

TRANSFORMING SHADOWS

E d u c a t i o n R e s o u r c e o n
C o n f l i c t T r a n s f o r m a t i o n
f o r Y o u t h W o r k e r s



National Youth Council of Ireland

The National Youth Council of Ireland is the representative body for voluntary youth organisations in Ireland. It uses its collective experience to act on issues that impact on young people.

www.youth.ie

NYCI Intercultural and Equality Programme

The Intercultural and Equality Programme supports the youth work sector in to build capacity to embed inclusion in youth work settings. It runs a professional development training programme, develops resources for the sector and provides networking opportunities.

www.intercultural.ie

Al-Jana (ARCPA)

Al-Jana believes that marginalized communities are enriched by their ability to overcome adversity and challenges with ingenuity and resourcefulness, and that it is vital to engage the community, especially the young in documenting, studying and building on these strengths. They work with Palestinian, and more recently Syrian, refugees using socially engaged arts practice.

<http://al-jana.org/>

This is a youth-led publication developed and designed by participants in the Transforming Shadows project in collaboration with the project facilitators.

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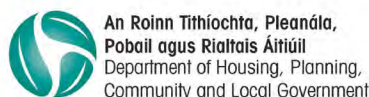
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CONTENTS

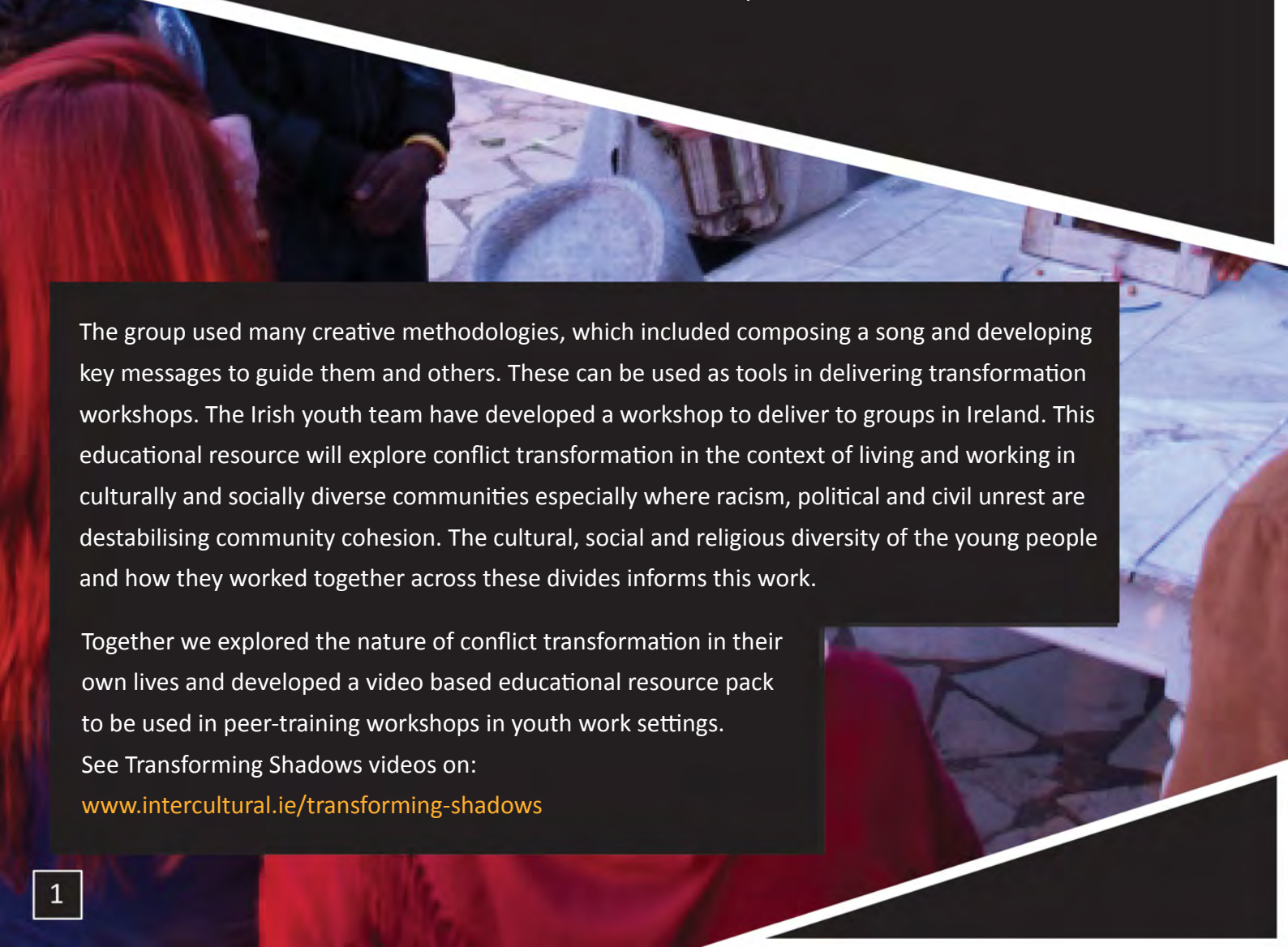
Page 1 - 6		About this project
Page 7 - 26		Activities
Page 27		Messages and Lyrics



