



ANNUAL REPORT 2020

Candle Community Trust

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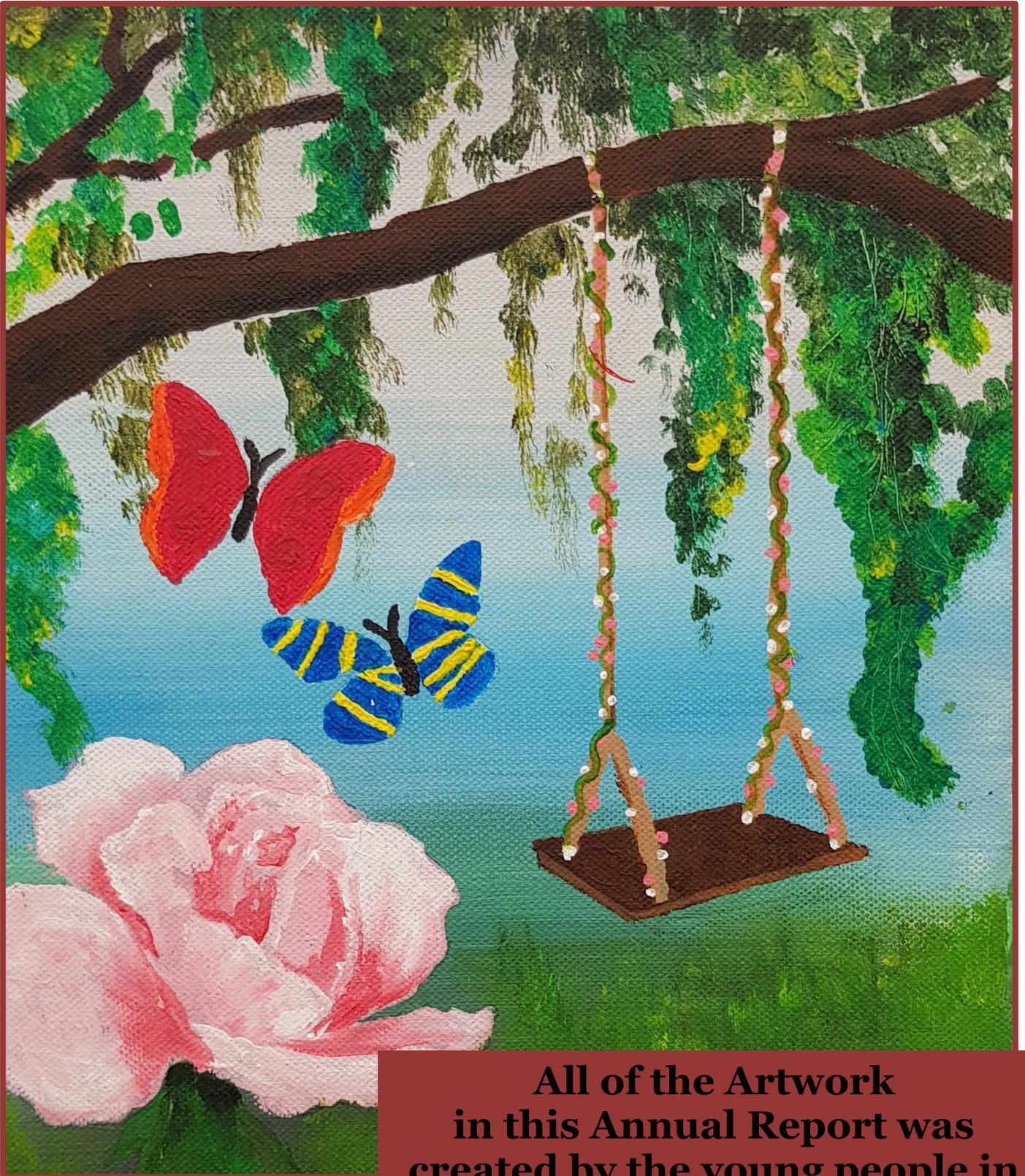
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**All of the Artwork
in this Annual Report was
created by the young people in
Candle in 2020**

ORGANISATIONAL PLANNING



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Organisational Planning

IMPORTANT DEVELOPMENTS IN 2020

1. Candle's Response to Covid-19 Situation With the arrival of Covid-19 in March 2020, Candle moved quickly to adapt, re-shape and re-image its services so that they could continue to be relevant to young people and their needs. In the initial stages of the pandemic (March – June) Service Action Plans were created with the aim of continuing learning forums, supporting mental health, and maintaining contact/connection with vulnerable young people and families at a very worrying time. The use of social media and online forums became central to the work and staff responded with creative ideas for delivering education, therapeutic interventions and staying connected. From July, on-site programming gradually resumed with close to full-service provision being delivered between September and December.

A Candle Covid-19 Response Plan (required in accordance with the Returning to Work Protocol – Government of Ireland) was created and a Response Team set up within the organisation to oversee its implementation. Throughout the year the team worked closely with EMS Health and Safety Consultants to ensure that all relevant policies, protocols and procedures were in place to ensure a safe environment for all.

The future will be different, particularly over the coming year, and Candle will be committed to further adapt its services in line with the national “Living with Covid-19” strategy. Candle will continue to focus on 6 key priorities:

- Adhere to all Government and public health advice
- Place the health and safety of young people and staff as a key priority
- Continue to be creative and innovative in delivering much needed education, developmental and therapeutic services to young people while observing any restrictions/changes which are in place
- Prioritize those young people and families most at risk and in need
- Work in close collaboration with all strategic partners, particularly funding agencies
- Provide support and care for all staff during this period

2. Strategic Planning In 2020 the Board of Trustees launched a new 4-year Strategic Plan, 2020-2023. This Plan will be the guiding principle for the organisation over the coming years and represents a very ambitious and focused agenda. We believe that this Plan is innovative and creative, and articulates the key advancements required in the Candle organisation in order to meet the needs of current and future participants.

The Strategic Plan has emerged from a detailed process of reflection and consultation. Over a period of 4 months key stakeholders were involved in a series of workshops aimed at reviewing our previous 3-year plan and identifying the vision, focus and direction for the years ahead. These stakeholders included the young people who access the services, representatives of our funding

agencies, key strategic partners within the community, the staff and management team, and the Board of Trustees. The final product has grown organically over the period and represents the combined wisdom and endeavour of these relevant and important parties.

The Plan is informed and guided by a number of governmental policy documents and other important

publications, and these are listed within. And, of course, the ethos, aims and objectives of Candle, with its developments to date, underpin and are central to each strategic goal and objective. The strategic goals outlined have emerged from a reflection on the vision for the Candle organisation under the 5 pillars of education, developmental, therapeutic, community relations and organisational.

As we launched the Plan it is important to note that Covid-19 is impacting on service provision and will continue to do so for the time ahead. However, the ambition outlined in this Strategic Plan will continue to guide us, but new and strategic priorities have also emerged during the year because of Covid-19, particularly in relation to the mental health of young people.

Operational Planning The organisation will always have an annual plan which sets out the work plan for each area of operation. The annual plan includes clear goals or key performance indicators that form the basis of service review and evaluation. Annual plans are developed in line with the longer-term strategic plan of the organisation.

3. Redevelopment of the Candle Campus The redevelopment of the Candle campus has been a particular focus over the past few years. What started out in 2015 as an idea to build a small outdoor cabin to house the newly developed therapeutic space grew into a full redevelopment of the facility that included a doubling of the size of the original building. In 2019 the newly redeveloped premises opened after the completion of an extension and a reconstruction of the existing building. The new facility now provides an environment that is warm, bright, welcoming and is conducive to personal growth. The Centre greatly enhances our programme delivery and is already leading to better outcomes for participants in terms of educational attainment and personal/social development.



Organisational Planning

In 2020 we turned attention to the external area involving the creation of a new Therapeutic Sensory Garden along with the development of a play/recreational pitch area. We are extremely pleased at how the project has developed and believe it will be a tremendous addition for the delivery of services to young people. There is now a strong educational dimension to what the garden offers including the potting shed and horticultural area, the outdoor fitness area, the outdoor teaching space including an art board, the recreational area that includes table tennis, football space and board games. The water feature and large outdoor yoga/group space will provide opportunities for reflection, discussion and therapeutic encounters. All of this is supplemented by beautiful green areas, planting, flowers, shrubs, trees and hedging. The garden and general landscape is also greatly enhanced by new lighting throughout. The garden flows from areas of activity to quieter spaces, reflecting different shades of colour and light, each providing opportunities to engage one's senses and sensibilities.

During 2021 a new entrance area and main gate will be constructed which will be a fitting welcome for all those attending Candle services.

4. Community Support Hub From early in the pandemic all people were made aware of the physical effects of the Covid-19 virus, how we can protect ourselves and what we should look out for if symptoms arise. However, the mental effects of the virus only gradually began to be known (and to some extent are not yet fully known) but without doubt, lockdown, social distancing, and the imposed isolation for weeks is taking a toll on mental health, particularly the mental health of vulnerable young people.

As a response to these mental health needs of young people Candle established the Candle Community Support Hub as a one-off intervention, for a 6-month period, commencing August 2020. The Support Hub operated under the direction of the Therapeutic Space Service at Candle but is different in terms of its remit.

The aims of this Hub will be:

- To be a one-off, focused response to the mental health needs of young people in the Ballyfermot community following lockdown and Covid-19
- To provide a contact point for therapeutic supports for young people and families in the Ballyfermot community
- To provide psychotherapeutic services to those young people referred including psychotherapy, drama therapy, group resilience programmes and mindfulness workshops
- To provide targeted support to parents of those young people attending for therapeutic services
- To establish a clear referral process through an interagency approach
- To reach out to young people and families who are not currently involved in Candle services or Therapeutic Space (additionality)

The initiative was undertaken in collaboration with Ballyfermot/Chapelizod Partnership who provided the funding. An evaluation is taking place that will inform decisions regarding the continuance (or not) of the initiative.

Organisational Planning

5. Interagency Learning Forum In late 2019 The Department of Children and Youth Affairs announced a “Network Support Fund” to support statutory, community, and voluntary organisations who were promoting increased understanding and use of evidence informed approaches to prevention and early intervention services for children, young people and families. The activities funded focused on building upon existing or emerging best practice in the areas of prevention and early intervention. Candle successfully made application for funding of €14,000 to host an inter-agency learning/training event in 2020, involving Probation Officers, Social Workers and Youth Project Workers. The Learning Forum, to span 10 months, commenced in April 2020 and involved 4 Day Workshops and 5 Reflective Practice Sessions. The overall aims/objectives of the forum included:

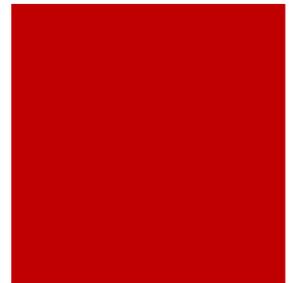
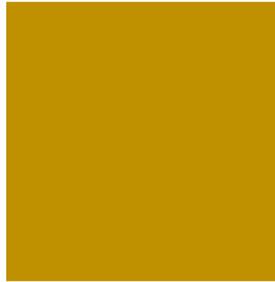
- To build a network for reflection/best practice in relation to working with trauma
- To engage practitioners working in the field of youth justice and to build a forum for sharing and documenting best practice
- To provide an evaluation document of the process and detail any findings for practice which can be disseminated within the justice community
- To provide a framework for relationship-based trauma-informed practice with a view towards prevention and early intervention
- Learn about several best practice models for being trauma-informed and trauma-responsive
- To develop an understanding of principles underpinning trauma-informed organisations
- To support organisations on the journey towards becoming trauma-informed services
- To build on previous training undertaken in the area of trauma

The training was presented by Dr Karen Treisman, a renowned expert in the area of Relational Trauma and working with young people who have complex needs. While the training provided significant personal and professional development for participants, it is hoped that final recommendations may emerge in 2021 which would inform future practice and strategic direction.

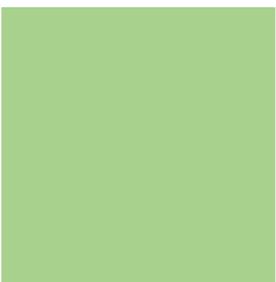
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Ní Éanaigh Architects,
Richard Hatch
Photographer



Strategic Plan 2020 - 2023



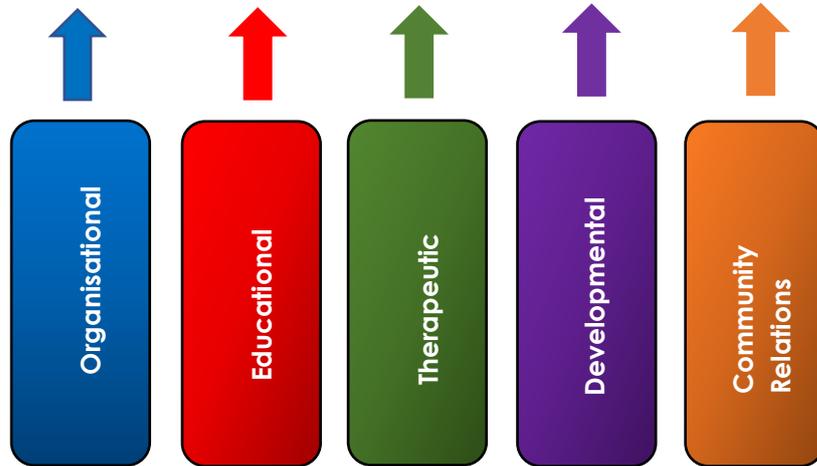
Candle
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Trust



Strategic Plan 2020-2023

STRATEGIC GOALS 2020-23

5
pillars



ORGANISATIONAL

Goal A: To clearly articulate a vision for the organisation that cherishes our heritage and values while reaching towards new horizons that reflect emerging needs, new research, and the signs of the times

Goal B: To foster an organisation that can respond dynamically and imaginatively to the needs of those who access services, and can deliver on strategic plans as agreed with stakeholders, particularly funding

EDUCATIONAL

Goal C: To continue to shape a holistic and responsive education and training service that meets the needs of all young people and realises their aspirations

THERAPEUTIC

Goal D: To uphold the vision of the Therapeutic Space, proactively and innovatively expanding therapeutic interventions in response to trauma and adversity

DEVELOPMENTAL

Goal E: In the journey to becoming a Trauma Infused Service (TIS), the reality of trauma and its effects will be central to all developmental processes and programming

COMMUNITY RELATIONS

Goal F: Promote Candle Community Trust in the community and build awareness of the range of services being provided

Goal G: Working collaboratively with other agencies to develop holistic interventions that meet the needs of the community in order to maximise the use of resources

