



Eolas Soileir
Annual Report
2016

Brief History

Eolas Soiléir was established in January 2013 and received charitable status in April 2013. This organization evolved from CLEAR (Centre for Learning, Education, Awareness and Revival) that was set up in 2009.

Our Mission

Our mission is to promote non-formal education and volunteering to tackle global inequality and promote critical thinking.

Our Vision

Is a society where all people are valued and respected. Where education is accessible to all. Where mindfulness and wellbeing of individuals are given equal value in education. Where people are supported in developing critical thinking skills to tackle global inequality.



Pic above: Young people on their group EVS summer 2016

Our Values

Eolas Soiléir is values based organisation, and we work to ensure that our practices are in line with our core values:

- **Volunteering:** To work for the benefit of society without seeking material reward. Within this to work towards social change and the development of self.
- **Respect and Diversity:** to embrace diversity and intercultural learning. Respect should be at the centre of its relationship with partners, participants and all those involved in its activities.
- **Human Rights** – respect for individuals as stated in the Universal Declaration of Human Rights.
- **Integrity:** belief in honesty, fairness and professionalism in all its activities.
- **Non-violence** – as a principle and a method
- **Solidarity** – international solidarity for a more just world and solidarity between human beings at all levels
- **Respect for the Environment** – to promote sustainable development principals / earth-care, people-care and fair-shares.
- **Inclusion** – to be open and inclusive to all individuals who share the aims and objectives of the organisation, without regard to gender, race, colour, religion, nationality, social status, sexual orientation and ability
- **Empowerment** – empowering people to understand and act to transform the social, cultural and economic structures that affect their lives and the lives of others.
- **Co-operation** – with local communities as well as other local, national and international actors to strengthen the positive potential within civil society as a whole



Our Goals

To bring together partners to help develop, organise and facilitate learning courses such as;

- Advancement of intercultural education,
- Advance of sustainable development education
- Advancement of development education
- Creative expression
- Volunteering
- To promote and facilitate volunteering.
- To develop a learning centre that offers affordable facilities for groups to meet, learn and have fun together.



What We Do

Eolas Soiléir is a registered Educational Charity in the Republic of Ireland (CHY 20266).

What do we do? We support quality non-formal education and volunteering in Ireland and Europe.

How do we do this? *Education and Training programmes:* We work with and support partner organisations throughout Europe in researching, developing, delivering, monitoring and evaluating, quality non-formal education programmes. Our training programmes and activities are based on a life long learning approach. We are committed to quality learning experiences for young people, adult learners, youth workers and early school leavers amongst others. All our trainings are structured to accommodate the learning styles and requirements of our participants using non-formal methodologies.



Volunteering: We are also involved in engaging and preparing volunteers to develop themselves and others through volunteering opportunities and by building a wider movement of people who share our vision and aims. To promote volunteering, we are a sending & hosting organisation for European Voluntary Service as part of the European Erasmus+ Programme. We host short-term EVS for young people with fewer opportunities in our learning and development centre in Wexford.



Pic above: Young people on their Group EVS Summer 2016



Pic above: Young people on their group EVS summer 2016

Groups that our board have worked with include young people and adult learners;

- From disadvantaged communities
- Young offenders or those at risk of offending
- Drug users
- Young school leavers
- Adult early school leavers
- Adults & young people suffering with mental health issues
- Adult early school leavers

Activities involve working with young people and adult learners on;

- Adults & young people suffering with mental health issues
- Employment and training opportunities
- Communication skills
- Intercultural activities
- Social inclusion
- Creativity and critical thinking
- Outdoor pursuits
- Healthy Eating
- Sustainable development processes
- Drama processes
- Development Education
- Conflict resolution work with young adults in Ireland, Israel and Palestine
- HIV/AIDs awareness
- Erasmus+ programme

Young people have participated in our organization, by their involvement in EVS, training courses, international meetings, volunteer work camps and in the development of the organisation.

WEXFORD CAMPUS

We are currently developing a residential learning centre situated in Clonmines (Wellington Bridge), Wexford a rural coastal region of south east Ireland rich in historical tradition.

County Wexford is known as the sunny South East county of Ireland. Clonmines is at the beginning of the Hook peninsula with the Ring of Hook drive nearby.

Currently we have a farm house that can accommodate up to 10 people and a barn converted into a seminar room. This converted barn has 2 stories and can be used for groups of up to 20 people for a variety of uses.

We have plans to convert other buildings into accommodation for up to 20 more people.

It is situated on 2 acres which we are developing using sustainable development principals.





Projects 2016

'Mask of Conflict II'

Key Action 1: Training Course funded through the Erasmus+ Youth programme



Pic above: Group Picture of 'Mask of Conflict II' summer 2016

An initiative of Eolas Soileir (Ireland),
funded through Erasmus+ European Youth Programme.

Sending Organisations:

The sending organisations were:

- Euroaccion (Spain),
- Grupa "Hadj da..." (Serbia),
- Mladinski center Zagorje ob Savi (Slovenia), Öökull NGO (Estonia),
- Teaterkolen Kastali'a (Denmark),
- Dům dětí a mládeže hl. m. Prahy (Czech Republic),
- ALP (Austria),
- Kamaleonte (Italy),
- VZW JONG (Belgium),
- Creative YouthLand-CYouLand (Greece)
- cirkus stjerneskuud (Denmark)

| A six day seminar was held in Ireland from 21st to 26th of August 2016.

