

Youthreach Soft Skills Framework

An Initiative By
Mary Gordon - National Educational
Psychological Service
&
Co. Meath VEC - Youthreach Service

Contents

Introduction to Soft Skills Framework.....	1
The Context for Addressing Soft Skills	2
Well-Being.....	2
Soft Skills and Well-Being	2
Overview of the concept of Soft Skills	3
What are soft skills?	3
The rationale for identifying and teaching soft skills	3
Assessing soft skills.....	4
Soft skills and the curriculum	4
Methodologies	4
Terminology – Soft Outcomes, Indicators and Distance Travelled	5
Review of projects concerned with the identification of non-formal / non-academic competencies and soft skills	6
International Projects.....	6
Employment and Social Inclusion Programmes.....	6
Psychology.....	7
Education	7
Youthreach Soft Skills Framework.....	9
Soft Skills Diagram	10
The Competencies.....	11
1. Confidence.....	11
2. Responsibility	11
3. Power	11
The Skills	11
1. Self-regulation skills.....	11
2. Social skills.....	11
3. Life skills	12
Soft Skills Framework outlined.....	12
Framework with sample of soft skills	13
Teaching Soft Skills	14
Rating, Planning and Measuring Progress.....	20
Recording Progress.....	22

Appendices

Appendix A Resource Materials, Programmes and Organisations Supporting the Teaching of Soft Skills.....	23
Documentary Resources	23
Programmes and Projects for Promoting Positive Mental Health	29
Useful Organisations and Websites	30
Services Supporting Mental Health.....	31
Services Specifically for Children and Teenagers	31
Services Offering Suicide and Bereavement Support	33
Services Addressing Abuse, Domestic Violence and Rape	33
Services Offering Support in relation to Pregnancy and Sex Health	33
Services Offering Support in relation to Sexual Identity	33
Services Supporting Parents.....	37
International Websites	37
Training Providers and Courses	39
Appendix B OECD and EU Projects on Competences, Skills, Key Competencies and Learning to Learn.....	43
Appendix C Erikson's Psychosocial Stages Summary Chart.....	51
Appendix D NCCA and FETAC	52
Appendix E SNIP Behaviour and Emotional and Social Skill Categories	555
Appendix F SEN Initiative Learner Outcomes	59
Appendix G Soft Skills Measurement Templates	61

Introduction to Soft Skills Framework

The Youthreach Soft Skills framework is the culmination of many years of work by practitioners working directly in, or providing support services to, centres for education and training delivering the Youthreach programme to early school leavers. The rationale for the project is to direct attention to the personal and social skills that form a core part of the programme and a major part of the work of centres. The goals of the project are fourfold: a) to identify the soft skills involved in personal and social development, b) to consider how they can be taught systematically in centres, c) to find a way of measuring the progress made by individuals in relation to these skill areas and d) to devise a method for recording progress. Since early 2010 representatives of the six Youthreach centres in Co Meath, Vivienne Branigan, Vanessa Connell, Aaron Fowler, Eileen Gargan, Fiona Graham, Alan Larkin, Liz Lavery, Enda McDonnell and David O'Connor, have worked closely with Mary Gordon, Senior Psychologist in the Department of Education and Skills, to develop the framework and bring it to a stage where it can be piloted in the centres. This project is being trialled with the support of the National Educational Psychological Service and Co Meath Vocational Education Committee.

The Context for Addressing Soft Skills

Well-Being

A person's well-being relates to their physical, social and mental state. It requires that basic needs are met, that people have a sense of purpose, that they feel able to achieve important goals, to participate in society and to live the lives they value and have reason to value. People's well-being is enhanced by conditions that include financial and personal security, meaningful and rewarding work, supportive personal relationships, strong and inclusive communities, good health, a healthy and attractive environment, and values of democracy and social justice. (NESC, 2009, p. 138)

In 2009 the National Economic and Social Council published a report entitled *Well-being Matters: A social report for Ireland*. The rationale given for focusing on people's well-being was that people are central to economic and social progress, that social progress cannot be measured by GDP alone and that well-being is something that people care about. For these reasons NESC proposed that there was a need to monitor the impact of policy decisions and actions on people's well-being. The concept of well-being used in the report is based on the concept of 'human flourishing', incorporating the ideas of having a sense of purpose in life, participating in civic life, having friends, loving and being loved.

Soft Skills and Well-Being

Focusing on soft skills in Youthreach is about placing well-being at the centre of the work of centres. The competencies and skills involved are broader than the academic ones that are formally taught in centres and schools and assessed by standardised tests or through national accreditation systems like FETAC and the state exams. The terms 'core', 'central', 'key', 'life' and 'transferable' skills are sometime used instead of 'soft' skills to refer to skills that are hard to measure but important for personal well-being, success and efficacy in a wide range of situations. The terms 'basic', 'foundation' and 'generic' tend to be used for skills such as literacy, numeracy, IT and aspects of communication that are taught more formally within the educational system.

The purpose of the Youthreach Soft Skills project is the following:

1. To identify the range of soft skills that are relevant to the work of centres and to locate these on a framework
2. To identify suitable pedagogical approaches and resources for teaching soft skills

3. To identify appropriate ways to measure and report on learners' progress in the development of soft skills

Overview of the concept of Soft Skills¹

What are soft skills?

Areas of learning designated as 'soft skills', 'key skills' and 'key competences' are found in a wide range of systems. There is a continuum from the 'hard' to the 'soft' end of soft skills – some areas are more content- or knowledge-focused than others, while others are approaching personal qualities and dispositions. Underlying 'generic' skills have been identified as being in the areas of communication, mathematics, IT, working with others and learning to learn. There is considerable variety in the range and place of different attitudinal and personal dispositions and qualities: e.g. individualistic versus collective; demonstrating initiative or compliance. Soft and key skills / competences have been defined in a number of projects of the last twenty years by Departments of Education and/or Departments of Labour, involving both general and vocational systems and occasionally adult education and also by employer stakeholder bodies, sometimes with input from trade unions. This work has been influenced by research in cognitive psychology and theories of learning. The soft skills identified from the general and adult education system are more orientated towards the development of the whole person, community and citizen. The vocational education system tends to be more geared towards labour-market readiness. Soft skills are not so much identified, as constructed, in response to the prevailing interests, needs and the influence of the different stakeholders. This gives a central position to the question of the purpose and values underpinning the identification of these skills.

The rationale for identifying and teaching soft skills

There are a range of rationales for focusing on soft skills development. These include empowerment of the learner and preparation of the worker for the labour market. Other foci include supporting the learner in becoming an effective citizen, an effective parent/family member, to live respectfully in a culturally diverse society and to promote environmental awareness. The underlying purpose affects the aim and also impacts on teaching methods, power dynamics between teacher and learner, the areas chosen for assessment and how assessment is done.

¹ This section is based on a presentation given by Dr Liz McSkeane to a seminar in the Ashling Hotel, Dublin in April 2009

Assessing soft skills

Communication, Maths and IT are generally assessed through regular assessment processes and so are not under consideration here. The most common soft skills areas to feature are problem-solving, learning to learn and working with others. Areas close to designating personal dispositions or qualities are not widely assessed formally within the system but this does not necessarily mean that they are not assessed at all. Educators do assess these areas but they and the assessment processes they use may not be valued or foregrounded. Some stakeholders, e.g. employers in some countries, are very interested in the formal assessment of these areas (and certification, by the education system), for the purpose of facilitating recruitment. Certain areas are commonly considered to be difficult or impossible to assess, with some teachers and tutors thinking that soft skills do not need to be explicitly taught as they are 'caught'.

Soft skills and the curriculum

There is an increasing recognition of the importance of context in the teaching of soft skills. This involves contextualising the skills in a meaningful situation and integrating them into other skills and activities. Although this embeds the skills in a wider arena it can make assessment of them more difficult. The absence of a set of signposts by which to assess soft skills has been a major obstacle for practitioners and for programmes. Equally the lack of opportunity for learners to demonstrate their achievement in the different areas of soft skills can be a problem for them. This raises the question of whether the opportunities to learn and develop these skills are available to learners if the opportunities to demonstrate or assess these dimensions do not exist. The fundamental issue may lie in the actual development or teaching of these areas, rather than only in their assessment.

Methodologies

In order to teach soft skills in deliberate ways teachers need to be clear about the specific skills they are encouraging and developing in their learners at any particular time. The methodologies they use may be formal or informal. Identifying specific skills to teach and thinking about how they will teach them also allows teachers to recognise when the skills are demonstrated by their learners and this facilitates their assessment and makes it more natural.

Terminology – Soft Outcomes, Indicators and Distance Travelled

What are 'Soft Outcomes'?

In the context of ESF Objective 3 projects and other employment programmes dealing with people disadvantaged in the labour market, soft outcomes are defined as those which, unlike hard outcomes cannot be measured directly or tangibly. They are:

- intangible, not concrete
- subjective
- a matter of degree rather than absolute
- personal, depending on individual client needs
- intermediate (usually measuring progress towards hard outcomes such as employment and qualifications)

What are 'Soft Indicators'?

There is an interplay between indicators and outcomes in that indicators are the means by which it is possible to measure whether outcomes have been achieved. The term soft indicators is used when referring to the achievements which may 'indicate' acquisition or progress toward an outcome. It is clear that not all indicators, or measures of progression, are necessarily suitable for all client groups; some are target group specific.

Examples of soft indicators are:

- information and practical knowledge
- coping mechanisms (such as anger management and solution-focused thinking)
- social behaviours appropriate to different situations
- confidence
- less fearfulness about the unfamiliar or unknown
- self-protection skills
- assertiveness and self-reliance
- habits of forward planning, reliability and responsibility.

What is 'Distance Travelled'?

Put quite simply, the term distance travelled refers to the progress that a participant makes in personal development or the acquisition of skills as a result of a project intervention or programme. While the acquisition of certain soft outcomes may seem insignificant for certain individuals, the leap forward in achieving these outcomes can be immense for others.

Review of projects concerned with the identification of non-formal / non-academic competencies and soft skills

Interest in the area of soft, or allied, skills has mushroomed in recent years. Work is being done in the international policy context (e.g. OECD and European Commission), in employment and social inclusion programmes, in adult literacy, in education more generally (e.g. FETAC, NCCA), in educational guidance and in the Youthreach programme. What follows is a brief outline of these developments.

International Projects

The work to identify key competencies has been driven by both economic and market considerations and by social cohesion and justice considerations. The OECD Programme for the Definition and Selection of Competencies (DeSeCo) was initiated to go beyond performance in school subjects and to develop an explicit, overarching conceptual framework for the wider range of skills, knowledge and competencies that affect a person's success in life. The framework classified competencies in three broad categories: using tools interactively, interacting in heterogeneous groups and acting autonomously. In 2006 the EU adopted the European [Framework of Key Competences](#), which identified nine key competences in the areas of communication in the mother tongue. These are communication in a foreign language; mathematical literacy and basic science and technology; digital competence; learning-to-learn; interpersonal and civic competences; entrepreneurship; and cultural expression. While most of these are not, strictly speaking, soft skills, learning-to-learn has a number of soft elements. This competence has been the subject of a separate pilot study by the EC Centre for Research on Lifelong Learning (CRELL), which has identified a combination of skills, knowledge, attitudes and values underpinning it. Three dimensions are considered to be involved in learning-to-learn: a cognitive one (e.g. using rules and mental tools); an affective one (e.g. motivation, academic self-esteem) and a metacognitive one (e.g. problem-solving, accuracy). See Appendix B for further information about these international projects.

Employment and Social Inclusion Programmes

Employment and social inclusion programmes in many countries have become increasingly interested in soft indicators in recognition that they are often as necessary for employability as the harder indicators of qualifications. It is acknowledged that soft outcomes are less tangible, however, and more subjective, often involving a matter of degree rather than an absolute measure. Development of systems to measure soft outcomes and distance travelled are now considered good practice in programmes as they record progress being made by learners. Among the changes measured are attitudes (e.g. in relation to motivation, confidence), personal attributes (e.g. in timekeeping, appearance) and practical learning (e.g. form filling, money management). The skills are measured by a combination of self-reports on attitudes and experiences,

trainer reviews of learners, portfolio evidence and record of progress in individuals' plans. There is no uniformity across these employment and social inclusion programmes and it is accepted that no one model fits all.

The advice generally given for projects and programmes is to think about what the appropriate 'soft outcomes' are for the project and to identify indicators for these. The reasons for gathering the information should determine what data are collected e.g. whether to provide evidence to funders about the achievement of the project aims, to provide feedback to the learners and to tailor provision to their needs, to support the overall project evaluation and lessons for the future, or to provide evidence for learners to use on their CVs or to access training, education or job opportunities. For more information of the measurement of progress in employment and social inclusion programmes see the UK Department for Work and Pensions website (<http://www.dwp.gov.uk/>).