WHAT

This resource and video were devised for youth workers to assist them in supporting young people to transform conflict in their own lives. The conflict can be of any nature – it could be due to personal circumstances such as poverty, identity issues, substance abuse, etc.; situations in their community such as violence, prejudice, etc.; or it could be external - such as war, displacement, discrimination etc.

Our project explored how young people transform conflict in their lives regardless of the conflict they experience. They want to share their key messages with others – they produced two videos to do this and they suggest a range of activities and ideas that youth workers can do that will impact the young people themselves and the communities they live in.



The group used many creative methodologies, which included composing a song and developing key messages to guide them and others. These can be used as tools in delivering transformation workshops. The Irish youth team have developed a workshop to deliver to groups in Ireland. This educational resource will explore conflict transformation in the context of living and working in culturally and socially diverse communities especially where racism, political and civil unrest are destabilising community cohesion. The cultural, social and religious diversity of the young people and how they worked together across these divides informs this work.

Together we explored the nature of conflict transformation in their own lives and developed a video based educational resource pack to be used in peer-training workshops in youth work settings.

See Transforming Shadows videos on:

www.intercultural.ie/transforming-shadows

WHO

Twelve young adults (aged 20 – 30) from diverse cultural, social and religious backgrounds from Ireland and Lebanon worked together on the Transforming Conflict project over 10 months, including a full week residential in Beirut, Lebanon. (6 from Ireland and 6 from Lebanon) from: Syria, Palestine, Ghana, Nigeria, South Sudan, rural Ireland and Dublin city.

Our full team was: National Youth Council of Ireland, Bluebell Youth Project, Rialto Youth Project, our Lebanese partners; Al-Jana (experts in using creative methodologies with young people in conflict). Al-Jana were keen to learn about youth work practice in Ireland so our team of youth work facilitators shared their skills and experience.





WHERE

Lebanon and Ireland

WHY

We are increasingly seeing divided communities, young people driven apart and discriminated against because of who they are or where they come from, experiencing anything from racism to street violence, substance abuse and disaffection.

We want to challenge this and to do so using creativity and good youth work practice.



GUIDING PRINCIPLES AND GROUP DYNAMICS

We never asked the young people to talk about the conflict in their lives but instead focused on the fact that they had overcome conflict, and were continuing to transform conflict, that they are role models and we would explore the process, not their own life story.

We spent lots of time on team building, setting up agreed ways of working, and exploring what roles each preferred taking in a group.

We were strong about the distinction between Conflict Transformation and Conflict Resolution – we were talking about transforming conflict as being the critical process that needs to be explored and understood. We do not assume that the conflicts we experience reach a resolution or can reach a resolution – that is part of a longer journey where some will and some won't. The important thing is the process, the journey.

Identity is a critical factor – young people need to choose their own identity – ethnic, national, political, cultural, sexual, gender, religious etc- and be given safe space within the work to test these for themselves as they are challenged by what they hear and experience from others.