A Training Course for trainers, youth workers and peer leaders. It was about developing the competences of youth & community workers on conflict resolution and empathic communication through **Gestalt Theatre** and **Gestalt approaches**.

For more info: (<https://www.smore.com/yr7cu-mask-of-conflict>)

Venue: Wexford Ireland (<http://eolassoileir.ie/what-we-do/eolassoileir/wellington-bridge/>)



The objectives of this course were:

1. To introduce and further develop the **participants' capacity to solve potential interpersonal conflicts** as well as to develop their self awareness as persons, trainers & youth workers.
2. To explore the potentials of improvisation as a way for **self-discovery and creativity** development.
3. To help participants to understand the **group dynamics** taking place in a group of participants and to better facilitate the group process from a Gestalt perspective.
4. To facilitate the **exchange of experience** from participants regarding their previous work in theatre & youth work with young people.



Learning Goals

As a result of this training participants:

- 1) Developed their **social competence**, in particular, their ability to deal with inter/intra-personal conflicts in an effective way.
- 2) Improved their ability to **empathize** with other people with whom they can be involved in a conflict.
- 3) Acquired new skills and tools when it comes to the **facilitation of educational or socio-therapeutic activities** that have connection with conflict type of work at inter/intra-personal level.
- 4) Gained a new perspective of the educational and training work in the field of conflict more in connection with the field of **emotional education**.
- 5) Became more **aware of themselves** as persons and about their own emotions and how express them in an assertive and healthy way while learning new ways/tools/approaches to do so.
- 6) Developed their **sense of spontaneity, capacity to be creative and their intuition** when it comes to work in conflicts in training situations, through supervision and Gestalt Theatre but also via other techniques such as Bioenergetics and other body based approaches (“contact” or “authentic movement”)

The Team

Susan Krstic is living in Belgrade. Psychologist, Gestalt therapist and freelance trainer, she is working in the field of non-formal education since 1995. She has been trained in Gestalt therapy, she has gone through the education of Carl Gustav Jung's analytical psychology about symbols and dreams, she has gone through the Bert Hellinger process for Family constellation. At this moment, she is trying to combine all her knowledge and life experience, to share with people everything she learnt and felt during her life. Using a little bit of knowledge and a lot of intuition, emotions and magic, she made some dreams come true. Every day, she is ready for new journey.



BACKGROUND IN TRAINING:

Living in Spain, **Diego Marín** is specialized in experiential learning and non-formal education since 1997. For more than 15 years working with groups of various kinds, youth and social workers, teachers, health workers, trainers, public staff, groups of adolescents, prisoners, etc. Founder of the Cazalla-Intercultural Association is currently working on Euroacción Cultural Association of which he is the president. He is a member of the Pool of trainers of the Directorate of Youth and Sport of the Council of Europe, Spanish National Agency for Youth and the SALTO trainers Pool (Support for Advanced Learning and Training Opportunities).

THERAPEUTIC PERSONAL WORK:

He has received and learnt in the workshop about experiential integration of one's death in Josep Maria Fericgla (Barcelona) in 1999. Diego is Gestalt therapist by the Gestalt Therapy School EIDOS in Murcia. He has made several SAT modules on Enneagram of Claudio Naranjo between 2008 and 2010. He has held the Fisher process of therapeutic work with parental figures with the team CIPARH (Madrid) in 2010. It is currently in the process of training for certification as a respiratory therapist Holotrópica.

BACKGROUND IN THEATRE:

Formed in social theater in Spain, with the help of Yoshi Oida (actor and companion of Peter Brook ("the essence of the actor")), David Martinez (Theatre of the Oppressed), Anton Valen (The Way of the Clown) and Allan Owens

(Pretext Drama). Currently he is trained at the long term training course on Gestalt Theatre in the Spanish School of Gestalt Theatre of Claudia Fres.

Methods

Non-formal interactive methods include: Gestalt theatre, improvisational theatre, art based activities, imagery, discussion, sharing, exchange of experience, theory & practice, movement & reflection.

Activities:

The program flow consisted of different sessions on:

- Gestalt dynamics and process,
- Gestaltic cycle,
- Gestalt Theatre & Improvisation,
- Body based approaches (Bioenergetics, Authentic Movement, Contact, "Passing Through")
- Role Play
- Mindfulness
- Meditation
- Group work
- Reflection
- Youthpass & Non-formal learning



The wheel of feelings

The wheel of feelings is a circular diagram divided into four main quadrants, each representing a primary emotion. Each quadrant is further divided into sub-quadrants, and the outer ring lists specific feelings.