Psychology

The psychology literature has long had an interest in the development of competencies throughout the life cycle. Ecobiological theories, such as the work of Urie Bronfenbrenner, emphasise the contextual nature of normal development, while psychodynamic theories focus on the nature of early experience and its influence on the psychosocial resources that are available to the person in meeting their life's challenges. For an example of a staged model of psychosocial development see Eric Erikson's model see Appendix C. Within the educational psychology literature distinctions are drawn between learning behaviours (e.g. attentiveness, organisation, communication), conduct behaviours (e.g. respect towards staff and peers) and emotional behaviours (e.g. happiness, social awareness, confidence, empathy). The NEPS Continuum of Support, for example, focuses attention on social competence and emotional well-being as well as academic success.

Education

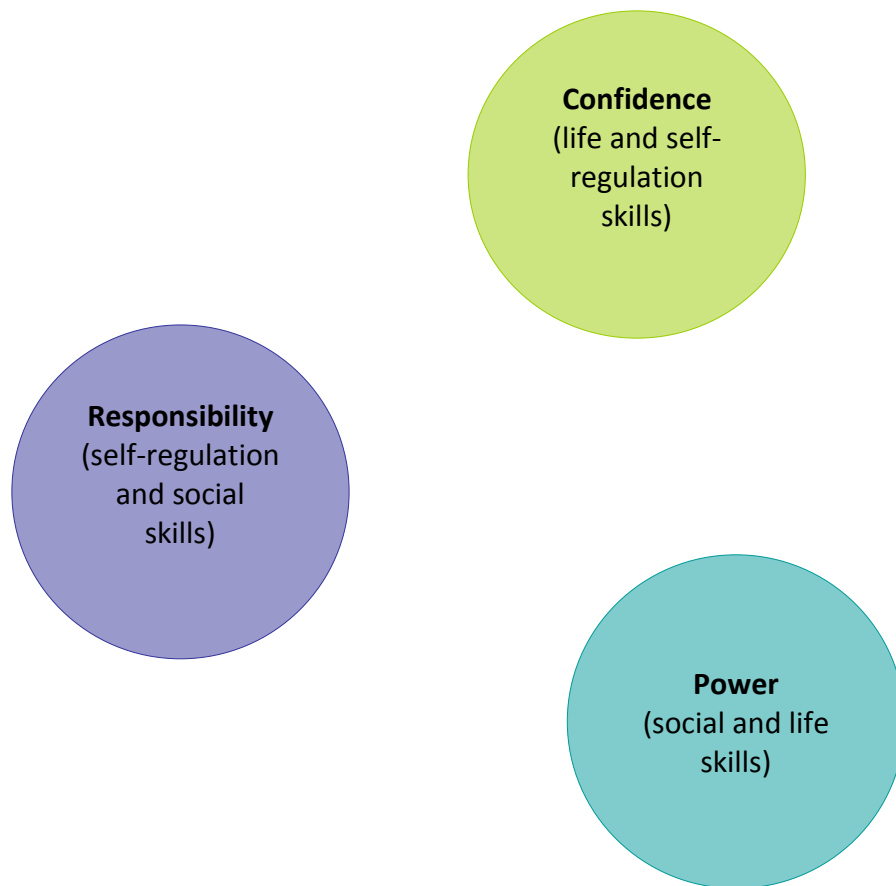
Attempts to capture learning beyond the more easily measured competencies that are taught formally in educational settings are increasingly being developed. The NCCA has identified the key skill categories of information processing, critical and creative thinking, communicating, working with others and being personally effective and sub-divided each into a number of constituent elements. As well as developing modules in areas such as Personal Effectiveness, FETAC include the categories of People Skills and Conceptual Skills in their measures and distinguish between breadth and kind of knowledge, range and selectivity of skill, and context, role, learning to learn and insight in relation to competence. See Appendix D for further information about FETAC and NCCA skill categories.

There is increasing attention paid to mental health and well-being promotion in schools under the Department's guidance, SPHE and special education policies, with a wide range of programmes explicitly designed to teach skills in the non-academic areas (see, for example, the SNIP resources in Appendix E). Early childhood education, at preschool and primary levels, prioritise a range of personal and social development areas which are not linked to formal learning but are viewed as necessary precursors for future academic success, such as perceptual and motor processing abilities, language competencies and social awareness. In adult literacy, the research has emphasised learning outcomes such as confidence and not just on the achievement of national curriculum standards or awards (e.g. NIACE, NALA).

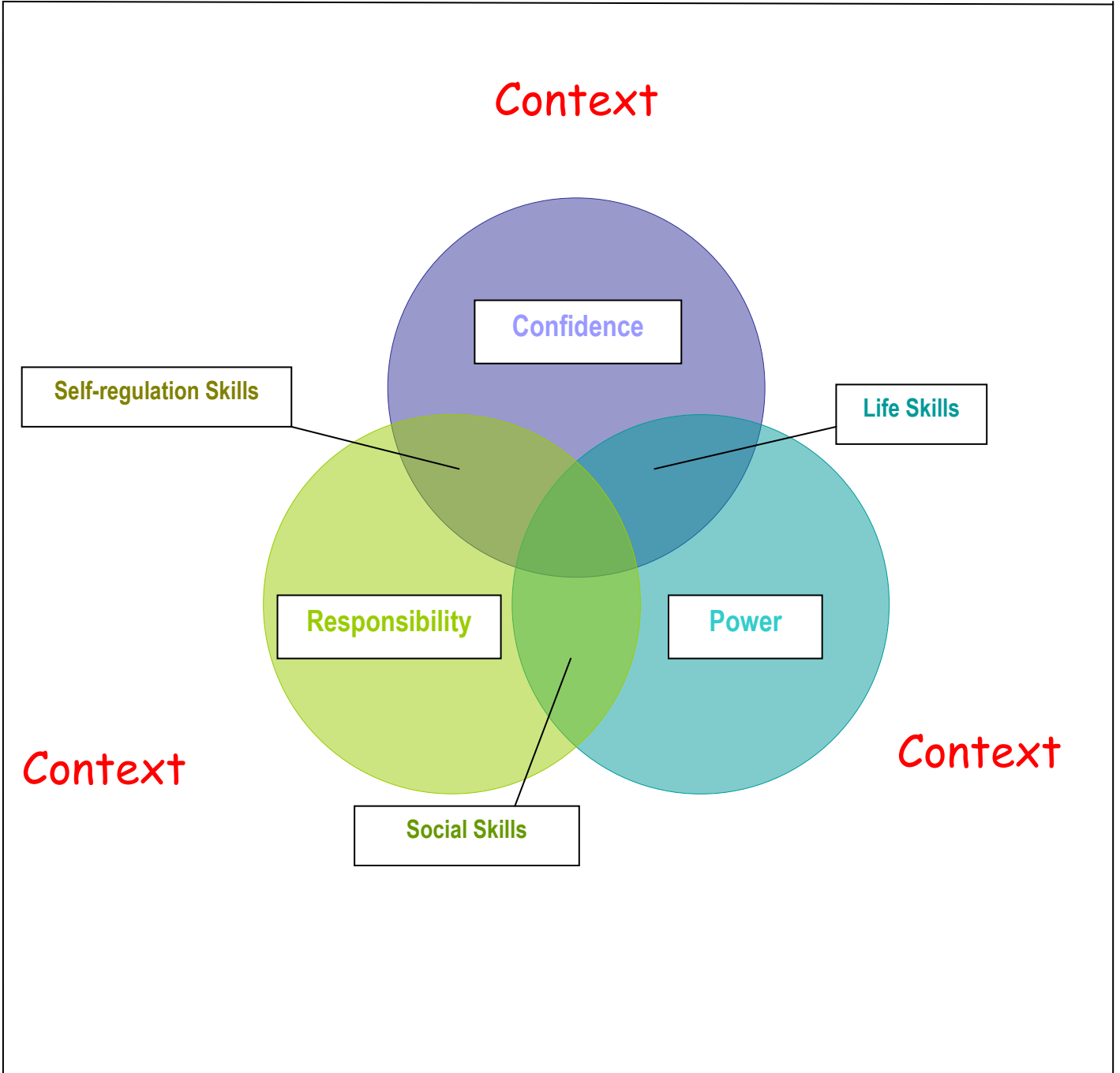
In Youthreach the SEN Initiative has piloted a range of ways of measuring distance travelled in relation to the acquisition of soft skills, including the use of Quality Framework processes, feedback from the Department Inspectorate following whole centre evaluation, staff meetings on student development and progress, formal student evaluations, progress made in relation to learners' IAPs and achievement of short/medium /long term goals identified by key workers, focused observations by staff on group-wide changes, feedback from parents, monthly group case supervision meetings, feedback from staff in outside agencies and learners' own assessments of the progress they have made using the Wheel. In addition, an annual reporting template is filled in by the centre coordinator which records the number of learners who have made significant progress in a range of hard and soft indicators (see Appendix F)

Youthreach Soft Skills Framework

The framework consists of a matrix of three competencies and three skills. The notion of competence or competency is a broad one, incorporating dimensions such as knowledge, experience, cognitive skills, practical skills, attitudes, emotions, values, ethics, and motivation. Competence refers to a general capacity. It helps the person meet complex demands in their life through the mobilisation of the psychosocial and other resources embedded in them which function in interaction with real world tasks. The benefit of a concept like 'competence' is that it directs attention beneath the observable behavioural surface of 'skills' to inquire into the mental capacity that creates the behaviour and into the processes by which knowledge is created. Skill is being defined as the ability, usually learned or acquired through training, to perform actions which achieve a desired outcome. Skill includes the notion of being able to perform these motor or cognitive acts with ease and precision and with the adaptability to changing conditions.



Soft Skills Diagram



The Competencies

1. Confidence

The goal is to increase the learner's sense of confidence. The focus of this competence is on emotional awareness and intelligence. The learner becomes more self-aware. They can understand, accept and name their emotions. They know themselves and have a sense of identity. They also accept themselves and value who they are.

2. Responsibility

The goal is to increase the learner's sense of responsibility. The focus here is on social awareness and intelligence. The learner is sensitive towards others and can understand where they are coming from. They can also accept and show consideration for others. They are willing to take responsibility for others and for themselves in relation to others.

3. Power

The goal is to increase the learner's sense of power. The focus is on rational awareness and intelligence. The learner has a knowledge of the wider world outside of themselves and of the way it works. They understand how to be effective in the world and show some independence and autonomy. They also have an appreciation of what the world can offer them. They have a capacity to think about and evaluate situations in a way that is not egotistical. They can plan and take action.

The Skills

1. Self-regulation skills

Self-regulation skills require a level of self-acceptance as well as self-awareness as this leads to the capacity for self-control that is at the root of self-regulation.

2. Social skills

Social skills are based on awareness of others. Empathy and a sense of social connectedness allow the learner to share the experience of others and to engage in joint action with them. The effective management of interpersonal relationships is based on a combination of social awareness and self-regulation.

3. Life skills

Life skills are practical skills that flow from an understanding of how things are done in the world. They overlap with social skills but operate in a broader arena and involve more formal interactions with others. They include curiosity and engagement with the world.

