluation methods.

SKILLS (WHAT I CAN DO)

I need to be able to:

Demonstrate the appropriate leadership styles and skills for working with young people in different circumstances.

I need to be able to:

Consult with young people about what they want.

Negotiate with young people.

Follow a plan for implementing an activity with young people.

Consult with young people about what worked, what did not and why.

	LEARNING OUTCOMES	MATERIALS/RESOURCES
ATTRIBUTES & ATTITUDES (HOW I AM)		
<p>I am:</p> <hr/> <p>Open, non-judgemental, respectful of young people.</p> <p>Aware of my responsibilities and boundaries.</p> <p>Willing and open to taking guidance and direction from more senior personnel in the organisation.</p>	<p>Learners will be able to:</p> <hr/> <p>Demonstrate appropriate leadership styles and skills when working directly with young people.</p>	<p>Training materials to include:</p> <hr/> <p>Factsheet on styles of leadership.</p> <p>Factsheet on leadership skills.</p> <p>Worksheets on leadership.</p>
<p>I am:</p> <hr/> <p>Open to consulting and negotiating with young people.</p> <hr/> <p>Able to work in cooperation with others.</p> <hr/> <p>Open to accepting feedback.</p>	<p>Learners will be able to:</p> <hr/> <p>Implement a basic programme planning model (APIE Model).</p>	<p>Training materials to include:</p> <hr/> <p>Factsheet on the APIE Planning Model.</p> <hr/> <p>Basic exercises on planning an activity for a youth club/project.</p> <hr/> <p>Basic toolkit of programme/activity ideas. (See Appendix 2).</p> <hr/> <p>Sample of basic evaluation methodologies.</p>

HOW DO WE DO IT?

CORE CONTENT

Team Work, Communication & Listening skills

Verbal and non-verbal communication and listening skills.

Basic team work skills.

Working with Young People in Groups

Basic stages of group development.

Contracting with young people.

Code of conduct for young people.

CORE COMPETENCIES FOR VOLUNTEERS (AS APPLICABLE)

KNOWLEDGE (WHAT I KNOW)

I need to know:

A range of communication and listening skills, both verbal and non-verbal.

How to work as part of a team.

I need to know:

The basic stages of group development.

How to negotiate a group contract with young people.

The key elements of a code of conduct.

SKILLS (WHAT I CAN DO)

I need to be able to:

Communicate effectively with young people.

Communicate effectively with those I work with.

Work as part of a team.

I need to be able to:

Recognise what stage of development my group is at.

Develop a contract with young people.

	LEARNING OUTCOMES	MATERIALS/RESOURCES
ATTRIBUTES & ATTITUDES (HOW I AM)		
<p>I am:</p> <hr/> <p>Willing to communicate openly with young people on an equal level.</p> <p>A positive role model for young people modelling effective communication and listening skills.</p> <hr/>	<p>Learners will be able to:</p> <hr/> <p>Demonstrate a range of effective verbal and non-verbal communication skills.</p> <p>Participate in team-based activities.</p> <hr/>	<p>Training materials to include:</p> <hr/> <p>Factsheet on effective communication skills.</p> <p>Factsheet on effective listening skills.</p> <p>Practical worksheets and exercises to explore communication and team work skills.</p> <hr/>
<p>I am:</p> <hr/> <p>Confident in working with young people in groups.</p>	<p>Learners will be able to:</p> <hr/> <p>Develop a group contract with young people.</p>	<p>Training materials to include:</p> <hr/> <p>Basic factsheet on the stages of group development.</p> <p>Worksheet on guidelines for developing a group contract with young people.</p>

HOW DO WE DO IT?

CORE CONTENT

Organisational policies & procedures

For working with young people e.g.

Health and safety policy

Child protection policy

Anti-bullying policy

Equality policy

Insurance policy:

Volunteer management policy/ procedures (i.e. reporting procedures for volunteers, conflict management, support etc.)

Drug and alcohol policy

Etc as relevant to each organisation.

Setting up a Committee:

Adult and/or youth committees

Committee roles

Committee procedures e.g.