HOW

We followed
4 key
themes:

- ▼ Exploring shadows and light i.e. the darkness of conflict and the light within that transforms it
- ▼ The nature of conflict and its 3 manifestations: internal/community family/societal
- ▼ The source of conflict – moving from actions, to analysing feelings to identifying needs
- ▼ The nature of resilience and power





To begin to explore the concept of conflict transformation, we explored inner conflict by unfolding the thought process of **who I think I am, who I think others are and how others see me**. This concept is related to the looking-glass sociological approach of being both the producer and the product of our own identity.

While uncovering this process it was also important to explore the concept of our own shadows and light and understand that **there are no shadows without light**. Shadows represent our conflicts while light is what we bring to transform our conflicts. We also looked at how **we don't always recognise our own shadows or the light we possess**, or that of others. Furthermore, we explored how our shadows can at times block our light and our inner power.

We then used the concept of a tree to explore how conflict often arises when needs are not being met. The roots represented the needs, the trunk represented the emotion and the branches the behaviours. **When a person digs deeper through the emotions and the behaviours they can see what needs are not being met.**

Following this process we asked the group to decide on three **messages of transformation**. One message was for themselves, another for someone younger than themselves and the final one for community, society and those in power. This is what appears on the videos both as a simple, powerful spoken piece and as a song that was written and performed by the group.

آمن بنفسك



NOW YOU SEE ME, HOW DO I SEE YOU?

50 mins

Aim:

- To increase young people's self-awareness and awareness of their judgements.
- To identify and understand where these judgements come from.
- To make diversity and the unknown less abstract through the use of visual imagery

Inputs:

- **Space:** Large room
- **Time:** 50 minutes activity plus set up and clean up.
- **Equipment:** Chairs, flipchart, markers and photographs x 30.

Note: It is important that facilitators use photos that they connect with so that when they bring them to the group they are also bringing this connection and that the people in the photos are getting the respect and compassion they deserve.

Try to use photos that show as much diversity as possible. Use photos from travels or time spent abroad etc.

Activity:

- Arrange chairs in a circle and place all photos on the ground in the middle
- Explain to the group how you came to have the photographs and to remember that the people in the photographs are real people and deserve the groups' respect.
- Ask each young person to pick two photographs
- Ask each person to select the first photo, examine and describe a person or one of the people they see and what's going on in the photo.' Describe what they see
- Ask each person to select their second photograph, examine and and imagine that they are in the photo. Put the group into pairs and ask them to describe their imagined lives to each other.
- Bring the group back together and ask each of the group to describe what they told their partner about their 'imagined' lives.

NOW YOU SEE ME, HOW DO I SEE YOU?



- Have a discussion about the activity. Ask young people questions:
 - ★ What was the first thing you thought about when you saw the photo?
 - ★ How did you feel describing the photos?
 - ★ How easy or difficult was it to see yourself in another community that is different to your own?
 - ★ How did you feel when others described their photos?
- Use the flip chart to record key words and messages young people bring up. Open up conversations with young people about what it has brought up.



Outcome:

Young people have explored self-awareness through connecting with visual images.

Young people have become more conscious of how they make judgements of others based on visual appearance.

Young people feel and have a better understanding of impact of their judgement on others and other's judgements on themselves.



SHADOWS AND LIGHT

1hr

Aim:

- To facilitate young people to understand that there may be parts of them that they struggle with and are in conflict with.
- To support them to transform the conflict with their shadow by finding the light and strengths within it.

Inputs:

- **Space:** Large room (or outdoors if the sun is shining)
- **Time:** 1 hour activity plus set up and clean up
- **Equipment:** 4 or 5 large torches, flipchart paper
- **Important to note:** Young people doing this activity should already be familiar with the group. It is important that a level of trust exists within the group as the activity may bring up different emotions for participants.

Activity:

- Bring your group together in a circle and ask them to think about something within them that they believe is a shadow for them. Give practical examples if needed. They do not have to share this with the group at this stage
- Put the group into pairs
- Give them two tasks
 - ★ Take turns making shadow shapes that they associate with negative emotions.
One person holds the torch while the other makes the shadows against the paper. Share the shadow shapes with the rest of the group
 - ★ Split the group up again into pairs and ask them to make shadow shapes that they associate with positive emotions. Share these with the group.