Outline Soft Skills Framework

Aims	Focus	Competencies	Skills	
To Increase Confidence	On Self	Awareness of self	Life	Self-regulation
		Acceptance of self		
To Increase Responsibility	On Others	Sensitivity towards others	Self-regulation	Social
		Consideration for others		
To Increase Power	On the World	Knowledge of the world	Social	Life
		Appreciation of the way the world works		

Framework with sample of soft skills

Goals	Competencies	Skills	
<p>Development of Confidence</p> <p>through an understanding of the self</p>	<p>Awareness of self <i>Emotional competence</i> <i>Sense of identity</i></p> <hr/> <p>Acceptance of self <i>Sense of purpose</i></p>	<p>1a Life</p> <p>Can look after self in practical ways e.g. self-presentation, sexual health</p> <p>Can make decisions and plans to benefit self and advance life goals</p> <p>Can place value on own achievements</p> <p>Can weigh up risks and decide how to act accordingly</p> <p>Can solve a range of practical problems</p>	<p>1b Self-regulation</p> <p>Can recognise emotions</p> <p>Can express emotions appropriately</p> <p>Can acknowledge own needs</p> <p>Can recognise personal triggers</p> <p>Can cope with adverse circumstances</p> <p>Can manage anxiety and try out new experiences</p> <p>Can handle criticism</p>
<p>Development of Responsibility</p> <p>through an understanding of others</p>	<p>Awareness of others <i>Social sensitivity</i></p> <hr/> <p>Consideration for others <i>Sense of connectedness and capacity for empathy</i></p>	<p>2a Self-Regulation</p> <p>Can manage emotions e.g. anger, jealousy, exuberance in consideration of others</p> <p>Can restrain impulsivity</p> <p>Can take responsibility for own actions</p> <p>Can keep own word</p> <p>Can be punctual and reliable</p> <p>Can exercise self-control in relation to drink and drugs</p> <p>Can put in effort and motivate self</p>	<p>2b Social</p> <p>Can manage personal interactions with others e.g. can give and receive apologies</p> <p>Can ask for help</p> <p>Can de-centre and observe others' experience</p> <p>Can take care of others</p> <p>Can empathise with others</p> <p>Can listen</p> <p>Can communicate effectively in social situations</p> <p>Can be assertive without being aggressive</p> <p>Can manage and resolve conflicts</p>
<p>Development of Power</p> <p>through an understanding of the world</p>	<p>Knowledge of the world <i>Rational awareness</i> <i>Ability to decentre</i></p> <hr/> <p>Appreciation of the way the world works <i>Curiosity</i> <i>Civic values</i></p>	<p>3a Social</p> <p>Can work cooperatively with others</p> <p>Can deal effectively with people in formal and semi-formal situations</p> <p>Can understand where others are coming from and take account of this</p> <p>Can observe social rules and niceties</p>	<p>3b Life</p> <p>Can understand the structures, practices and rules that apply in the wider world</p> <p>Can locate self within the wider world</p> <p>Can access information and use it</p> <p>Can employ learning strategies</p> <p>Can think about and evaluate social and political matters or events</p>

Teaching Soft Skills

Focus: The Self

Goal: To develop the learner's confidence

Competencies: Emotional competence; sense of identity; sense of purpose

Skills: Life Skills

Grid: 1a

The life skills associated with the development of self-confidence are those which provide the learner with the ability to look after themselves in practical ways and to cope with the practical challenges of their everyday lives e.g. the way they present themselves, their ability to carry out the tasks assigned to them, their care for their physical and sexual health. The learners can make decisions and plans to benefit themselves and to advance their life goals. They are aware of and value their own achievements.

Staff are careful to pitch work at the right level for each learner – it should be neither too difficult nor too easy. Many vocational courses teach life skills e.g. hair and beauty, cooking and catering, IT. Centres can also address life skills areas through SPHE e.g. personal safety, substance use, healthy eating, personal hygiene. Certain life skills can be taught explicitly by helping learners apply for courses or grants, supporting them to do the driver theory test or to open a bank account. Skills such as goal-setting are promoted through key-working and mentoring. Body confidence is promoted through sporting and fitness activities.

Other skills are acquired through experiential learning e.g. from visits to a restaurant or hotel or from trips abroad. Staff can use the incidental happenings in the centre as an opportunity for learning and this is rendered even more effective if it is followed up with discussion and analysis. Problems and situations that do not work are often an extremely rich source of learning when staff use them to good effect by deconstructing what went wrong. Learners can also learn from each other and may benefit from formal or informal kinds of peer mentoring from more experienced learners.

Organising events in the centre is one way of creating situations within which learners can learn life skills and how to collaborate and negotiate with others. Having experiences of success in these kinds of situations builds confidence and practical skill. Centres should avoid putting learners into situations they are not ready for and where they are likely to experience failure or conflict. They should be prepared in advance or guided during new experiences so that they are as positive for them as possible. This may involve waiting until a learner is ready before introducing an intervention e.g. work experience, public performance or learning task. Staff are encouraged to use challenge and analysis in creating learning opportunities, creating situations on purpose if they do not come up naturally. Methodologies can be playful and make use of the unexpected. Modelling by staff is an important pedagogical strategy.

Focus: The Self**Goal: To develop the learner's confidence****Competencies: Emotional competence; sense of identity; sense of purpose****Skills: Self-regulation Skills****Grid: 1b**

The key skills associated with this area of the grid relate to self-awareness and self-acceptance. The learner can recognise their emotions and acknowledge their needs. They know themselves well enough to recognise their personal triggers and this gives them some choice about how they react to situations and helps them cope with adverse circumstances. Self-regulation also increases confidence by increasing the learner's personal effectiveness with others and in the world. These self-regulation skills include being able to keep their word, being punctual and reliable, exercising self-control over drink and drugs and managing anxiety in new situations.

FETAC modules at levels 3 and 4 in Personal Effectiveness and the Junior Cert SPHE curriculum provide a curricular approach to the development of self-regulation skills for promoting emotional awareness and acceptance, leading to greater self-confidence. Sports, and especially team games, create a good context for learning in this area because they involve discipline and the need to respond to a challenge.

Role plays and working in pairs or small groups provide a method for exploring how the learners react to and experience various situations, including barriers to their learning or development. They facilitate conversations about change and where help might be found. They provide a mechanism for learners to receive feedback from others in a safe manner and in this way to develop a better understanding of themselves.

Teachers can also give time to exploring learners' identities – e.g. All about Me projects. They can direct questions which aid self-reflection e.g. asking learners to say something about how they were in the past and how they are now; affirming a learner's personality and characteristics; naming feelings in a way that shows acceptance of them.

Teachers can encourage self-expression and self-advocacy by inviting learners to speak about their motivations and to describe their experiences without responding in a censorious or critical manner. Teachers need to use facilitation skills for much of this kind of work and to match learners carefully when they have them working in pairs or small groups. The approach should be encouraging and respectful and teachers will need to model themselves how they want the learners to behave.

Another methodology is debriefing after an event (especially one involving conflict or some other difficulty). The learner is encouraged to think about what happened, what assumptions they were making and how they read the situation. Their feelings are accepted but their interpretations and actions can be explored and alternative possibilities identified for the future.

Focus: Others

Goal: To develop the learner's sense of social responsibility

Competencies: Social sensitivity; sense of connectedness; capacity for empathy

Skills: Self-regulation Skills

Grid: 2a

There is a close link between social competence and emotional well-being. Increasing learners' social skills is of benefit to the learners themselves as well as to others. They learn how to express emotions in a way that makes them more acceptable and increases their connectedness. They become skilful in their relationships e.g. can give and receive apologies and avoid conflict. If they are in trouble they are able to ask for help. However, the development of social skills is also to increase learners' sense of responsibility towards others, with the main focus being on the wellbeing of other people. The learner will take care to manage emotions that could cause problems for others, e.g. feelings of anger, jealousy or exuberance. They can restrain impulsivity and they take responsibility for the consequences of their actions.

The self-regulation skills associated with responsibility show an understanding of where others are coming from and take account of this. They are premised on social awareness and skill. The learner can manage and resolve conflicts and observe rules, e.g. the rules of the road, which consider the needs and interests of other people. Conflict avoidance and peace restoration skills are present. The learner can take a broader view by listening to others and appreciating that it is their point of view even if they don't share it.

Learners are encouraged in a range of ways to consider how things might affect other people. Reflection after the event is useful and this can be done through key working or mentoring. However group sessions provide an immediate arena for attending to the feelings of peers and are thus a rich context for the development of self-awareness in relation to one's impact on others. Group process work and the kinds of methodologies used in SPHE also encourage this kind of learning.

Centres can also encourage learners to do things for others in specific ways, e.g. holding a coffee morning for elderly members of the community, supporting a tidy towns project. These kinds of activities require team work and team work requires self-regulation. Communication skills can be practiced both formally and informally with the skill of listening being a particularly important self-regulation skill.

Focus: Others

Goal: To develop the learner's sense of social responsibility

Competencies: Social sensitivity; sense of connectedness; capacity for empathy

Skills: Social Skills

Grid: 2b

The social skills required when the focus is on others involve empathy and understanding. They include observational skills such as the understanding of body language and facial expression and the ability to notice the feelings and needs of others. Learners show a willingness to take care of others and to be generous. They know how to be assertive without being aggressive and can communicate effectively in social situations. Learners who are socially skilled may use charm or jokes and make good listeners.

Centres that promote social awareness and understanding place the building of relationships at the core of what they do, and they do so in an overt way by actively promoting quality social interactions among the learners but also between learners and staff members and among the staff team.

Methodologies that encourage social awareness and empathy include the use of restorative justice approaches that take account of victim impact and social justice. Consultation with others through, for example, interviews and surveys, is a way of encouraging learners to listen to the experience of others. Activities such as community clean ups, fund raising and other charitable work give learners the experience of being generous and acting in a practical way on behalf of others.

Other methodologies that facilitate the development of social skills include role plays, joint experiences and art projects (e.g. film, music, drama, photography, etc.) that evoke strong emotions and create a context for learners to notice the feelings of others. Staff model social connectedness and demonstrate enjoyable ways of interacting.

FETAC Personal Effectiveness and the SPHE curriculum provide the main formal mechanism for addressing this area of learning. Teaching methodologies that involve learners working in a pair or small group provide opportunities for the development of social skills and increase confidence. Learners learn how to collaborate with others and how to manage differences of opinion or interest. They learn to think before speaking and to consider the consequences for others and for themselves of their actions.

Focus: The World

Goal: To develop the learner's power

Competencies: Relational awareness; ability to decentre the self; curiosity

Skills: Social Skills

Grid: 3a

If a young person is to have power they must be able to work cooperatively with others. This means having the skills to deal effectively with people in a range of formal, semi-formal and informal situations. The learner takes account of context and is able to behave appropriately in different contexts. They are aware of the protocols of politeness that are expected in various social situations. For example, they know the difference between socialising with friends, engaging in sport, studying in the classroom and going out on work experience. They show awareness of and respect for the situation they are in.

Informal experience is the principal way in which these kinds of skills are learned. Confidence is built up by the successful negotiation of new social situations. Centres set up opportunities for this kind of learning and follow them up with opportunities for debriefing and discussion. Work experience is a key example of this as it involves the practising of social skills in a real life context, social skills that relate to efficacy in the world. Work experience is most successful when it involves careful preparation, mediation and reflection.

Explicit teaching of social niceties can be very helpful to a young person who has not had the opportunity to learn these in the normal course of life. It can remove some of the tension associated with entering new situations. These niceties are not quite the same thing as consideration for others and are better presented as a social code than as a set of moral principles. Awareness of others – their needs as well as their expectations – however is a central part of this learning.

The development of personal power is a sensitive business as it grows with experiences of personal effectiveness and success in real world situations. It also grows through the development of a kind of emotional confidence which comes from being treated with respect by others. Staff make an emotional investment in learners by treating them in this way and ask for an emotional investment back from them.

Focus: The World

Goal: To develop the learner's power

Competencies: Relational awareness; ability to decentre the self; curiosity

Skills: Life Skills

Grid: 3b

The life skills associated with being powerful in the world are largely about knowledge and competence and involve the use of rationality. The learners can locate themselves within the wider world and understand its structures, practices and rules. They can think about and evaluate social and political matters or events and can weigh up risks and decide how to act accordingly. Thus they have the capacity to solve a range of practical problems.

They can also access information and use it and employ learning strategies efficiently. It is good for learners have a basic knowledge of geography and history as well as the key skills of oral communication, literacy, numeracy and IT. Cultural knowledge is also important in relation to sport, music, films and television as this locates them in the social world and gives them a basis for connection with others.

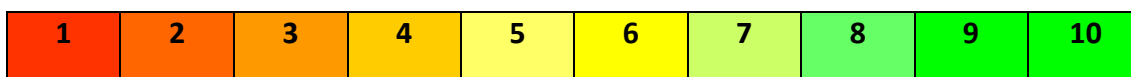
Also important is the adopting of a practical approach to problems and issues that need to be dealt with. The learner is supported to think about their situation and to set practical goals for themselves. This involves thinking about the future, prioritising and goal-setting. It will also frequently involve linking in with external agencies, services and supports.

The principal non-formal way in which learners will acquire life skills is by mimicking staff. It is crucial that staff model friendly social interaction e.g. use people's names, bid them 'good morning', etc. Eating together is a particularly important life skill and one that may need to be modelled and practiced for some learners before they become comfortable with it.

Rating, Planning and Measuring Progress

The framework provides a structure against which a learner's soft skills can be evaluated and progress in relation to them described and measured. The process is as follows:

The staff team discuss each learner in turn using either template A or B (see Appendix G). They rate the learner under each of the three competencies – either by giving one general rating (template A) or by allocating a rating separately to the two skill areas encompassed within a competency (template B).