- FEAR** (Top Left Quadrant)
 - WORTHLESS
 - INADVERTENT
 - INADVERTENT
 - DISRESPECTED
 - RIDICULOUS
 - DEVASTATED
 - EMBARRASSED
 - JEALOUS
 - INSECURE
 - VIOLATED
 - RESENTFUL
 - FURIOUS
 - ENRAGED
 - PROVOKED
 - HOSTILE
 - INFURIATED
 - IRRITATED
 - WITHDRAWN
 - SUSPICIOUS
 - SCPTICAL
 - SARCASTIC
 - JUDGEMENTAL
 - LOATHING
 - REPUGNANT
 - REVOLTING
 - DETESTABLE
 - AVERSION
 - HESITANT
 - REMOVABLE
 - ASHAMED
 - IGNORED
 - VICTIMISED
 - POWERLESS
 - VULNERABLE
 - INFERIOR
 - EMPTY
 - ABANDONED
 - ISOLATED
 - APATHETIC
 - INDIFFERENT
 - NEED
 - SENSITIVE
 - PLAYFUL
 - HOPEFUL
 - LOVING
 - PROVOCATIVE
 - COURAGEOUS
 - FULFILLED
 - RESPECTED
 - CONFIDENT
 - IMPORTANT
 - INQUISITIVE
 - AMUSED
 - ECSTATIC
 - LIBERATED
 - PERPLEXED
 - DISILLUSIONED
 - SHOCKED
 - ENERGETIC
 - AWAKE
 - ASTONISHED
- ANGER** (Top Right Quadrant)
 - REJECTED
 - HUMILIATED
 - HURT
 - THREATENED
 - HATEFUL
 - MAD
 - AGGRESSIVE
 - FRUSTRATED
 - DISTANT
 - CRITICAL
 - DISAPPROVAL
 - DISAPPOINTED
 - AWFUL
 - AVOIDANCE
 - GUILTY
 - ABANDONED
 - DISPAIR
 - DEPRESSED
 - LOVELY
 - BORED
 - OPTIMISTIC
 - INTIMATE
 - POWERFUL
 - ACCEPTED
 - PROUD
 - INTERESTED
 - JOYFUL
 - CONFUSED
 - STARTLED
 - EXCITED
 - AMAZED
 - SCARED
 - ANXIOUS
 - INSECURE
 - SUBMISSIVE
 - WORTHLESS
 - INADVERTENT
 - INADVERTENT
 - DISRESPECTED
 - RIDICULOUS
 - DEVASTATED
 - EMBARRASSED
 - JEALOUS
 - INSECURE
 - VIOLATED
 - RESENTFUL
 - FURIOUS
 - ENRAGED
 - PROVOKED
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 - HESITANT
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 - IGNORED
 - VICTIMISED
 - POWERLESS
 - VULNERABLE
 - INFERIOR
 - EMPTY
 - ABANDONED
 - ISOLATED
 - APATHETIC
 - INDIFFERENT
 - NEED
 - SENSITIVE
 - PLAYFUL
 - HOPEFUL
 - LOVING
 - PROVOCATIVE
 - COURAGEOUS
 - FULFILLED
 - RESPECTED
 - CONFIDENT
 - IMPORTANT
 - INQUISITIVE
 - AMUSED
 - ECSTATIC
 - LIBERATED
 - PERPLEXED
 - DISILLUSIONED
 - SHOCKED
 - ENERGETIC
 - AWAKE
 - ASTONISHED
- SAD** (Bottom Left Quadrant)
 - WORTHLESS
 - INADVERTENT
 - INADVERTENT
 - DISRESPECTED
 - RIDICULOUS
 - DEVASTATED
 - EMBARRASSED
 - JEALOUS
 - INSECURE
 - VIOLATED
 - RESENTFUL
 - FURIOUS
 - ENRAGED
 - PROVOKED
 - HOSTILE
 - INFURIATED
 - IRRITATED
 - WITHDRAWN
 - SUSPICIOUS
 - SCPTICAL
 - SARCASTIC
 - JUDGEMENTAL
 - LOATHING
 - REPUGNANT
 - REVOLTING
 - DETESTABLE
 - AVERSION
 - HESITANT
 - REMOVABLE
 - ASHAMED
 - IGNORED
 - VICTIMISED
 - POWERLESS
 - VULNERABLE
 - INFERIOR
 - EMPTY
 - ABANDONED
 - ISOLATED
 - APATHETIC
 - INDIFFERENT
 - NEED
 - SENSITIVE
 - PLAYFUL
 - HOPEFUL
 - LOVING
 - PROVOCATIVE
 - COURAGEOUS
 - FULFILLED
 - RESPECTED
 - CONFIDENT
 - IMPORTANT
 - INQUISITIVE
 - AMUSED
 - ECSTATIC
 - LIBERATED
 - PERPLEXED
 - DISILLUSIONED
 - SHOCKED
 - ENERGETIC
 - AWAKE
 - ASTONISHED
- HAPPY** (Bottom Right Quadrant)
 - WORTHLESS
 - INADVERTENT
 - INADVERTENT
 - DISRESPECTED
 - RIDICULOUS
 - DEVASTATED
 - EMBARRASSED
 - JEALOUS
 - INSECURE
 - VIOLATED
 - RESENTFUL
 - FURIOUS
 - ENRAGED
 - PROVOKED
 - HOSTILE
 - INFURIATED
 - IRRITATED
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 - AMUSED
 - ECSTATIC
 - LIBERATED
 - PERPLEXED
 - DISILLUSIONED
 - SHOCKED
 - ENERGETIC
 - AWAKE
 - ASTONISHED

Testimonial from a participant:

This seminar changed my life in many ways. Topics were very interesting and the trainers were very good. I am happy that I got the opportunity to participate in this seminar.

Everything was super. Well thought through and well organized.

The program was versatile. The trainers used a variety of techniques that made the training very interesting. I felt involved all the time.

It was important that I had to actively participate. Thanks to this, I learned a lot about myself. I really enjoyed these moments, when I had to be alone and reflect what is going on in my mind and body. It has been long time since I felt that I have time only for myself - It is MY TIME. That I am important.

This acting part was at the beginnig weird but at the end of the training I really enjoyed this. I put all together what we did, and this was useful part of the whole picture.