SHADOWS AND LIGHT



- Bring the group back together in a circle and talk to them about the need for light in every shadow.
- Ask them to again think about the negative shadow moment from earlier and ask them what light/strength is also involved in it.
- It is important to have a closing circle to check in with group after this in case they thought about or spoke about their vulnerabilities.



Outcome:

Young people have recognised that conflict exists within their shadow self but that there is also light and strength present.

Young people understand that their shadow self does not remain fixed but can undergo positive transformation.

Note: you can do this activity outdoors without torches if the sun is shining. Use flipchart sheets. A variation of the activity is that the partner can draw around the shapes to make it easier to discuss the shadows.



FINDING YOUR LIGHT

1 hour

Aim:

- To identify the young person's strengths and characteristics through the use of connection with animals.
- To strengthen group relationships by mutual recognition of positive characteristics.

Inputs:

- **Space:** Large room with lots of floor space
- **Time:** 1 hour activity plus set up and clean up. Potential for a follow up session to complete a creative piece (session 2).
- **Equipment:** : torch, clear plastic sheets (A4 size approximately), large markers, sticky tape, scissors, flipchart, chairs, prepare a light box projector:

★ For instructions see www.youtube.com/watch?v=va8TprRgl7s (2mins viewing)

Activity:

- Bring the group together in a circle and ask them to give examples of positive characteristics of animals
- Ask each person to go to a quiet corner and take some time to think of an animal they connect with and why
- Ask them to draw the animal on the plastic sheet with their markers. They should not share their animal with others in the group.
- Facilitator goes around and collects all the plastic sheets
- Group comes back together
- One by one, the facilitator uses the light box projector to project the animal images onto the wall or flipchart sheet. The group says what they think each animal is, who in the group they think it represents, and why.
- The facilitator writes this down on flipchart

FINDING YOUR LIGHT



- Go through each image again and the person who made it explains why they chose that animal.
- At the end, the facilitator asks each young person to take back their animal cut out and write on it each of the positive things others said about them and what they said about themselves.
- They each read out their cut out and can then take it home
- Facilitators have a discussion with the young people about the activity.

Session 2

- In another session the group could come back together and do a visual arts painting/ mural of the group's animals incorporating each of the young people's names and strengths.



Outcome:

Young people have identified their personal strengths and characteristics and that of the others in the group.

Relationships within the group strengthened due to the identification and naming of these strengths and characteristics.



MEDIA: FACT OR MYTH (AGREE OR DISAGREE)

1 hour

Aim:

- Help young people interpret media representations.
- Facilitate young people to recognise the impact of diverse media representations.

Inputs:

Time before activity to gather media statements – for example what the media says about Lebanon, Syria, refugees, migration, etc.

- **Time:** 1 hour
- Large room with large floor space for walking
- **Equipment:** Newspapers; two broadsheets and two tabloid newspapers, access to social media, paper, pens, flipchart.
- **Preparation:** Before the activity begins, facilitators gather a list of statements; factual, controversial, inflammatory and false (between 10 and 15 statements). It is important that the facilitator has an understanding of media bias and is comfortable supporting a discussion on this.

Write agree, disagree and not sure of three different pieces of paper. Put agree and disagree sheets on opposite sides of the room and not sure in the middle.

Activity:

- Read out the media statements to the group. If they agree they go to the agree side, if they disagree they go to the disagree side and if they aren't sure they should go to the middle.
- Ask participants to say why they choose their side. Invite participants to change their position based on what they've heard.
- Continue the moving debate with each of the statements. After the statements have all been discussed bring the group together to have a discussion about the activity.
- Ask them questions: What is media? What powers and influence do the media have? What is the difference between news and newspapers and social media? As a young person how do they find out news and share news?

MEDIA: FACT OR MYTH (AGREE OR DISAGREE)



- Play the sections in the Transforming Shadows Documentary where the young people speak about how the media had given them the wrong impression before they arrived in Lebanon. See The Process video on www.intercultural.ie/transforming-shadows
- Explore contrasting reporting from the tabloid and broadsheets.
- Discuss the idea of editorial bias and how different people can report the same story in a number of ways.
- Explore how the same topics appear on social media:
 - ★ Who is sharing it?
 - ★ What is fact?
 - ★ How do they verify the information they see?
 - ★ What do they share?