Strategic Plan 2020-2023

ORGANISATIONAL

Goal A: To clearly articulate a vision for the organisation that cherishes our heritage and values while reaching towards new horizons that reflect emerging needs, new research, and the signs of the times

Objectives:

1. Continue the journey of becoming a trauma informed organisation by fully and meaningfully integrating, embedding, and infusing knowledge about trauma into policies, procedures, language, culture, practices and settings
2. Position the organisation at the forefront in the fight for social justice, particularly in relation to poverty and disadvantage, young people's right to education, inequality relating to gender and sexuality, traveller and migrant rights and climate change
3. Continuously evaluate and develop working models, particularly our 3 key methodologies: Trauma-Informed Model; Relationship/Empowerment Model; Restorative Practice Model
4. Align with all aspects of the Code of Governance as formulated by the Charities Regulator, delivering best practice governance, finance and management processes and procedures

ORGANISATIONAL

Goal B: To foster an organisation that can respond dynamically and imaginatively to the needs of those who access services, and can deliver on strategic plans as agreed with stakeholders, particularly funding agencies

Objectives

1. Develop further and enhance the internal and external environment of the Campus, particularly through the provision of a therapeutic/sensory garden
2. Proactively review and resource staffing levels, roles, skill set and professional development so that the strategic vision can be effectively delivered
3. Renew the Board of Trustees with new skills and experience as Board membership evolves
4. Develop robust reporting and evaluation processes that measure outcomes (organisational and individual) in both a qualitative and quantitative manner
5. Commitment to engage in a research/training programme around trauma and trauma informed practices through an inter-agency and multidisciplinary collaboration
6. To promote Candle, its vision and practices, as a model worthy of additional financial investment both from the public and private sector

EDUCATIONAL

Goal C: To continue to shape a holistic and responsive education and training service that meets the needs of all young people and realises the aspirations

Objectives

1. To provide an alternative education route that offers more flexible learning options, supports equality of achievement, and removes barriers to progression
2. To ensure fair and consistent delivery and validation of all Education Programmes in Candle
3. To fully embed the QQI Level 5 Community Development Programme into our Education Service and develop a comprehensive and effective recruitment process for the programme
4. To establish a learning support programme to assist learners presenting with dyslexia
5. To ensure the key methodologies of Trauma Recovery Model, Empowerment Model and Restorative Practice underpin all educational practices
6. To design and develop a trauma informed pedagogy and education policy
7. To support the Candle Youth Service in the delivery of a non-formal educational programming with a focus on promoting social justice and climate change awareness

Strategic Plan 2020-2023

THERAPEUTIC

Goal D: To uphold the vision of the Therapeutic Space, proactively and innovatively expanding therapeutic interventions in response to trauma and adversity

Objectives

1. To continue to promote therapeutic engagement for all young people accessing Candle services, with a new focus on engaging family
2. To further develop a strategic response to drug and alcohol misuse and addiction amongst the young people
3. To introduce and establish group therapy as an appropriate therapeutic intervention or as aftercare programme, in response to issues presenting in a cohort of young people
4. To fully utilise the newly developed sensory garden and promote creative and innovative ways of engaging therapeutically and mindfully in the environment, in turn advocating a greater awareness and response to climate change
5. To provide crèche facilities to enable parents better access to the therapies offered through the Parent Support group
6. To play a pivotal role in establishing Candle as a Trauma Infused Organisation that has social justice and empowerment of young people at its core
7. To work collaboratively and proactively with relevant agencies in response to the challenges relating to mental health and well-being in the community
8. To introduce new relevant therapies that are informed by research to meet the current needs of young people
9. Engage in research to further develop the Therapeutic Space Model and inform best practice

DEVELOPMENTAL

Goal E: In the journey to becoming a Trauma Infused Service (TIS), the reality of trauma and its effects will be central to all developmental processes and programming

Objectives

1. The establishment of a new specific role with responsibility for co-ordinating and developing the various aspects of developmental processes in all programme areas
2. A commitment to respond proactively to new developmental needs which may arise within young people as we become a trauma infused service
3. Developmental programmes will be built upon the methodology implicit in the TRM and will respond to emerging issues within community and society
4. To deliver developmental programming relating to the key issues associated with offending behaviour, with a focus on reparation and restoration justice
5. To work in collaboration with Probation Services to fulfil Day Centre Orders, Community Sanctions and other provisions of the Children's Act 2001
6. Create a deeper integration between developmental programmes and the Therapeutic Space, consolidating our wrap around approach
7. To adapt and implement the TRM Model within the Youth Service provision and establish a one to one mentoring programme as a response to acute emerging needs

Strategic Plan 2020-2023

COMMUNITY RELATIONS

Goal F: Promote Candle Community Trust in the community and build awareness of the range of services being provided

Objectives:

1. Engage young people in the community in a way that is both flexible and reactive in identifying and addressing their needs
2. Develop and establish a comprehensive outreach and detached youth work programme within the service
3. Broaden the reach of the Candle Home Liaison Programme in terms of staffing and resources to meet the demand of the service
4. To promote our services to marginalised communities directly or through representative organisations including Direct Provision, Exchange House, LGBTQI groups
5. Promotion of Candle's Services to schools, colleges and other educational institutions to develop referral pathways for young people
6. An increased social media presence such as the use of Facebook, Instagram and Twitter as a platform to engage, provide information and share stories about Candle Community Trust
7. Develop a system to record the needs identified in the community that will in turn inform Candle's response and interventions

COMMUNITY RELATIONS

Goal G: Working collaboratively with other agencies to develop holistic interventions that meet the needs of the community in order to maximise the use of resources

Objectives:

1. Regular collaboration with relevant services that are working with marginalised young people
2. Developing cohesive plans with other agencies to provide more holistic interventions for young people and family
3. More effective sharing of resources across services such as staff, premises and transport
4. Working in collaboration with other services for major events such as Halloween, Christmas and family fun days
5. Proactively work with other youth agencies to advocate for social justice and the empowerment of young people to create change and awareness of the most pressing issues such as climate change and inequality

SUPPORTING LITERATURE

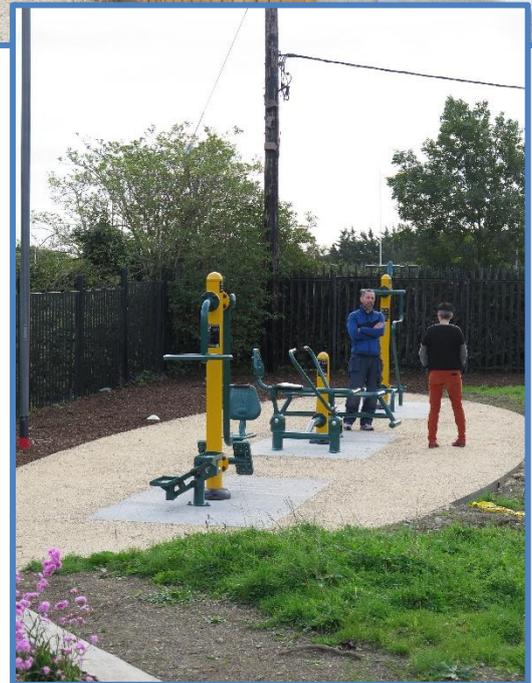
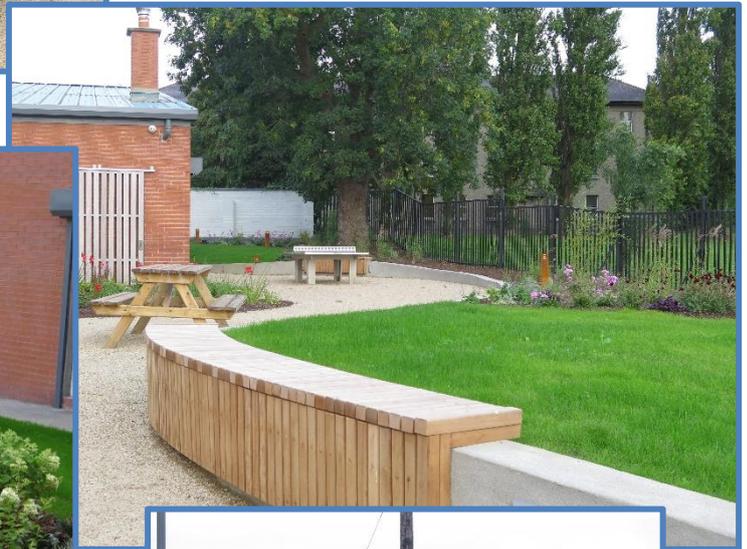
- Candle's Memorandum and Articles of Association
- Candle's key methodological approaches: Trauma Recovery Model, Empowerment Model and Restorative Practice
- Candle's Strategic Goals 2017-19
- Candle documents detailing consultations with Funding Agencies, Board of Management, Community, Staff and Young People
- UBU - Your Place Your Space - National Strategy for Working with Young People – Department of Children and Youth Affairs
- Connecting for Life – Ireland's National Strategy to Reduce Suicide 2015-2020 – National Office for Suicide Prevention
- Research documentation:
 - Johnny Matthews - Trauma Recovery Model
 - Dr Karen Treisman - Safe Hands Thinking Minds
 - Adverse Childhood Experiences (ACEs) study

Candle Campus

Candle Campus

– Outdoor space

2020 saw the transformation of our garden. We developed the external areas in Candle to include a beautifully planted and landscaped sensory therapeutic garden and recreational area. The garden elements include quiet spaces for reflection, group gathering spaces, educational elements and play and fitness areas.



Candle Community Trust Therapeutic Garden 2020

Metamorphosis

***"See! The winter is past;
the rains are over and gone.
Flowers appear on the earth;
the season of singing has come."***

A new beginning at Candle Community Trust

Candle Campus

Candle Campus

Campus Redevelopment –

In the RIAI Architecture Awards 2020, the Candle building redevelopment project won an award in the 'Wellbeing' category.

The article on the following page by Phoebe Brady was published in *Architecture Ireland*, the journal of the RIAI (January / February 2021 - Issue 315).



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Photo credit - McGarry Ni Éanaigh Architects, Richard Hatch Photographer

An architecture of empathy

by Phoebe Brady MRIAI

Life during a global pandemic has triggered closer observations of our public services and spaces. In reaction, we have been acknowledging and emphasising the value of social health. Yet what ways can architecture 'be used to reconnect with one another, to build care and empathy?'¹ This is the question, or thesis if you like, posed by McGarry Ní Éanaigh's small but essential project with the Candle Community Trust. Thoughtfully informed and carefully designed, its responses are now palpably resonating with the needs of the youth community in Ballyfermot.

Architecture helps us to register that feeling we describe as atmosphere, creating a strong link between our physiological state, our emotional state, and the physical environment.² This experience can affect an individual's sense of identity and worth which, in turn, impacts attitude, mood, and behaviour. It has been argued that if architecture can demoralise and contribute to extreme mental enervation, could it not also prove to be restorative and empowering?³ In this way, the newly extended and refurbished centre for the Candle Community provides 'a secondary therapy' that helps shape the kind of care they nurture.

Candle's wraparound philosophy in their approach to the provision of educational and social services pays particular attention to the emotional wellbeing of the young people in their community. The Trust decided to deliver focused therapy on site for those who were expressing signs of trauma and distress. Following a pilot providing counselling with complementary services such as acupuncture, drama therapy, and reflexology, participants started to share their experiences. Demand for the services grew. Signs of anxiety and depression decreased. The team understood that they could develop a unique model of trauma-informed therapy combined with education and recreation in which young people could be supported daily in a restorative environment.

Fuelled by a relentless and determined funding campaign, they began to expand their services. Their existing FÁS workshop building was now seriously hampering the change in care they were trying to provide for those attending their training programmes and youth centre. Many of the noisy open plan spaces and dark rooms were trauma inducing. The perpetually locked doors, narrow, claustrophobic corridors, and aggressively shuttered windows could be perceived as re-traumatising. The language of the building and the ethos of the centre sent mixed messages and promoted contrasting environments.

Nevertheless, the work of the centre gained accolades and admiration. Perhaps without yet knowing the full value of the endeavour, McGarry Ní Éanaigh Architects were first engaged to prepare a visualised brief to support the Trust's ambition to resource the building and its services. Underpinning the strategy was the recognition that the physical environment has a role to play in the success of their work and can support recovery. Trauma-informed therapy had become the patois of the Candle Centre and trauma-informed design would be the physical representation of that language.

The success of the Candle centre's work lies in the connected and integrated relationship between the services it provides, the combination stimulating a marked improvement in mental and emotional development. Any disassociation could lead to feelings of otherness and, in restorative practice, cohesive relationships are key. The architecture sensitively recognises the new building as a part of the whole, not a separate therapeutic space divorced from the other activities of the building.

The demoralising aspects of the existing building have been unpicked and unravelled into a simply reorganised layout. The new structure sits purposefully to the front. Like an outstretched wing, the plan cranks to welcome the visitor into the entrance. In this first space, a newcomer can sit and assess their surroundings first; the 'link' pauses between inside and out, with a direct view to the garden and banks of the Liffey beyond.

Candle Campus



The red-brick suite of therapy rooms, crowned with a folded copper-like roof, echoes and enriches the form and material palette of the existing. External, untreated Iroko shutters slide over playful yellow windows on galvanised rails to close up the facility at night. Less intimidating than the previously employed roller shutters, they are an accessory for protection and comfort which do not intimidate, like gloves or sunglasses. Importantly, light and views are not denied internally.

Inside, the palette is calm and restrains from visual complexity. Colour and maple linings delicately energise the halls. The ceiling, mirroring the folding of the roof plane, creates additional height and corridors are kept short with minimal barriers and turning points. The natural light, clear sight lines, and multiple views to the growing garden create a spatial availability that mitigates a perceived sense of crowding and other environmental threats.

The physical environment not only answers the requirements of an expanded service but fosters space to practice self-care and address the physical and emotional welfare of both the young people and staff. There hasn't been a single aggressive outburst, emptied fire extinguisher, unsanctioned graffiti or threat of vandalism in the time since Candle has reopened with its reinvigorated purpose. It seems there is a lot to be gained from a wide corridor.

Nestled within a cluster of primary and secondary schools, and just behind the institutional buildings and poplar trees of the old De La Salle convent, Candle has become a home away from home for many young people in Ballyfermot. Deliberately domestic in scale, its kitchen, living room, hearth, and garden nourish an alternative space and atmosphere for them to gather, learn, and relax.

In an expression of solidarity and empathy, the centre's new spaces have been offering therapeutic care during the pandemic to the wider local community. Not only do they rely on people knowing and talking about the services at the centre for future fundraising but both the building and socio-spatial environment are now acting as ambassadors for this new and essential kind of care. The local community can support this endeavour in the knowledge that they have somewhere wonderful and caring to turn to should their needs require.