It changed me a lot. I take more time for myself now. My mornings have completely changed. I do 25 minutes of yoga every day, and I just be by myself. I appreciate myself more than before, and I'm much calmer and happier person, a mother and a wife. Also I changed the way of thinking and behaviour. I am not so demanding towards myself any more, that I have to this or that, I don't have to take responsibility for everybody and everything. The only thing I am committed to right now is improving myself.

I feel more confident in the work, I am more straight without constantly thinking how this what I have said affects another person's feelings or beliefs. Because certain things are important in my work to be said. No need to wear a mask anymore :)



MAIN LEARNING POINTS IN THIS TRAINING FOR THE PARTICIPANTS

- Know myself deeper
- New and useful activities
- Conflict as a source of learning
- Better understanding of what is behind drama exercises
- Stay strong while being in the process
- Learn more techniques to work with in trainings
- Some ideas are out-dated and can be modified
- I must express my needs and feelings
- The magic of synergies in a group
- That Non Formal Learning is even more important to have in primary school than formal things

- Recognize the real feeling and express it!
- Self-Responsibility!
- Listen to yourself more!
- Learning to put in words my emotions
- Dealing with conflict in different ways
- Magnification of dramatizing “experiential”
- To feel
- How my body is connected to emotions and viceversa
- Better understanding of group’s dynamics
- Take care of myself
- How to follow my needs
- Listen to others: recognize and respect each process
- A better understanding of yourself leads to a stronger more capable leader.
What we project will dictate the dynamic of the workshop space.
- The real you. I know thyself: Know when to wear the mask, know which mask is suitable, know when to get off the stage (and be with your real life).
- The mask is a safety to survive.



GROUP PROCESS – What is important to have on mind as a trainer/youth worker?

- Take into consideration the past/background of youngsters
- Time for debriefing (make sure objectives have been clear/feedback/opportunity to learn about yourself)
- Diary
- Involve everyone inside the group (curtains up!)
- Choice – Personal responsibility
- Working with different groups
- Integration groups
- What are the needs?
- Taking into consideration the synchronization of the group member (understanding the process of coming together)
- Establish written/unwritten group rules (work out/agreements)
- Free time to steam off! Breaks are important
- Be aware of the different needs within the group
- To get to know your participants before the training (form)
- Connecting the learning to your practice
- Be able to read the group and prevent over domination & support and encourage the quitter members of the group
- Have a diversity of methodologies for a diversity of learners: learning styles and multiple intelligences!
- Encourage responsibility in the group.
- Implicit or explicit context of training activities?
- Balance mind & body
- Vary between individual work and group work
- Support and build dynamic of mutual support within the group (eg. best friend)
- Vary indoor and outdoor activities
- Close what you open

- Accept and give space to emotions
- Don't give advices: be a supporter
- Listen
- Be flexible (work on the needs of the group)
- Time management
- Plan risk management
- Humour: let's laugh together (and let's cry together)



ROLE AND COMPETENCES TRAINERS SHOULD HAVE

- Able to deliver theoretical concepts
- Take care of yourself
- Active listening skills
- Have in mind the past and the feelings of the members of the group.
- Developing a safe space /non judgemental
- Say YES /Say NO
- Project management's skills
- Be open
- Motivate people to express themselves
- Flexibility: go with the flow of the group
- Ability to create exercises/games including all learning styles

- Constructive feedback
- Accept the differences
- Dealing with uncertainty
- Be able to develop a programme where an activity is built on the previous one
- Strictly follow the timetable
- To be an authentic trainer
- Giving examples on certain theories
- Facilitation skills
- Ability to deal with difficult emotions (culturally and emotionally intelligent)
- Be inclusive in your practice
- Nurture the group to grow/ be responsible
- To help the group come up with its answer
- Empathy
- Coach/mentor
- Good cooperation with co-trainers
- When you are opening the youngsters personal doors remember to be sure that the youngsters are safe in the situation before saying goodbye for today
- The number of facilitators in relation of the number of participants has to be appropriate to the activities
- Balance of activities
- Trainers need to have experienced and understood the exercises for themselves first
- Give very clear concise instructions and check everybody has understood
- Skills to create nice visual flipcharts
- Ability to motivate & inspire others
- Skills to read a group
- Language skills
- Be aware!

- Be brave to confront the participants and yourself
- Use music to create a good learning space
- Vary methodologies



This project has been funded with support from the European Commission. This communication reflects the views only of the author and the Commission cannot be held responsible for any use which may be made of the information contained therein.

EVS Equality for All – Group EVS
Sat the 30th of July to Sat the
13th of August 2016

Eolas Soileir hosted a two week short term Group Erasmus+ EVS for 10 young people (aged between 18 & 30) from five international countries, including Spain, Estonia, Austria, Romania and Lithuania

The group EVS took place in Clonmines, Co. Wexford, a rural location in the south of Ireland.



Project description: The EVS volunteers helped us further develop our learning centre.

Through guidance, non-formal learning methods & use of creativity the volunteers along side other members of Eolas Soileir took part of a 2 week project to further develop our learning centre where groups and individuals who visit our centre can make use of outdoor and indoor areas that have multi-functional uses.

In the summer of 2014 & 2015, 10 volunteers helped create a space for reflection and meditation using art and nature – to promote creativity and an appreciation of each other and the outdoors. We promoted sustainability and recycling where possible.