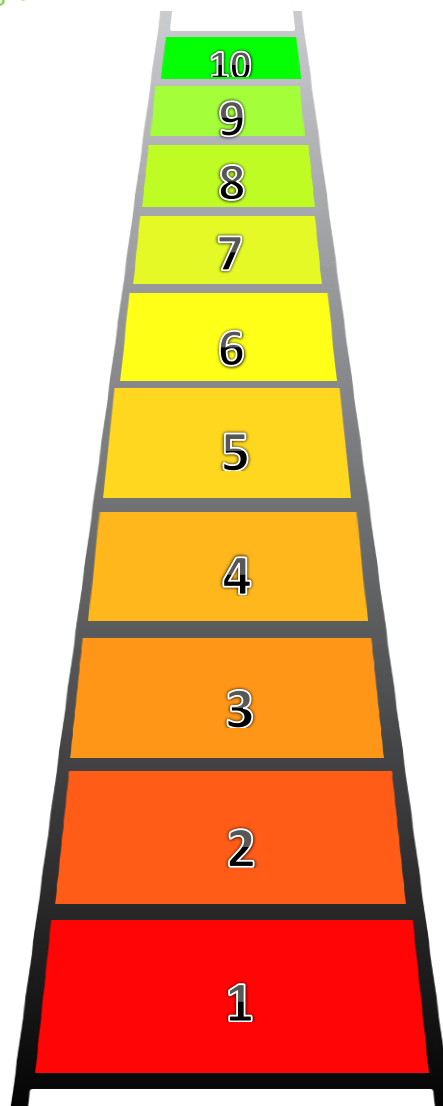
The rating is out of 10, with 1 representing the lowest level found among learners on entry to the programme and 10 representing the highest level achieved by learners at the end of their time in a centre. This range is not an absolute measure but reflects the scale typically found across a group of Youthreach participants. So while applying a rating is not an objective science it is not totally subjective either because it is based on the considered views of experienced staff who have had practice at observing learners in a number of different contexts over time. The evaluations are made on the basis of this experience. With time the staff will become more sensitive to the levels of skill being demonstrated by learners and more confident about making comparisons. The comparisons take into account the different levels of skills demonstrated by learners (past as well as present), with the young person being rated according to the norm for Youthreach learners. The rating is also being made *within* the learner, with the young person being compared against themselves over time.

Before the rating is decided, it will need to be discussed by all relevant members of staff and the case for the proposed rating will involve the citing of evidence, which can be based on a number of different kinds of indicators. The evidence can be how the learner was observed to behave inside the centre in various situations or in contexts outside of the centre or it can be what the learner has said about themselves or how they contributed in a conversation with others. Evidence can also include reports by others (e.g. parents, peers, employers) about the young

person. The evidence being cited will need to be explored and clarified in discussion before the rating is determined. If there is disagreement among the staff the rating may need to be negotiated and a compromise reached.

The 10-point rating scale is not envisaged as an equal-interval measure. The distance between the lower numbers is greater than between the higher numbers. For example the move from 1 to 2 is considerably greater than from 8 to 9. This is because soft skills build cumulatively – the more skilful a young person is the more easily they can acquire new ones. The biggest challenge for a centre is often to begin the process of soft skills development, moving a learner from their initial low levels of self-regulation, social interaction and practical capability. This way of conceptualising the ten-point scale is illustrated by the following figure:

10 Point Rating Scale Diagram



Having agreed a set of ratings for the individual learner the staff team then discuss the priority areas for improvement that they will concentrate on over the coming period. This plan will contain the formal and informal approaches that will be used to improve the learner's soft skills and will name those who will be responsible for this work. Appendix A lists a number of useful documents, programmes and organisations that can support this work.

The plan will also include a date for a meeting to review the learner's response to this teaching, at which their skill levels will be rated again and their progress measured.

Recording Progress

Each learner's templates will be stored in their individual file, which will show their ratings over time along with the interventions that were planned and implemented. Much of this information will be in qualitative form, providing staff with a detailed and specific descriptive account of the progress being made. These ratings over time provide a quantitative summary of each individual's progress.

A simple tabulation of all the learners' ratings over the course of the year provides an easy centre-wide annual summary of the work done by staff in the promotion of soft skills.

Rate of progress in relation to each individual stage

A person at stage

- 1 moving up to stage 2 - 100% Improvement
- 2 moving up to stage 3 - 50% Improvement
- 3 moving up to stage 4 - 33% Improvement
- 4 moving up to stage 5 - 25% Improvement
- 5 moving up to stage 6 - 20% Improvement
- 6 moving up to stage 7 - 17% Improvement
- 7 moving up to stage 8 - 14% Improvement
- 8 moving up to stage 9 - 12% Improvement
- 9 moving up to stage 10 - 11% Improvement

Appendix A Resource Materials, Programmes and Organisations Supporting the Teaching of Soft Skills

Documentary Resources

Anti-bullying programme

HSE Cool Schools materials

www.hse.ie/eng/services/Publications/services/Children/Cool%20School%20Bully%20Free%20Project%20Booklets.html

Tips for Teens

www.hse.ie/eng/services/Publications/services/Children/Cool%20School%20Bullying%20Project%20Tips%20for%20Teens.pdf

Tips for Teachers

www.hse.ie/eng/services/Publications/services/Children/Investigating%20and%20re%20solving%20bullying%20in%20schools.pdf

Responding to bullying: First steps for teachers

www.hse.ie/eng/services/Publications/services/Children/Responding%20to%20bullying%20First%20Steps%20for%20Teachers.pdf

Bereavement

HSE When someone close dies

www.healthpromotion.ie/uploads/docs/HPM00080.pdf

HSE You are not alone – Help and advice on coping with the death of someone close

www.healthpromotion.ie/uploads/docs/HSP00493.pdf

HSE You are not alone: Directory of bereavement support services

www.healthpromotion.ie/uploads/docs/HSP00494.pdf

Emotional awareness

Samaritans. Developing emotional awareness and learning (DEAL programme)

www.samaritans.org/our_services/work_in_schools/work_in_schools.aspx

Centre for Adolescent Health, Melbourne, Australia. Gatehouse project

www.rch.org.au/gatehouseproject/

Centre for Adolescent Health. Promoting emotional well-being: Team guidelines for whole school change

www.rch.org.au/emplibrary/gatehouseproject/Gatehouse_Team_Guidelines.pdf

Centre for Adolescent Health. Teaching resources for emotional well-being

<http://wellbeingaustralia.com.au/Gatehouse%20project%20resources.pdf>

Centre for Adolescent Health. Adolescent Health Profile Student Survey

www.rch.org.au/emplibrary/cah/GPAHP_student_survey.pdf

Centre for Adolescent Health. Adolescent Health and Social Environments Program Student Survey

www.rch.org.au/emplibrary/cah/AHSEP_student_survey.pdf

Centre for Adolescent Health. Bullying scale questionnaire
www.rch.org.au/emplibrary/Gatehouse%20Bullying%20Questionnaire.pdf

FETAC Modules Promoting Soft Skills Development

<i>Employability skills</i>	<i>Personal Care & Presentation</i>	<i>Self Awareness Skills</i>
<i>Personal and Interpersonal Skills</i>	<i>Living in a Diverse Society</i>	<i>Study Skills</i>
<i>Personal Effectiveness</i>	<i>Self Advocacy</i>	<i>Health Related Fitness</i>
<i>Communications</i>	<i>Community Participation</i>	<i>Living in a Diverse Society</i>
<i>Career Preparation</i>	<i>Community Development</i>	<i>Internet</i>
<i>Work Experience</i>	<i>Preparation for Work</i>	<i>Job Seeking</i>
<i>Mathematics</i>	<i>Career Information</i>	<i>Teamworking</i>
<i>Application of Number</i>	<i>Transnational Experience</i>	<i>Work Practice</i>
<i>Functional Mathematics</i>	<i>Work Orientation</i>	<i>Information Technology Skills</i>
<i>Assertiveness</i>	<i>Introduction to Internet</i>	<i>Computer Applications</i>
<i>Food & Cookery</i>		<i>Personal and Interpersonal Development</i>
<i>Food & Nutrition</i>		<i>Active Citizenship</i>
<i>Outdoor Pursuits</i>		

www.fetac.ie

Health promotion - general

HSE Health promotion publications

www.healthpromotion.ie/publication/fullListing?category=all

Health promotion – substance misuse

Straight Talk – a guide for parents on teenage drinking

www.healthpromotion.ie/uploads/docs/HPM00402.pdf

Know the facts about drugs

www.healthpromotion.ie/uploads/docs/HPM00053.pdf

Legal or illegal highs

www.healthpromotion.ie/uploads/docs/HPM00682.pdf

Health promotion – physical health and fitness

HSE. Healthy eating – What's in it for me (i-tunes)

www.healthpromotion.ie/uploads/docs/HPM00543.pdf

HSE. Get active your way

www.healthpromotion.ie/uploads/docs/HPM00542.pdf

HSE. Quit – A guide to giving up smoking

www.healthpromotion.ie/uploads/docs/HPM00346.pdf

Health promotion – sexual health and pregnancy

HSE. *Think contraception* (leaflet)

www.healthpromotion.ie/uploads/docs/HCP00674.pdf

HSE. *A guide to contraception*

www.healthpromotion.ie/uploads/docs/HPM00086.pdf

HSE. *B4U decide Teachers Pack*

(order through www.healthpromotion.ie/publication/fullListing?category=all)

HSE. *Sexually transmitted infections*

www.healthpromotion.ie/uploads/docs/HPM00039.pdf

DES. *RSE resources at Junior Cycle*

www.sphe.ie/downloads/RESOURCES/RSE%20JUNIOR%20CYCLE%20RESOURCE.pdf

Crisis Pregnancy Programme. *TRUST: Resource materials for RSE at Senior Cycle.*

www.crisispregnancy.ie/April09_web.htm

Crisis Pregnancy Programme. *B4U Decide*

www.b4udecide.ie/

Crisis Pregnancy Programme. *Positive options*

www.positiveoptions.ie/

The Real Deal Programme

www.therealdeal.ie/

Treoir. Resources for unmarried parents

www.treoir.ie/

Health promotion – mental health

HSE. *Concerned about suicide* (leaflet)

www.healthpromotion.ie/uploads/docs/HSP00637.pdf

HSE. *Deliberate self-harm* (leaflet)

www.healthpromotion.ie/uploads/docs/HSP00636.pdf

HSE. *Mental health in Ireland: Awareness and attitudes*

www.healthpromotion.ie/uploads/docs/HSP00612.pdf

HSE. *You can do it but you can't do it alone – Young adult stories of recovery towards mental health*

www.healthpromotion.ie/uploads/docs/HSP00723.pdf

HSE. *Your mental health* (Polish and Russian versions also available)

www.healthpromotion.ie/uploads/docs/HSP00480.pdf

HSE. *Look after yourself, look after your mental health – Information for lesbian, gay, bisexual and transgender people*

www.healthpromotion.ie/uploads/docs/HSP00631.pdf

Samaritans. *Step by step – suicide help resources*

www.samaritans.org/our_services/work_in_schools/sbs_resources_suicide.aspx

Power, M. and Cleary, D. (2007). *Working things out*. Teachers' resource. Dublin: Dept of Child and Family Psychiatry, Mater Hospital.