Notes

- 1 London Festival of Architecture 2021, Festival Press Release. This year's theme for the festival is 'care'.
- 2 Juhani Pallasmaa discusses this idea in his essay 'Empathic and Embodied Imagination: Intuiting Experience and Life in Architecture' in P. Tidwell, *Architecture and Empathy*, 2015, pp. 4-19.
- 3 An observation that stimulated Keswick and Charles Jencks' design philosophy for the Maggie's Centres for Cancer Care

DEVELOPMENTAL PROCESSES



Developmental Processes

INTRODUCTION Candle has a history of working with the most 'at risk' and marginalised in the community. Trauma and neglect have hindered both their educational and personal development. We believe that through strong relationships and working through underlying trauma, a young person can progress to meet both their educational and developmental needs, move away from offending behaviour and enhance positive mental health.

The Trauma Recovery Model (TRM) and Restorative Practice (RP) underpin our ethos and practice and the research in Adverse Childhood Experiences (ACES) research validates the work we are doing in Candle. In September 2020 the staff at Candle commenced a multi-agency training with Dr Treisman which will continue into 2021, to build on the work already commenced on understanding trauma and becoming a Trauma Informed Organisation. Candle is committed to becoming a trauma aware and infused organisation with a purpose of being trauma reducing in all our service provision.

As well as gaining insight and an understanding of the TRM, we have integrated the model fully into all aspects of the service. We developed an assessment that through observation of the young person from first contact with the organisation and throughout their placement informs how we work with the individual, best meet their needs and informs the therapeutic interventions that may be required.

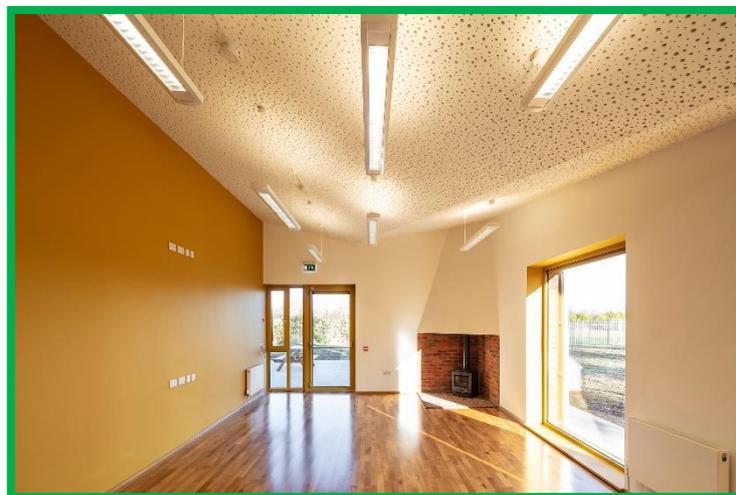
The assessment is ongoing for a number of weeks; an initial focused assessment takes place over a 2-week period. Contact is made with relevant stakeholders and relevant documents and information attained. An educational assessment then takes place evaluating the young person educational history, needs and ability. The whole process is inclusive and aims to identify the educational, personal, social and developmental needs of the young person before commencement, and then to create a response/ programme in accord with those needs.

Over the following 6-week period, all staff working with the young person contribute to the report for the statement of needs under the headings of Induction, Key Working, Education and Well-being.

A TRM Report is then compiled by the care team identifying the underlying needs of the young person and the interventions required. The programme and the educational level that best suits the young person is decided. All Candle staff take on the responsibility to fully integrate the findings into practice and programmes. The Therapeutic Space plays a vital role in this response, especially in addressing their underlying trauma and developmental needs.

Weekly care planning meetings and key workers presentations assures the focus on the young people's needs and progression.

INDUCTION After the initial assessment meeting and a young person is deemed suitable to attend the centre, they commence the induction programme which takes place both formally and informally. The formal aspect involves a number of meetings which include providing information



Developmental Processes

about Candle, its key policies, the daily routine, what a young person can expect to receive and what Candle expects from the person. An agreement is signed based on these key issues. Eliciting personal and educational goals is also part of these meetings. The informal induction process happens through introducing the young person to other participants and ensuring that they feel welcome. Much attention is given to building healthy relationships within the centre where all can feel safe and free enough to be themselves. During the induction programme, each participant is assigned an individual Key Worker. During 2020, despite Covid-19 and remote learning, there were a number of young people who completed the assessment and induction process and progressed onto relevant programmes.



KEY WORKING The key working process is an integral part of the service we provide to our young people. It is through this process that we engage with and build professional trusting relationships with the young people, effectively identify the complexities that exist within each young person and work with them using holistic approaches. The role of the Key Worker is very important as they are often the main person who initially identifies the struggles of the individual young people. The Key Worker is also equipped with the knowledge so as to provide

Developmental Processes

appropriate interventions to support each individual. The Key Worker provides emotional and practical support as required and enables and empowers them to make informed pro social decisions. During the key working sessions an individual care plan is compiled with the young person and is tailor made to meet their needs. The Key Worker also links in regularly with the parents/guardians of the young people along with relevant agencies that may be involved in the young person's life. It is through the key working process and regular contact with the appropriate people/agencies that creative responses to individual needs are created, particularly when addressing complexity.

Usually, key working is held face to face in the centre. In 2020, due to Covid-19, key working was held remotely and face to face dependent on the needs of the young people. Key working was a vital part of the wraparound service during this time as the impact of Covid-19 on the young people began to emerge. Key Workers responded to a range of issues young people experienced including fear, anxiety, drug and alcohol misuse, poor emotional health, health scares, lack of motivation, routine and structure, food poverty, concerns for family members, bereavements, isolation and loneliness, engagement in criminality and difficulties with family dynamics. Key working was held on a weekly basis with each young person. Young people were offered face to face sessions if they were in crisis. This proved invaluable as so many of the young people needed support to help them navigate their lives during this time.

Individualised key working plans were also carried out with young people on return to the centre in September for those that experienced difficulties adjusting back into Candle following the lockdown period.

CAREPLANNING The care planning process includes the involvement of the participant, Candle staff, the referring agencies, the participant's family and any other relevant person/agency. An educational plan based on the person's educational history and aptitude is drawn up. For the developmental aspect of an individual's care plan the key worker uses a tool called the 'Outcome Star'. Candle has adapted the Outcome Star as a tool for assessing where a young person sees himself/herself in relation to different aspects of his/her life.

An action plan is implemented and regularly reviewed with all the relevant people and agencies so as to monitor changes. Revised plans are made on 3-6 monthly basis so as to foster ongoing personal growth and development. A set of performance indicators have been agreed by which progression or regression can be clearly identified and measured. Motivational interviewing is at the heart of the process used with participants.

Weekly care planning meetings are held to focus on the immediate needs of the young people engaging in our services and any interventions required or in need of review.

The Key Workers' presentations focus on the young person's progression in both the educational and developmental aspects of their programme as well as any presenting therapeutic needs or interventions. The Trauma Recovery Model guiding principles are ever present at these meeting.

During 2020 care planning remained at the centre of all our work with young people and informed all interventions with young people. Care planning meetings continued to be held on a weekly basis remotely, this enabled the staff to continue to focus on the young people's needs and to focus on individualised plans.

RESTORATIVE PRACTICE APPROACHES In Candle, we seek to empower the young person to have a voice, and to listen and be listened to. Fostering relationships which are nurturing, affirming and respectfully challenging are central to our philosophy. In this context

Developmental Processes

the principles and approaches of Restorative Practice fit well into the culture of the organisation. Gathering regularly in circles to share and discuss, especially when there is conflict, has helped us all to be a more listening and reflective community. Choosing to be more restorative in our language and attitudes has modelled a healthy way of being and interacting for those who attend Candle and leads to more positive outcomes.

DEVELOPMENTAL PROGRAMMES Our developmental programmes are continuously revised with a determined approach to meeting the personal and social needs of our client group. Through the introduction of weekly, more focused developmental and therapeutic approaches we have witnessed many positive outcomes.

These include:

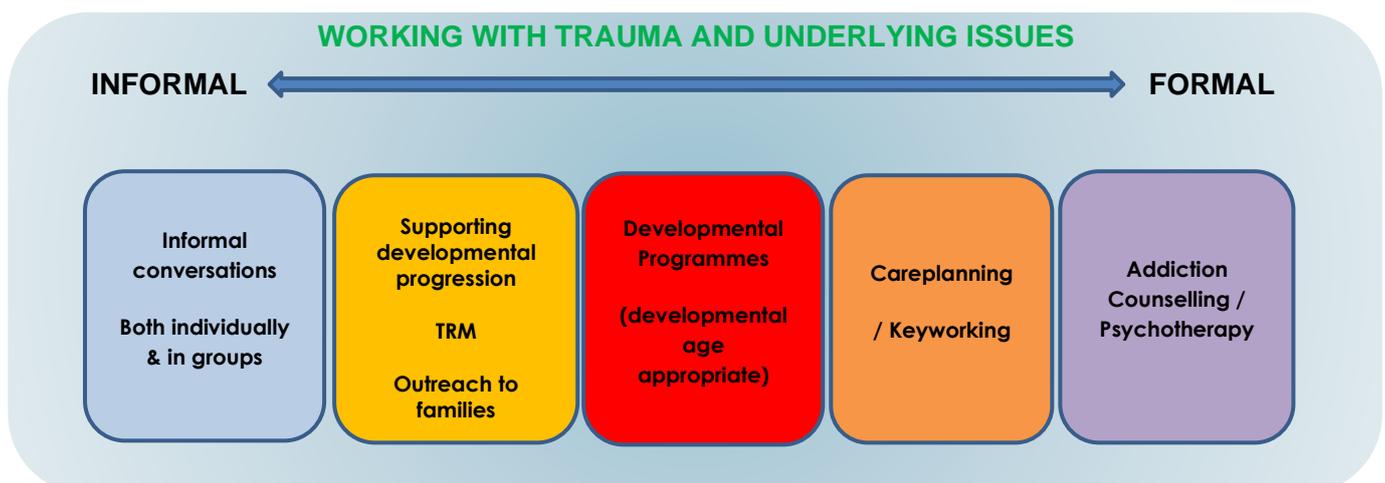
- Decrease in the levels of offending behaviour
- Improved self-care and living skills
- Evidence of improved physical and mental well being
- Normalisation and willingness among young people to seek support and help
- Decrease in levels of anger or aggressive outbursts in the Centre and at home
- Signs of greater motivation and taking responsibility
- Diminishment of the sense of 'inner and outer chaos' among clients
- Building of healthy social networks/relationships
- Reduced levels of stress and anxiety and more care for individual mental health

The following modules/programmes are offered, although staff are continuously reviewing topics and current issues that arise and need to be addressed.

- Crime Awareness: looking at crime and our response
- Drug and Alcohol Awareness: understanding the effects of drugs and alcohol
- Relationships and Sexuality: exploring important issues
- Positive Mental Health: promoting self-care and well-being
- Anger Management: looking at anger in my life
- Physical and Social Recreation: relaxation and keeping healthy
- Outings and Day Trips: To build relationships and have fun

These programmes are an important and integral part of all our services and have proved to greatly enhance the personal growth and wellbeing of the young people especially in the context of the young people also having weekly access to therapies.

During 2020 developmental programming was delivered more informally through key working sessions due to the pandemic. This involved discussion led conversations and delivering information that was required by the young people dependent on issues arising. During Covid-19 restrictions there was a strong focus on positive mental health, drug and alcohol awareness and crime awareness, which were the areas where trends were emerging in regard to need.



Developmental Processes

PROGRESSION The progression planning programme at Candle supports and encourages the positive transition of young people from full-time training programme to further educational or employment opportunities. In response to the needs of young people we provide an individual trainee progression plan that is developed from the time a young person joins the training programme. Each young person has their progression needs assessed and a structured plan is implemented. We help to source opportunities for future education, training and employment. We impart basic job seeking skills and provide guidance with applications and deadlines. The aim is to create a culture amongst staff and young people that is pro-active and creative in relation to progression opportunity and to encourage hope and ambition for the future amongst trainees.

TRACKING When a person leaves the Candle's education programme, we ensure that they know they can return for regular support and help, particularly during the initial six months. The young people can avail of our services according to their needs. We strive to stay in touch and track their progression and development after Candle and continue to provide a supportive base to support the transition.

During 2020 in particular, we supported one young person who was transitioning to college in October 2020. Key Worker support was provided to prepare for interview, attend registration day and tracking was maintained following commencement on the chosen course. This proved to be important as the commencement to college was very different to previous years due to Covid-19.



Trauma Recovery Model

Candle & TRM

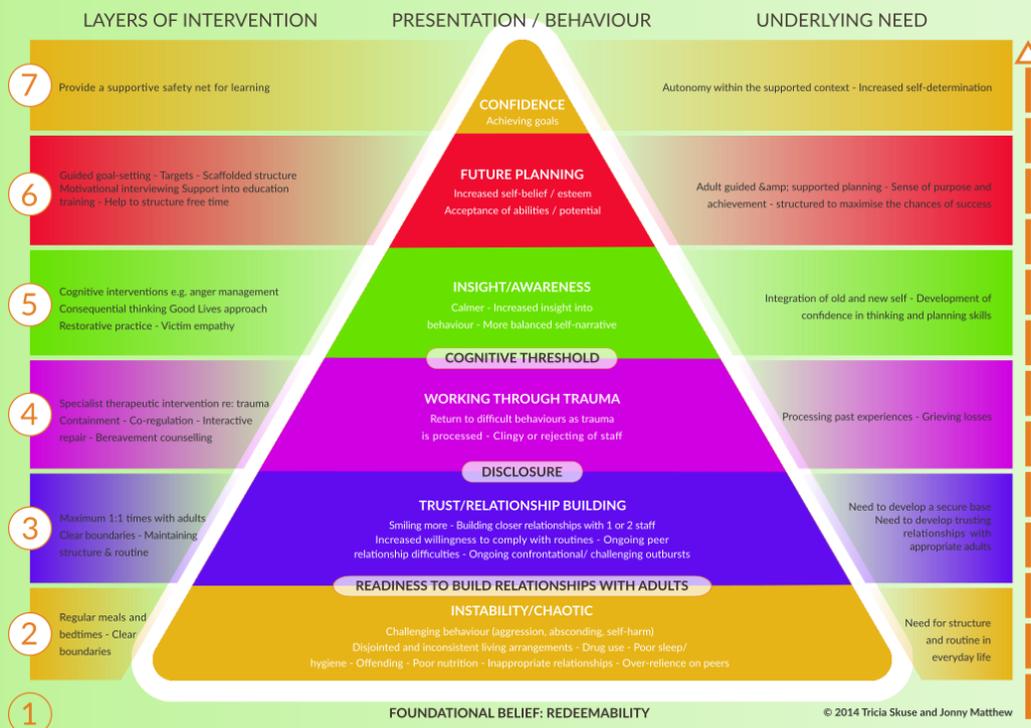
The Trauma Recovery Model
-underpinning all services in Candle



What is TRM?