In the summer of 2016 we ran a project for volunteers to continue the work started. We enhanced our developing learning centre in rural Ireland and provided a quality short term EVS experience for 10 young people from Europe. **Our main emphasis this year was to construct a 1916 Commemorative Garden.**

The objectives of the project were to:

- Provide an intercultural non-formal learning experience on a European level for young people.
- That the activities were designed to help the volunteer improve their social and practical skills.
- To support the volunteer's daily activities which were be in the field of the environment and cultural heritage.
- To provide activities that had a strong learning dimension.
- As our organisation promotes sustainability and permaculture we promoted the use of permaculture principals within this project.
- As this area has many heritage features we visited them to gain knowledge and inspiration from them.



The learning was multi-fold for the whole team. Within this project we all learned about:

Teamwork	Permaculture
Sustainability	Intercultural learning
Horticulture	Creativity
Project management	Heritage

This EVS was perfect for any young person who wanted to learn more about outdoors, permaculture, horticulture, sustainability, heritage and project management. They were working mainly in the outdoors – in nature and were part of the project management team. This gave the young person an opportunity to assess if they would like to study these areas further, it also enhanced their CV and gave them very real transferable skills to bring to potential studies and/or jobs.

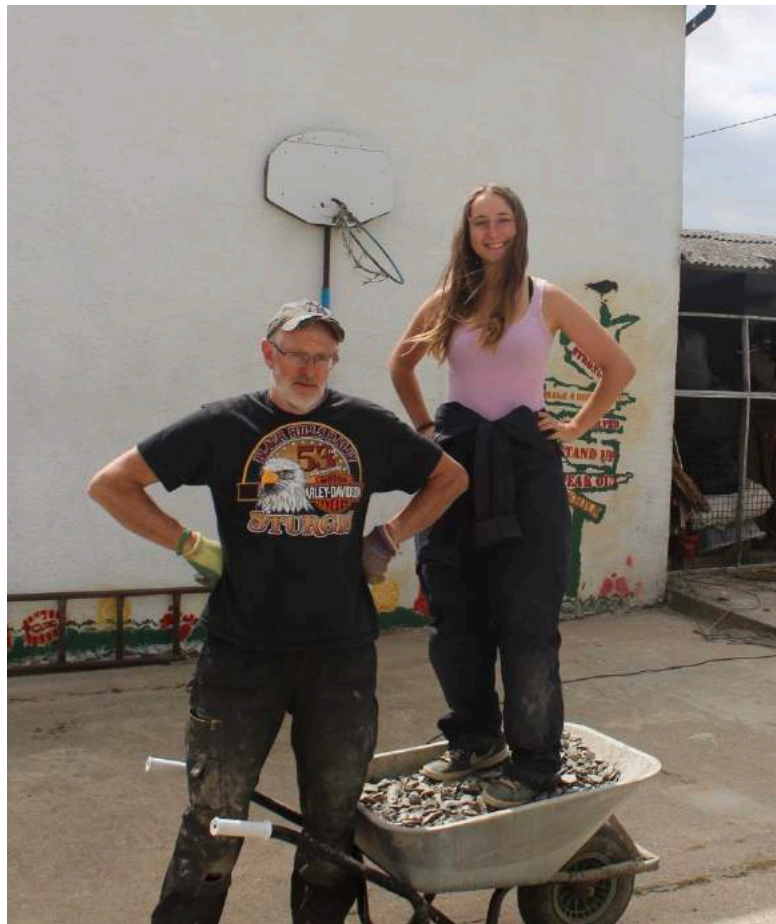
They had a mentor who guided them in their learning and Youthpass.

The mentor also supported them on a personal level.

They had the opportunity to improve their English language skills.

Eolas Soileir see Youthpass as giving the young person an opportunity to assess, recognise and validate their learning and skills acquirement. This reflective learning was a feature of the EVS project with time set aside every day for the young people to reflect and assess their learning in a structured environment.

The benefits to the young people was their increased mobility within EU, enhanced language development, intercultural learning, increased employability, appreciation of the outdoors and its positive impact on mental and physical health.



Pay it Forward & Art Workshop during the EVS project

Two aspects of the project which we feel exceeded our initial expectation were:

The integration of the **Pay it Forward** initiative into our project. 2016 marks 20 years since EVS began and Leargas ran a 'Pay it Forward' campaign! Leargas asked EVS organisations and volunteers to use their creativity to capture how EVS can benefit other organisations and more young people. During the launch of our **1916 Commemorative Garden**, we invited local organisations to attend a meeting where we promoted EVS. By integrating the Pay it Forward initiative we set up a meeting with local organisations and individuals who came and visited our project to both view the finished work done by the volunteers and meet and chat with the volunteers. This meant that prospective EVS

organisations could see first hand the benefits of EVS and the volunteers met local organisations.



We offered an **art workshop** to the volunteers at the beginning of the project. We offered the volunteers a chance to participate in an ‘art day’ with some Irish young people where they explored the theme of identify, culture and heritage.





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EVS Sending

The **European Voluntary Service Programme (EVS)** is a EU funded programme for 18-30 year olds. The programme funds travel, accommodation, food and pocket money as well as preparation, on-arrival training and personal support during the project.

Volunteering opportunities are available from 2 to 12 months (shorter periods and extra financial support are available for those with extra support needs e.g. those who have a disability and unemployed people). The programme works by helping volunteers to make contact with accredited hosting organisations.