Running a meeting:

Agendas

Minutes

Decision-making

CORE COMPETENCIES FOR VOLUNTEERS (AS APPLICABLE)

KNOWLEDGE (WHAT I KNOW)

SKILLS (WHAT I CAN DO)

I need to know:

The range of policies available within my organisation (title, not detailed content).

Who to refer to in the event of an issue arising in relation to any of these policies.

I need to be able to:

Ask for guidance and support in the event of an issue arising in relation to any of these policies.

I need to know:

The various roles required for a Committee.

How to run a Committee meeting.

I need to be able to:

Carry out my role within the Committee.

Participate in a Committee meeting.

	LEARNING OUTCOMES	MATERIALS/RESOURCES
ATTRIBUTES & ATTITUDES (HOW I AM)		
<p>I am:</p> <hr/> <p>Open to asking for help and support if and when I need it.</p>	<p>Learners will be able to:</p> <hr/> <p>List the range of policies available within the organisation.</p> <p>Clearly identify who to refer to in the organisation in the event of an issue arising.</p>	<p>Training materials to include:</p> <hr/> <p>Organisational information on policies and procedures in place.</p> <p>Listing of relevant policies and procedures.</p> <p>Key contacts in relation to policies and procedures.</p>
<p>I am:</p> <hr/> <p>Willing to work as part of a team.</p>	<p>Learners will be able to:</p> <hr/> <p>Work as part of a Committee.</p>	<p>Training materials to include:</p> <hr/> <p>Committee Role descriptions.</p> <p>Factsheets on setting agendas, minute taking etc.</p> <p>Templates for agenda and minutes.</p> <p>Exercises on decision-making in meetings.</p>

HOW DO WE DO IT?

CORE CONTENT

Child Protection

Links between child protection and youth work.

Attitudes in relation to child protection.

Definitions of child abuse (as per Children First).

Reasonable grounds for concern.

Child Protection

Safe recruitment and screening procedures.

Possible responses to dealing with concerns/suspicions/disclosures.

Reporting procedures.

The use of a code of behaviour for volunteers.

CORE COMPETENCIES FOR VOLUNTEERS (AS APPLICABLE)

KNOWLEDGE (WHAT I KNOW)

I need to know:

How child protection relates to the practice of youth work.

The definitions of child abuse.

Reasonable grounds for concern.

I need to know:

The organisation's recruitment and screening procedures.

How to respond to a concern/suspicion/disclosure.

How to make a report in relation to child abuse.

The code of behaviour I am signing up to.

SKILLS (WHAT I CAN DO)

I need to be able to:

Apply this knowledge to working safely and effectively with young people.

I need to be able to:

Apply this knowledge to working safely and effectively with young people.

	LEARNING OUTCOMES	MATERIALS/RESOURCES
ATTRIBUTES & ATTITUDES (HOW I AM)		
<p>I am:</p> <p>Willing to work to the principle of paramouncy.</p> <p>Willing to follow organisational policy and procedures in relation to child protection.</p>	<p>Learners will be able to:</p> <p>Understand the relevance of child protection to youth work.</p> <p>Be aware of the broader context for this work.</p> <p>Explore a range of attitudes in relation to this issue.</p> <p>Discuss the definitions of child abuse.</p> <p>Outline how volunteers might become aware of/have concerns about abuse.</p>	<p>Training materials to include:</p> <p>The Child Protection Awareness Programme.</p>
<p>I am:</p> <p>Willing to work to the principle of paramouncy.</p> <p>Willing to follow organisational policy and procedures in relation to child protection.</p>	<p>Learners will be able to:</p> <p>Understand the characteristics which might render an individual suitable/unsuitable for working with children/young people.</p> <p>Respond appropriately to a concern/suspicion/disclosure of child abuse.</p> <p>Outline the organisation's reporting procedures.</p> <p>Outline the key elements in the organisation's code of behaviour.</p>	<p>Training materials to include:</p> <p>The Child Protection Awareness Programme.</p>



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