A model for working with young people which brings together **needs, behaviour and interventions**.

It also takes account of **development** and suggests the sequence in which interventions should be applied.



TRAUMA RECOVERY MODEL - IMPLEMENTATION in CANDLE

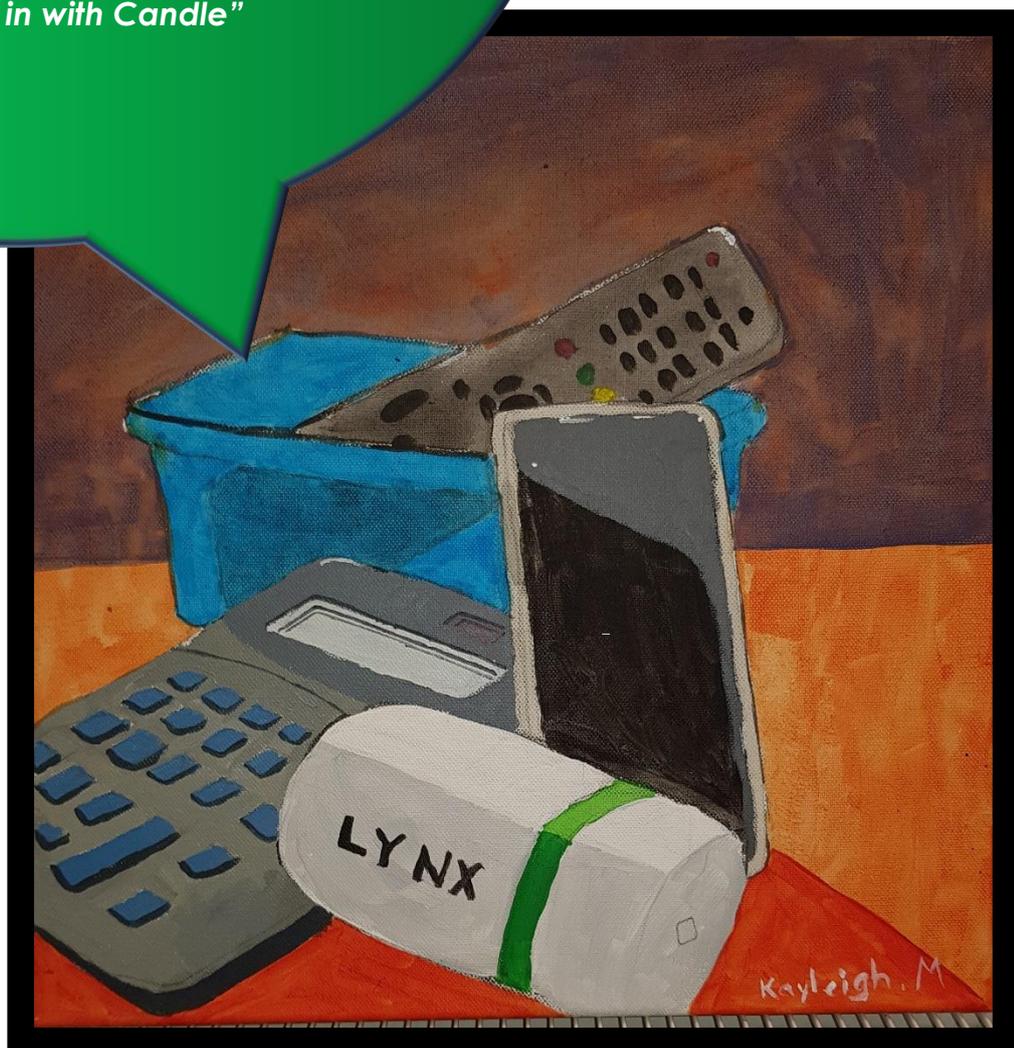
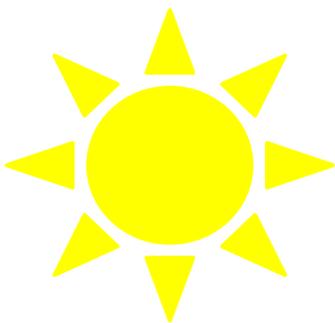
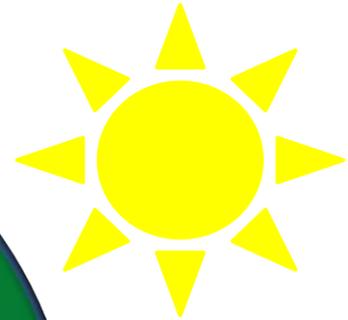
GUIDING PRINCIPLES

- Personal and organisational commitment to full implementation of the model
- A determined focus on integrating the TRM model into practice and into all interactions
- TRM to inform every aspect of practice with a particular individual
- TRM profiling aims to support the staff member's primary focus
- Relationship building with the young person is central
- Necessity of having commitment to and ambition/hope for each individual
- Recognizing the uniqueness/individuality of each young person
- Maintaining strong lines of effective communication
- Being pro-active in intervening and responding



Voice of the Young Person

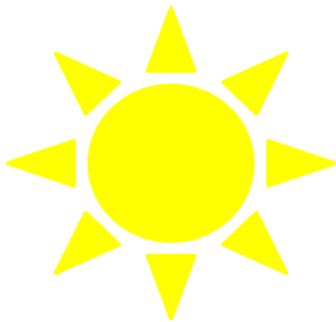
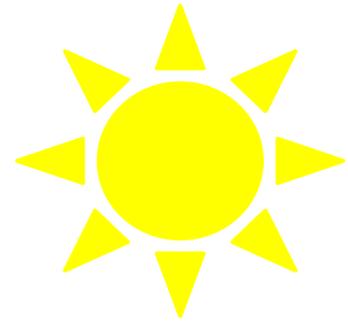
“What is good about the Candle is you get a good education at no costs when you can't seem to fit in school as well as others. It's a great centre to be in, with the facilities and therapy sessions, youth groups etc that you can get at Candle. All the staff members are great caring people that only want best for their students that participate. Personally, I have found the Candle a great help and would recommend any other young people that have learning difficulties or problems in schools etc to go and link in with Candle”





Voice of the Young Person

"Love how it's not just about work, like they have the therapies and all that you can do if you're not really having the best day"

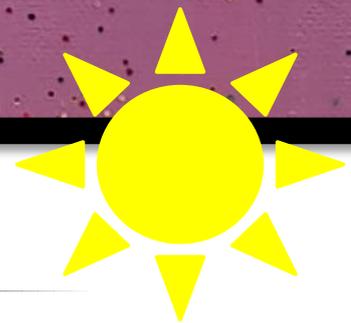


"Candle offers a wide range of supports and services from counselling, drama therapy, acupuncture, yoga, relaxation and reflexology"





Voice of the Young Person



SERVICES



Activity Reports 2020

TRAINING PROGRAMME	
LEARNER PROFILE –Training Programme	
Numbers aged 16/17 (at commencement)	12
Numbers aged 18-20 (at commencement)	9
LEARNER OUTCOMES –Training Programme	
Numbers in training during period	21
Numbers commenced during period	6
Numbers finished during period	6
Number who completed programme (progressed to further education/employment)	2
Number dropped out due to personal circumstances	3
Number dropped out due to inability to complete	1
LEARNER DEVELOPMENT –Training Programme	
Induction Programmes completed	21
Care Plans developed and reviewed	21
Literacy input	21

ACCREDITATION ACHIEVED –Training Programme			
Number of Major Awards– 3 Major (L4), 1 Major (L3)			
Number of Minor Awards Level 3		Number of Minor Awards Level 4	
Communications L3	1	Painting L4	6
Application of Numbers L3	1	Graphic Design L4	6
Career Preparation L3	1	Personal Effectiveness L4	4
Computer Literacy L3	1	Work Experience L 4	4
Wood craft L3	7	Communications L 4	7
		IT L 4	5
Number of Minor Awards Level 5		Woodcraft L 4	6
Communication L5	2	Health Related Fitness L4	7
Personal Effectiveness	2	Functional Maths L4	1

REFERRALS Training Programme	
The Probation Service	5
Candle Youth Programme	2
TUSLA	3
Youth Agencies/other	2
Self-referral	9

TRACKING AND SUPPORT –Training Programme	
Number of ex trainees who received support	3
PROGRESSION PROGRAMME –Training Programme	
Numbers progressed to further training/education	1
Numbers progressed to employment	1

Activity Reports 2020

Connect Programme	
LEARNER PROFILE – Connect Programme	
Numbers aged 16/17 (at commencement)	6
Numbers aged 18-21 (at commencement)	4
LEARNER OUTCOMES – Connect Programme	
Numbers attending during period	20
Numbers commenced during period	10
Numbers finished during period	
Numbers progressed to Candle Training programme	6
Numbers progressed to other Training Centre/education	1
Number dropped out due to personal circumstances	4
Number dropped out due to inability to complete (detention)	3
Number dropped out due to non-attendance	1

LEARNER DEVELOPMENT – Connect Programme	
Induction Programmes completed	19
Care Plans developed and reviewed	19
Literacy input	19
One to one specialised programme	1
Progression plans developed	19
Socialisation Programme	19

SOCIAL AND PERSONAL DEVELOPMENT – Connect Programme	
Crime Awareness	19
Drug and Alcohol Awareness	19
Sexual Health Awareness	19
Positive Mental Health	19

REFERRALS – Connect Programme	
The Probation Service/IYJS	5
JLO/ Garda Diversion Projects	5
Self-referral	3
Other	2

Activity Reports 2020

YOUTH PROGRAMME	
YOUNG PEOPLE'S OUTCOMES – Youth Programme	
Numbers attending during period (individual young people)	3013
Attendance figures	
Youth Cafe (43 individual y/p) x twice week	996
Wednesday Drop in (27 individual y/p)	320
St Dominic's College Girls (8 individual y/p)	134
Afternoon 6 th Class Group (36 individual y/p) X twice week	318
Tuesday Afternoon Youth group (21 individual y/p)	118
1st Year Group (14 individual y/p)	119
2nd Year Group (18 individual y/p)	152
St Dominic's College in the Afternoon (6 individual y/p)	70
Caritas College group (13 y/p)	80
Young Parents (4 y/p)	72
Young Adult Job Seeking Programme	60
Outreach/Detached Youth Work (misc.)	328
Covid-19 Restriction Initiatives:	
Social Media Group Sessions (Zoom, Instagram Live)	169
Lockdown One to One Phone Engagement	77

YOUNG PEOPLES PROFILE* – Youth Programme	
Numbers aged 10-12 years	50
Numbers aged 13-14	73
Numbers aged 15-18	39
Numbers aged 18 +	35
Number of females attending programme	104
Number of males attending programme	93

**Figures do not include outreach or detached programmes.*

SOCIAL AND PERSONAL DEVELOPMENT – Youth Programme	
Title	No. of Y/P
Stress Awareness programme	13
Digital Media Awareness Programme	22
Youth Employability Programme	27

Activity Reports 2020

THERAPEUTIC SPACE	
YOUNG PEOPLES OUTCOMES – Therapeutic Space	
Numbers accessing service during period	139
Attendance figures:	
Counselling/ Psychotherapy (30 clients)	279
Drama therapy (12 individual y/p)	182
Acupuncture / Mindfulness (22 individual y/p)	194
Reflexology (11 individual y/p)	56
Yoga (9 individual y/p)	21
Parent Support Group (5 parents)	45
Caritas Group/communal acupuncture (12 young people)	48
Youth Service /communal acupuncture (8 young people)	33
Community Support Hub (30 clients)	162



SERVICES

Training Programme



- Full time Educational Programme for 16-21 yr olds
- QQI level 3, 4 and 5 awards
- Referred by self referral, The Probation Service, TUSLA, JLO and others
- Supports- Targeted Programme, Literacy Programme and Developmental Programmes
- Social Outings

Connect Project



- Developmental and Educational Programme for 15-21 yr olds
- QQI level 3 and preparation for level 4 awards
- Referred by The Probation Service, TUSLA and others
- Supports- Literacy Programme and Developmental Programmes
- Social Outings
- Access to Therapeutic Space

Youth Service



- Youth Service - clubs and targeted groups for 10-25 yr olds
- After School Clubs, weekly session - referred through schools, age 11-13
- Evening Drop in Clubs - Referral -self, family, Probation Service, age 14-18
- Clubs for targeted groups include Traveller Groups, Direct Provision, Young Adult Shed
- Detached Youth Work Programme in the community
- Developmental programmes, creative and recreational activities, educational support
- Access to Therapeutic Space

Home Liaison



- Home Liaison Person working intensively on the ground with parents and families of young people at Candle
- Supporting motivation, participation and wellbeing of young people by increasing parental involvement and building positive relationships

Therapeutic Space



- Provision of therapies on site at Candle
- Counselling, Acupuncture, Reflexology
- Yoga, Drama Therapy, Mindfulness, Nutrition
- Available to young people on all programmes and external referrals

TRAINING PROGRAMME

The programme is learner centred and hallmarked by our approach of 'second chance' and belief in the potential of each young person. We offer an interesting and practical range of modules at QQI level 3 and 4 leading to major awards - Pathways to Employment at level 4 and Employability Skills at level 3. We also have our first intake of students working on a level 5 major award in Community Development throughout 2020. These students will complete this award in June 2021.

The last few years have been a period of significant growth and transformation of the educational programme. The Educational Programme at Candle Community Trust is primarily aimed at early school leavers and those who had disengaged with the educational system. It is also a great choice for those who have completed second level education and wish to study at QQI level 5 in a supported learner-centred environment. We aim, through small class sizes and a holistic approach, to support young people with diverse and complex needs. The age range to join the programme is 16-21 years. All of our major awards and modules are focused on future employment and progression. Our referrals come from Probation/IYJS, JLO's, HSE, local agencies, family referrals and self-referrals. The educational experience of our young people has sometimes been negative for reasons of adverse personal circumstances. We respond to the needs of those young people who are marginalised and disadvantaged while delivering an educational programme of exceptional standard.

We continuously seek to improve and implement progressive change into the programme to prepare and equip young people to take on opportunities and challenges in their future.

ACCREDITATION Certification is a very important goal for the learners at the centre. The programmes provided on the Training Programme at Candle are accredited by QQI (Quality and Qualifications Ireland). The awards are assessed at level 3, 4 and 5 on the National Framework of Qualifications (NFQ).