Parenting

Barnardos. *Parenting positively – Coping with a parents problem drug or alcohol use (for parents of children between 6 and 12)*

www.barnardos.ie/assets/files/publications/free/Parents%20Drug%20or%20Alcohol%20Use_web.pdf

Barnardos. *Parenting positively – Coping with a parents problem drug or alcohol use (for children between 6 and 12)*

www.barnardos.ie/assets/files/publications/free/Coping%20with%20a%20Parent%5C%27s%20Drug%20Abuse_web.pdf

Barnardos. *Parenting positively – Helping teenagers to cope with a parent’s problem drug or alcohol use*

www.barnardos.ie/assets/files/publications/free/Teenagers%20and%20Parents%20Drug%20use%20web.pdf

Barnardos. *Parenting positively – Helping teenagers to cope with bullying*

www.barnardos.ie/assets/files/publications/free/Teenagers%20and%20Bullying_web.pdf

Barnardos. *Parenting positively – Helping teenagers to cope with domestic abuse*

www.barnardos.ie/assets/files/publications/free/Parenting_positively_DA.pdf

Barnardos. *Parenting positively – Helping teenagers to cope with separation*

www.barnardos.ie/assets/files/publications/free/Parenting_positively_S.pdf

Barnardos. *Parenting positively – Helping teenagers to cope with death*

www.barnardos.ie/assets/files/publications/free/Parenting_positively_D.pdf

Barnardos. *Parenting positively – Teenage wellbeing*

www.barnardos.ie/assets/files/publications/free/Parenting_positively_WB.pdf

Barnardos. *Learning about mental illness*

www.barnardos.ie/assets/files/publications/free/learning_about_mental_illness.pdf

Responding to critical incidents

NEPS. *Responding to critical incidents – Guidelines for schools*

www.education.ie/servlet/blobervlet/neps_critical_incidents_guidelines_schools.pdf

NEPS. *Responding to critical incidents – Resource materials for schools*

www.education.ie/servlet/blobervlet/neps_critical_incidents_resource_material_schools.pdf

Rights and entitlements

Citizens Information Board (2010). *Rights and entitlements for young people.*

Resource pack. Dublin: Citizens Information Board

www.citizensinformationboard.ie/publications/providers/downloads/rights_entitlements_young_people_2010.pdf

Sexual identity

Pobal. More than a phase – A resource guide for the inclusion of young lesbian, gay, bisexual and transgender learners: Understanding the issues

<https://www.pobal.ie/Funding%20Programmes/LCDP/InformationforBeneficiaries/Publications/More%20Than%20A%20Phase%20-%20resource%20guide%20for%20inclusion%20of%20lesbian,%20gay,%20bisexual%20and%20transgender%20learners/LGBT%20Understanding%20Issues.pdf>

Pobal. Resource list

<https://www.pobal.ie/Funding%20Programmes/LCDP/InformationforBeneficiaries/Publications/More%20Than%20A%20Phase%20-%20resource%20guide%20for%20inclusion%20of%20lesbian,%20gay,%20bisexual%20and%20transgender%20learners/LGBT%20Resource%20List.pdf>

Pobal. Language matters

<https://www.pobal.ie/Funding%20Programmes/LCDP/InformationforBeneficiaries/Publications/More%20Than%20A%20Phase%20-%20resource%20guide%20for%20inclusion%20of%20lesbian,%20gay,%20bisexual%20and%20transgender%20learners/LGBT%20Language%20Matters.pdf>

Pobal. How to guide for formal education settings

<https://www.pobal.ie/Funding%20Programmes/LCDP/InformationforBeneficiaries/Publications/More%20Than%20A%20Phase%20-%20resource%20guide%20for%20inclusion%20of%20lesbian,%20gay,%20bisexual%20and%20transgender%20learners/LGBT%20Formal%20Education.pdf>

Pobal. How to guide for non-formal education settings

<https://www.pobal.ie/Funding%20Programmes/LCDP/InformationforBeneficiaries/Publications/More%20Than%20A%20Phase%20-%20resource%20guide%20for%20inclusion%20of%20lesbian,%20gay,%20bisexual%20and%20transgender%20learners/LGBT%20NonFormal%20Education.pdf>

HSE. Look after yourself, look after your mental health – Information for lesbian, gay, bisexual and transgender people

www.healthpromotion.ie/uploads/docs/HSP00631.pdf

Glen. Lesbian, gay and bisexual student in post-primary schools: Guidance for principals and school leaders.

www.glen.ie/attachments/50cd0af5-8378-412b-b933-b41ba5d41301.PDF

Glen. Including lesbian, gay and bisexual students in school policies: Guidelines for principals.

www.glen.ie/attachments/9bdcdd13-cec0-4fb3-b06f-268b123e6845.PDF

Glen. 10 things you should know about LGBT students: 5 things your school can do

www.glen.ie/attachments/cfa12e9c-12e7-4012-957e-052ef9471ec0.PDF

Glen. Supporting lesbian, gay, bisexual and transgender students: The role of guidance counsellors

www.glen.ie/attachments/28714a2a-32ca-435f-817e-e6e9b16d0ad0.PDF

Glen. Supporting lesbian, gay, bisexual and transgender students: The role of teachers

www.glen.ie/attachments/Resources_for_Teachers.PDF

Glen. Gay rights in the primary school classroom

www.glen.ie/attachments/9e1ae29f-baf4-4541-97d8-6a1e97382d8c.DOC

Lesbian, gay and bisexual students: Teachers supporting diversity

www.glen.ie/attachments/1187af2c-480c-46b0-ab8f-6fe935a5d176.PDF
BeLong To Youth Project and Equality Authority. Making your school safe
www.belongto.org/attachments/233_Making_Your_School_Safe.pdf
Equality Authority and National Youth Council of Ireland (2008). Stereotyping of young people resource pack
www.equality.ie/index.asp?docID=728

Social, personal, health education

DES (2003). *SPHE Junior Cycle guidelines for teachers*. Dublin: DES
www.sphe.ie/downloads/RESOURCES/SPHE%20TEACHER%20GUIDELINES.pdf
DES. SPHE Junior Cycle Syllabus
www.sphe.ie/downloads/RESOURCES/SPHE%20JUNIOR%20CYCLE%20SYLLABUS.pdf
DES. SPHE School Handbook.
www.sphe.ie/downloads/RESOURCES/SPHE%20SCHOOL%20HANDBOOK.pdf
DES. RSE resources at Junior Cycle
www.sphe.ie/downloads/RESOURCES/RSE%20JUNIOR%20CYCLE%20RESOURCE.pdf
Crisis Pregnancy Programme. TRUST: Resource materials for RSE at Senior Cycle.
www.crisispregnancy.ie/April09_web.htm
Dept of Education, Northern Ireland. Pastoral care in schools
www.deni.gov.uk/ppbehaviour-4.pdf

Supporting special needs

NEPS. Behavioural, Emotional and Social Difficulties: A continuum of support
www.education.ie/servlet/blobervlet/neps_besd_continuum_teacher_guide.pdf?language=EN
NEPS. A continuum of support for post-primary schools
www.education.ie/servlet/blobervlet/neps_post_primary_continuum_teacher_guide.pdf?language=EN
NEPS. A continuum of support for post-primary schools – Resource page for teachers
www.education.ie/servlet/blobervlet/neps_post_primary_continuum_resource_pack.pdf?language=EN

The young person's voice

National Children's Office. Guidelines on how to involve children and young people in your work
www.dcy.gov.ie/documents/childyouthparticipation/Young_Voices_-_Guidelines_on_how_to_involve_Children_and_Young_People_in_your_Work.pdf
National Children's Office. Second-level student councils resource pack
www.dcy.gov.ie/documents/childyouthparticipation/SCI_ResourcePackPF-ENG.pdf

Programmes and Projects for Promoting Positive Mental Health

WebWheel mentoring model

www.youthreach.ie/webwheel

Gatehouse project

www.rch.org.au/gatehouseproject/

<http://wellbeingaustralia.com.au/Gatehouse%20project%20resources.pdf>

Mentoring for Achievement Programme

[www.archways.ie/the mentoring for achievement programme/](http://www.archways.ie/the_mentoring_for_achievement_programme/)

Pillars of parenting

www.pillarsofparenting.co.uk/about/

Penn Resilience Programme

www.ppc.sas.upenn.edu/prpsum.htm

Bounce Back!

www.bounceback.com.au/bounce-back

The Happiness Zone

www.positivepsychology.org.uk/pp-applications/education/121-miriam-akhtar.html

Making Hope Happen

<http://learngen.org/cohorts/hope/>

RSA's Opening Minds

www.rsaopeningminds.org.uk/

Positive Interventions

www.positiveinterventions.org/

Useful Organisations and Websites

Services supporting mental health

Grow Infoline

Service for people suffering from mental health problems

Phone 1890 474 474

www.info@grow.ie

Aware

Helpline to support people suffering from depression

Phone 1890 303 302

www.aware.ie

Grow

A national network of groups in Ireland which helps people who are suffering from mental health problems and supports them to recover from breakdowns

1890 200 444

www.grow.ie

Black dog

Interactive self-help website for people suffering from mental distress

www.theblackdog.net

Good mental health guide

A guide produced by the Lesbian and Gay Foundation in Britain, aimed at the lesbian, gay and bi-sexual communities

www.lgf.org.uk/media_campaign_articles.php?ID=435

Bodywhys

This eating disorders association provides confidential, non-judgemental support for people affected by eating disorders

Phone 1890 200 444

Recover.ie

Provides a platform for the relaying of mental health information to people with mental health difficulties, their relatives, the general public and healthcare professionals, covering a wide range of topics

www.recover.ie

Schizophrenia Ireland

National organisation upholding the rights and addressing the needs of those affected by enduring mental illness including schizophrenia, schizo-affective disorder and bi-polar disorder.

Phone 1890 621 631

Shine

Advocates for the rights and addresses the needs of those affected by schizophrenia and related illnesses

Phone 1890 621 631

www.sirl.ie

Pieta House

Provides services and support to people who are self-harming or contemplating suicide

Phone 01 6010000

www.pieta.ie

Turn2me

A website support community for anyone wishing to talk about any personal matters or life difficulties directly but anonymously with others

www.turn2me.ie

National Office for Suicide Prevention

Provides information

www.nosp.ie

Services specifically for children and teenagers

ReachOut.com

Uses social media and new technologies to help prevent youth suicide and improve young people's mental health and well-being and offers comprehensive and in-depth information on mental health issues for young people

www.inspireireland.ie/reach-out/

Spunout

Provides information, support and advocacy opportunities to young people

www.spunout.ie

Barnardos

Offers a range of programmes and services to children and their parents, including bereavement counselling service

Phone 01 4549699

www.barnardos.ie

Childline

24 hour service for children and young people up to 18 years

Phone 1800 666 666

www.childline.ie

Rainbows

A peer-support programme operating throughout Ireland to assist children, young people and adults who are grieving a death, separation or other painful transition.

Phone 01 4734175

www.rainbowsireland.com

Headstrong

Works with communities to improve mental health services to young people between 12 and 25 years

www.headstrong.ie

Let someone know

A site associated with Bebo, aimed at teenagers in Ireland who feel they are experiencing mental health problems

www.letsomeoneknow.ie/

www.bebo/yourmentalhealth

Teen counselling

Provides a counselling service for adolescents and their families on a wide range of problems including substance abuse

Phone 01 8371892

www.iol.ie/~crosscare/mdeiteen.htm

Young minds

British charity concerned with the improvement of children and young people's mental health

www.youngminds.org.uk

Teenage health freak

Information service for young people on anything to do with illness, sex or growing up

www.teenagehealthfreak.org/

Beat – for young people

Information on all aspects of eating disorders

www.b-eat.co.uk/youngpeople/home

Change our minds

Website aimed at improving emotional health and reducing stress in older teenagers and adults

www.changeourminds.com/index.html

Depression in teenagers

Website dealing with the subject of depression in young people

www.depressioninteenagers.com

FHM for mental health

Aimed towards young men

www.fmhsussex.co.uk/index.htm

Heads away just say

For young people living in Northern Ireland covering common problems to do with home, school and friends

www.heads-away-just-say.com/

Lifesigns

Self injury guidance and network support for those affected by self injury

www.lifesigns.org.uk

Mind, body and soul

Information on healthy eating, alcohol, drugs, smoking, sex and relationships, and emotional health (linked to the National Curriculum in Britain), aimed at 13 years +

www.mindbodysoul.gov.uk

Talking2ourselves

Provides help and information to 12 – 14 year olds who are having mental health difficulties themselves or are worried about a friend or relative

www.talking2ourselves.com/

OCD Youth

For young people with obsessive compulsive disorders

www.ocdyouth.info/default.aspx

Youth voice

UNICEF's youth website dealing with children's rights

www.unicef.org.uk/youthvoice/

Services offering suicide and bereavement support**1life**

Suicide helpline

Phone 1800 247 100

Console

Supports people bereaved through suicide by counselling, support groups and a listening service

Freephone 1800 201 890

www.console.ie

Living Links

Provides practical help, information and support to people bereaved through suicide

Phone 087 4122052

www.livinglinks.ie

Headsup

Offers information on where to go in a crisis by mobile phone

Text Headsup to 50424

www.headsup.ie

Samaritans

Offers a 24/7 support service 365 days a year for anyone in emotional distress

Phone 1850 609 090

www.samaritans.org/

Living links

Offers confidential practical support and advice to families bereaved by suicide

Phone 087 9693021

www.nsbsn.org

Suicide bereavement support

Offers support, support groups and information to those bereaved by suicide

Phone 021-4553802

Services in relation to drugs and alcohol issues

Frank

Offers information about drugs and where to get help

www.talktofrank.com

HSE national drugs and HIV service

Offers confidential and free information, guidance and referral to anyone with a question or concern related to drug and alcohol use and/or HIV and sexual health.

Staff refer to a database of over 300 services nationwide.