Organisations select the volunteers that they would like to host on the basis of the interest that the volunteer brings to the project. You are not expected to have qualifications in any particular area and you cannot be excluded because you don't have such a qualification. In the end, however, the organisation will select the volunteer(s) it will work with so it is important to select project that you are genuinely interested in. You should also take care to make it clear to potential hosts that you are very interested in their work and would like to contribute to the organisation.

The EU publishes a database with information on all the organisations that are accredited for EVS. Each organisation is presented through a short description, its motivation and EVS experience, the themes of work and contact details. It also informs if the organisation offers possibilities for young people with fewer opportunities.

Important: Please be aware that the database is very large and often projects registered on it may not be currently seeking volunteers.

Eolas Soileir is an accredited hosting and sending organisation under the EVS scheme. There are deadlines for funding applications and the process usually takes several months as it requires the volunteer, the hosting and the sending organisation to jointly submit an application for funding.

From Jane Carter, an EVS volunteer who travelled to Spain in 2012.

Hi Deirdre,

I hope you're well, it's been a good few years since we met - back in 2012 I think. I just thought I'd get in touch because I'd been thinking of how I got to where I am and I realised that one of the first steps was meeting you and preparing to do an EVS in Valladolid. I remember thinking that the EVS and charity sector road was the right one for me and I couldn't wait to find out if the reality lived up to my dreams.

Since finishing up my EVS in Spain I completed an MSc in Equality Studies in UCD School of Social Justice and got a job straight away as a Training Development Worker and then Training Officer in the Marine Society and Sea Cadets in London. My boss told me that because my job was to create training for volunteers that my EVS experience was one of the elements that made me different from other applicants. As much as I loved bringing some creative training to quite a regimented organisation, my time to find a new challenge came around - I have itchy feet! Now I'm about to head off to Nicaragua now to lead a team of volunteers through a WASH programme for six months with Raleigh International ICS programme. I can't wait to

experience living and working with remote communities and learn from the people there.

So I think it's safe to say I've fallen in love with the volunteer sector and I think EVS was the first step towards realising that this didn't have to be something I did just once.

Thanks for showing me the possibilities of working in the charity sector.

*Warm wishes,
Jane Carter*

For further testimonials see <http://eolassoileir.ie/volunteering/european-voluntary-service/>



Learning Partnerships

LIND stands for **L**eadership **I**ntelligence **D**iversity.

LIND – Authentic and Inclusive Leadership

In 2015 four European partners – ALP (Austria), Eolas Soileir (Ireland), University of Malta and Kameleonte (Italy) came together to explore, discuss and develop a concept and training for 'Authentic and Inclusive Leadership-LIND'.

Over two years we researched, discussed and learnt about what it takes to be an authentic and inclusive leader. We devised a training concept and ran two 5 days international trainings in Malta and Italy and national trainings in each partner country. The project was funded by the EU through the Erasmus+ adult education programme.



The partners believe that leadership starts with oneself. It is a journey that embodies first of all self awareness and personal development. This is what motivated the partners to develop a training concept for a personal journey combining different methodological approaches and theories, where leaders can discover their way to authenticity and inclusion.

We are all leaders both of ourselves and others and we believe that leaders, who are able to see the benefit of differences and are respectful and inclusive in their approach, will be in the future more successful in finding ways to face challenges of tomorrow. People need to discover and practice their authentic leadership, as well as acknowledge the authentic potential of the others in order to value different talents and lead with a positive and appreciative approach.

Our leadership concept has in its center the individual in its wholeness and enhances relationships. For this journey, we have identified 10 characteristics or qualities that support people in being more authentic and inclusive.

These are

Bringing Change Creative Mind Courage
Strengths and Intelligences Inner Readiness Reflective
Sense of Humanity Wholeness Building Relations Open Mind



These characteristics can be nurtured through a process that include reflection, mindfulness exercises and active learning opportunities, where leaders are stepping out of their comfort zone and experience something new. In the Comhlamh offices in Sept '16 we ran our dissemination event, where we introduced the concept to Irish youth and community workers.

As part of this project we ran two international trainings in Malta and Italy to test the training concept. We also ran a national training weekend see below.

This project concluded in 2016. We have produced a manual which can be downloaded from our website www.eolassoileir.ie

National Training:

LINA- Leadership Inclusive and Authentic
National training - Wexford, Ireland,
29th April – 2nd May 2016

LINA is a training concept that has been developed during a two year learning project by four European organisations that are committed to the concepts of inclusive and authentic leadership both from a personal and organisational perspective.

LINA stand for Inclusive and Authentic Leadership. We believe that leadership starts with knowing yourself.

In four days in Wexford Irish participants were given the opportunity to explore and reflect on:

- Their goals and aspirations
- What authenticity and inclusivity meant for them
- Transformative change through reflecting on their past, present and future
- How to work in teams and how to improve their team performance
- Their emotional intelligence
- How to build a culture of resilience, support and strength **in their personal and professional life.**

This was 4-day (3 nights) residential training. Participants were involved in personal and group experiences, based on experiential learning and reflective practice and methodological approaches.



Together we explored different tools, skills and techniques, which gave them the opportunity to reflect on their practice and offer opportunities to reflect on their life. Methods used include mindfulness, guided journaling & reflection, connection with nature, themselves and teamwork.

It helped them to:

- Build trust, respect, integrity, openness in their life.
- Motivate and encourage those around them
- Develop and nurture their authenticity & inclusiveness
- Strengthen their emotional intelligence

At this training they had the opportunity to reflect where they are now in their personal and professional life. Challenge themselves to set goals that reflect who they are in their authenticity and inclusiveness. Challenge their own leadership approach and learn/share what they understand by authentic and inclusive leadership. We also explored new tools, which will support them in their own leadership environment.

Inspirational theories

Theoretical inputs and activities are designed taking into account the following theories.

- **Theory U by Otto Sharmer**
- **Multiple intelligences and Five Minds for the Future by Howard Gardner**
- **Group dynamic & reflective practices**



This project has been funded with support from the European Commission. This communication reflects the views only of the author and the Commission cannot be held responsible for any use which may be made of the information contained therein.

DEAL

D.E.A.L 3 - Development Education Active Leadership

We live in a diverse World with unfortunately many inequalities through gender, race, ethnicity, class, sexual orientation or age. We all need to challenge this inequality, especially our young people who will be the change makers of tomorrow.

DEAL helps to provide some knowledge, skills and motivation for some young people from Ballymun Youthreach to work on promoting equality and human rights for all.

It is a programme with a particular focus on equality, gender, diversity, human rights, globalisation issues and peer and self-leadership. It is designed with learning inputs presented from October to May and culminating in a short residential (Monday to Friday) learning opportunity for development education in a training and education centre in Wexford managed by an education charity organisation, Eolas Soiléir.

<http://www.eolassoileir.ie>.

DEAL involves the students and teachers actively participating in facilitated sessions where they will be creatively exploring their relationships with others in increasingly expanding circles know as 'circles of care'. This is based on the work of educationalist Nel Noddings.

These circles build on the respect and care the students have for people close to them (their own family members) and through different facilitated and creative processes and group work , start to apply these feelings to their “perception of others” in their community, country, other countries and the natural environment.



The aim of the DEAL project is about participants exploring cultural differences, discovering common values and fostering mutual understanding of diversity and inclusion all of which results in a positive awareness of other cultures and also helps to prevent and combat prejudice, stereotyping, racism and all attitudes leading to social exclusion and to develop a strong sense of tolerance and justice.

It includes the promotion and development of leadership skills to increase the global perspective, active citizenship and mobility of socially excluded young people.

The residential is where the learners are immersed in the process, away from the distractions/ attractions of their usual environment and where with the experienced facilitation of Eolas Soiléir in this area, their prior understanding of development education will be significantly deepened in an experiential and creative way.

This year, as in previous years, we visited the Edmund Rice Integration and Support Unit for asylum seekers in Waterford City and a local co-operative initiative in Hook Lighthouse, Wexford.

The residential learning programme contributed to the understanding and process of non formal learning for the participants as the facilitators used a participative-learning by doing approach. A range of methods and activities were used which enabled participants to share experiences and take part in group discussions as well as plenary sessions.

Methods used included icebreakers and energisers, outdoor activities, role plays, story telling and case studies with creativity being encouraged. These activities supported and enabled the learners to become fully involved in the activity of exploring a forum theatre approach to development education and learning.

The physical, emotional and intellectual involvement of the participants through the active methodologies resulted in a self-critical awareness about the individual approach and responsibilities to global development and equality issues, self and peer leadership and cultural diversity thus making the training more effective and long lasting.

This year, D.E.A.L 3, also included students and teacher(s) from Crumlin Youthreach.

The main facilitators were Deirdre Quinlan (Eolas Soileir) who is experienced and trained in DE (Development Education) and is a freelance facilitator working with among others, LEARGAS, the national agency for EU Youth Affairs, Nora Furlong, (norafurlong.com) also a freelance trainer, facilitator, lecturer and consultant and Jack Talbot (Ballymun Youthreach and Eolas Soileir) who is the main organiser and co-facilitator.

The accompanying teachers from Ballymun and Crumlin Youthreach took part in group DE activities, participated in a collective cooking and cleaning rota and along with Jack conducted general supervision of the students. They were also be involved with the students in helping to evaluate the learning experience.

As well as the DE learning the group visited areas of interesting historical significance, sampling local cuisine (dine out for one evening) and visited a community enterprise project in Wexford and areas of local natural beauty.

Partnerships

In 2016 Eolas Soileir was a partner organisation for the following projects:

Switzerland Training course in June 2016 –

We sent 2 youth workers to Switzerland

30 youth leaders and youth workers spent a week in the Swiss mountains in order to learn and try out together how to plan new international nature-based youth exchange

Mask of Conflict Greece

We sent 2 youth workers to Greece 24th to 30th Jan 2017:

Mask of Conflict 3 is a Training Course for trainers, youth workers and peer leaders about developing the competences of youth workers on conflict resolution and empathic communication through Gestalt Theatre and Gestalt approaches. The objectives of the project are: to introduce and further develop participants capacity to solve potential interpersonal conflicts as well as to develop their self awareness as persons, trainers and youth workers. To explore the potentials of improvisation as a way for self-discovery and creativity development. To help participants to understand the group dynamics taking place in a group of participants and to better facilitate the group process from a Gestalt perspective. To facilitate the exchange of experience from participants regarding their previous work in theatre and youth work with young people. 21 people from 11 different countries will meet in beautiful city of Egio, Greece. They will communicate, interact and work together.

Youth Exchange Spain

Beyond the skin.

Youth Exchange: Dance Movement and Body Expression for Youth.

Caravaca de la Cruz, Murcia – Spain

02/08/2016 – 10/08/2016

We sent 5 young people on this youth exchange.

A KA1 youth exchange project about dance, body expression and movement for young people to rediscover their body, learn from and about it and develop a new and healthy attitude towards it.

The participants enjoyed different approaches for body work, dance and theatre and will at the end of the youth exchange created a performance together that was shown in the town of Caravaca in a public event.

Seminar Theatre as a Tool for Social Change
We sent 2 Irish youth workers to this seminar

Brought together youth workers, trainers, educators, actors and volunteers, who use theatre as a tool in their practice to La Seu d'Urgell in July 2016. The project was coordinated by Associació Pirineus Creatius (Catalonia, Spain). The organization specializes on personal development and social inclusion of young people through artistic activities and creativity.

The project involved 8 organizations from 6 European countries: Spain (Pirineus Creatius, La Nave Va), France (Compagnie Duanama), Ireland (Crooked House Theatre Company, Eolas Soileir), Denmark (Teaterskolen Kastali'a), Romania (A.R.T. Fusion Association) and Bulgaria (AIMI the STUDIOS).

International Training Course in Switzerland

'Making a scene for Change'
we sent 3 Irish participants

A training course that explored social inclusion through Theatre of the Oppressed & Forum theatre and planned achievable local and international projects that support the participation of young people !

Kandersteg International Scout Center, Kandersteg / Switzerland

2nd - 8th November 2016

(2nd Arrival day, 8th departure day)

An initiative of Eolas Soileir, Ireland & Verein Naturkultur Association, funded through the CH Foundation of the Confederation of Switzerland

EVS UK & Denmark

We sent two long term volunteers in 2016, one to the UK and the other to Denmark.

FULL BOARD MEMBER LIST

Deirdre Quinlan – Freelance trainer and Facilitator. Founder member of CLEAR/Eolas Soiléir

Jack Talbot – Teacher C.D.E.T.B. (Part Time) Freelance Facilitator and designer. Founder member of CLEAR/Eolas Soiléir

Maeve Foreman – Senior lecturer in Social work in Trinity College.

Laurence Van Der Hagen – Training and Development officer in Ballymun.

Shane O'Connor – Development Education Facilitator

Nike Ruf – Organic Horticulturalist

Gareth Conlon – Facilitator

Geraldine Quinlan – Drama Therapist





Deirdre Quinlan

Secretary

Deirdre is a freelance trainer and facilitator. She has extensive experience in international youth work and life-long learning. She is also a founder member of Eolas Soiléir and through her hard work for the organization, Eolas Soiléir has been granted educational charitable status by the Irish authorities. She has a deep commitment to education and non-formal education in particular. She has a degree in communications, a post grad qualification in youth and community work and has trained extensively to be a trainer/facilitator with an emphasis on using drama/creative methodologies. She has project managed all of the projects thus far for Eolas Soiléir, including all logistics, financial aspects, planning, direction etc. As her work is freelance she can devote a significant amount of her time to the activities of the organization. She is a member of the trainer pool for Leargas the Irish National Agency for Erasmus+.



Jack Talbot

Director

Jack works in Ballymun in Dublin as a part-time teacher with the National organization, Youthreach. He is a member of the Teaching Council of Ireland. He teaches creative media expression, outdoor activities and intercultural studies. He previously worked as an independent producer for RTE and TG4. Jack is a committed lifelong learner with the experience of leaving formal school at 15 to start an apprenticeship as a gas fitter and plumber, returning to education at 22 to complete a Diploma in Communications and in 2007 was conferred with Bs. Hons. Degree in Education and Training from Dublin City University. Much of his life long learning experience is gained from being a father to four children. He also has a postgrad diploma in Education Leadership from DCU. At present his work for Eolas Soiléir is centered on the design and delivery of residential courses in active learning of development education (DE) for young adults and the sustainable development of the facilities in the centre.

Erasmus+ is the European Union programme for education, training, youth and sport for the years 2014 to 2020. It provides funding and support for organisations to operate projects consistent with its objectives and which encourage European exchange, co-operation and learning. Erasmus+ is funded by the European Union through the contributions of member states, including Ireland. Funding of almost €170 million has been allocated to Ireland for the duration of the programme.

Erasmus+ funding is available to all sectors (or fields) of formal, informal and non-formal education. Structurally, Erasmus+ is divided into three 'Key Actions' describing the kind of project activities possible.

What are the programme objectives?

Erasmus+ aims to modernise and improve the quality of teaching, training and youth work across Europe, and to support the development, transfer and implementation of innovative practices. These objectives are closely tied with the Europe 2020 strategy of achieving a smart, sustainable and inclusive economy by 2020 for all of Europe's citizens. Fundamental goals for Erasmus+ include improving key competences and skills, and fostering partnerships between education and employment. The programme also seeks to promote European values as stated in Article 2 of the Treaty on European Union: respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights.

Who can participate?

Erasmus+ is open to private or public organisations active in the fields of adult education, higher education, school education, sport, vocational education and training, and youth and community work, in any participating country. While the programme enables individuals to travel, work, volunteer and study abroad, project applications from individuals themselves are not accepted. However, individuals may apply to attend Transnational Cooperation Activities with the support of their organisations.



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Finances: to view a copy of our audited accounts for 2016

Please visit: <http://eolassoileir.ie/about-us/finances/>