The awards we offer are

- **QQI Level 3 - Major Award in Employability Skills 3M0935**
- **QQI Level 4 - Major Award in General Learning (Pathways to Employment) 4M2010**
- **QQI Level 5 - Major Award in Community Development 5M3050**

The principal accreditation goal of each young person that attends the Training Programme is a **Major Award**. This is now attainable at QQI level 3, 4 and 5 in Candle. The overall aim of the awards is to focus on learning skills for further education or employment.

Trainees also have the opportunity to obtain a Safe Pass, Manual Handling and First Aid certification from external facilitators and are encouraged and supported in doing so.



TRAINING PROGRAMME

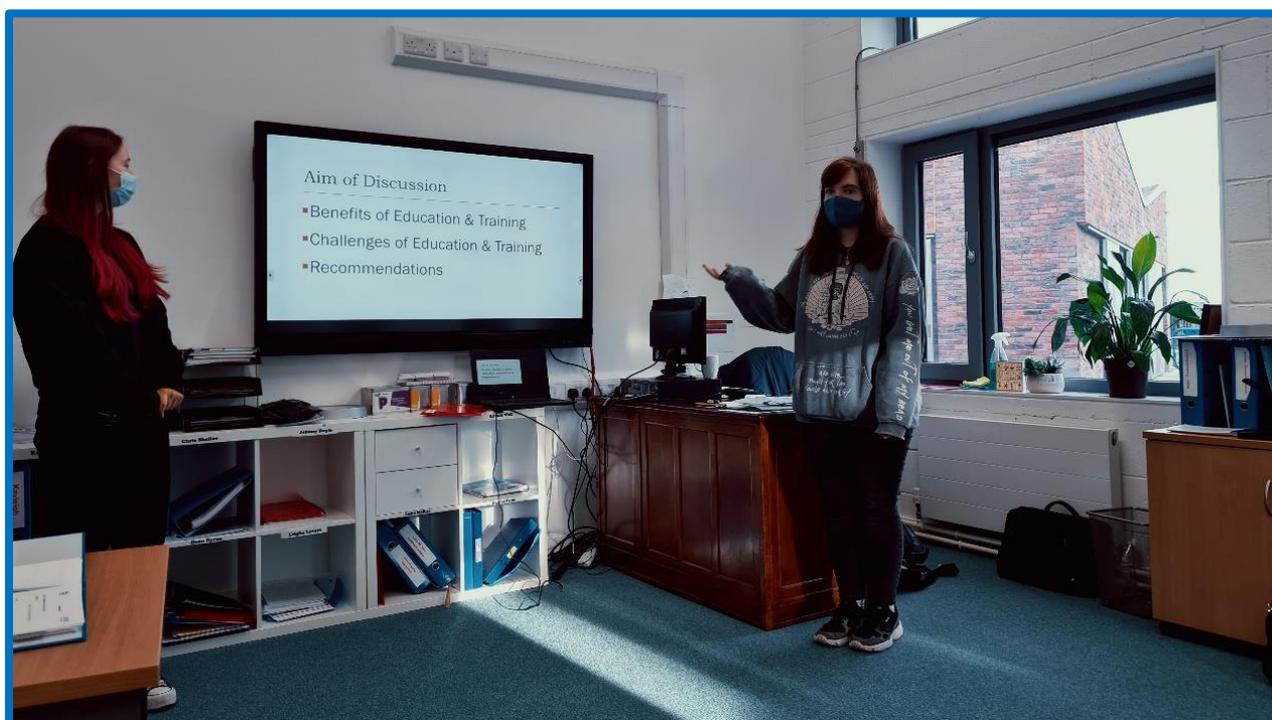
SUPPORT The Educational Programme is underpinned by the Trauma Recovery Model and strives to offer appropriate interventions for young people.

Before commencing on the programme young people meet with the programme coordinator informally and take part in a short educational assessment. The assessment means that the educational and developmental needs of the young person can be established to ensure early stage interventions.

A wide range of appropriate and targeted developmental modules are incorporated into the programme to ensure that all the young people who commence education at Candle can achieve their potential. Additional support is given in literacy, numeracy and resource teaching and targeted programmes are available for specific needs. Significantly, all young people who attend our training programme can choose to access our Therapeutic Space services including counselling, acupuncture, reflexology, mindfulness and yoga.

We believe that it is very beneficial to take a supportive, restorative approach towards education and include developmental and therapeutic programmes. We develop positive relationships by working in small groups, setting clear boundaries and encouraging responsibility.

RESOURCE AND LITERACY The Literacy and Numeracy Programme at Candle is a very important element of the Training Programme and is available to all young people learning in Candle. Learning needs are identified initially at assessment and ongoing classroom observation so that individual literacy, numeracy and confidence issues can be addressed. A key element of this programme is our small class sizes. The programme is flexible and adaptable to the presenting literacy needs of the young people. We promote improving critical literacy and numeracy skills to allow young people equality in education so that they can reach their full potential in life.



TRAINING PROGRAMME

RECORD OF ACHIEVEMENT 2020

2020 was a year to remember. The Covid-19 pandemic caused unprecedented and unexpected disruption. While the pandemic affected students worldwide, those students who were already at a disadvantage were impacted most. The Candle educational programme started the year with great levels of engagement and enthusiasm. Attendance was excellent, and all of our programmes were running well with high levels of engagement. In March 2020, we responded immediately and proactively to the new restrictions and continued to deliver the programmes remotely despite the abrupt lockdown response to the Covid-19 pandemic in Ireland. As was the case in all schools in Ireland, there were no in-person classes in the centre from March 2020 to Sept. 2020. Initially we worked to deliver laptops and resources to our students and assignments were distributed throughout the period of remote learning. Students who were able to engage in education at this time worked hard in difficult circumstances and have all gained awards this year. We kept lines of communication open with those students who were not able to engage and ensured that they returned seamlessly to the programme in Sept. 2020.

The subjects that were most affected were the practical ones; Woodwork, Art and also the hands-on aspect of the level 5 programme. Young people and staff were delighted to return to the workshops and art room in person in September.

Returning in-person in September also meant implementing a raft of safety changes and new procedures. We are very proud that all young people worked with us to stay safe, wearing masks, social distancing and regular sanitising while in the centre. We have worked hard to adapt the modules and teaching methods to the changing restrictions while also maintaining the core values of the programme.

Despite the disruption of Covid-19 the level 5 course is thriving, with 3 young people on track to complete the course in 2021.

Achieving accreditation status for our Centre at QQI level 5 was a validation of the quality of our educational programme and young people have benefitted hugely from the delivery of this programme within the therapeutic supported environment of Candle. It offers them a progression route to third level education, further education and employment. We worked with our level 5 students to help them to complete online CAO forms at the end of 2020 in preparation for their next stage of progression.

The level 4 major award remains the heart of the educational programme. The majority of learners at Candle complete modules at this level and level 3 modules are taken by students as needed.

We maintained a high level of accreditation in 2020 with 46 minor awards and 3 major awards at level 4 and also 11 minor awards and 1 major award at level 3. Huge credit is due to each young person who achieved awards in challenging circumstances in 2020.

The modules at level 4 are varied and are delivered by experienced teachers. Young people learn life skills and confidence through the activities on the Communications, Personal Effectiveness and Maths modules.

Woodwork skills are a core part of the training programme. This subject has always been taught and enjoyed at Candle. The practical woodwork pieces produced by the students are of exceptional standard. The creativity and talent from the young people that emerges from the Painting and Graphics modules is also outstanding. Some of the wonderful artwork produced by students can be seen throughout this report. We also place a particular emphasis on digital literacy with modules in Computer Applications and Information Technology. A module in Health-Related Fitness at level 4 is integrated into our weekly timetable. Up until this year we went to external premises to take part in fitness activities. As part of our campus redevelopment this year, work began on an onsite all-weather sports pitch where we will be able to facilitate football, basketball, badminton and many other court sports. We have also installed outdoor fitness equipment. We look forward to next year when we can utilise these amazing facilities.

Our redeveloped campus, which we moved into in 2019, offers a state-of-the-art learning facility for the Educational Programme to deliver quality education in a purpose-built environment. The improved learning and social environment had greatly enhanced the atmosphere for young people and staff throughout 2020.

TRAINING PROGRAMME

TARGETED PROGRAMME 2020 The Training Programme is a targeted programme informed by the Trauma Recovery Model (TRM). TRM underpins all programme development at Candle and states that teaching methods and therapeutic interventions should be sequenced to account for the personal history and development of the young person using layers of intervention. Relationship building is considered key to progress on a targeted programme and young people work in small groups or one to one in a safe structured routine. In 2020 we reduced class sizes and increased one to one opportunity with all teachers. We also offered additional support plans and personalised timetables as needed to all

young people to complete their educational programme.

SOCIAL-DEVELOPMENT PROGRAMMES

All young people on the training programme take part in Social Developmental and Socialisation programmes The Social Development Programme aims to create a safe and confidential space to learn about and discuss important and relevant topics. The Trauma Recovery Model informs all our Developmental Programme planning and indeed all of our interactions with the young people. Appropriate support around issues raised is incorporated into each young person's developmental plan.

SOCIALISATION PROGRAMMES

Social trips are an integral part of the Training Programme. They strengthen relationships and broaden the social and cultural experience of the young people. Trips can take place throughout the year, but most outings take place at the end of terms. In the early months of 2020, we had a number of social and cultural outings including to Kilmainham Gaol and Dublin Zoo. March onwards obviously saw some disruption, but we worked hard to adapt the social programme and re-establish it within the public health guidelines in place at the time. Towards the end of 2020 we were able to go on go-karting outings, trips to Dublin Zoo and the Chester Beatty museum. Many planned trips had to be disappointingly cancelled last minute due to changing restrictions, but all young people had an opportunity to go on outings and those that went ahead were hugely enjoyable.



TRAINING PROGRAMME

Educational Programme Awards – Candle Community Trust

QQI Level 5 Major Award in Community Development 5M3050

Core modules

- Understanding Community Development 5N0777
- Community Development Practice 5N1901
- Working with Groups 5N2707

Additional modules

- Social Studies 5N1370
- Community Arts context and Practice 5N3026
- Work Experience 5N1356
- Personal Effectiveness 5N1390
- Communications 5N0690

QQI Level 4 Major Award in General Learning- Pathways to Employment 4M2010

Core Modules

- Communications 4N0689
- Functional Mathematics 4N213
- Work Experience 4N1168
- Information Technology Skills - 4N1125

Additional modules

- Graphic Design 4N1117
- Painting 4N1871
- Woodcraft 4N3185
- Health Related Fitness 4N2666
- Personal Effectiveness - 4N1132

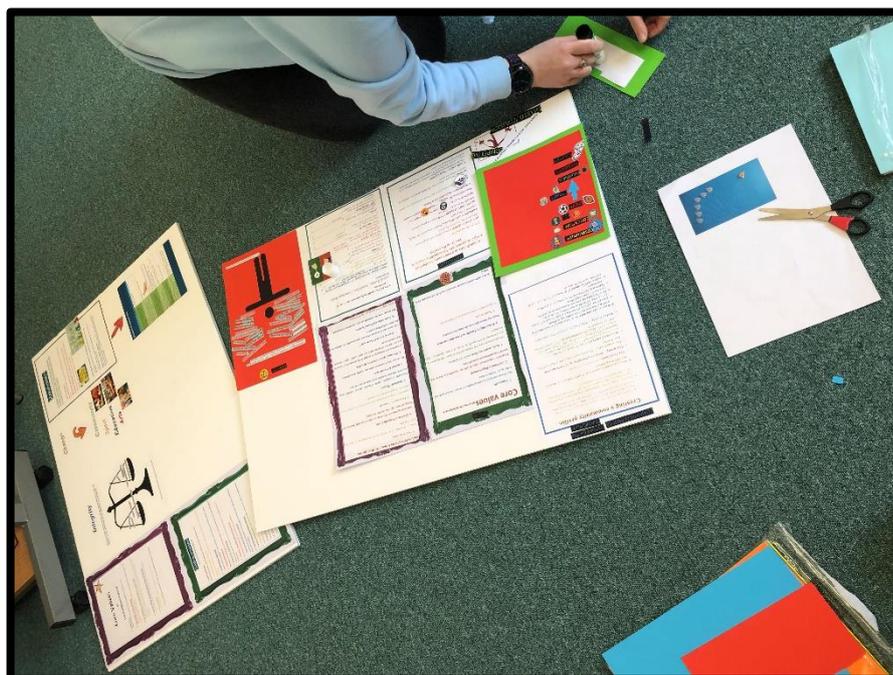
QQI Level 3 Major award in Employability Skills 3M0935

Core Modules

- Communications 3N0880
- Application of Numbers 3N0928
- Career Preparation 3N0896
- Computer Literacy 3N0881

Additional Modules

- Woodwork 3N0589
- Craft -Woodwork 3N1050
- Art and Design 3N0608
- Graphic Design 3N0584
- Personal Effectiveness 3N0565



CONNECT PROJECT

The Connect Project is a programme with a specific focus on providing interventions and support which actively encourages young people to make healthier life choices and engage in positive pro social behaviour. The Connect project provides a service which is underpinned by theoretical practice, namely Trauma Recovery model, that meets the holistic needs of each young person through the development of tailor-made programmes that include developmental, educational and therapeutic aspects. The main priority of the Connect project is to fully understand the young person and their life experiences in order to create a sense of belonging and build relationships. The programme is sensitive to the complex needs of participants and aims to support and motivate young people to positively participate in an educational setting.

The Connect Project works with young people, male and female, aged 15-21 years. Many of the young people are early school leavers and face the challenge of reintegration back into education. Many of the young people also have chaotic lifestyles and may be engaged in criminality. Connect provides a safe space for young people to develop their self confidence and re-engage with education at a pace that is in line with their needs. The programme re-introduces structure and routine in order to stabilise and prepare young people to engage with a wide range of programming, which not only develops their educational attainment but their emotional, social and physical well-being. The support we provide to young people helps them to manage the complexities of their everyday lives and strives to empower them to become more self-aware and reach their full potential.

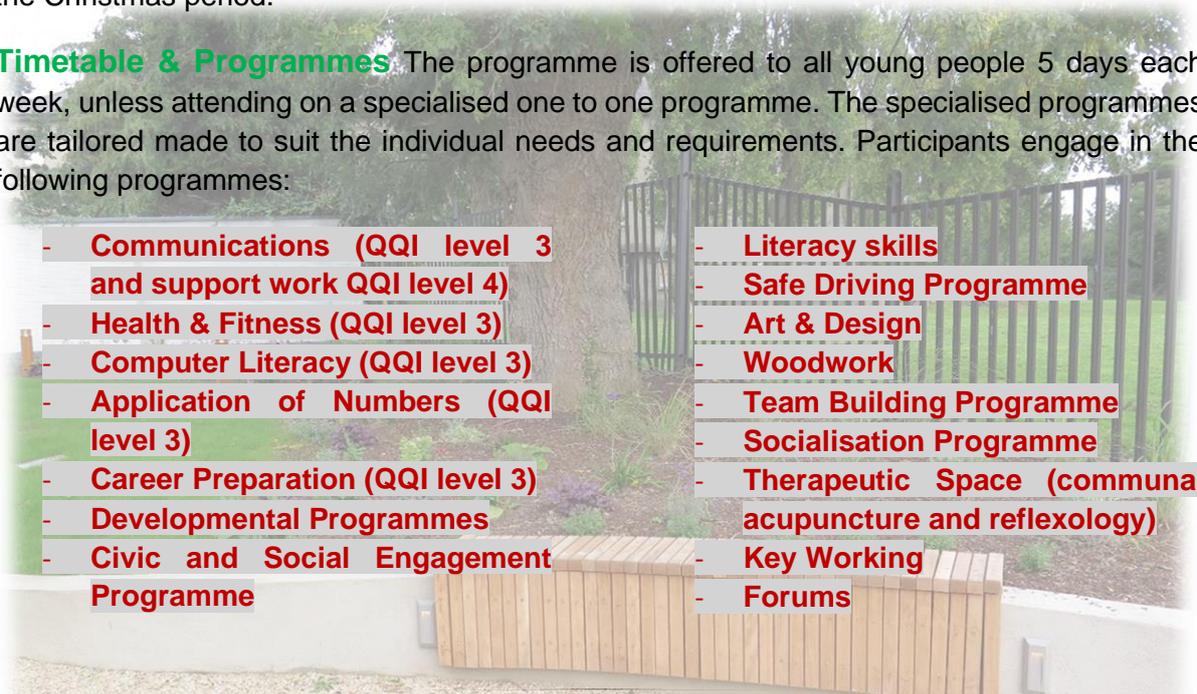
The Connect Project works closely the Young Person's Probation, Probation Service, TUSLA, local agencies and families all of which can refer to the service. The programme is facilitated in small group sessions on a daily basis which focuses on relationship building, education, developmental, socialisation skills and therapeutic interventions. Individualised one to one programmes can also be facilitated where specific referrals are made.



CONNECT PROJECT

IMPACT OF COVID-19 The programme was greatly affected by the global pandemic during 2020. The year commenced well following the Christmas and New Year holidays and we quickly received several new referrals. Young people commenced in Connect and began to engage with the various supports in place. As the virus began to spread it became clear that young people would be unable to continue their learning in the centre. Two young people on the Connect Project transferred onto the full time training programme at the beginning of stay at home restrictions in March. Young people in Connect were sent work packs on a weekly basis and engaged in various ways such as Zoom, telephone calls and social media. As we all navigated this new way of working the priority was to remain a stable part of each young person's life and to continue to educate and support them. This was a particularly challenging time for young people known to Connect as the support and stability they receive as part of the programme is vital to their daily lives. The young people struggled with change in routine and the inability to attend the centre. The project was able to maintain contact with the young people and support them during this time which was a huge positive. Young people were provided with emotional support and encouraged to engage with all supports on offer. Young people were engaged remotely from March to August. In August restrictions were eased and the young people were invited to attend a summer programme in the centre which involved food, games, arts and crafts, movies and gaming. Attendance was positive and it was lovely to see the young people after being away from the centre for such a long period of time. This was a great way to support the young people and introduce them to the new procedures around Covid-19 in the centre prior to their formal return to their education programmes. In September the project recommenced face to face and we received a number of new referrals and commenced the assessment process with young people within Connect. It took some time for the young people and staff to adjust to the new procedures such as social distancing and face masks within the centre. However, we were able to successfully deliver the educational programmes within Connect and had a great term with brilliant attendance up to the Christmas period.

Timetable & Programmes The programme is offered to all young people 5 days each week, unless attending on a specialised one to one programme. The specialised programmes are tailored made to suit the individual needs and requirements. Participants engage in the following programmes:

- 
- **Communications (QOI level 3 and support work QOI level 4)**
 - **Health & Fitness (QOI level 3)**
 - **Computer Literacy (QOI level 3)**
 - **Application of Numbers (QOI level 3)**
 - **Career Preparation (QOI level 3)**
 - **Developmental Programmes**
 - **Civic and Social Engagement Programme**
 - **Literacy skills**
 - **Safe Driving Programme**
 - **Art & Design**
 - **Woodwork**
 - **Team Building Programme**
 - **Socialisation Programme**
 - **Therapeutic Space (communal acupuncture and reflexology)**
 - **Key Working**
 - **Forums**

CONNECT PROJECT

During Covid, the timetable was carried out remotely with young people who were able to engage in remote learning. Young people were sent out work packs which met the learning outcomes of the QQI Level 3 modules. As young people could not attend the centre, the programme was needs led with a particular focus on developmental programmes in terms of promoting positive emotional well-being and encouraging pro-social behaviour.

RECORD OF ACHIEVEMENT 2020

INTERAGENCY Throughout 2020 the Connect Project continued building meaningful professional relationships with the Probation Service, IYJS, TUSLA and community agencies. Covid-19 enabled close working between Probation and Candle, in particular during times of remote working in respect of young people who required specific interventions. Despite restrictions in place, effective communication and detailed individual assessments were completed and care plans for the young people were devised with all stakeholders. Joint meetings between young people, Candle and relevant professionals were facilitated where appropriate to promote partnership working. This aided engagement within the project and ensured that appropriate plans and interventions were devised to fully meet the young people needs. Connect staff attended several case conferences and meetings throughout the year virtually, in line with Covid-19 public health advice.

TAILOR MADE/SPECIALISED PROGRAMMES Due to Covid-19 tailor made/specialised programmes looked a little different, as for much of the year young people were unable to attend the centre. A number of one to one programmes were facilitated for young people who were unable to participate in the core programme due to personal struggles, behavioural concerns and needs raised by referral agencies or the young person/family. In response to Covid-19, tailor made, and specialised programmes were devised to work with young people with specific needs in innovative ways in order to promote engagement. Overall, the specialised programmes were successful as they helped to build confidence and a sense of belonging to those engaging in the programme. Despite being delivered in a different manner young people were able to forge relationships with staff and make meaningful connections with the service.



CONNECT PROJECT

THERAPEUTIC SPACE – During 2020 the Therapeutic Space was fully integrated into the Connect Project timetable as far as possible. All young people on the programme are offered access to communal acupuncture, reflexology, counselling, nutrition talks and consultations. Covid-19 affected face to face delivery of some therapies including acupuncture and reflexology which had to be paused due to restrictions. Therapies such as counselling and mindfulness were offered remotely where possible and were offered face to face when restrictions eased. The young people greatly enjoyed engaging in the therapies on offer and this enables them to relax and develop positive self regulation. The normalisation of the therapeutic space has assisted young people to engage fully in therapies and the benefits of this can be observed.

PRISON VISITS – a number of face to face prison visits were carried out with three young people at the start of the year. During Covid-19 visits were carried out virtually via the conference call and Zoom service. This enabled two young people to successfully transition back to Candle with ease following their time in juvenile justice. Prison visits support young people whilst in Candle and build and maintain relationships and is an important aspect of the Connect Project.

PERSONAL & SOCIAL DEVELOPMENTAL PROGRAMMES As part of the Connect Programme all participants engage in our personal & social developmental programmes. Developmental Programmes include Crime Awareness Programme, Positive Mental Health, Sexual Health Awareness and Drug & Alcohol Awareness. In response to Covid-19 the programmes delivered were in direct response to emerging needs in the young people's lives during this time. A strong focus was on Positive Mental Health, Drug and Alcohol Awareness and Crime Awareness. Developmental Programming is discussion led by the young people and enables them to have a space where they can gain knowledge and discuss any issues or concerns. Developmental Programming during this year has been focused on practical support and tools to support and enable young people to understand and manage their feelings and emotions during these difficult times and to enable them to engage in pro social behaviour that will benefit themselves, their families and the wider community.

SOCIALISATION / TEAM BUILDING PROGRAMME Due to Covid-19 we were unable to progress with our cultural and educational visits around the Dublin area. This was unfortunate as it enables young people to develop a sense of belonging and connection with the city in which they live. As part of group cohesion and team building skills, we delivered a cooking programme in October/November 2020. All the young people took part in this and developed their cooking and creativity skills. Young people also learned about the importance of nutrition and healthy eating on the body and mind. Young people were keen to showcase their cooking skills and enjoyed planning and preparing their meals. Food poverty was a huge issue that emerged this year and as a response to this we felt it was important to educate the young people on how to create healthy budget friendly meals as a core life skill.

The young people displayed their teamwork skills when cooking and each young person carried out different tasks and developed their skills and knowledge in this area. This programme also helped the young people to get to know each other and hang out together in an informal fun way. The generic team building programme usually involves weekly on-site

CONNECT PROJECT

and off-site activities. This programme again had to be modified in response to Covid-19 and involved more on-site activities such as arts, crafts and team building games. This programme supports the development of team building skills, social interaction and confidence within small groups and within the community. These benefits are seen through the improved attendance and positive spirits by the young people.

OUTINGS The Connect Programme runs continually throughout the year and young people are offered the opportunity to attend various outings throughout the school holidays including Easter, Summer, Halloween and Winter. Due to Covid-19 outings were limited as restrictions remained in place and some of the venues that we would usually attend for outings were closed. Trips were organised to pitch and putt and go karting prior to Christmas.



YOUTH SERVICE

Our youth service began 2020 with high levels of attendance and engagement. Young people enjoyed the afternoon and evening clubs and Candle services were in full use - from art and dance sessions in the day centre to therapies and outdoor activities in the garden.

ONLINE SERVICE PROVISION Candle Youth Service has had to adapt its services throughout 2020. During the lock down, between March and June, the Youth Service went completely online. The service provided online zoom sessions where the groups took part in art activities, as well as providing support to improve their social and mental wellbeing. We also ran fun quizzes on zoom each week. An incentive for young people to take part in the quiz was the prize of a pizza delivered to their home. We also kept in touch with other young people and parents over the phone.

In July and August, we moved into level 3 restrictions and we were able to meet with young people in small groups of six. Candle Youth Service ensured that all groups entering the building abided by the policies and procedures in relation to the precaution required to reduce the spread of Covid-19. The attendance over July and August was positive under the circumstances, with a weekly average of 50 young people engaging in the service.

We also delivered art packs to 50 families throughout August. This personal contact provided an opportunity to check in with parents and guardians. In addition, we provided a significant detached Youth Work Programme over the summer, engaging with young people and parents/guardians in the community. This engagement in the community has improved attendance in the youth service and allowed youth workers to engage with the most vulnerable young people in the community.

We creatively continued our programmes within changing restrictions from Sept to Dec 2020 whenever possible offering the programmes in the centre. We ran a digital media programme, held a successful Halloween event, delivered a Christmas art project and went on a range of outings including go karting.



YOUTH SERVICE

INFORMAL EDUCATION Candle Youth Service uses informal education as a fundamental tool to address issues with young people, to set goals and to get to know the young person. It also serves as an effective way to achieve our annual outcomes. Informal education can come about through casual conversations. These conversations can be planned by the youth worker, but also can be spontaneous and in the moment, as the young people discuss issues, interests or things that are going on in their lives.

Candle Youth Service create a safe space for young people to be themselves and talk openly with youth workers. This process is underpinned by positive and trusting relationships between the young people and the youth workers. Some key needs addressed through informal education this year include concern around Covid-19, pressures in school, mental health, drug and alcohol use, relationships, bullying and appropriate use of social media.

DIGITAL MEDIA PROGRAMME The youth service provided a comprehensive digital media programme to two groups of young people in 2020. The young people now have the skills to film, edit and carry out journalistic style interviews.

ART PROGRAMMES The young people have engaged in innovative art programmes over this period. The young people have created robots, prints onto bags and t-shirts, nail design, jewellery design, bird boxes as well as working with clay and paints.

DANCE PROGRAMME Candle Youth Service has provided a dance programme for young people. The young people learnt hip hop dance moves and performed dances in front of their peers. The young people really engaged in the programmes and this was a positive activity that improved their health and well-being.

KEY WORKING An important aspect of the Youth Service is the one-to-one service we provide to young people. The youth service supports these young people with the challenges they face in their lives to assist them to achieve their best potential in their formal educational studies. The one-to-one intervention takes a trauma informed approach and is rooted through positive relationships and conversations with the young people. The youth workers act as mentors/counsellors to the young people and are responsive to any additional needs that may arise from the meetings. The youth service currently provides seven young people with this service supporting them with quite complex needs.

MENTAL HEALTH PROGRAMME Candle Youth Service have run a number of mental health programmes in 2020. These cover a range of issues that lead to poor mental health such as the influence of social media, body image and negative self-talk. The programme aims to develop awareness of these issues and identify proactive ways to improve ones' mental wellbeing.

SOCIAL MEDIA AWARENESS PROGRAMME Candle Youth Service is aware of the influence of social media on young people, particularly during the Covid-19 epidemic, as young people have increased their use of social media during this time. The programmes aimed to make young people aware of how prolonged use of social media influences their mental wellbeing, as well as looking at the positive and negatives of social media and how to keep themselves safe online.

YOUTH SERVICE

HEALTH AND BEAUTY PROGRAMME The Girls' Empowerment Group took part in a health and beauty programme. The programme focused on developing manicurist skills. The young people also explored avenues of how to gain employment in the health and beauty sector.

ANTI-BULLYING PROGRAMME Candle Youth Service ran a number of programmes on anti-bullying. The programmes focused on different types of bullying and strategies to deal with this issue.

TEAMWORK AND COMMUNICATION SKILLS PROGRAMMES Candle Youth Service ran a number of teamwork activities. Groups were set challenges that they must complete as a team. These activities enhance young people's communication skills in a group setting.

PARENTS' PROGRAMME The parents' programme has continued throughout level 5 restrictions. This initiative is funded through the Community Hub Programme. The Youth Service provides an outreach programme to young mothers providing them with groceries each week. This also provided an opportunity to check in with the parents and provide any necessary supports. The youth service also provides a meeting space for them in Candle every Wednesday night where the young women took part in art, mindfulness, and discussion around parenting and other topics.



HALLOWEEN EVENT This year the Youth Service ran a small event for four of the younger groups in the youth service. The event abided by all the level 5 Covid-19 precautions outlined by CDYSB. The activities included a magician, arts and crafts and Halloween games. The young people also enjoyed food and tasty treats at the event.



YOUTH SERVICE

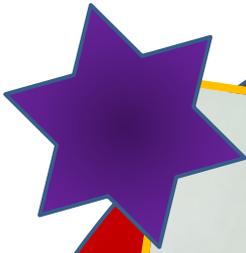
Programme plans for 2021

- **An Gaisce Award** (Bronze Level – 13 weeks) is a self-development programme for young people in Ireland. The word Gaisce means great achievement. If you achieve an award you get a medal in a presentation box, a certificate signed by the President and a lapel pin. Candle Youth Service aims to run this programme over 2021 with two groups of young people.
- **Peer Leadership Programme** Candle Youth Service would like to run a Peer Leadership Programme. This will provide young people with skills and experience in leadership.
- **Safe Driver Theory Programme** Candle Youth Service will support young people to pass their driver theory test to get a full driver's licence. A full driver's licence will provide opportunities for employability as well as opening other possibilities in their lives.
- **Health & Fitness Programmes** Candle Youth Service will develop a range of health and fitness programmes for various group in the youth service that meets their interests.



- **Therapeutic Space Information and Taster Evenings** Candle Youth Service will proactively get more young people and parents to experience the therapeutic services available in Candle Community Trust.
- **Summer and Winter Outings Programme** Candle Youth Service plan to run a range of day trips so young people can take part in a range of fun activities.
- **Horticultural Programme** Candle Youth Service plan to run a number of short horticultural programmes. This will give young people an understanding of growing plants and food. This programme also aims to improve social and mental well-being.
- **Inclusivity & Diversity Programme** Candle Youth Service will develop an Inclusivity and Diversity Programme. This programme aims to address a need the youth service has identified to encourage young people to understand and respect people from different cultures, ethnicities and beliefs.
- **DJ Skills Programme** Candle Youth Service aims to run a DJ skills programme. The young people will develop DJ skills and develop their creativity through music.

YOUTH SERVICE



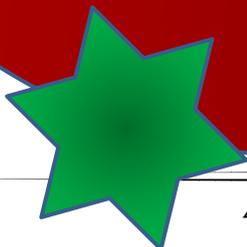
Candle Zoom Quiz
Fancy sitting down with this later?



Candle Zoom Quiz
Free Large Pizza and Sides
Won Last Week
It could be you tonight!

Zoom @ 6pm Tonight

[LINK TO FOLLOW](#)



YOUTH SERVICE



Therapeutic Space

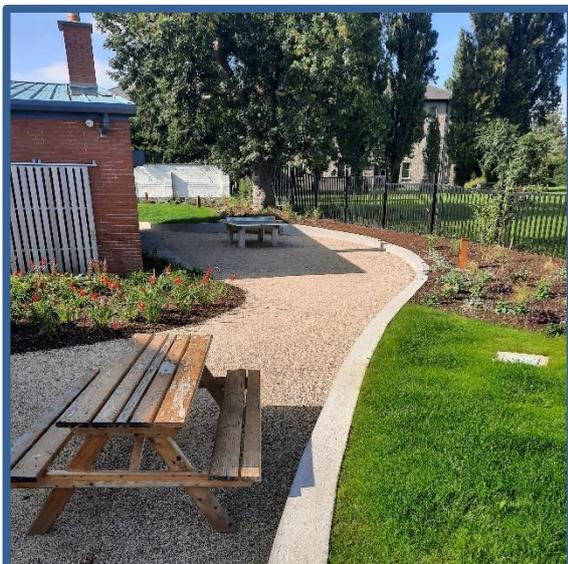


Therapeutic Space

THERAPEUTIC SPACE

In January 2020 Candle celebrated its first year in the newly redeveloped campus. The uptake of the therapeutic services has been greater than ever due to the philosophy of the Therapeutic Space and the proficiency of the therapists which is now enhanced by the tranquil and welcoming environment. The vision of the Therapeutic Space is realised in the physical environs and further complemented with the new sensory garden and the landscaping of the surrounding grounds that was completed in August 2020. The sensory garden aims to evoke our senses, sight, smell, hearing and touch, bring us into the present, being mindful, more grounded and calmer in ourselves. The garden has also created a biodiversity with its conscious planting of native plants, shrubs, and trees. In what seemed like overnight, birds, bees and butterflies filled the sensory garden. This beautiful and peaceful space has drawn staff and young people alike outdoors regardless of the weather to embrace the experience. Never was the garden needed more than during these precarious times of a pandemic.

Becoming a trauma responsive and informed organisation is key to Candle's Strategic Plan 2020-23 and has informed every goal and focus of services in Candle, in particular the therapeutic service. Staff engaged in further extensive interagency

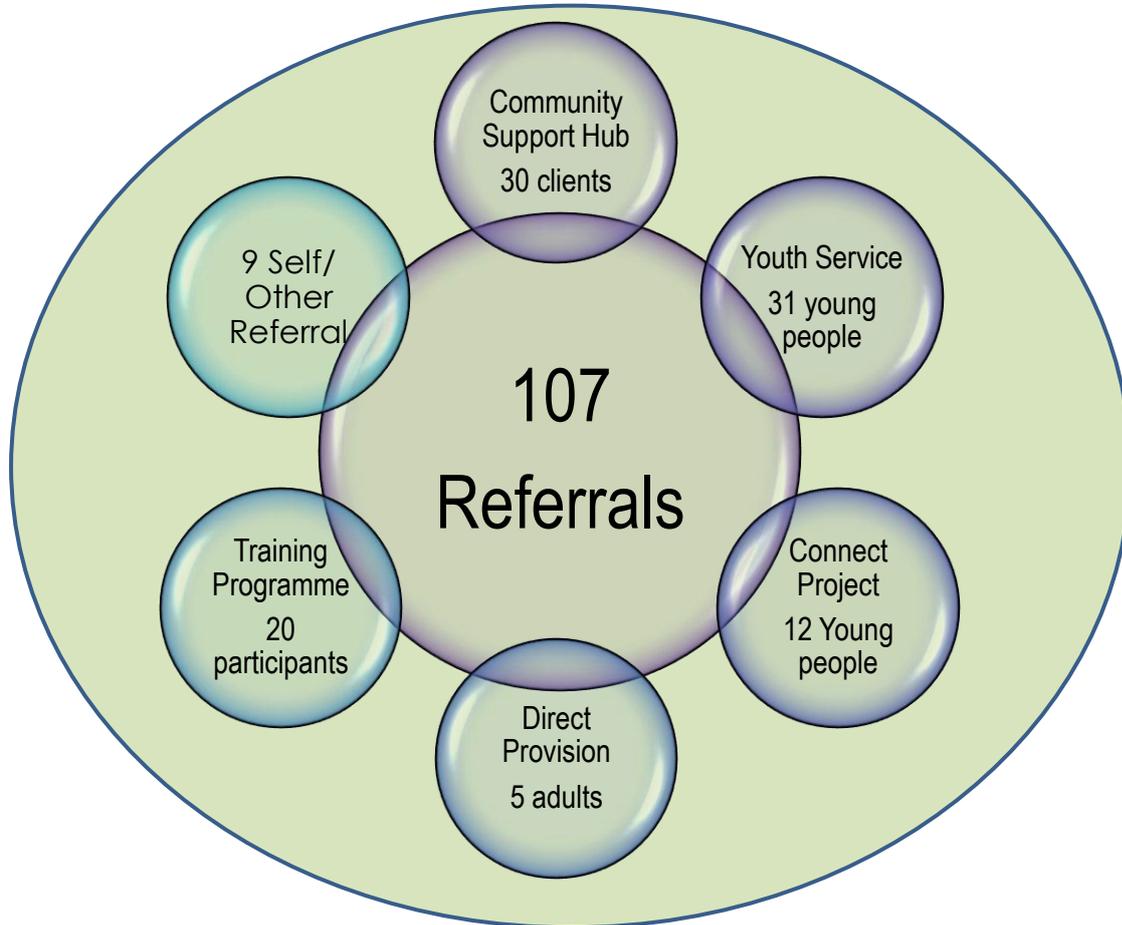


training this year with Dr Karen Treisman on understanding trauma to inform and support our journey and vision. Research shows that a trauma informed environment not only creates a calm effect on those who enter but also contributes significantly to the healing process. Every aspect of our building and the surrounding grounds have been designed to create an environment that is trauma reducing and conducive to our work with young people.

Therapeutic services are open to all young people who attend Candle, and this service is unique in its approach, creating 'care within a circle of care' or a 'wrap around' service which delivers significantly positive outcomes for very vulnerable children, young people, and their families. The therapeutic services have become an integral response to meet the complex needs of the young people accessing our services, especially in providing therapeutic interventions deemed necessary following the assessment and care planning process. All the staff in Candle work collaboratively to support the young people in accessing their therapeutic care plan. Through this vital support young people rarely miss their appointment, as a result engage fully, and remarkable positive outcomes are achieved.

Therapeutic Space

Referrals to the Therapeutic Space 2020:



THERAPIES OFFERED The Therapeutic Space provides weekly individual psychotherapy and counselling alongside drama therapy, acupuncture, reflexology, yoga, and mindfulness practice as part of the overall programming for young people accessing Candle's services.

Young people who present with complex needs are supported through therapeutic interventions to work through their personal struggles to fully partake in educational/developmental programmes and to ultimately grow and develop as healthy human beings.

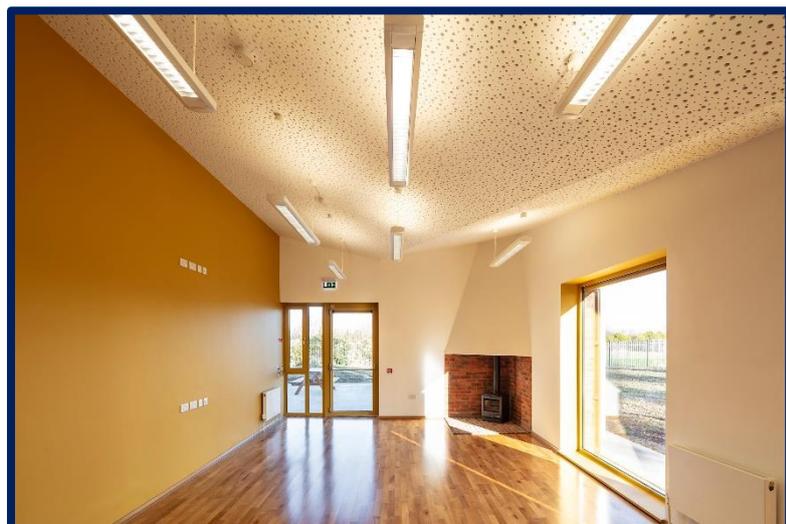
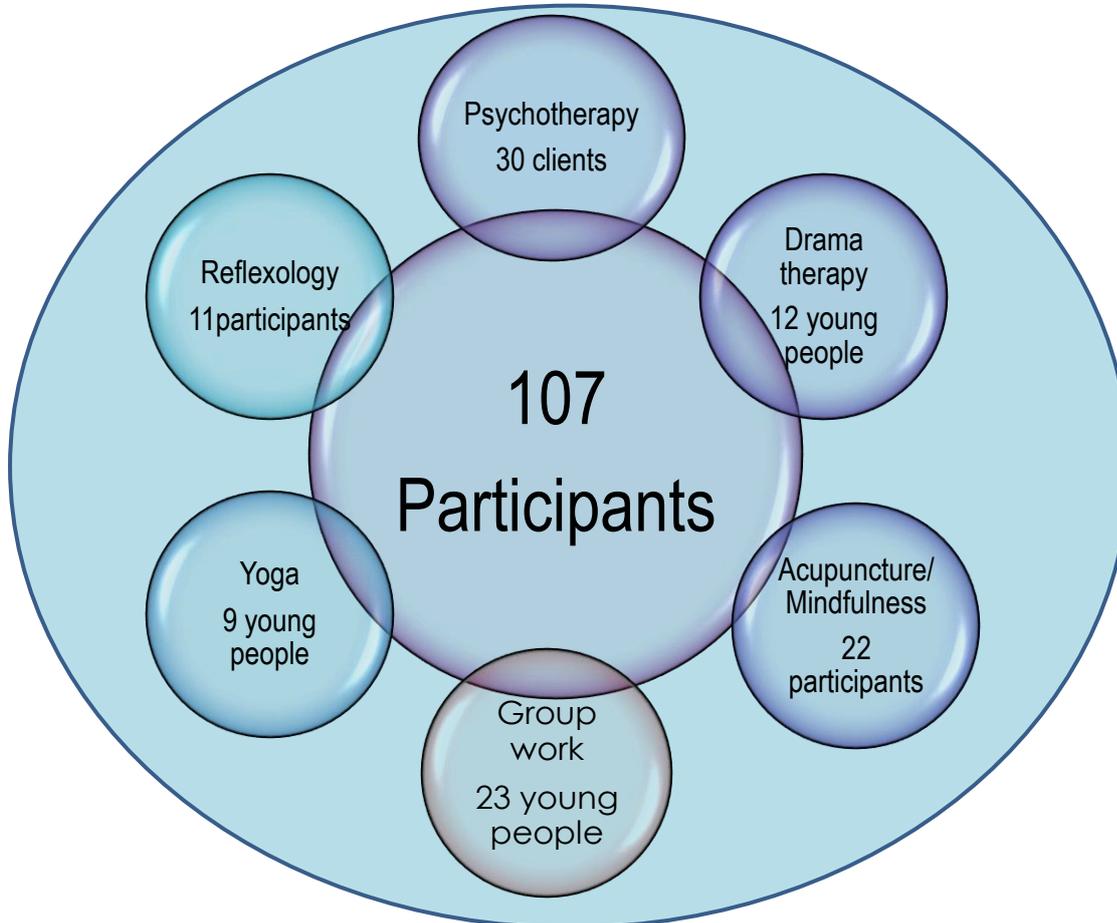


Photo credit - McGarry Ni Éanaigh Architects, Richard Hatch Photographer

Therapeutic Space

Engagement in therapeutic services in 2020:



The Therapeutic Space services are continuously reviewed by the participants, keyworkers, and service providers.

Outcomes identified in these evaluations:

- The significant mental health needs of very vulnerable young people are being addressed.
 - A reduction in suicidal feeling and ideation among client group.
 - Decrease in levels of anger or aggressive outbursts in the Centre and at home.
 - Normalizing of the idea of “accessing support” among young people.
 - Building of self-confidence, self-efficacy, and resilience amongst young people.
 - Development of important life skills and supports which help to reduce anxiety and address depression.
 - Decreased levels of offending and anti-social behaviour.
- of healthy soc

Therapeutic Space

It is our firm belief that engagement in the Therapeutic Space is making a considerable difference in the lives of the young people, from their education attainment to reducing offending behaviours and towards greater healthy personal and social integration.

THERAPEUTIC SPACE RESPONSE TO THE PANDEMIC The lockdown in March 2020 due to Covid-19 and subsequent government guidelines and restrictions that followed greatly disrupted Candle services. We very quickly had to reimagine our delivery of programmes. Counselling services immediately went online via zoom and phone calls. Unfortunately, some young people opted out due to lack of personal space and privacy. These young people were then highlighted for additional support through the service they were engaged with, namely the Training Programme, Connect or Youth Service. Yoga and mindfulness practice were offered to young people, their families, and staff twice weekly online. Sadly, acupuncture and reflexology ceased due to the proximity required in its practice.

Throughout the year huge flexibility was required as restrictions eased and then reinstated depending on the levels of transmission of the virus in the community and government guidelines. Every programme area completed a risk assessment and new health and safety measures were put in place in the centre to ensure when we returned to the building that the working environment was safe for all.

Following discussions with TUSLA on our work with the most vulnerable and marginalised young people in community we were recognised and deemed an essential service, hence one



Therapeutic Space

to one meeting was permitted on site in times of crisis. As restrictions were eased, face to face counselling was resumed in Candle on the 29th June and proved to be needed more than ever as young people reported higher levels of anxiety, depression, family conflict and substance misuse during lockdown. The young people continued to be supported through our 'wrap around' model of practice by the programme they engage with. Staff worked collaboratively and diligently to provide the most comprehensive and supportive service possible in these precarious times.

By the end of August, the education programme could return on site. With more young people in the centre, therapeutic services were again reviewed in the hope of offering a wider range of therapeutic interventions. Initially acupuncture was replaced by individual guided meditation sessions and by the end of September following a risk assessment and health and safety procedures in place acupuncture was offered to young people on the training programme only. At the same time one to one yoga classes were offered.

A renewed appreciation for the therapeutic services is being witnessed, especially this year. The young people have expressed their greater understanding of the experienced benefits of therapeutic interventions on both their physical and mental health and overall well-being.

INTER-AGENCY DIMENSION The Therapeutic Space and Youth Service are working in collaboration with local schools and agencies to identify those most at risk and then providing personal development groups, psychotherapy, and counselling for those identified. It is of utmost importance that the philosophy and ethos of the Therapeutic Space underpins interagency involvement i.e. that young people establish a particular sense of security and belonging with the agency and Candle which enables them to take up the therapeutic services. We also unceasingly strive to create a 'wrap around' service through individual care plans for those young people referred by TUSLA, The Probation Service and the HSE who have no prior engagement with Candle services. Such good and collaborative relations made the establishment of an initiative such as the Community Support Hub possible.

COMMUNITY SUPPORT HUB INITIATIVE As a trauma informed organisation, Candle is acutely aware of the negative fall-out for many young people in the community, during Covid-19 particularly in relation to mental health needs. Many young people are finding it hard to cope with isolation and loneliness, a loss of routine and social connection, anxiety about the future, a disruption to their education, and in some cases difficult or traumatic experiences at home.

Consequently, Candle approached Ballyfermot Chapelizod Partnership to fund and collaborate on a new initiative to reach out to young people in the wider Ballyfermot community who were not currently engaging in Candle services. The proposed 5-month initiative was a response to the mental health needs of young people and families following the lockdown and during this ongoing pandemic period. As a result, the 'Community Support Hub' was established in September 2020 to offer 6 weeks of psychotherapy followed by 10-week small group work on resilience and empowerment.

Therapeutic Space

Candle invited 7 Ballyfermot agencies to engage collaboratively as a referral agency for the initiative. The agencies; St Dominic's Secondary School, Ballyfermot Youth Service, Kylemore College, TUSLA, Ballyfermot Chapelizod Partnership, St John's Secondary School and Familibase each identified 7 children or young people in their service who require additional therapeutic support.

The schools and agencies involved agreed to the important factor of this initiative, that once the young person or child was referred the nominated person from the agency would subsequently support their engagement in the Community Support Hub

Over the course of the Community Support Hub, 49 children and young people will have access to the 6 weeks psychotherapy, followed by a 10-week Group Programme on Personal/Social Skills and Resilience.

The first round of psychotherapy sessions commenced on the 7th September 2020. From that date until the end of that year 31 people engaged in 162 individual sessions. 162 of 175 sessions were attended during this period (92.5%) 3 young people dropped out due to personal reasons.

31 participants September to December 2020:

11 years and under		12-14 years		15-17 years		18-20 years		Young parents	
Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
1	0	7	7	6	4	0	2	4	0

The outcomes of the Community Support Hub included:

- The mental health needs of vulnerable children and young people, resulting from Covid-19 experience, were heard, and explored in a supportive environment.
- Young people experienced a forum to explore difficult and sometimes frightening feelings and emotions.
- Children and young people were helped to emotionally self-regulate.
- Building of internal psychological safety and containment.
- Improved self-care and living skills for participants.
- Development of self-confidence, self-efficacy, and resilience.
- Normalisation of the concept of seeking support.
- Young people had the opportunity to work with painful personal experiences and possible trauma.
- Time to connect with one's own creativity and personal identity.

Feedback from the participants, parents and referrals agencies will be collated into the final report, which will outline the learning gained from this short initiative and recommendations will be made for any similar initiatives in the future. The report will include a combined case report from participants, testimonial statements from children/young people, parents and feedback from the practitioners and referral agencies

Candle Home Liaison Programme

In recent years Candle has recognised an increase in the complex needs and significant emotional stress due to the level of trauma experienced by the young people and their families. It is also the experience of Candle that the involvement and support of parents and family is crucial during the young person's engagement with us; and that better outcomes are realised when parents and family are involved in the young person's placement.

The Candle Home Liaison Programme aims to engage the most hard-to-reach young people and to support their motivation and involvement, as well as to enhance the young peoples' well-being and participation in Candle Programmes and to facilitate a supportive home environment. The involvement and support of parents and the family is crucial during the young persons' engagement with our services. It is our experience that better outcomes are realised when parents and families are involved in their child's placement.

The Candle Home Liaison Programme

(CHLP) aims to enhance the wellbeing and participation of the young people and to support their development through building positive relationships with, and providing support to, their parents and families.

During 2020 the CHLP engaged in work to:

- **Promote frequent contact with parents and family members**
- **Establish a positive foundation for successful cooperation between home and Candle**
- **Increase parental involvement**
- **Facilitate a supportive home environment**
- **Offer opportunities for parenting support**
- **Support young people and their families when they are in crisis**



Initially in 2020 this work took the form of home visits, family meetings, phone calls and supports offered through the Therapeutic Space, for example, Communal Acupuncture. As with other programme areas, the work of the CHLP had to be reimaged in response to the Covid-19 pandemic. The additional challenges faced by families due to the pandemic, further highlighted the need for the CHLP. Throughout the restrictions Candle has maintained contact with families over the phone, via social media and through other channels. Listening, advice, support and referrals were offered to families.

It is envisaged that in 2021 the CHLP can continue to build on this work; expanding the range of opportunities for parents and families to engage with Candle and through providing supports based on the needs of the young people and their families. The CHLP will continue to form a key part of the wrap around supports offered to young people and their families.

ADMINISTRATION



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Representatives who currently attend Candle Board of Management Meetings:

Ciara O’Connor Senior Probation Officer – The Probation Service

Garreth Tierney Liaison Officer - CDYSB



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An Ghníomhaireacht um
Leanaí agus an Teaghlach
Child and Family Agency

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Amanda Brothers

(Housekeeping)

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(Teacher)

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Clare Mander

(Home Liaison Co-ordinator)

Dervella McNee

(Associate Director)

Donna Dinnegan

(Teacher)

Elena Moreo

(Yoga teacher)

Ger Byrne

(Psychotherapist)

Harry Shannon

(Teacher/Health & Safety Officer)

Honor Carroll

(Drama Therapist)

John O’Gorman

(Volunteer)

Kathleen Moore

(Psychotherapist)

Kevin Callan

(Acupuncturist)

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William Greene

(Maintenance)

Veronica Bowden

(Administration)

Veronica Woods

(Kitchen/Housekeeping supervisor)

Acknowledgements

I wish to record my thanks and gratitude to all those people who contributed so richly and generously to Candle during 2020, particularly during these difficult times.

My first thanks is to the young people and their families. Young people are the heartbeat of our organisation and each one of you bring immense openness, trust, fun and warmth to our engagements. Thanks to you and your families for allowing us to share this part of your life and we are committed to providing the services, support and care that you deserve and indeed have a right to.

Thank you to Seamus Taaffe, Chairperson of the Board, for your leadership and vision in leading a talented and committed Board of Trustees who work voluntarily and give generously of their time and skills in the interest of furthering the mission of Candle. You provide immense support to us as we carry out our work. Two new Board members, Sarah Green and Beatrice Vance, joined the Board this year and already are bringing particular skills and new perspective to the work. I thank Colm Gorman who retired from the Board this year for his contribution over many years, and particularly for his insightful, wise and practical counsel.

The staff at Candle are our greatest resource. I am privileged to work with a team of committed, passionate and caring people who always have the interest of the young people at heart. Thank you for your creativity, imagination and flexibility in reaching out and delivering services in new ways during these Covid-19 times. This year, new staff joined the team, and each has already contributed significantly to the building of a cohesive, respectful and engaging team effort.

At Candle we are fortunate to have several volunteers who give freely of their time and effort to Candle and its participants. We are so grateful to each of you for your commitment and generosity to Candle's work.

Administration



I acknowledge our Funding Agencies who provide not just finance but ongoing support to the organisation. I thank the Probation Service, CDYSB, CDETb, TUSLA and HSE for their continuing support of Candle's work. I wish to record my thanks to: Joe Keaney, Olivia Keaveney, Ciara O'Connor, The Probation Service; Probation Officers whom we work with daily; Tony Browne and Damien Kenny CDETb; Céline Martin, Garreth Tierney and Brian Healy, CDYSB; Deirdre Nolan, Kylemore College (CDETb); Deirdre Roche, Des Delaney, Maria Hayes, TUSLA; John Meehan, National Office for Suicide Prevention; Anne Fitzgerald, Ballyfermot/Chapelizod Partnership.

The Jobs Initiative and Community Employment Schemes are extremely important to Candle and support us in providing our current level of Service. Thank you to Michelle McEvoy, J.I. Co-ordinators, and Henry Harding and Dave Fleming, C.E. Supervisors.

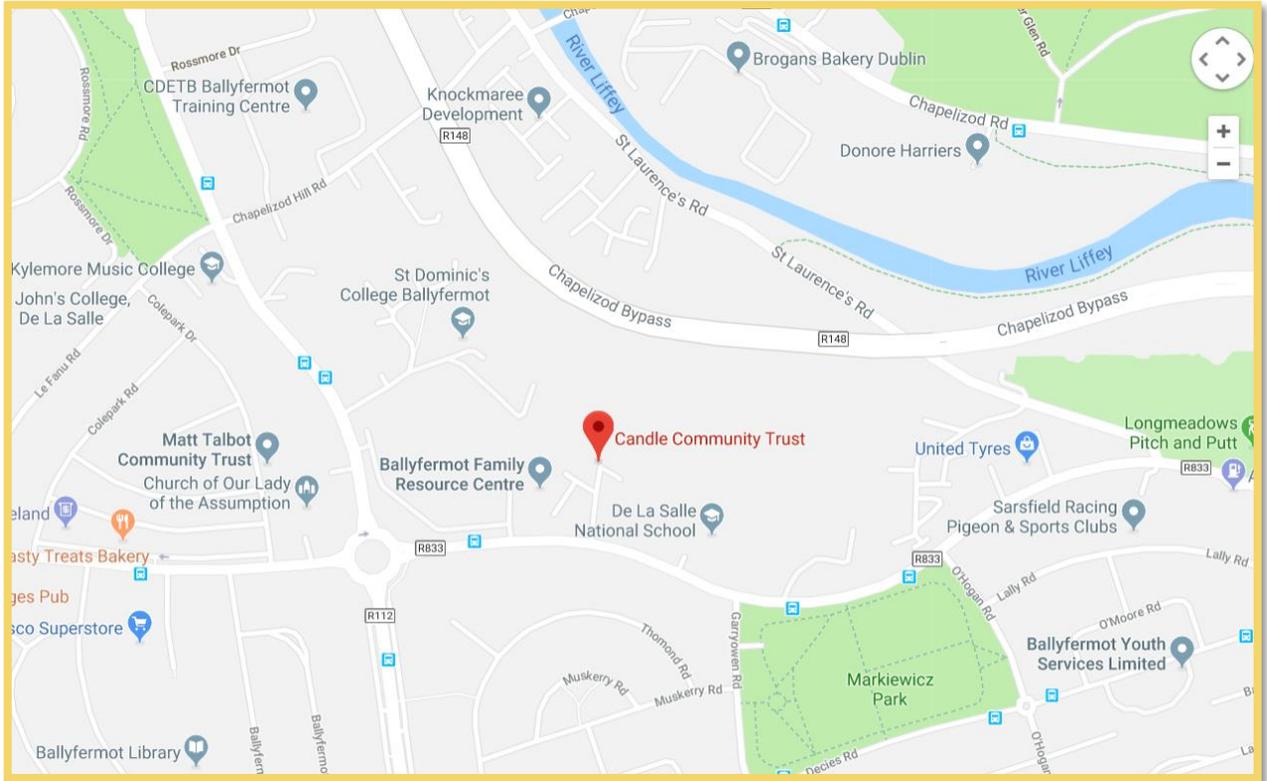
During 2020 Candle staff has collaborated closely with several community organisations, particularly through the new Community Support Hub and the inter-agency learning forum. This inter-agency work is very important to us and we are grateful for the meaningful engagement and work with these organisations during the year. We aspire to build further on this interagency involvement into the future.

A significant number of individuals, foundations and organisations contributed financially to the redevelopment of the Candle Campus. We are deeply indebted to each for their generosity, and for the trust which they place in the Candle organisation. As the redevelopment of the therapeutic garden and entrance area were the main focus in 2020, I extend a particular thanks to the Slaney Foundation for their immense support. Without this financial support the redevelopment of the campus would not have come to fruition.

Finally, I would like to thank and acknowledge everyone who contributed to this report, particularly Breeda Slevin our teacher, for her role in collating the material, layout and graphics.

Brian Johnston

Candle Community Trust 2020



*“Everyone is welcome here,
equally cherished for the gifts
they bring to our community”*

Company Number: 71945
Charity Number: 8999
Charities Regulatory Authority Number: 2002501