Outcome:

Young people have become more aware of their interpretation of media content.

Young people have a better understanding of formation of judgment based on media influence.



COLOUR MY FEELINGS

1 hour

Aim:

- To facilitate young people to identify and engage with their emotions by associating them with certain colours.
- To help young people to differentiate between their different emotions by separating them into colours.
- To use the colours within the group to highlight awareness of other's feelings.

Inputs:

- **Space:** Large room with lots of floor space
- **Time:** 45 min/ 1 hour activity plus set up and clean up. Potential for follow up 1:1 sessions.
- **Equipment:** Large piece of paper, glue, at least 10 different colours of paper or paint, scissors, markers, jar.

Activity:

- Ask the group to sit in a circle and relax and close their eyes.
- Explain to them the activity will be about associating colour with feelings.
- Name some feelings and ask them to think but not say yet which colours they associate with these feelings.
- Open the discussion up to the group to describe what they were thinking. When the group agree on one colour they can associate with a feeling ask a person to cut out a piece of that colour and stick it onto the large sheet of paper and write the feeling under it.
- When all the colours and feelings have been put on the large sheet of paper, close the group by asking each person about what colour they feel at that moment.
- Ask each person to cut out a piece of the colour they have picked and put it in a jar.
- Close the jar and put it in a safe place to be used by the group at the beginning and the end of each group session.

COLOUR MY FEELINGS



- Hang the colour-feelings poster on the wall

Follow-up 1:1 sessions

- Follow up with anyone in the group in a 1:1 setting if they reflected difficult feelings



Outcome:

Young people have explored the concepts of both conflict and needs.

Young people understand that when certain needs are not being met sufficiently, conflict can arise.



TRANSFORMING CONFLICT

90 mins

Aim:

- To facilitate young people to identify what conflict means.
- To support young people in the understanding of the concept of needs; at individual, community and societal levels.

Inputs:

- **Space:** Large room with lots of floor space,
- **Time:** 1 hour 30 mins plus set up and clean up. Could be broken up into two sessions.
- **Equipment:** Large piece of paper, paint, paintbrushes, glue, coloured paper, markers, flipcharts

Activity:

- Begin by opening up a discussion on what the group think conflict means. Ask for examples that are not personal. Write the answers on a flipchart
- Next, have a discussion on the various needs that people have. Write the answers on a flipchart. Facilitator writes on the flipchart the words: Individual, Community and Society
- Discuss with the group the different types of conflict that can exist at these levels.
- Separately, the facilitator draws a tree on another flip chart. At the **roots** write **needs**, at the **trunk** write **emotions** and at the **leaves** write **behaviours**.
- Take an example previously given to explore the concept with the group. Identify the behaviours that are being shown, the emotions that are present and the needs that are not being met that lead to those emotions and result in the behaviours.

TRANSFORMING CONFLICT



- Split the group into 3 smaller groups. Ask one group to examine an example of an individual conflict, the second group to look at a community conflict and a third group to explore a societal conflict.
- Ask each group to think of an example of conflict for their level (individual, community or societal) and to use the tree model to identify:
 - ★ What needs are not being met?
 - ★ What feelings are present? And
 - ★ What behaviours are resulting?
- Ask the groups to draw these examples on the tree and use art materials to do it creatively.
- Get the group to feedback to the other groups the example they gave
- Open up a discussion with the whole group about how the different needs identified could be met.
- Close the group with feedback from each young person on how they found the activity.



Outcome:

Young people have explored the concepts of both conflict and needs.

Young people understand that when certain needs are not being met sufficiently, conflict can arise.



ACCEPT YOURSELF

3x1hour

Aim:

- Explore with young people what it means to accept yourself.
- Encourage young people to become more aware of the influences that may be a barrier to self-acceptance (such as themselves, their community and society).

Inputs:

- **Space:** Large room with lots of floor space
- **Time:** 3 sessions, 1 hour each
- **Equipment:** Video of Accept Yourself song (www.intercultural.ie/transforming-shadows), lyrics of Accept Yourself song (see pg. 27), recording device, paper, markers, flipchart

Activity:

Session 1

- Have a discussion about what accepting yourself means.
- Play the chorus of the 'Accept Yourself' song for the group.
- Have the lyrics written up on the flipchart paper. Go through the words with the group and ask them what the words mean to them.
- Ask the group to adapt the chorus to develop a positive message of their own
- Get the group to write down and perform their own chorus. Facilitators record it.

ACCEPT YOURSELF



Session 2

- Remind the group about the previous session and their new chorus. Show them the words.
- Next play the audio of the spoken word piece in the song
- Show the group the lyrics of the spoken word piece and ask them to discuss words that jump out to them.
- Write these words on the flipchart and talk to the group about what they mean.
- Open up a discussion about how outside influences can have an impact on how we accept .
- Ask the group a question: Can a person accept others if they cannot accept themselves?

Session 3

- Play the video of the 'Accept Yourself' song and ask the group to read the subtitled lyrics of the song
(see page 27 for full lyrics)
- Create 3 smaller groups with each group taking one section of the song
- Ask the groups to develop a movement piece that speaks to the lyrics in their section.
- Ask each group to perform their movement piece to the other groups.
- Have a discussion on how they have interpreted the movements.

Outcome:

Young people have developed an awareness of the concept of self- acceptance.

Young people have become more open to self- acceptance along with an awareness of the barriers that prevent it.

Young people have identified and articulated their own key positive messages



GAME OF POWER

1 hour

Aim:

- Show young people how positions of power can be played out and conceptualised through using everyday objects.
- Encourage young people to recognise and own their individual personal power and use it in a positive way.

Inputs:

- **Space:** Large room with lots of floor space
- **Time:** 1 hour
- **Equipment:** Four chairs, bottle of water

Activity:

- Place four chairs (all the same) in a row, along with a water bottle in front of a seated group.
- Ask one of the group to silently arrange the 4 chairs and a water bottle in such a way that, in their opinion, the water bottle has more power over the chairs.
- Explain that any of the objects can be moved in any direction or placed on top of each other, but none of the objects can be removed altogether from the space.
- After the chairs have been arranged, ask the young person to return to their seat and to not reveal his/her thinking behind the arrangement.
- Next, ask the group to interpret the image made by the chairs and water bottle. Ask them to describe how they interpret the power situation?
- Ask others in the group to position the chairs and the bottle to represent the bottle having power and ask the group to analyse the different images.

GAME OF POWER



- After three members of the group have participated, when the next person shows their representation of power, ask them to then use their own body to block the power between the water bottle and chairs. Continue this exercise with any other group members who want to change the representation.
- Open up a group discussion with the following questions:
 - ★ What does power look like?
 - ★ What makes someone or something powerful?
 - ★ How can power be used in a positive way?
 - ★ In what ways can we block or sabotage our own power?

Outcome:

Young people have explored the concept of power and how power can be used in both positive and negative ways.

Young people have recognised that they possess power, which can be used positively in their life's journey.

Note: This activity is drawn from Augusto Boal's *The Great Game of Power*



WHAT'S IN YOUR TOOL BOX?

1 hour

Aim:

- Support young people to recognise their own strengths and resilience.
- Facilitate young people to use objects to represent their strength and resilience in order to further enhance their understanding of these concepts.

Inputs:

Watch the Transforming Shadows documentary in advance of facilitating this workshop
www.intercultural.ie/transforming-shadows, Transforming Shadows, the process

- **Time:** Activity 1 hour plus set up
- **Equipment:** Large room with floor space. Access to outside and materials for young people to use to put in their tool box. (Example rock to demonstrate strength).

Activity:

- Open with a discussion about strength and resilience. Ask the group about what gives them strength, resilience, power and ability to cope with and resist conflict.
- Ask each person to find objects in their surroundings that represent these ideas.
- Gather the group into 2 or 3 small groups and ask them to share their 'tools' with their group and to think of a creative way to collectively share these tools with the rest of the group. (You can ask them to make a 'sculpture' or story board or drama of their objects which tells their story of how to transform conflict.)
- After each group describes or performs their tools/stories discuss how they can each learn from and adopt each other's tool box

WHAT'S IN YOUR TOOL BOX?



Outcome:

Young people have become more aware of their strength and resilience.

Young people completed the process as a group and understood how important they are in supporting each other.



WHAT'S THE MESSAGE?

2x1hour

Aim:

- Assist young people's exploration of the meaning of the Key Message 'Transforming Shadows' video and relate it to themselves.
- Support young people to develop their own conflict transformation messages in a creative way.

Inputs:

- **Time: 2 sessions.** Each session is 1 hour plus set up and clean up
- **Space:** Large room with floor space
- **Equipment:** Transforming Conflict Key Messages video (www.intercultural.ie/transforming-shadows), Transcript of the messages (pg. 28), Flipchart, markers and paper, recording device, laptop, Wi-Fi, projector.

Activity:

Session 1

- Play the Transforming Shadows Key Messages video for the group
- Create three groups and give them the text from one of the key message segments each. Ask them to discuss what the messages mean to them and how they interpret them.
- Bring the groups back together to present their interpretations.
- Record the discussion on a flipchart.
- Split them back into their smaller groups and ask them to create a still image group sculpture to represent their own understanding of their message.
- Each group shows their 'image' to the rest of the group. Ask them to interpret what they see.

WHAT'S THE MESSAGE?



Extension to session 1

- Ask the group to go back to their groups to work together to create a movement piece to follow from the still image representation of their messages.
- If possible record this movement piece with the messages from the video playing in the background.
- Play it back to the group and discuss:
 - ★ How they connected with the messages?
 - ★ Why they chose the movements and ?
 - ★ How they worked together?

Session 2

- Ask the group to work together in a large group and devise their own messages taking into account everything they have learned from the previous session. Invite them to be as creative as possible in how they will share their messages.
- Record the new messages.
- Project the new video for the group to view and discuss the groups' feelings about it. Use the video to keep the discussion on conflict transformation alive in the group and bring others into it.

Outcome:

Young people have expanded their thoughts around the messages and what they mean for them.

Young people have used creative methods to develop their own messages.

KEY MESSAGES

Key Messages and lyrics from the song that the young people wrote and performed during the Conflict Transformation project in Lebanon. See videos on:

www.intercultural.ie/transforming-shadows

Conflict is all around us, sometimes it's in us. To transform is to heal. Let us tell about what we learnt when we transformed. Let us share the wisdom of the young.

Chapter 1: I need myself to know....

To make transformations happen, accept who you are and don't let judgements block your power and tranquillity.

Chapter 2: I need you, young people to know....

Life is not a race, we don't run on the same track. There is no timer, no finish line, there's a medal for everybody. It's a journey so just enjoy it. Don't follow the hero, indeed you are the hero.

Chapter 3: I need you, my community and society to know that...

As a diverse community we should not judge but in fact accept, contain, support and respect the needs of others

ACCEPT YOURSELF SONG

Chorus:

Accept yourself, You have the power.
You are strong, yes you can.
You have all what it takes.
Believe in you.
You have the power, you are strong yes you can.

Arabic Rap:

Because I'm human
When you walk with a smile on your face
When your eyes comfort the worried
When you give a hand to someone you fear

When you see violence heightening in humans' hearts
We are cutting the goodness in us
One is smart not with their looks but with their brains

To you rejecting violence and knowing where it's going to reach
Listen
Evaluate the value of humans until they become more precious
Listen

Arabic Song:

Stay confident and enjoy your life
Your path has no end
You are the hero of the story
Stay

Spoken word:

I go through it, You go through it
Something deep in our heart, we try to let it out, but we can't.
Like a caterpillar in its cocoon
We know the beauty that comes along with it, once we make the move.
But No, we are so scared of what society thinks about us, so we keep on hiding, fighting and harming ourselves.
I get it, you will like to come out like a brave soldier, standing up in front of the crowd and saying "I am, I am the person you tried to oppress",
But I am free,
I am free like a butterfly spreading my wings
But no, society will box you back in
Like a bird looking for a butterfly to pin
But you have to realise that life is what you make it but not how you see it
So believe, transform, and you no longer have to conform.



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Department of Housing, Planning,
Community and Local Government



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government supporting communities