Phone 1800 459 459

www.drugs.ie/

Drugs awareness programme

Provides information, support and counselling in relation to drugs, substance misuse and addiction

Phone 01 8360911

www.dap.ie

Alateen

Support for young people aged 12 to 20 who are affected by a problem drinker

Phone 01 8732699

www.al-anon-Ireland.org/alanon

Narcotics Anonymous

Self-help organisation for recovering addicts

Phone 01 6728000

www.na.ireland.org

Smoker's Quit Line

Advice and support on how to stop smoking

Phone 1850 201 203

Alcoholics Anonymous

Phone 01 4538998

www.alcoholicsanonymous.ie

Gamblers Anonymous

Self-help organisation holding meetings around the country

Phone 01 8721133

www.gamblersanonymous.ie

Services addressing abuse, domestic violence and rape

Aoibhneas

Provides facilities, professional help and support to women and men suffering from domestic violence in the home

Phone 01 8670701

www.aoibhneas.org

CARI – Children at risk in Ireland

Provides many services including therapy for children, young people and families who have been affected by child sexual abuse

Phone 1890 924567

www.cari.ie

Women's Aid

Offers confidential information, advice, support and understanding to women who are being physically, sexually or mentally abused in their own homes

Phone 1800 341 900

www.womensaid.ie

One in four

Offers a voice to and support for women and men who have experienced sexual abuse or violence and to their families and friends

01 6624070

www.oneinfour.org/

Amen

Provides a confidential helpline, support service and information for male victims of domestic abuse

Phone 046 23718

www.amen.ie/

Services offering support in relation to pregnancy and sexual health

Positive options

Provides information and contact details for organisations that can help women with an unplanned pregnancy

www.positiveoptions.ie

Irish family planning association

Offers medical, counselling, information and education services to women and young people, including the contact details of sexually transmitted infections (STI) clinics throughout Ireland

Phone 01 8069444

www.ifpa.ie

Cura helpline

Offers support and help to women with a crisis pregnancy who do not want to consider abortion

Phone 1850 622 626

www.cura.ie

Life helpline

Provides counselling to women with crisis pregnancies who do not want to consider abortion

Phone 1850 281 281

www.life.ie

Services offering support in relation to sexual identity

Gay switchboard

Provides non-directive, non-judgemental, befriending, support and general information services to the gay, lesbian and bisexual community and to anyone with issues relating to their sexuality or their parents, family and friends

Phone 01 8721055

www.gayswitchboard.ie

Belong to

Supports lesbian, gay, bisexual and transgender (LGBT) young people

Phone 01 8734184

www.belongto.org

Southern gay men's health project

Provides support, information and a contact point for gay and bisexual men in the south of Ireland

Phone 021 4278470

www.gayhealthproject.com/

Services supporting parents

Parentline

Confidential helpline for parents and guardians

Phone 1890 927 277

HSE Infoline

For information on all health and social services available throughout Ireland, including information on entitlements and how to access local services.

Phone 1850 241 850

www.hse.ie/en/healthservices

Barnardos

Publishes a wide range of publications for parents and children, many of them free to download

www.barnardos.ie

Parents Plus

Offers parenting programmes for early years, children aged 6 to 11 and adolescents, developed by the Department of Child and Family Psychiatry in the Mater Hospital Dublin

www.parentsplus.ie

International Websites

Reach Out! (Australia)

Provides information, support and resources to improve young people's understanding of mental health issues, to develop their resilience, to increase their coping skills, and to facilitate help-seeking behaviour

www.reachout.com.au

The low down (New Zealand)

An interactive website providing information and support to help young people to gain a better understanding of depression

www.thelowdown.co.nz/

Breathing space (Scotland)

For young people in Scotland who are worried, feeling down or depressed

www.breathingspacescotland.co.uk/

Papyrus (UK)

UK resources and supports for those dealing with suicide, depression or distress – particularly teenagers and young adults

www.papyrus-uk.org/index.html

RD4U – The Road for You (UK)

A website designed by young people for young people, supports people after the death of someone close

www.rd4u.org.uk

Training Providers and Courses

Blanchardstown Drug Education Centre

- *Dealing with Crack Cocaine Dependency*
(bderc@mbcdt.org)

Copping On National Crime Awareness Initiative

- *Copping On Crime Awareness Programmes*
Copping On, in collaboration with the Catholic Youth Council and NUI Maynooth
- *Youth Justice*
(www.coppingon.ie)

Crisis Prevention Institute

- *Non-violent Crisis Intervention*
(www.crisisprevention.com)

Dept of Education and Science

SPHE Support Service

- *Social Personal Health Education*
(www.sphe.ie)

Health Services Executive

- *Alcohol Intervention*
(patsy.harrington@mailc.hse.ie)

Childcare Training and Development Unit, HSE

- *One-parent Families*
(finola.alone@mailc.hse.ie)

Institute of Child Education and Psychology Europe (ICEPE)

- *ADHD*
- *Advanced Teaching Skills for Classroom Management*
- *Asperger Syndrome*
- *Dyslexia*
- *General Learning Disabilities*
- *Inclusion*
- *Supporting and Managing Student Behaviour*
- *Teaching Gifted and Talented Students*
- *Teaching Happiness: Positive Psychology for behaviour and learning*
- *Teaching Hope and Optimism: Positive Psychology in Action*
- *Teaching Troubled Children*
- *Understanding Autism*

[N.B. These online courses are available at a Dept of Education subsidised rate to staff who have a teaching qualification.]

(www.icepe.eu/)

John Doyle Training and Development

- *Anti-Racism and Interculturalism Policies and Procedures for Organisations
Living and Working in a Diverse Ireland*

(www.learningpoint.ie)

Learning Point (a database of training courses and providers for staff working in the community and voluntary sector)

- 1063 courses listed on a wide range of subjects

(www.learningpoint.ie)

MRCS Counselling

- *Teen Between*

(www.mrcs.ie)

NALA

- *Literacy Awareness Training*

In conjunction with NUI Maynooth:

- *Certificate in Integrating Literacy*

In conjunction with Waterford IT:

- *Certificate in Literacy Development*
- *BA in Adult Education*

(www.nala.ie)

National Learning Network

- *Mental health awareness*
- *Specific Learning Difficulties Awareness*
- *Specific Learning Difficulties for Practitioners*

(www.nln.ie)

National Youth Council of Ireland

- *Sense and Sexuality*
- *National Youth Development Programme*
- *National Youth Arts Programme*
- *MindOut*
- *Mindfulness*

National Youth Council of Ireland and NUI Galway

- *Specialised Cert in Health Education and Promotion*

(www.nyci.ie)

National Youth Health Programme

- *Diffusing Anger*
- *Challenging Encounters*
- *Exploring Boundaries*
- *Spotlight on the Facilitator*
- *Good Habits Healthy Minds*
- *Youthwork Health Promotion*
- *Civic, Social and Political Education*
- *Refresh Your Thinking*

(www.youthhealth.ie)

Personal Milestones (Mairin McDermott and Gerry Rafferty)

Range of personal empowerment and stress management programmes specifically tailored for the centre.

Core topics:

- Sense of self
- What has been good in my life?
- Self-image
- Self esteem
- Positive self thought
- Communications
- Relationships
- Belonging

Practical topics:

- Understanding stress
- Managing stress
- Understanding anger
- Managing anger
- Understanding assertiveness
- Practising assertiveness
- Setting goals
- Practical goal setting

Additional topics:

- Taking care of health
- Living with loss
- Values
- Personal responsibility
- Motivation
- Work
- Leadership
- Citizenship and community involvement

(www.milestones.ie)

Rape Crisis Centre

Training for organisations and seminars on issues of sexual violence, rape, sexual assault, sexual abuse, bullying harassment and sexual harassment

www.drcc.ie/training-and-development/

Reclaiming Youth International (Larry Brendtro, John Digby)

- Response ability pathways
- Developmental audit
- Deep brain learning

(www.reclaiming.com/)

Siamsa Training (Margaret Curran)

- CBT Certificate in Working Effectively with Children and Adults
(www.activelink.ie/node/6441)
- Challenging Irrational Thinking in Adults and Children
(www.activelink.ie/node/6442)

(margaret@siamstraining.com)

Teen Coaching (Anthony O'Prey)

- P.A.U.S.E.
- Listen closely...
- Time to C.A.R.E.

(www.teencoaching.ie)

Trust for the Study of Adolescence

- *Working with Troubled Teenagers – The Impact of Adversity and Trauma*
- *Against the Odds – Building Resilience in Young People*
- *Young People and Self-Harm*
- *Young People and the Prevention of Suicide*
- *Working with Young Fathers*
- *The Impact of Abuse and Neglect on Young People*
- *What Ethnicity got to do with it? – Sexual Health in Black and Minority Ethnic Youth*
- *Developing Positive Self-Esteem in Young People*
- *Promoting Emotional Well-being in Young Men*
- *Train the Trainers – Developing Training Skills*
- *Anxiety and Depression in Young People*
- *Engaging and Communicating with Young People*
- *Transitions from Primary to Secondary School*

www.tsa.uk.com

WebWheel Mentoring Training

- Introduction to the WebWheel model
- Mentoring skills

www.youthreach.ie/webwheel

William Glasser Institute Ireland

- *Reality Therapy / Control Theory*

www.wgii.ie/courses.htm

Zestlife (Stuart Wilson)

- [StaffForce](#)
- Stress Management
- Time Management
- Leadership Skills
- Dealing with Challenging Behaviour

www.zestlife.ie

Appendix B OECD and EU Projects on Competences, Skills, Key Competencies and Learning to Learn

Definitions of Competence (or competency)

“the general capability based on *knowledge, experience, values, dispositions* which a person has developed through engagement with educational practices” The Council of Europe (1997)

‘as the ability to successfully meet complex demands in a particular context through the mobilisation of *psychosocial prerequisites* (including *cognitive* and *non-cognitive* aspects) and ‘*internal mental structures in the sense of abilities, dispositions or resources embedded in the individual*’ which function in interaction with a ‘*specific real world task or demand*’ and involve the dimensions of ‘*Knowledge, Cognitive skills, Practical skills, Attitudes, Emotions, Values and Ethics, and Motivation*’. Rychen and Salganik (2003).

The “*great benefit to a concept like “competence” is that it directs our attention beneath the observable behavioral surface of “skills” to inquire into the mental capacity that creates the behaviour. And it directs our attention beyond the acquisition of ‘knowledge’ as storable contents (what we know) to inquire into processes by which we create knowledge (how we know.*”. Kegan (2002).

Distinction between Competences and Skills

In policy texts, as well as in many other contexts, the words skills and competences are used interchangeably. In education research these words are defined differently: “*Competence means the ability to apply knowledge, know-how and skills in a stable/recurring or changing situation. Two elements are crucial: applying what one knows and can do to a specific task or problem, and being able to transfer this ability between different situations*” (Chisholm, 2005). A skill, however, is normally defined as an ability, usually learned and acquired through training, to perform actions which achieve a desired outcome.

“Let us emphasise that the terms competence and skill were not used as synonyms. *Skill* was used to designate an *ability to perform complex motor and/or cognitive acts with ease and precision* and an adaptability to changing conditions, while the term *competence* designated a complex action system encompassing cognitive skills, attitudes and other non-cognitive components. In this sense, the term competence represented a holistic concept.” (Rychen, 2004 p. 21 – 22).

“From a strictly conceptual viewpoint, *competence has a broader meaning than skill* and many analysts consider *a competence to include several skills*. If we accept that

distinction, then the concept of competence should be considered as broader, more general and a higher level of cognition and complexity than the concept skill.” (Tiana, 2004)

Key Competences

In an OECD report the philosophers Canto-Sperber and Dupuy refer to key competencies as competencies indispensable for the good life (OECD, 2001). In the same report the anthropologist Goody writes that *“the major competencies must be how best to spend one’s work and leisure-time within the framework of the society in which one lives”* (OECD, 2001).

A key competence refers to ‘second-order learning’ (Dearden, 1976, p. 70) thus not content or context based but a transdisciplinary competence.

The DeSeCo project proposes three general criteria: 1) key competencies *“contribute to highly valued outcomes at the individual and societal levels in terms of an overall successful life and a well-functioning society”*, 2) key competencies *“are instruments for meeting important, complex demands and challenges in a wide spectrum of contexts”*, 3) key competencies *“are important for all individuals”* (Rychen, 2003). Rychen also provides a short definition of the concept key competence: *“Key competence is used to designate competencies that enable individuals to participate effectively in multiple contexts or social fields and that contribute to an overall successful life for individuals and to a well-functioning society (i.e. lead to important and valued individual and social outcomes).”* (Rychen, 2004).

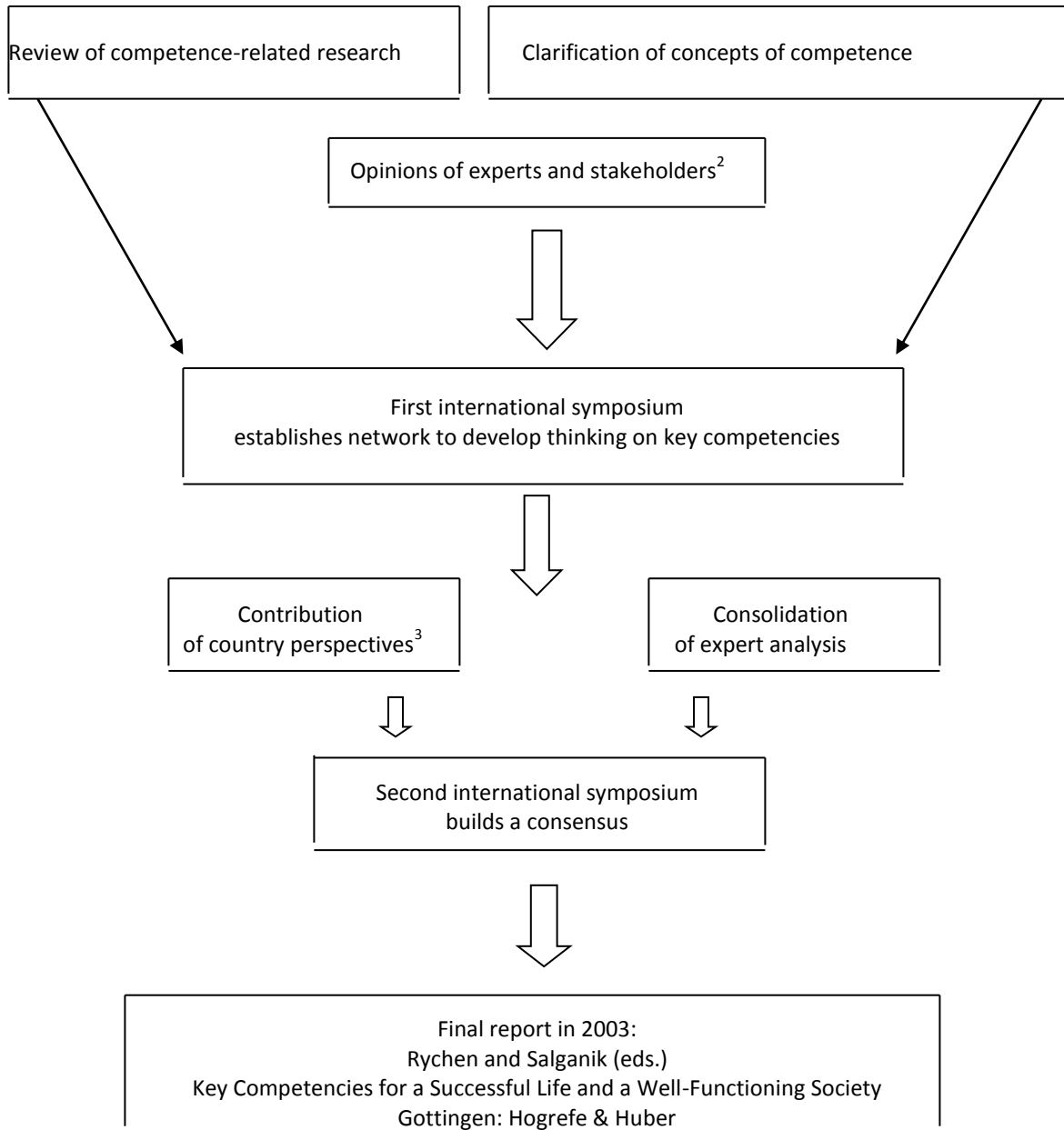
The Eurydice report on key competencies suggests two criteria to decide about key competencies: *“The first criterion for selection is that key competencies must be potentially beneficial to all members of society. They must be relevant to the whole of the population, irrespective of gender, class, race, culture, family background or mother tongue. Secondly, they must comply with the ethical, economic and cultural values and conventions of the society concerned”* Eurydice also notes that the: *“main conclusion to be drawn from the large number of contributions to this search for a definition is that there is no universal definition of the notion of ‘key competence’.* Despite their differing conceptualisation and interpretation of the term in question, the majority of experts seem to agree that for a competence to deserve attributes such as ‘key’, ‘core’, ‘essential’ or ‘basic’, it must be necessary and beneficial to any individual and to society as a whole. *It must enable an individual to successfully integrate into a number of social networks while remaining independent and personally effective in familiar as well as new and unpredictable settings. Finally, since all settings are subject to change, a key competence must enable people to constantly update their knowledge and skills in order to keep abreast of fresh developments”* (Eurydice, 2002).

Key competences can therefore be seen as the competences required for individual wellbeing in that society. There are three major factors that have been highlighted: first, the *knowledge economy* – a competences that enables you to get a job; second, *lifelong learning* – the ability to continue to update your skills in a rapidly changing job market; and third, *social cohesion* – that people have the social skills necessary for society to function in a democratic manner and in a culturally diverse environment.

The DeSeCo Competencies

The identification of a number of key competencies for personal and social wellbeing was a project of the OECD. Known as the DeSeCo Competencies Project, it involved a review of relevant research, consultation with a range of expert and stakeholder groups and international symposia before issuing a report in 2003.

Sequence of DeSeCo Project's Activities



² E.g. sociologists, assessment specialists, philosophers, anthropologists, psychologists, economists, historians, statisticians, educators, policy makers, policy analysts, trade unions, employers, national and international institutions

³ Reports from Austria, Belgium, Denmark, Finland, France, Germany, the Netherlands, New Zealand, Norway, Sweden, Switzerland, United States

The DeSeCo Competencies can be divided into three broad categories:

1: Using tools interactively	A. Use language, symbols and texts interactively	Requires the effective use of <ul style="list-style-type: none"> ● spoken and written language skills, ● computation and other mathematical skills, in multiple situations.
	B. Use knowledge and information interactively	Requires individuals to: <ul style="list-style-type: none"> ● Recognise and determine what is not known; ● Identify, locate and access appropriate information sources (including assembling knowledge and information in cyberspace); ● Evaluate the quality, appropriateness and value of that information, as well as its sources; and ● Organise knowledge and information.
	C. Use technology interactively	Requires an awareness of new ways in which individuals can use technologies in their daily lives, and go beyond the basic technical skills needed to simply use the internet, send e-mails and so on.
2: Interacting in heterogeneous groups	A. Relate well to others	Requires: <ul style="list-style-type: none"> ● Empathy – taking the role of the other person and imagining the situation from his or her perspective. This leads to self-reflection, when, upon considering a wide range of opinions and beliefs, individuals recognize that what they take for granted in a situation is not necessarily shared by others. ● Effective management of emotions – being self-aware and able to interpret effectively one’s own underlying emotional and motivational states and those of others.
	B. Co-operate, work in teams	Specific components of this competency include: <ul style="list-style-type: none"> ● The ability to present ideas and listen to those of others; ● An understanding of the dynamics of debate and following an agenda; ● The ability to construct tactical or sustainable alliances; ● The ability to negotiate; and ● The capacity to make decisions that allow for different shades of opinion.
	C. Manage and resolve conflicts	For individuals to take an active part in conflict management and resolution, they need to be able to: <ul style="list-style-type: none"> ● Analyse the issues and interests at stake (<i>e.g.</i> power, recognition of merit, division of work, equity), the origins of the conflict and the reasoning of all sides, recognising that there are different possible positions; ● Identify areas of agreement and disagreement; ● Reframe the problem; and ● Prioritise needs and goals, deciding what they are willing to give up and under what circumstances.

3: Acting autonomously	A. Act within the big picture	<p>This competency requires individuals, for instance, to:</p> <ul style="list-style-type: none"> ● Understand patterns; ● Have an idea of the system in which they exist (<i>i.e.</i> understand its structures, culture, practices, and formal and informal rules and expectations and the roles they play within it, including understanding laws and regulations, but also unwritten social norms, moral codes, manners and protocol. It complements an understanding of rights with knowledge of the constraints on actions; ● Identify the direct and indirect consequences of their actions; and ● Choose between different courses of action by reflecting on their potential consequences in relation to individual and shared norms and goals.
	B. Form and conduct life plans and personal projects	<p>This competency applies the concept of project management to individuals. It requires individuals to interpret life as an organised narrative and to give it meaning and purpose in a changing environment, where life is often fragmented. This competency assumes an orientation toward the future, implying both optimism and potential, but also a firm grounding within the realm of the feasible. Individuals must be able, for instance, to:</p> <ul style="list-style-type: none"> ● Define a project and set a goal; ● Identify and evaluate both the resources to which they have access and the resources they needs (<i>e.g.</i> time and money); ● Prioritise and refine goals; ● Balance the resources needed to meet multiple goals; ● Learn from past actions, projecting future outcomes; and ● Monitor progress, making necessary adjustments as a project unfolds.
	C. Defend and assert rights, interests, limits and needs	<p>On the one hand, this competency relates to self-oriented rights and needs; on the other hand, it also relates to the rights and needs of the individual as a member of the collective (<i>e.g.</i> actively participating in democratic institutions and in local and national political processes). The competency implies the ability, for instance, to:</p> <ul style="list-style-type: none"> ● Understand one's own interests (<i>e.g.</i> in an election); ● Know written rules and principles on which to base a case; ● Construct arguments in order to have needs and rights recognised; and ● Suggest arrangements or alternative solutions.

Based on the work of the DeSeCo project Tiana (2004) makes a tentative proposal for key competencies for education systems. He divides his proposal into two parts; curriculum- bounded competencies and cross-curricular competencies (see table 1):

Curriculum- bounded competencies	Cross-curricular competencies
Ability to communicate with others, both orally orally and in writing: - oral and written mastery of the mother tongue - reading comprehension - mastery of at least one foreign language	Metacognitive competencies - problem solving - developing learning strategies - critical judgement - divergent thinking
Basic mathematics skills and numeracy	Intrapersonal competencies - management of motivation and emotions - self-concept - developing personal autonomy
Computer literacy and media competence	Interpersonal competencies - capacity of joining and functioning democratically in groups - ability to relate well to other people - ability to play by the rules and to manage and resolve conflicts
Capacity of situating in the world of the individual - knowledge of the natural and social world - development of civic attitudes	Positional competencies - ability to cope with complexity - dealing with diversity and change

Key competencies for education systems: a tentative proposal

Source: (Tiana, 2004 p. 51)

OECD Social Outcomes of Learning (Sol) Project

Education systems' objectives related to civic literacy, by level of analysis

Micro Individuals	Meso Schools	Macro Societies
<ul style="list-style-type: none"> - knowledge, skills - responsible citizenship - self-confidence - trust in institutions - respect - critical thinking - sense of responsibilities - humanitarian values - social engagement - civic engagement 	<ul style="list-style-type: none"> - integration and participation in the local community - enhanced democracy - pluralism - cultural open-mindedness - trust in the school institutions 	<ul style="list-style-type: none"> - enhanced democracy - pluralism - cultural open-mindedness - social and civic engagement - trust in institutions - social cohesion

Source: adapted from Baye and Mainguet (2006).

Appendix C Erikson's Psychosocial Stages Summary Chart

Erikson's Stages of Psychosocial Development

Stage	Basic Conflict	Important Events	Outcome
Infancy (birth to 18 months)	Trust vs. Mistrust	Feeding	Children develop a sense of trust when caregivers provide reliability, care, and affection. A lack of this will lead to mistrust.
Early Childhood (2 to 3 years)	Autonomy vs. Shame and Doubt	Toilet Training	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feelings of autonomy, failure results in feelings of shame and doubt.
Preschool (3 to 5 years)	Initiative vs. Guilt	Exploration	Children need to begin asserting control and power over the environment. Success in this stage leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age (6 to 11 years)	Industry vs. Inferiority	School	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feelings of inferiority.
Adolescence (12 to 18 years)	Identity vs. Role Confusion	Social Relationships	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.
Young Adulthood (19 to 40 years)	Intimacy vs. Isolation	Relationships	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood (40 to 65 years)	Generativity vs. Stagnation	Work and Parenthood	Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
Maturity (65 to death)	Ego Integrity vs. Despair	Reflection on Life	Older adults need to look back on life and feel a sense of fulfillment. Success at this stage leads to feelings of wisdom, while failure results in regret, bitterness, and despair.

Appendix D NCCA and FETAC

NCCA key skill categories and elements

Key Skill	Elements
Information processing	<ul style="list-style-type: none"> • Accessing information from a range of sources • Selecting and discriminating between sources based on their reliability and suitability for purpose • Recording, organising, summarising and integrating information • Presenting information using a range of information and communication technologies
Critical and creative thinking	<ul style="list-style-type: none"> • Examining patterns and relationships, classifying and ordering information • Analysing and making good arguments, challenging assumptions • Hypothesising and making predictions, examining evidence and reaching conclusions • Identifying and analysing problems and decisions, exploring options and alternatives, solving problems and evaluating outcomes • Thinking imaginatively, actively seeking out new points of view, problems and/or solutions, being innovative and taking risks
Communicating	<ul style="list-style-type: none"> • Analysing and interpreting texts and other forms of communication • Expressing opinions, speculating, discussing, reasoning and engaging in debate and argument • Engaging in dialogue, listening attentively and eliciting opinions, views and emotions • Composing and performing in a variety of ways • Presenting using a variety of media
Working with others	<ul style="list-style-type: none"> • Working with others in a variety of contexts with different goals and purposes • Identifying, evaluating and achieving collective goals • Identifying responsibilities in a group and establishing practices associated with different roles in a group (e.g.,

	<p>leader, team member)</p> <ul style="list-style-type: none"> • Developing good relationships with others and a sense of well-being in a group • Acknowledging individual differences, negotiating and resolving conflicts • Checking progress, reviewing the work of the group and personally reflecting on one's own contribution
<p>Being personally effective</p>	<ul style="list-style-type: none"> • Being able to appraise oneself, evaluate one's own performance, receive and respond to feedback • Identifying, evaluating and achieving personal goals, including developing and evaluating actions plans • Developing personal qualities that help in new and difficult situations, such as taking initiatives, being flexible and being able to persevere when difficulties arise • Becoming confident and being able to assert oneself as a person

FETAC Generic Skills Descriptors

Category	Description	Sub categories
People Skills	The term people skills is used to include both psychological and social skills. People skills are often described as: (a) understanding ourselves and others and moderating our responses, (b) talking effectively and empathizing accurately, (c) building relationships of trust, respect and productive interactions, (d) the ability to communicate effectively with people in a friendly way, especially in business, (e) a positive sense of well-being and good emotional intelligence.	<ul style="list-style-type: none"> • Communications • Being personally effective • Working effectively with others • Well being
Fundamental Skills	Fundamental skills are prerequisites to developing competency in other areas. They provide the framework and a solid basis for personal development. It is very difficult to obtain proficiency in other areas unless the prerequisite fundamental skills are present.	<ul style="list-style-type: none"> • IT • Mathematics/Numeracy • Language/Literacy • Health and safety
Conceptual Skills	Conceptual thinking is the ability to understand a situation or problem by identifying and addressing key underlying issues and constraints. Conceptual thinking includes organising the parts of an issue or situation in a systematic way AND being able to conceive thoughts and ideas - to generalise abstract ideas from specific instances.	<ul style="list-style-type: none"> • Problem Solving • Managing information/information processing • Critical and creative thinking • Enterprise

Appendix E SNIP Behaviour and Emotion Skill Categories

(snip-newsletter.co.uk/downloads.php)

Learning behaviours

1) Is attentive and has an interest in school

Gives appropriate attention to the teacher
Starts on tasks without undue delay
Maintains task despite attempts at distraction by peers
Can work without high levels of adult intervention
Shows motivation to complete tasks
Completes out of lessons assignments e.g homework
Listens to and acts on verbal instructions
Can work without distracting other pupils
Shows pleasure in achieving good marks
Is prepared to continue when work becomes difficult

2) Has good learning organisation

Can manage individual learning situations
Shows pride in producing well presented work
Works at a reasonable pace
Has the necessary equipment for the lesson
Asks permission to use items belonging to others
Achieves deadlines
Does not misplace books

3) Is an effective communicator

Communicates clearly and contributes to discussions
Addresses staff and pupils appropriately
Able to alter voice, pitch and tone appropriately
Uses non-verbal signals e.g. eye contact
Uses speech conventions – turn taking in conversation

4) Works effectively in a group

Co-operates in a group situation
Works collaboratively with others
Listens to and considers others' points of view
Is able to accept a variety of roles in a group
Can accept disappointment if not selected for a task
Can sustain work when unsupervised by an adult

5) Seeks help when necessary

Seeks attention from adults appropriately
Uses unstructured time appropriately
Does not become disruptive if help not available
Can wait for adult response without impatience or irritation

Conduct behaviours

1) Behaves respectfully towards staff

- Is co-operative and responds positively towards staff
- Listens and responds to verbal instructions
- Is polite/restrained with teaching staff
- Is polite/restrained with non-teaching staff
- Adds to conversations at appropriate times
- Allows other to view their opinions without interruptions
- Understands and applies social distinction
- Always responds honestly to situations
- Can accept responsibility without denial
- Apologises without reminder

2) Maintains appropriate relationship with pupils

- Treats all other pupils with respect
- Is verbally passive and lacks prejudice
- Can be trusted not to intimidate other pupils
- Can relate to situations from another's point of view
- Can cope with a large group of pupils
- Does not seek to externalise blame
- Can offer emotional support to others

3) Only interrupts and seeks attention appropriately

- Seeks teacher attention appropriately
- Settles to tasks without avoidance behaviours
- Allows peers to learn without disruption
- Is self motivated requiring little adult input to complete tasks
- Can wait for attention to be given

4) Is physically peaceable

- Controls emotions appropriately when faced with difficulties
- Is passive at all times (verbal/physical) towards adults
- Avoids conflict with others
- Looks for solutions to problems and acts upon them
- Controls emotional outbursts
- Acts as a peacemaker when disputes arise between pupils

5) Respects Property

- Is able to take care of own property
- Respects and cares for the property of others
- Rejects vandalism and deliberate damage to property

Emotion Behaviours

1) Has Empathy

- Indicates tolerance of others' views
- Shows consideration of others' feelings
- Reacts in an appropriate way to resolve situations
- Displays emotions appropriate to the situation

Can accept discipline without argument
Behaves in a socially acceptable way in dining room
Behaves in a socially acceptable way on outings

2) Is socially aware

Indicates age-appropriate social interactions
Interacts appropriately with others of the same age
Indicates social inhibitions e.g. invasion of personal space
Interacts with others for the majority of the time
Actively participates in activities within the class
Is able to maintain friendships

3) Is happy

Has a positive outlook
Is able to participate and have fun with adults and peers
Has a sense of humour
Appears happy and content most of the time

4) Is confident

Is forthcoming in group situations
Is interested in undertaking new challenges
Can accept public praise
Has expectations of achieving success
Can risk failure

5) Is emotionally stable

Remains emotionally buoyant without extreme mood swings
Shows emotional resilience when upset or excited
Shows self-control and can manage own feelings
Is able to wait for gratification or recognition
Can own problems and locate internal solutions

Emotional and social competences

1) Self awareness

Pupil is able to:

Describe emotions they are feeling and why.
Describe links between their feelings and what they think, say and do.
Identify how their feelings influence outcomes for them.
Verbalise their own values and justify them.
Identify their strengths and weaknesses.
Describe how their experiences have influenced their views.
Show insight into their ability to change outcomes.
Describe realistic and achievable personal goals.
Present themselves with self assurance.
Voice opinions that may be different to their peers.
Make positive choices relating to actions.

2) Self regulation

Pupil is able to:

Manage feelings and react with age appropriate emotions.
Demonstrate behaviour that suggests they are under control
Act responsibly towards others.
Build trust through reliability and consistency.
Admit mistakes and make retribution if required.
Meet personal commitments.
Hold themselves accountable for the completion of tasks.
Organise themselves and their work.
Respond to multiple demands.
Adapt their responses to changing circumstances.
Demonstrate flexibility in their expectations of others.

3) Self motivation

Pupil is able to:

Identify personal targets and work towards meeting them.
Independently locate and put into place, ways to improve outcomes.
Reject short term gains in order to meet longer term goals.
Empathise with the values of others when making choices.
Demonstrate a willingness to try the unfamiliar.
Pursue goals beyond what is required or expected of them.
Empower and enable others to achieve their goals.
Persist in achieving goals despite setbacks and failure.
Approach all tasks with the certainty of eventual success.
See failure as the result of circumstances rather than personal flaws.

4) Social awareness

Pupil is able to:

Demonstrate effective listening skills.
Respond in a way that indicates attention to emotional cues from others.
Show sensitivity and understanding.
Provide support based upon empathy.
Promote situations that allow others to demonstrate skills and abilities.
Celebrate the strengths and accomplishments of others.
Relate well to pupils from all backgrounds.
Demonstrate that differences are not seen as a threat.
Reject the marginalisation of any other pupil.
Demonstrate and bring about compromise.
Seek to establish mutual understanding.

5) Social Skills

Pupil is able to

Bring personal disagreements into the open in a positive manner.
Be assertive without aggression or withdrawal.
Demonstrate skills in reasoned and open discussion.
Maintain and extend supportive peer networks.
Accept with equanimity having desires thwarted or delayed.
Build rapport with peers and adults.
Balance completing tasks with supporting relationships.
Collaborate, share and contribute to joint outcomes.

Appendix F SEN Initiative Learner Outcomes

Please identify the number of your learners who made significant progress in the following skill areas by acquiring new or increased abilities / skills or by showing increased levels of competence and effectiveness. Only count those who you consider showed a satisfactory level of improvement over the course of the year:

<i>i. The development of basic skills</i>	No.
<i>Acquired literacy and numeracy skills</i>	
<i>Acquired information and communication technology skills</i>	
<i>Were effective in the use of oral communication skills</i>	
<i>Were able to apply processing skills when studying</i>	

<i>ii. The development of life skills</i>	No.
<i>Showed practical knowledge and skills in relation to accessing public facilities and services</i>	
<i>Presented appropriately</i>	
<i>Showed knowledge and understanding of the world outside the locality</i>	
<i>Engaged in the world</i>	
<i>Managed money effectively</i>	
<i>Were at ease eating in public</i>	
<i>Were able to play and have fun with others</i>	

<i>iii. The acquisition of formal accreditation in academic and vocational subjects</i>	No.
<i>Achieved accreditation in formal study areas whether academic or vocational</i>	
<i>Showed motivation to learn and made real progress in understanding and study skills</i>	
<i>Showed academic ambition and an interest in progressing to further education or training after they leave the centre</i>	

<i>iv. The acquisition of vocational skills</i>	No.
<i>Gained practical skills in vocational subjects</i>	
<i>Achieved non-formal or informal accreditation in</i>	
○ <i>Practical skills</i>	
○ <i>Art / design</i>	
○ <i>Performance</i>	

○ Awards	
○ Sport	
○ SPHE	
○ Other	
<i>Gained practical skills in useful but non-formal vocational skill areas</i>	

v. Development of effectiveness in work and learning settings (e.g. study skills, time management, working with people)	No.
<i>Behaved appropriately in context</i>	
<i>Participated in and engaged with learning experiences</i>	
<i>Successfully completed work experience placement(s)</i>	
<i>Developed a personal career path plan</i>	
<i>Showed a willingness to take responsibility for tasks</i>	
<i>Were able to work on their own initiative</i>	
<i>Were able to work as part of a team</i>	
<i>Were able to cope with complex situations and make reasonable judgements in them</i>	

vi. Socio-emotional development	No.
<i>Were able to manage negative feelings and express them appropriately</i>	
<i>Showed self-regulation</i>	
<i>Showed self-awareness</i>	
<i>Showed skill at interacting with others</i>	
<i>Showed understanding and consideration for others</i>	
<i>Were assertive and confident when dealing with conflict and willing to employ problem-solving approaches</i>	

vii. Resilience and mental health (including confidence and self-esteem)	No.
<i>Showed happiness or contentment</i>	
<i>Showed self-esteem and confidence</i>	
<i>Were able to cope with their circumstances</i>	
<i>Were open to new experiences</i>	

viii. Ability to acknowledge difficulties and to seek out and benefit from available support services within and outside the centre	No.
<i>Were able to acknowledge their difficulties to themselves</i>	
<i>Were aware of available supports inside and outside the centre</i>	
<i>Were willing to accept suitable help when it was offered</i>	
<i>Were pro-active about seeking support when they felt they needed it</i>	

Appendix G Soft Skills Measurement Templates

Soft Skills Measurement Templates

Template A

Name of Learner: _____ Date: ___/___/___

Confidence Rating: _____

Reasons for rating:



Responsibility Rating: _____

Reasons for rating:



Power Rating: _____

Reasons for rating:



Soft Skills Measurement Templates

Template B

Name of Learner: _____ Date: ___/___/___

Confidence

Social skills: Rating: _____

Life skills: Rating: _____

Reasons for ratings:



Responsibility

Social skills: Rating: _____

Life skills: Rating: _____

Reasons for ratings:



Power

Social skills: Rating: _____

Life skills: Rating: _____

Reasons for ratings:



