

DEVELOPMENT EDUCATION AND GLOBAL JUSTICE EDITION

IRISH YOUTH WORK CENTRE'S

# scene

MAGAZINE

INSIDE

Contributors

Dermot O'Brien

Valerie Duffy

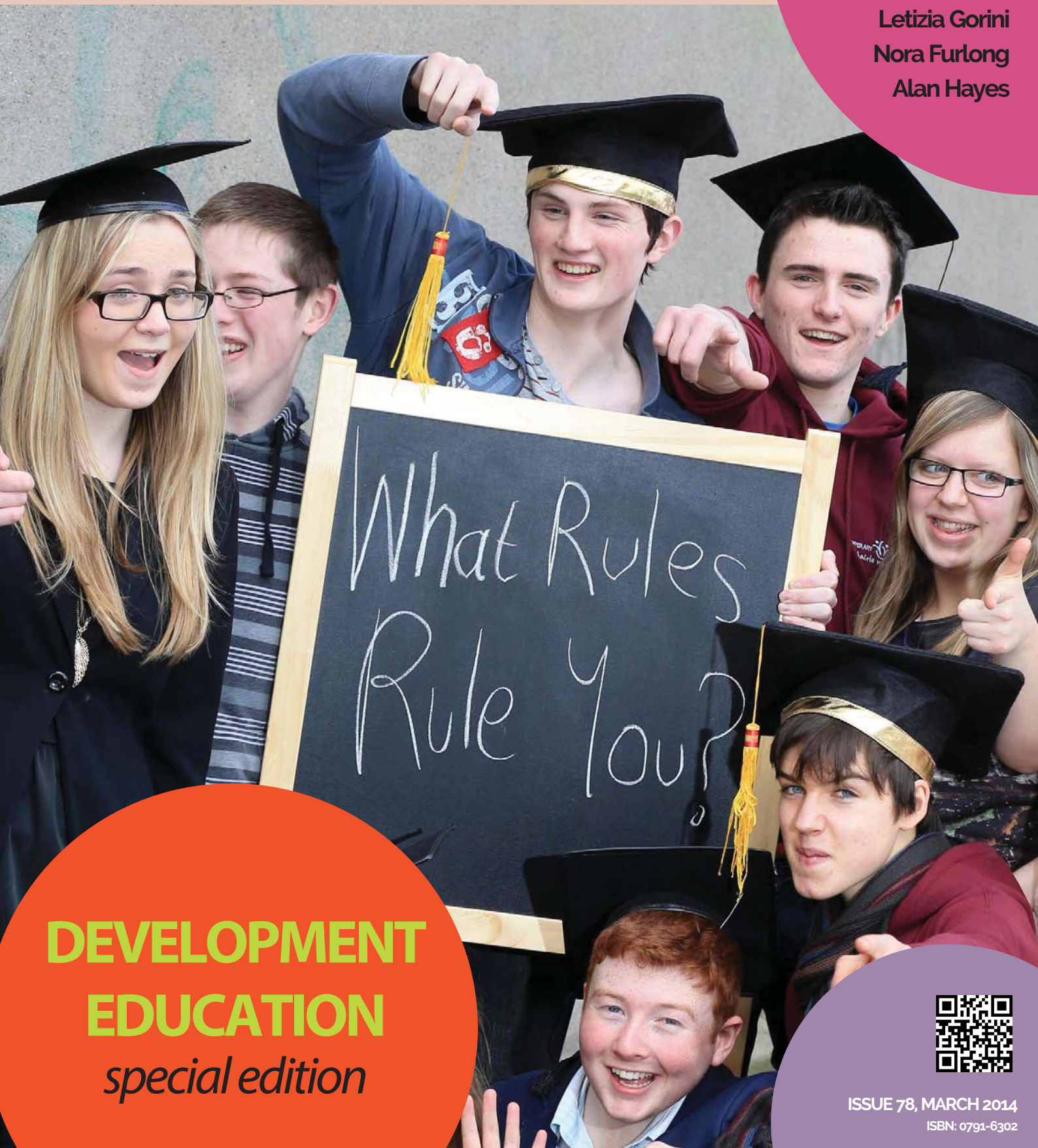
Bobby McCormack

Jessica Carson

Letizia Gorini

Nora Furlong

Alan Hayes



DEVELOPMENT  
EDUCATION  
*special edition*



ISSUE 78, MARCH 2014

ISBN: 0791-6302



# Scene Magazine Contents

Issue 78: March, 2014

- 3**     **A Word from our CEO**  
Dr. Patrick J. Burke
- 3**     **Introduction to this edition**  
Matthew Seebach, Irish Youth Work Centre
- 5**     **Mainstreaming Development Education in Youth Work**  
Bobby McCormack
- 6**     **The Dev Ed Thread**  
Dermot O'Brien
- 8**     **My Practice in Youth Work**  
Nora Furlong
- 11**    **Taking It Global!**  
Valerie Duffy
- 14**    **Irish Youth Work Centre Training Schedule**
- 16**    **Empathy, Belonging, Creativity and the Competencies of Young Global Citizens**  
Jessica Carson
- 19**    **Operation Collaboration**  
Alan Hayes and Letizia Gorini
- 22**    **Snapshot of Practice: ESF Belfast Trip**  
Youth Action Castlebar
- 24**    **Research Brief**  
Early School Leavers and Nutrition: Key Findings from an All Ireland Study
- 26**    **IYWC Latest News**



**Production Editors:** Matthew Seebach and Gina Halpin

**Layout:** Gina Halpin **Cover Image:** Voices of Youth Group / Photo by Marc O'Sullivan **Printing:** IFP Media

**Contributors:** James Applegate, Patrick Burke, Jessica Carson, Valerie Duffy, Nora Furlong, Letizia Gorini, Alan Hayes, Bobby McCormack, Dermot O'Brien, Paul Ryan, Matthew Seebach and Dr. Michelle Share.

**Contact:** Irish Youth Work Centre, Youth Work Ireland, 20 Lower Dominick Street, Dublin 1, Tel: 01-8584512

**Email:** matthew@iywc.ie; gina@iywc.ie **Website:** www.iywc.ie

**Disclaimer:** It is open to all our readers to exchange information or to put forward points of view. Send in news, comments, letters or articles to the editors. Views expressed in this magazine are the contributors own and do not reflect those of the Irish Youth Work Centre or Youth Work Ireland.

## A word from our CEO

Exactly 30 years ago Mr Justice Declan Costello published the Costello Committee Report. The view of youth work and young people in this report was one in which young people were active and critical participants in society and who effected change through their engagement. Youth work and youth workers had a role in supporting young people to effect this change. Moreover, the report acknowledged that inequalities existed in society and young people had a role in addressing these through youth work.

Our last youth work policy, the National Youth Development Plan, 2003-2007 likewise viewed young people as critical, active participants in society. "The view of young people, and of youth work, which underlies [the Plan] is an unequivocally positive one. Young people are not a 'problem' to be solved, any more or less than adults; and youth work is not primarily about solving social problems. It is rather about adults and young people working together to further personal, *community and social development.*" (italics mine).

Our currently emerging policy framework is one that is based on a set of five national outcomes. This includes an outcome that young people will be, "Connected, Respected & Contributing". The guiding principles that underlie these outcomes include both Equality & Social Inclusion and Children's Rights.

With these established, I am very hopeful that the forthcoming youth policy will be one that retains the positive view of young people that has existed in the progressive Irish youth policies of the past. This positive view, I believe, is key to supporting, not only young people who are critically involved in society and actively engaged in making it a better place, but also in developing services that are best for all young people.



**Dr. Patrick J. Burke**  
CEO, Youth Work Ireland

## Introduction to this issue

### Are youth workers in the business of social change?

In this edition of **Scene Magazine** one of our contributors, former youth worker Bobby McCormack now working with Development Perspectives, argues that youth work organisations are not in the business of social change. Youth work organisations, Bobby suggests, are mainly conservative and functionalist, they prepare young people to play a useful role in society as it is; they do not assist young people to engage in social change to make society a different, better place!

When we look at development education in youth work, as this edition of **Scene Magazine** does, we have the opportunity to grapple with challenging arguments, such as the one that Bobby has given us, about the place of social action and social change in youth work. We also have the opportunity help youth work practitioners who want to address justice issues with young people to consider new practices, solutions to challenges they face and to identify resources that they can use. We also have the opportunity to ask youth work organisations to seriously consider how the pursuit of social justice issues links into their strategic objectives and policies.

Now is a good time to turn our attention to issues of social justice and social change in youth work. In **Scene Magazine**, as has been the case in much of the youth work sector we have focused for some time on outcomes for young people and the issue of evidence in youth work. The **Scene Magazine** editions dealing with these issues were well received by our readers and we will publish again on the Five Outcomes for young people that are named in the new Youth Policy Framework in our September edition.

However, youth work is not just about personal development outcomes for young people. Youth work is a values-based practice that engages society. There is no need to rehearse all the well-known research and policy related to the role of youth work in society, there is substantial discussion on these issues already published.

Moreover, we all know of many inspiring examples of exactly this kind of practice in youth work, such as youth work with environmental issues, youth work in community development contexts, youth work with young Travellers, LGBT young people or other young people that seeks to actively bring about social inclusion and many more examples besides.

Development education, then, is just one example of youth work that involves young people in becoming active in their communities and in society. However, it provides a particularly good example, offers many examples of practice, raises key questions and gives us an opportunity to share learning.

So whether you agree or disagree with Bobby, we hope that you will find value in this edition as it provides:

- A discussion of how development education might be mainstreamed in youth work as in Valerie Duffy's article.

- A clear explanation of the challenges and opportunities of supporting youth work organisations to implement development education activities, which you will find in the article by Leti Gorini and Alan Hayes.
- There is an account of personal practice development from Nora Furlong.
- An exploration of the relevance of development education to young peoples' competencies – what is it that young people learn from development education and how does this relate to youth work? This can be found in Jessica Carson's contribution.
- Practice examples from Dermot O'Brien's account of how development education has become core to the provision of youth work in Hi Rez.

Finally, I should point out that this edition of Scene Magazine has been supported by Irish Aid and it is with thanks to them that we are able to offer a symposium on Development Education and Global Justice Issues in Youth Work on March 12th.

**Matthew Seebach**  
**Irish Youth Work Centre**

## Irish Aid...

Irish Aid is the Irish Government's programme for overseas development. The programme is managed by the Development Co-operation Division of the Department of Foreign Affairs and Trade. The work focuses on fighting global poverty and hunger, which is integral to Ireland's foreign policy.

The aim of Irish Aid programmes are to reduce poverty and hunger, particularly in sub-Saharan Africa where the needs are greatest. By supporting long term development and providing humanitarian assistance in over eighty countries, on behalf of the Irish people, Irish Aid are helping to build better futures for some of the world's poorest communities.

The main focus is on reducing hunger and improving resilience; inclusive and sustainable economic growth; better governance, human rights and accountability.

**For more information on Irish Aid see**  
**[www.irishaid.ie](http://www.irishaid.ie)**







# Mainstreaming Development Education in Youth Work - Good Idea?

**Bobby McCormack, Development Perspectives**

There has been a trend in recent years to mainstream development education across formal and non formal education sectors in Ireland. I question the effectiveness of this approach. Why did this trend emerge? One argument is that from a funding point of view, a mainstreaming approach cuts down on transaction costs and is easier to quantify. Of course, another argument is that large organisations want to integrate development education into the very fabric of their services, curriculum and/or courses because of either a demand which exists or because of the value they inherently place on development education.

However, will mainstreaming efforts in Ireland lead to societal transformation/social justice/equality?

I don't think so. Why? Because I believe the mainstreaming efforts are taking place in conservative organisations and institutions, which are not really in the business of change. In the main, these institutions are functionalist organisations in their approach and could possibly undermine the potential development education offers.

There are multiple models of youth work used across Ireland on a daily/weekly basis with large numbers of young people involved. This is of course positive but how much of this practice is in line with development education? There is no doubting the potential youth work offers and in some cases there is no doubting the quality of the

practice. However there is a distinct lack of evidence to suggest that youth work will incubate and nurture the transformational roots, critical social theories and even the values of development education.

I would argue we need to re-focus our efforts on high quality work, which has proven it can deliver outcomes and will lead to impact. I would prefer to see champions of development education within youth work getting the support they deserve based on the evidence they can provide. For too long we have ignored projects irrespective of sector, which are creative, innovative and have a track record of delivering.

Quality youth work has, at its core, notions of active citizenship, resilience and problem solving, which without doubt should be part of quality development education. In this regard, development education and youth work are hugely complementary and have areas of significant overlap. Bearing this in mind, I would urge advocates of either sector to amplify the quality of our work and to encourage investment in areas we know lead to change.



**Bobby McCormack is Director with Development Perspectives.**

[www.developmentperspectives.ie](http://www.developmentperspectives.ie)

# The Dev Ed Thread...

In this article, Dermot O'Brien discusses the innovative approaches Hi-Rez Youth Centre is taking to involve young people in global justice issues

Whenever someone talks about development education and where it fits within the youth work model of Hi Rez Youth Centre there are usually two key reference points that come up; one is the word “value” and the other is “history”.

“We place a *value* on development education”. The “we” in this sentence is important because it refers to everyone, the members, junior leaders, senior leaders and the manager of the Centre. “We have a long history of involvement in Dev Ed stuff” would be the other common feature in any conversation relating to this topic. This is also important and very relevant in terms of why it features very prominently in our model of youth work.

In 1996 two guys in their early twenties set up a youth club called Celtic Youth Bray. After many treks into the Irish Youth Work Centre library on Lr.Dominick Street and some positive meetings with Bray Youth Service, it was time to offer more than just the three week summer project in the parish hall. We were responding to the needs of young people!!

Seventeen years later, one of those guys is still involved and the club still meets on Friday nights and Saturday afternoons during the school year. We would describe Celtic Youth as an “old school” type of youth club. It is run 100% by volunteers, all of whom are home grown previous members and junior leaders in the club. Our oldest leader (apart from the guy who will turn 40 this year!) is 26 years old and has been involved in the club since he was 12 years old. In Celtic Youth Bray (CYB) the leaders are responsible for the development of the programme, the design and delivery of the activities and the overall coordination of the club. The members get a timetable every term and their only job is to turn up with a healthy expectation that they will have an experience with 60 - 80 other teenagers that they would not have anywhere else!

Celtic Youth had two mottos which date back to those early years, one was “No Fear” motto and the other was “All different, All equal”. The “No Fear” represented the adventure that we were undertaking together and the spirit of how we would approach that adventure. The “All different, All equal” was inspired by a campaign across Europe with that same slogan and a simple but powerful graphic that came with it.

Celtic Youth Bray has been involved in every One World Week central action since it began. Twice a year in CYB we have “Issues Night” on the timetable which is a club night where we ask young people to participate in an experience that gives them an opportunity to consider some of the important global topics of the past and the present. We have created these workshops ourselves and they have become a fundamentally important feature of what it means to be part of our club. Any member or leader past or present would have a story to tell about “Issues Night” in CYB, whether it be the Slave Ship workshop, Asylum Seekers, Child Labour, Bullying, etc.

In 2008 Hi Rez Youth Centre opened its doors just a stone’s throw from the parish hall where CYB had been delivering its brand of “old school” youth work for twelve years. In a hugely positive development, the young people of the community would once again be offered “something more”. Tuesday to Saturday every week of the year would take youth work provision to a whole new level! Hi Rez and CYB would become partners, allies, collaborators BUT would also remain separate. CYB was a specific model of youth club with a distinct identity. By its very nature Hi Rez would be different.

During the early strategic development phase Hi Rez Youth Centre invited young people to share their visions and aspirations for the Centre. These young people were encouraged to engage in all levels of development from the layout of the Centre to the opening hours and also the programme (or lack of programme as it turned out to be!) There was a strong view that the Dev Ed stuff could now be taken to another level! CYB had a great track record for engaging with the topics but now there were opportunities to do more in Hi Rez.

In Hi Rez Youth Centre, a value was placed on the continuity of a development education element within our youth work practice. Our projects became more ambitious because we finally had a space to work which was our own! The “All different, All equal” logo was painted onto the wall in a very symbolic moment and a recognition of the “history” and legacy of this message. We also mounted some powerful posters developed by 80:20 ‘Educating and Acting for a better world’ which we felt would inform people and stimulate debate on the topics. We were invited to present at seminars and to showcase our work. We took our One World Week actions to a whole new level!

In the year of the 20th anniversary of the genocide in Rwanda, our 26 year old leader reflects on the extraordinary mural project he was involved in ten years ago with 80:20. "So, how do we know?" he wonders. "How do we know that doing this Dev Ed stuff actually has an impact?" A fair enough question and one that merits some analysis. My first instinct, when someone asks if a particular approach or method within a youth work programme is working would be to say, "ask the young people if its working".



What would the young people of Hi Rez say about their experience of Dev Ed and how it features inside their Centre and also how they take it to the outside world? The leaders of Hi Rez would mention how it is now a module in the Leadership training programme at the Junior Leader phase. This is an indicator of how much we "value" development education. They would talk about the opportunities to attend events and seminars relating to the topic. Being invited to sit on the NYCI Development Education Youth Advisory Group. Hosting some Zambian youth workers in their youth centre. They might take the opportunity to plug our Rappers and how they wrote a song called 'Social Inclusion'. They may even illustrate our own particular approach to development issues and how we encourage our young people to - Pause, Consider, Reflect, Develop and Act. There would also be a reference to the fact that our young people have developed an approach to this topic that challenges them to be "Actors" and not "Bystanders".

It would often be referenced that being a "fly on the wall" in Hi Rez would give you an idea of how often an unplanned 'development' related discussion takes place in our Centre, whether it be a celebrity marketing a particular product, a misinformed news piece or a chat about an inspirational TED talk that someone may have seen. Our model of youth work and the environment we create facilitates these discussions outside of any formal programme or structure. "Did you see?" or "Did you hear?" are often the start points for major discussions in Hi Rez.

There would also be a recognition that this "stuff" does not only exist within their Hi Rez or CYB bubbles. They would argue that they carry it with them to the world outside these youth work environments. It's in their homes, their work, their college, their sports clubs, their

schools, it's within their friendships and relationships. Our overall analysis of the Hi Rez and CYB approach to Development Education would be, first and foremost, to recognise the thread that has been woven into the fabric of both of these organisations. This is a thread that has been there on merit and has earned its slot in the yearly strategic plan. It is also a thread that has been given that valuable commodity, time.

We would say that the development education theme sits firmly as part of a shared vision among leaders and young people for the youth work practice that defines our groups. The young people of Hi Rez and CYB are interested in the lives and experiences

of young people in the developing world. Young people are capable of developing empathy and solidarity with other young people across the globe.

We all see a massive challenge within the youth work sector these days to prioritise certain themes and topics among the many priorities often decided by the funders. Dev Ed doesn't have a major funding scheme for direct youth work provision and therefore relies on youth workers. In our view, youth workers need to develop an understanding of the topic for themselves and to explore where it fits with their own personal value system. Youth workers must also explore where it fits within their own programme or plan. Of course youth workers must also be mindful of the philosophy of the Organisation that they work for and where Dev Ed fits within that philosophy.

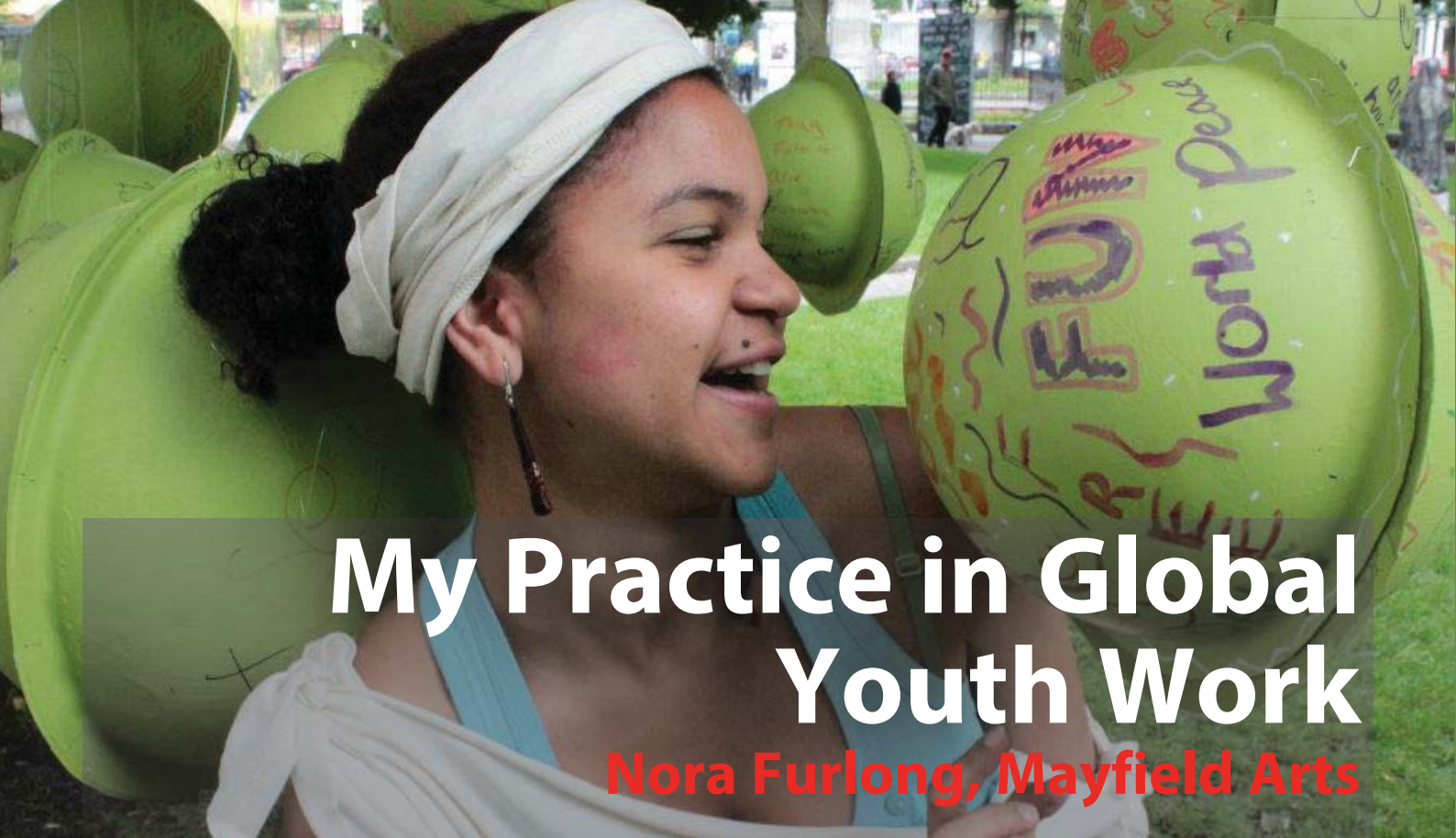
There can be little argument about the relevance of development education within youth work. It can no longer be described as an issue for "over there". It's an issue for "right here" and "right now". Our young people are already constructing our new reality. They will have a huge influence on defining the terms of reference for how our ever changing society evolves and it is our young people who will decide the importance we place on topics such as social justice, equality, consumption, environment and our global viewpoint.

We in youth work have an opportunity and responsibility to nurture and support the development of the values that will influence "The world we want" and indeed the world we will get.



[www.hryouthcentre.wordpress.com](http://www.hryouthcentre.wordpress.com)





# My Practice in Global Youth Work

**Nora Furlong, Mayfield Arts**

For me, development education is all about understanding connections - the connection between our experiences and how they inform our attitudes; our attitudes and how they inform our behavior and how our behaviour impacts on the people that we are connected to.

Today's world allows us to be connected to more and more people every day. Mobile phone companies are constantly improving technology to help us connect. Social media sites such as Twitter can be used as a tool to voice opinions and views and communicate globally in seconds. Our consumption patterns link us to the rest of the world in many ways. If we think about the food we eat, the clothes we wear and the newspapers we buy, we will discover that we make many connections to every corner of the globe on any given day.

Often these connections happen without much thought. But if we recognize these connections and understand why they are important it might change the way we consume and how we connect. Key to development education is connecting the gap between knowing what should change and creating that change. Imagine if our world was a place where people made decisions based on how it would positively impact on those around us...imagine the transformation. I imagine a much kinder place, a society where people were excited by diversity instead of threatened by it, where our decisions were made based on equality and where actions were under taken with kindness, acceptance and understanding.

How can these imaginations become reality? I believe we can begin to achieve positive change in the world by adopting practices of development

education into our youth work - by recognising our young people as natural change makers, by encouraging learning with our hearts as well as with our brains, and by activating values that would inspire positive change. Through development education processes we learn to understand who we are, what we value and our role as global citizens. Taking action for positive change would be a good step to take in order to create a better and fairer world.

These are just some of the basic principles of development education practices. Development Education methods allow us to guide young people through a process where they will become empowered to make decisions that will have a positive impact in their own lives and the people they are connected to. It aims to create a space for young people to reflect on their role in both local and global



communities and identify challenges that they are faced with. We use creative tools to empower young people to express themselves in a positive way and to take positive steps to overcome these challenge.

As a development education practitioner I am very conscious of my role in my work with young people. Sometimes it is quite challenging to always practice what I preach. I certainly do not always make the best choices in terms of myself or those around me. I overcome this challenge by taking time for a lot of personal reflection. The learning cycle never stops and what difficult experiences you have had in the past will make for a more informed decision next time you have to deal with something challenging. Recognising and reflecting on this process both personally and professionally is something that I value and commit time to regularly.

Creating this space allows me to connect my passions and reflect on what values are important to me – how we learn, what we learn and what we do with our learning. I am passionate about the role of creativity in our learning, development and transformation as individuals and as global citizens. I am also passionate about working with young people. I see supporting young people to have space to learn and reflect, as central to my role as a youth worker. Creative development education practice can create this space and really enhance learning experiences.

I deliver issue-based workshops using mixed media, street art and theatre-based methodologies. Consulting, coaching and mentoring young people in their activities and reflections on their learning are an important part of my work. The workshops are designed to allow participants to explore their own identity, how they connect to other people around them, and how their actions affect others. Developing critical thinking skills and understanding different perspectives is key to my work. Finding the right means of expression that the young people can relate to is important also.

Connecting a young person's experience to global development education is important to think about. 'Bullying' is an issue that I think it is safe to say that all youth workers will encounter at some stage in their work. If we were to brainstorm the concept of bullying, words that come up might be 'power, fairness, prejudice, judgment, justice'. These are the key concepts underlying many global issues.

The same concepts are relevant when exploring global development issues such as trade, distribution of wealth, environment sustainability, etc.

Often development education methods are already being practiced by youth workers but perhaps they have not been fully recognised as such.

There are many brilliant development education resources available on line that I use regularly. We are also very lucky in Ireland to have high quality training opportunities in the field. Youth work services and managers need to create the training and reflection space for its youth workers to develop their skills and methods in development education. Youth Work Ireland's recent collaboration with CIT's Arts, Participation and Development course has presented many of its youth workers with training opportunities.



Also UCC have developed a development education module into its new Youth Work Masters Programme. The practice of Development Education in Youth Work is gaining recognition and this excites me greatly about the future of youth work and its culture in Ireland.

Some conversations I have had with youth workers highlights concerns that they have about using development education methods in their practice. Questions arise such as, how can we expect young people to think about problems half way across the world when we have so many problems ourselves and in our own communities? How can we add more burden to our young people who already have so much to deal with themselves? Our workloads are already big enough with adding more to it.

However, I think that using development education methods into youth practice enhances and complements work that is already being done. It is not intended to add extra work but to build on work that is already being done. As youth workers we work towards the personal, educational and social development of our young people. Development Education methodologies bring a global dimension to this work.

I consider myself to be very lucky to love the work that I do. The amazing young people that I work with keep me motivated and excited. It requires lots of energy, innovation, vision and belief that we have the ability to make a better world. The value that these processes bring to the individual must also be mentioned. All of the benefits of mainstream youth work are also evident. The learning from group work processes, increased self-esteem, better communication skills, and making new friends are all part of development education processes also.

If we can support young people to take ownership about how things affect them and make decisions based on thoughts and feelings that has been provoked by positive values, this changes attitudes, behaviour and actions towards others and ourselves. The butterfly effect produces a kinder and more tolerant society so that the one we imagine can become a reality.

**Nora Furlong is a Youth Arts Worker with Mayfield Arts.**  
**For more information see**  
**[www.mayfieldarts.org](http://www.mayfieldarts.org)**



# UNIQUITY

'UNIQUITY' was a project that I worked on with a group of teenage girls in the Gurranabraher Arts Programme, Youth Work Ireland Cork. The girls had already been making music and recording as part of a larger, mixed group but felt strongly that they needed their own space to establish their own identity and to express themselves. Through a consultation process we identified key aims and objectives together. As a group we designed a project to empower the group to develop skills and make decisions that would have a positive impact on their lives.

The process was intended to empower the young people to develop the skills to be the key decisions makers and innovators of this project. Recurring themes throughout the consultation were 'understanding, communicating, expressing, acceptance and confidence'. Emphasis is placed on the teamwork element of this process. Through working together within the frame of this proposed programme we feel the process brings understanding and acceptance of each other's similarities and differences. Through creative process, the group were able to express the important messages of understanding and acceptance to the wider community. Their music also shared a lot about the group's own experience and their stories about who they are.

Uniquity launched their album in a local café and had a full house attendance of friends and family. They performed at a local youth arts festival and at other gigs and events. It motivated other young people in the area to get involved in something similar which sustains the positive impact on the wider community. It developed values of acceptance, understanding and empathy.





# Taking It Global

In this article Valerie Duffy of NYCI discusses the role that NYCI seek to play in leading an ongoing discussion within the sector on improving the integration of development education into mainstream youth work.

We live today, in a world where 1.8 billion, or one quarter of the world's population, is aged 10-24 years. We live in a globalised world where our views, opinions, learning, understanding, and skills are constantly changing and being challenged through new knowledge, discoveries, achievements, communications, and opportunities. The potential to and the way in which we interact with each other and explore the world has been transformed and will continue to radically change as modern technology progresses. Young people make up an ever increasing, diverse group and the challenge/opportunity for those with whom they work (youth organisations, youth workers, policy makers, funders, etc) is to provide services, information, programmes, policies, and strategies that will best support the young person's personal, societal, and world development.

For over 30 years, the youth sector in Ireland has been involved in global justice, human rights, and development education activities and action. Indeed, the youth sector in Ireland has been a leading light of good practice and an influence on other youth and development education practitioners undertaking similar work throughout the world. Young people in Ireland have undertaken development education projects and programmes through drama, art, debate and discussion, film and media, petitions and protest. The reason for their involvement? Perhaps it is because of our own history, maybe it is our culture, or the empathy we feel for others. For whatever reason, young people, youth workers, and youth organisations have involved

themselves in activities supporting global causes, global learning and understanding, and global justice.

There are different definitions and terminologies used to describe development education/global justice and the work undertaken. In this instance, development education in youth work aims to support young people to increase their awareness and understanding of the interdependent and unequal world in which we live, through a process of interactive learning, debate, action and reflection. It challenges perceptions of the world and encourages young people to act for a more just and equal society at a national and an international level.

## What Development Education is about...

- Awareness and understanding of an interdependent and unequal world;
- Interactive learning;
- Debate;
- The national;
- Reflection;
- Taking action;
- The international;
- Linking local with the global;
- Challenging perceptions;
- Just and equal society;
- Learning about Irish leadership in development aid (Irish Aid, Non-governmental organisations, missionaries, teachers, youth workers, young people, etc).

Ireland's development education funding supports activities which build a stronger understanding of global development issues, strengthen public awareness of the reality of the issues involved in Ireland's commitment to development cooperation, and promote a stronger sense of global solidarity. NYCI is delighted to play its role in this. The NYCI Development Education Programme is funded by Irish Aid, Trocaire and Concern and we are very grateful for their support.



The NYCI DE Advisory Group is made up of youth and development organisations and sets out to support the programme of work which involves capacity building for the youth sector (training, publications, resources, events); engaging with Europe and the Wider World (European Youth Strategy, Erasmus+, Global Education Week, European and world partners, etc); promoting good practice (advisory structures, collaboration and partnership, research, and developing standards); and advocacy (Post 2015 Agenda, Education for All, Stop Climate Chaos, etc). NYCI together with its member organisations and others set out to strengthen development education in the youth sector by:

- Facilitating the critical and strategic engagement between the youth work, education and development education sectors – nationally and internationally;
- Supporting the learning how the youth work sector and young people can benefit from the competences, skills, and personal development which participation in development education activity brings;
- Promoting networking and facilitating information sharing;
- Supporting the increased knowledge, critical understanding, skills and confidence of youth organisations, youth workers, voluntary youth leaders and youth work students to deliver quality development education with young people through accredited and tailored training and developing and promoting the progression route for development education in youth work;
- Enabling young people to better understand the links between their own lives and those of people throughout the world and enhancing young people’s participation in, action for, and contribution to global processes as foreseen in the EU Youth Strategy (2010-2018) [http://ec.europa.eu/youth/youth-policies/youth-the-world\\_en.html](http://ec.europa.eu/youth/youth-policies/youth-the-world_en.html).

### Among the specific development education activities run by NYCI include:

- One World Week (supporting youth organisations and youth workers through resources, training, mini grants, and central showcase events);
- FETAC Accredited Training for youth workers;
- Research on youth and development education;
- Supporting development education policy and practice.

You might be aware of the Millennium Development Goals – there are 8 – which were agreed by World Leaders in 2000, to bring about a reduction in poverty and social exclusion of the poorest populations in the world. Much has been written about the goals and their targets and there have been successes and challenges. What is really exciting right now is that world leaders, non-governmental organisations, development education practitioners, youth organisations and young people are involved in shaping the new development agenda for beyond 2015 – the post 2015 agenda as it is being called. Young people are having their voice heard and are directly involved in shaping and moulding what will be the new goals that will involve all countries.

### What are some of the issues addressed in youth work in Ireland?

- |   |                                      |
|---|--------------------------------------|
| • Health;   | • Culture and the Arts;              |
| • Education – including educational disadvantage; | • Children’s Rights;                 |
| • Employment;                                     | • Youth emigration;                  |
| • Unemployment;                                   | • Online communications;             |
| • Social inclusion;                               | • Global Justice;                    |
| • Equality;                                       | • European/International;            |
| • Active Citizenship;                             | • Interculturalism;                  |
| • Participation;                                  | • Child protection;                  |
|   | • Research, monitoring & evaluation. |



## What are some of the issues addressed in post 2015 discussions worldwide?

- Increased access to quality and affordable education, with particular attention to girls' completion of secondary education and the expansion of pre-school and early learning;
- Better healthcare;
- Better job opportunities through integration of life skills, information technologies & vocational training;
- Protection from all forms of child abuse, violence, sexual exploitation, harmful practices, and trafficking;
- Removal of cultural, social and legal barriers that hinder political and economic inclusion & participation;
- Open and transparent structure of governance.

The provision of such services is central to improving the lives of children, adolescents and youth, and to creating sustainable, peaceful and stable societies. These issues are universal throughout the world but have a greater significance in countries that are underdeveloped and based in the developing world/global south/emerging markets.

We look at these issues and others in local youth clubs; in youth organisations; in further education programmes, training, and classes; in policy, strategy, and practice. Among the specific topics covered through the latest One World Week resource pack include child labour, child soldiers, conflict, poverty, violence, food, power, the Millennium Development Goals, genocide, aid, trade, consumption, mobile technology, migration, justice, education, employment, environment, gender, fair trade, land, water, coffee, climate change, HIV and

AIDS, asylum seekers, young people, homelessness, NGOs, Irish Aid, austerity, debt, chocolate, cocoa, hunger, governance, work, slavery, direct provision, discrimination, etc. The One World Week resource pack can be viewed on [www.oneworldweek.ie/resources](http://www.oneworldweek.ie/resources) and we welcome feedback on this.

There are challenges – funding is currently available on a year to year basis making long term planning a little more difficult. The youth work sector has and is facing continuous funding cuts which have an effect on service provision, availability and ability of youth workers to get involved in very many activities, etc. NYCI views 2014 as being an exciting year for development education in the youth sector – despite these challenging times. Plans include:

- One World Week embedded in the youth sector as an annual focus for development education;
- Capacity building for the youth sector to deliver quality development education with young people through accredited and tailored training; professional progression routes for development education in youth work are developed and promoted;
- A model to encourage and facilitate a 'whole organisation approach' to development education in youth work is developed and piloted and recommendations are made;
- Further integration of development education in the youth sector is supported through exploration of a strategic consortium approach through roundtable discussions, consultations with the youth sector, research, and policy development (new youth policy strategy in Ireland and post 2015 global agenda).

## About NYCI

NYCI works collaboratively internally and externally with community, voluntary and not for profit youth organisations in Ireland and internationally also including young people, development education organisations, development NGOs, Third level institutions and regional One World Centres. Space prohibits going into the detail of every aspect of the development education programme. With that in mind, if you or someone from your organisation is interested in being involved then please contact [deved@nyci.ie](mailto:deved@nyci.ie)

Special thanks to all of those involved in our development education programme, our DE Advisory groups and all those who partnered with us over the past year in particular - Irish Aid, Trocaire, Concern, ECO-UNESCO, Scouting Ireland, YMCA, EIL, Celtic Youth and Hi Rez Bray, Crosscare, Ballyfermot Youth Services, Manor St. John Youth Service, Waterford, Swan Youth Service, Gateway Foroige Project Athlone, Dublin City

Council, Music Generation, and the One World Centres in Waterford and Kerry.

Valerie Duffy is the Development Education Programme Manager with the National Youth Council of Ireland. [www.youth.ie](http://www.youth.ie)

## Additional resources:

Animation [www.youtube.com/watch?v=LfxsWYaFUEg](http://www.youtube.com/watch?v=LfxsWYaFUEg)  
Resource Packs

[www.oneworldweek.ie/resources](http://www.oneworldweek.ie/resources) (60 FREE activities for youth workers/educators with videos and games, etc)

Taking Action [www.oneworldweek.ie/takingaction](http://www.oneworldweek.ie/takingaction)  
Top 10 Tips [www.oneworldweek.ie/top10tips](http://www.oneworldweek.ie/top10tips)

Blog by Tony Daly

[www.developmenteducation.ie/blog/2013/11/what-do-you-want-your-world-to-look-like-what-are-you-going-to-do-about-it/](http://www.developmenteducation.ie/blog/2013/11/what-do-you-want-your-world-to-look-like-what-are-you-going-to-do-about-it/)

[www.youthdeved.ie](http://www.youthdeved.ie)



# Irish Youth Work Centre's Training Schedule Spring 2014

## Social Media's Role in Youth Work/Youth information

Date: Wednesday 30th April

Venue: Youth Work Ireland National Office

Cost: Free

### Aims and Objectives

The purpose of this training is to help people working with young people understand the role that social media plays in young peoples lives. The training also aims to equip people working with young people with the tools to use social media as an engagement, consultation and message generating tool. The training will also touch on child/youth protection aspects of new media.

### Workshop Content

The workshop will address the following issues:

- Why social media is an important part of growing up and learning for young people
- How youth workers can use social media platforms to engage young people
- Child protection via online platforms
- Social Media as a channel for learning

### Target Audience:

Anyone who works with young people and is considering or using social media at present

### Facilitator:

John Buckley, Youth Engagement Officer with SpunOut.ie.

## Positive Mental Health and LGBT Youth

Date: Wednesday April 23rd 2014

Venue: Youth Work Ireland National Office

Cost: Free

### Aims and Objectives

The purpose of this training is to familiarise workers and volunteers with the means for supporting positive mental health of LGBT identified youth.

### Workshop Content

The workshop will address the following issues:

- Language & Terminology.
- LGBT youth and minority stress
- Pathologising Trans Identities
- Research into the lives of LGBT people.
- Embedding good practice.

### Format

The training will be participative in style, combining presentations and discussion with small group work.

### Target Audience

Anyone who works with young people, and wants to make their practise more LGBT inclusive.

### Facilitator:

John Duffy, BeLonG To Youth Services.

## Good Practice in Assessing Needs, Planning and Measuring Outcomes in Youth Work

Date: Thursday 22nd May

Venue: Youth Work Ireland National Office

Cost: E50.00

### Aims and Objectives

This coaching and mentoring session will provide a small group of practitioners with the opportunity to assess current practice and further develop and progress their organisation's work in the area of needs assessment and planning for and measuring outcomes. This will include assessing organisational progress to date, diagnosing and troubleshooting challenges and planning for next steps. The session will be limited to a small group of (10) practitioners and will take place in a supportive learning environment.



## Workshop Content:

- Assessing current practice in organisations
- Diagnosing challenges and difficulties
- Troubleshooting challenges in progressing your outcomes planning and evaluation
- Identifying strategies to overcome problems
- Planning the next steps within your organisation.

## Facilitator

Siobhan McGrory

## Staff Supervision Training in Youth Work Settings

Date: Wednesday 28th May

Venue: Youth Work Ireland National Office

Cost: E45.00

## Aims and Objectives

The purpose of this training is to equip workers who are responsible for providing supervision to youth workers.

## Workshop Content

The workshop will address the following issues:

- An introduction to supervision
- The importance and benefits of supervision
- How do our experiences of supervision influence how we supervise?
- An exploration of the four functions of supervision - Managerial, Educational, Supportive, and Mediation
- Organising supervision – some practical considerations
- Qualities of a good supervisor
- Drawing up a supervision contract

## Target Audience

Anyone within the youth work sector who has a brief or responsibility for staff supervision or is planning to move into a supervisory role within their organisation.

## Facilitator:

Hilary Jenkinson

## Promoting and Sharing your Youth Work Practice – A workshop to support youth work practitioner writing

Date: Tuesday 10th June

Venue: Youth Work Ireland National Office

Cost: Free

## Overview:

This workshop is provided in collaboration with both the NUI Maynooth Centre for Teaching and Learning and the and the NUI Maynooth Department of Social Studies. All participants in the workshop will be offered the opportunity to share the work they complete on the day in an upcoming edition of Scene magazine.

## Aims and Objectives

The purpose of this workshop is to provide an opportunity for youth work practitioners to:

- Reflect on and identify practice that they would like to share with other practitioners, donors, and policy makers;
- Develop their skills in recording and communicating their practice;
- Receive feedback, support and guidance on their writing;
- Complete a draft of an article that can be published or shared within the Irish youth work sector.

## Workshop Content

The workshop will address the following issues:

- Reflective writing and reflective practice;
- Effective writing and communication;
- Translating your practice for other audiences.

## Target Audience

Any youth work practitioner who has an identified youth work experience or example of practice that they would like to document and share through writing.

## Facilitators

Dr. Hilary Tierney NUI Maynooth, Dr. Alison Farrell NUI Maynooth and Matthew Seebach IYWC

Booking for all these events can be made through the Youth Work Ireland Website at [www.youthworkireland.ie/events](http://www.youthworkireland.ie/events)



Irish Youth Work Centre

# Empathy Belonging, Creativity and the Competencies of Young Global Citizens

This article by **Jessica Carson** of Crawford College of Art and Design discusses creative methods of nurturing competencies and values of young global citizens and how this overlaps with the competencies that youth workers strive to develop with young people

## Belonging

Brene Brown suggested a deep impact of not feeling a sense of belonging

“A deep sense of love and belonging is an irreducible need of all people. We are biologically, cognitively, physically, and spiritually wired to love, to be loved, and to belong. When those needs are not met, we don't function as we are meant to. We break. We fall apart. We numb. We ache. We hurt others. We get sick.”

*Brene Brown*

## Citizens of the World

How does this connect to the topic of development education and Global citizenship? I feel that a sense of belonging is connected to the idea of citizenship. A citizen feels a sense of belonging and has rights and responsibilities within the context of his or her citizenship. I don't think we can start to feel our sense of global citizenship if we feel we don't belong in our own communities, so I see growing as a global citizen to be a gradual stretching of our sense of belonging.

So what does it mean to be a global citizen? Oxfam offers this definition;

### A global citizen is someone who:

- Is aware of the wider world and has a sense of their own role as a world citizen
- Respects and values diversity

- Has an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally
- Is outraged by social injustice
- Participates in and contributes to the community at a range of levels from local to global
- Is willing to act to make the world a more sustainable place takes responsibility for their actions

Ronald Van de Hoff describes global citizens as people who

“cannot and will not deal with the thinking of the establishment anymore. They want to add meaning to their work and life in a significantly different way, namely by creating value instead of growth. Most of all, the global citizen wants a sustainable society”.<sup>1</sup>

Youth work can and does make a contribution to our young people to grow as resilient, healthy, creative and responsible global citizens.

Over the last several months about 80 youth workers and volunteers, along with a group of international artists and youthworkers who were involved in a training programme called **Tuning In**, hosted by CIT's Crawford College of Art and Design's Arts Participation and Development programme have explored questions related to this articles' themes. One question was about the competencies that are required for young people to grow as responsible global citizens?

These are a list of the competencies identified (by the youth workers?):

- Curiosity;
- Creativity;
- Ability to forgive;
- Tolerance and respect of difference;
- Ability to listen;
- Ability to empathise / step into others shoes;
- Ability to think critical and not just absorb information and accept circumstances;



- Ability to express opinion;
- Ability to stand up for what is right;
- Active communications skills;
- Ability to cooperate with others;
- Patience to understand that things (including change) take time;
- Self confidence and self belief;
- Trust
- Broadmindedness

Discussion continued about the difference between these competencies and competencies that are generally accepted as fundamental to youth work. Youth workers did not identify any competencies that stood out as being specific or different to competencies that they felt belonged to good youth practice. I would suggest that it's the young person's broadened and increasing sense of belonging and feeling of connection that brings these competencies to impact on their growth as global citizens.

I consider one aspect of my practice is to make space for young people to gradually grow and stretch their sense of belonging among their friends, within their community and within the world. If we can support the development of competences that will help them increase their sense of belonging in the world they will gain curiosity and interest and this in turn is more likely to impact on how they live in the world and how they contribute to a more positive and sustainable future. I see empathy and creativity as two key and interconnected competences.

## Empathy - Linking the Head, Hands and Heart

Let's look first at the idea of empathy; connecting our hearts to the people and situations around us. How does this link with development education? Development education is not just about knowing facts and information about the interconnected world that we live in, it is about considering our behavior in the world. It's also about head, hands and heart. If we learn about others in our community or in our world without any feeling or sense of connection there is no reason to expect behaviours that reflect a sense of responsibility or care for others.

The reality of existence points to the fact that we are global citizens. Our interconnectedness and interdependence in this world is more and more explicit; in almost every moment of our days from what we eat, wear, buy, recycle (or not) and the complicated relationships throughout history of power and injustices. We know facts about serious challenges that urgently need addressing. Half the population of the world live on less than \$2.50 a day. High rates of mental health problems and suicide are replicated across many

countries. There is an increasing shortage of resources and urgent challenges with climate change.

It is when we connect our feelings of being a global citizen that we are more likely to change our behaviours. Teaching facts about the crises that face the globe is not the only place to begin work with young people. Many young people themselves feel disenfranchised and disempowered. Questions arise about their own challenges and struggles. Do they need to have the added burden of learning about challenges facing the globe?

However, they are growing up in the reality of a world with urgent challenges and perhaps we can support them to make more sense of their place in this world. Perhaps we need to support them to build competencies and resilience that will help them live in this challenging world. We need creative spaces that they can connect to - the idea of global citizenship with head, hands and heart. Perhaps if they grow up with the competences of global citizens and feeling their interconnectedness will contribute to new innovative solutions and new ways of living in this world.

## Empathy and Imagination

Imagination creates steps towards change in our communities and world as Maxine Green expresses:

"It may be the recovery of imagination that lessens the social paralysis that we see around us.... I am reaching toward an idea of an imagination that brings an ethical concern to the fore, a concern that has something to do with the community that ought to be in the making of values, that give it color and significance."

These famous quotes from Albert Einstein point to the need for imagination:

"We cannot solve our problems with the same thinking we used when we created them."  
 "Imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand."

## Creativity and Nurturing Global Citizens

That brings me to the role of the creative process in helping to nurturing these competences. I will begin by sharing the practical and insightful thoughts of the youth workers who engaged in discussion about why creative processes may be useful in engaging young people with the idea of global citizenship.

### Alternative Types of Communications

- You can express things that words can't. Though art you can transcend limits of language. Some things just can't be verbalized.

### Alternative Ways of Thinking

- It creates space for alternative ways of thinking, not just logic and linear but "outside the box". When your hands are busy you can engage in conversation and thought in a different way. It gives time and space to talk and reflect. It can slow down the thinking process to think from different perspectives
- It can create space without being told what to think.
- It allows unique ways to explore and make relationships and interactions with the ideas and the world.
- It can support connection to the bigger picture, and bigger questions.
- It's not all about polarities of right and wrong / black and white but about exploration... it transcends ticking of boxes. It allows space for interpretation and a range of perspectives.

### Self Expression

- It can create space for young people to connect to their true voice.

### Empathy and Connection with Self, Others, Going Beneath the Surface

- It connects and creates space for empathy.
- Creative processes can connect us with our values. Creativity is universal as are values. Creative processes can help explore and express our values.
- It can support intercultural learning and engagement, providing insights to others experience and transcending language barriers. It transcends borders and biases.
- Its sensory and can be profound, impacting on a range of levels, mind heart and soul. It can go beneath the surface beyond the superficial.
- It helps us connect with our commonalities, needs, concerns and dreams while valuing and accepting and appreciating difference.

### Cooperation and Active Participation

- It fosters cooperation and the capacity for team work. It can be engaging and motivational to share a goal. It promotes active participation and citizenship.
- It can promote equality of participation, offering ways to participate that are not just about language and intellect. It can give an alternative starting point. It is accessible. It gives a chance for different individuals to excel and express themselves.
- It can be motivating to have a goal or an outcome.

### Playing, Experimenting and Imagining

- It's fun! Play is important, it engages and can also bring us to new places of innovation and creative flow.

- It creates space to try new things and to experiment with ideas, solutions and potential ways of being.
- It can make the unknown, known.
- There's room for surprises.
- You can't know what the future can hold but you can imagine it. This is a start to journey towards creating it.

### Models, Mission and Money

"a passionate network of thinkers and doers whose vision is to transform the way people working with arts and culture use their resources to create great experiences which have deep public value" believe "that harnessing arts and culture's expressive energy and growing the cultural and creative vitality of our communities will be key to addressing the big, serious and growing problems we face - unsustainable economic growth, resource scarcity and climate change"

Perhaps in our work with young people we harness this expressive energy and find more ways to support youth to stretch their sense of belonging and to grow as change-making global citizens.

## Nurturing A Sense of Belonging Curiosity and Creativity in Young Global Citizens

Does one need to be an artist to nurture creativity? I believe everyone is an artist as stated by Joseph Beuys. I believe that when we nurture our own curiosity, creativity and are open to play that we can also nurture creativity in youth work practice. Many of us who have experiences of art in school have developed a narrow definition of what art is, based on being able to draw and paint realistically. Creativity is much broader than this and if we believe in a broader sense of creativity as a space for play and exploration and finding a voice we can nurture the creativity of young people. Perhaps creativity should be viewed not as an additional activity within youth work but more as a foundational ethos. This should feed into how youth workers are trained and how youth work policy and practice is developed.

Perhaps the whole theme of global citizenship from policy, training and practice perspective needs to shift from a "topic" or project approach to being embedded across all areas of practice, looking at it holistically, starting with the young people's personal experiences and curiosity and gradually creating possibilities for them to stretch their sense of belonging in the world.

Further Reading and Resources:

Oxfam  
<http://www.oxfam.org.uk/education/global-citizenship>  
<sup>1</sup>Ronald Van de Hoff in Moravec, J. W. (Ed.). (2013). Knowmad Society. Minneapolis: Education Futures.  
Start Empathy is an initiative of Ashoka, a "community of individuals and institutions dedicated to building a future in which every child masters empathy."



# OPERATION Collaboration

Alan Hayes & Letizia Gorini

This article demonstrates how development education can integrate into club and juvenile justice youth work and profiles the experience of young people in development education projects in Clare, Galway, Kerry and Dublin

## Introduction

We live in an interdependent and globalised society where the line between local and global is so thin that it sometimes simply disappears. Our aim as educators is to empower young people. However, to truly fulfil our role we must encourage and support their understanding of the complexity of the world.

Youth Work Ireland and Crosscare recognise the vital importance of engaging young people on global issues to equip them with the necessary tools to become global citizens. This principle is the basis on which we built our project.

## Overview of the Project

The project is a collaboration between Youth Work Ireland (YWI), Crosscare (formerly CYC) and Cork Institute of Technology Crawford College of Art and Design (CIT) to promote a whole organisation approach to development education while including it in mainstream youth work.

Four youth services participated in this pilot programme: Clare Youth Service, Youth Work Ireland Galway, Kerry Diocesan Youth Service and Crosscare.

The project is composed of two elements: one more focused on direct youth work and the second to develop a policy and identify best practice.

The first part is aimed at strengthening youth worker's capacity to link local and global and learning creative methodologies to appeal to young people. Practical support was given through workshops delivered by the local One World Centres in Galway and Kerry and another by CIT. To encourage youth workers in applying the skills learnt with their groups

we are going to organise regional showcase events where the work done can be displayed.

The second element of the project is to develop a policy that promotes a whole organisation approach to development education (deved). Up to now, development education in the youth sector has been taken forward within organisations mainly by individual

enthusiasts. This means that skills and knowledge has been too tied to an individual rather than a whole organisation leading to disconnected and fragmented activities. We hope that helping the individual youth services in writing their own policy will start a discussion within the organisation and it will lead to our foreseen objective: the global dimension of youth work not being seen as an add-on but an integral part of it.

## The Need for Such a Project

Considering the role Globalisation plays in all of our lives, this quote by Henry Ford, founder of the Ford motor company, acknowledged that "If you always do what you have always done, you will always get what you have always got". Simply put, if we want to change the way we do our work, we need to do things differently.

*"If you always do what you have always done, you will always get what you have always got".*  
Henry Ford

The landscape of youth work has changed over the last number of years, with reduced funding, the introduction of the National Quality Standards Framework (NQSF) and a move towards more evidence based work it is important that youth work organisations embrace change and seek to compliment each other's practice and strengthen their potential for obtaining limited funds by collaborating where possible.

The National Youth Council of Ireland has been providing development education support for youth work organisations since 2004, in recent years it provided targeted support to CYC and Youth Work Ireland, this included training and capacity building, policy development and resource publications. When the programme temporarily closed in December 2012 it left a void within the sector and particularly for CYC and Youth Work Ireland who had made strides towards the mainstreaming of Deved within youth work practice. This collaborative project was able to fill that void by ensuring that there was funding available through Irish Aid to continue this mainstreaming work. In a roundabout way, it gently nudged the organisations to take more responsibility for deved activities.

## The Collaborative Approach in Applying for Funding

It makes sense! When we work together we can achieve more than when we stand alone. Both organisations were in need of funding to continue the mainstreaming of Deved within their practice, both had been engaged with NYCI for a number of years and both had representatives on the Deved advisory group to NYCI. When the opportunity extended itself, it made sense to apply together, work in collaboration and strengthen practice.

## How Does DevEd Naturally Fit in with Youth Work?

Development Education and youth work are like two peas in a pod. They fit well together and you'd be disappointed if you only got one.

Youth Work is designed to enhance the personal and social development of young people. Four models which help to contextualise the link are: Recreation, Personal Development, Critical Social Education and Radical Social Change. Most youth workers in Ireland, I expect, would align their practice with the critical social education model. This aims to equip young people with the skills and confidence to understand and interact with the world around them. As we

begin to understand how the world works, from a sociological perspective, we should become more aware of the social inequalities that exist in our society and the wider world, coupled with an understanding of the origins of these issues and action ideas for addressing them. If we are already doing this, we are already practicing development education.

## Challenges

### Self Doubt!

Feeling that you don't know enough about development education or social justice issues to explore it with your group can be a challenge. I don't know anybody, youth workers included, who know everything about anything. We often talk about youth work "starting where they are at" and I wonder if we really mean that. Young people are naturally curious, they have an innate sense of fair and unfair, so if this is where they are at, why don't we start with that by exploring what it means in the world around us?

Often in development education we jump straight to the global south to highlight the differences between us and them. We sometimes inadvertently promote a feeling of guilt, a useless emotion, by highlighting that we have all of this and they have not. Development education in youth work is about social justice throughout the world, not only here and not only there. If your group are not ready to talk about another place, let them explore social injustice in their own community, society, country and when they understand that, it is time to make a link between an issue affecting them and how it also affects somebody in the global south.

### Time!

Funding cutbacks affected many projects in terms of reduction of working hours. We still feel the pressure to meet the same targets; but with less time at our disposal to prepare groups, we tend to repeat and do what we are familiar with. Development education is often perceived as a time consuming topic in terms of getting the knowledge required and preparing a long programme. However, we would like to challenge this perception. There is nothing wrong with starting small! Just add a global link to what you have already planned and provide a safe space for the discussion. A activity or a simple video are often enough to spark young people's natural curiosity. As you well know it's the process that counts. So be prepared to be surprised.



## Funding

Is it all about money? Not really, not always. Working on global issues doesn't require extra funding, just a bit of creativity on how to manage your resources. Having said that, for bigger projects where creative methods are applied (drama, art, music, video) you need funding. For this reason, we need to keep lobbying the stakeholders and help them realise the importance of global youth work.

## Management Support

The Management's attitude towards development education has a vital role in increasing the chances of success in making devEd part of "mainstream" youth work. The staff not only need to understand that the whole organisation is committed to it, but they also need the necessary supports to strengthen their skills. The management should also "give a gentle push" because some of us need a bit of more persuasion to extend our comfort zones and explore development issues. This means understanding the causes of this reluctance and overcoming the obstacles.

## It's ALL About the NQSF?

No it's not! Youth work as a process has outcomes that we will always struggle to quantify, just like that day you met a young person you worked with ten years ago and they told you how much it impacted on them, changed them and helped make them who they are today. The NQSF is a useful tool to help us improve our practice and development education fits with the NQSF just like those two peas in pod we spoke about earlier. Here are some examples.

### Young person-centred

- Puts young people at the heart of the educational process. It starts with their experiences, perspectives and ideas
- Learning through participation and action
- Having fun

### Education and developmental

- Understanding how our actions affect others around the World
- Can start local and look global, or start global and look at local situations
- DevEd is not about imposing certain values, it's about showing people HOW to think, not WHAT to think (Going Global, 2005, p. 11)

### Equality and Inclusiveness

- DevEd promotes respect for everybody's rights, values and cultures
- It is a powerful tool for working with young people from marginalised and minority groups
- Practically; allowing young people to explore their own identity and their place in local, national and global communities

### Provision of quality youth work and committed to continuous improvement

- Youth workers and young people understand the interconnectedness and inequalities within global society
- DevEd promotes critical reflection on our values and attitudes
- Exploring issues, taking action and project management

## Conclusion

Development education in youth work is not new. This project highlights how organisations can collaborate to achieve high quality training and policy development with a view to mainstreaming dimensions of youth work practice that are not always prioritised. The approach taken in this project is to bring together the people who have the expertise and experience to compliment the skills of youth workers.

Exploring global dimensions of social justice issues in an increasingly interdependent and unequal world is not an add-on to youth work practice, rather it is an essential component if we are really serious about preparing young people to engage with the society and world around them.



# ESF Belfast Day Trip

The following is a snapshot of practice by Paul Ryan and James Applegate from Youth Action Castlebar

## Background:

Youth Action Castlebar (YAC) has been working with a group of eight young males for approximately six months in an intensive Pro-Social Modelling program. Modules of the program include work with Special Olympics, healthy diet and lifestyle, a chess program aiming to reduce impulsivity and hyperactivity and a community involvement initiative. The fundamental aim of the program is to promote Pro Social behaviour by increasing understanding and awareness of community issues, develop empathy and to help engender a positive attitude and outlook by stimulating self confidence and self esteem. The idea is that if the young person begins to act in a pro social manner, this will naturally result in reductions in anti social behaviour and recidivism. We are also using the Gaisce award as a motivational tool for the young people and to help structure the program.

As part of the Community involvement module of the Gaisce award YAC ran a short Intercultural Awareness and Education programme designed to address intolerance and racism through understanding and appreciation of the complexities of intercultural integration. One of the members of the group was from Belfast. There was a lot of banter and slagging amongst the group about this, but YAC staff noticed that there were a lot of clichés, stereotypes and unsubstantiated prejudices in these conversations. We decided to use this as a base for the Intercultural Education and Awareness programme. We had an information evening for the group in which we discussed the history of Northern Ireland and helped the group to wade through the mountains of information and acronyms that confuse the most noble of scholars!

## The Big Day:

During the October mid-term break we travelled to Belfast and through the Loyalist organisation EPIC

we were given a tour of the Shankill area by a founding member of the Red Hand Commando organisation, William 'Plum' Smith before proceeding through the gates of the 'Peace Wall' to meet up with ex IRA volunteer Brian 'Rocky' Morgan from the Republican organisation Coiste who showed us round the Nationalist Falls area and the infamous Milltown cemetery.

Both men had served long sentences in prisons in Northern Ireland during the troubles and had very interesting and absorbing insights into the conflict. The mindsets, prejudices and entrenched beliefs were in stark contrast to each other and it was amazing to see the two sides of such a divisive conflict in close proximity to each other, literally a stone's throw away, divided by the ominous and domineering structure of the 'Peace Wall'.

## Outcomes and Review:

The following week there was a debriefing session in which we discussed the trip and tried to help the young people to understand the complexities of the conflict and to discuss their experiences. During the discussion and in evaluation questionnaires, all of the young people said that they enjoyed the trip and that they would recommend a friend to go on a similar trip. In reviewing the answers on the questionnaire, project staff found that the peace wall was the most enduring and imposing image that stuck with them, six of the eight young people identified that as the main image that has stayed in their mind.

Overall there was a negative perception amongst the group, with only one young person's answers reflecting the positive steps that have been taken to make peace. While the other seven young people concentrating on the negative aspects of fighting, bombs and the divisions within the community. The young person who viewed the situation positively 'learned how people from each side were interested in just stopping the troubles



instead of fighting' whilst another young person's impression summed up the thoughts of the rest of the group when he said that 'it didn't change'. Project staff have reviewed the trip and come to the conclusion that they may have had unreasonable expectations of the young people, we became worried that this was one of those programs that looks great on paper but lost the young people somewhere along the way!

The issues involved are deeply rooted historical grievances that perplex and divide the highest qualified historians and sociologists. To expect a group of 15 and 16 year olds to process such a mass of information in one day and take on board the notions of intercultural integration and tolerance in order to help them overcome their own prejudices and intolerances was a step too far.

However, the importance of trips and experiences such as this for the young people are still forefront in our strategy of addressing anti social and

criminal behaviour. For YAC, it is important to take a long term view when working with young people; there is no 'one size fits all' program or 'quick fix' medicine, when viewed as another brick in the pathway of progress the success and benefits of the day became more clear.

**Paul Ryan** has been working with Youth Action Castlebar since 2011 and has background in teaching.

**James Applegate** has been with the project since it opened in 2008 and has a background in adventure activity instruction.

The project is supported by North Connacht Youth and Community Service, Irish Justice Service and ESF



# IRISH YOUTH MUSIC AWARDS NATIONAL DAY



**Aviva Stadium,  
Dublin  
Saturday  
12th April 2014**

Tickets on Sale Now at  
[www.youthworkireland.ie/events](http://www.youthworkireland.ie/events)



# RESEARCH BRIEF

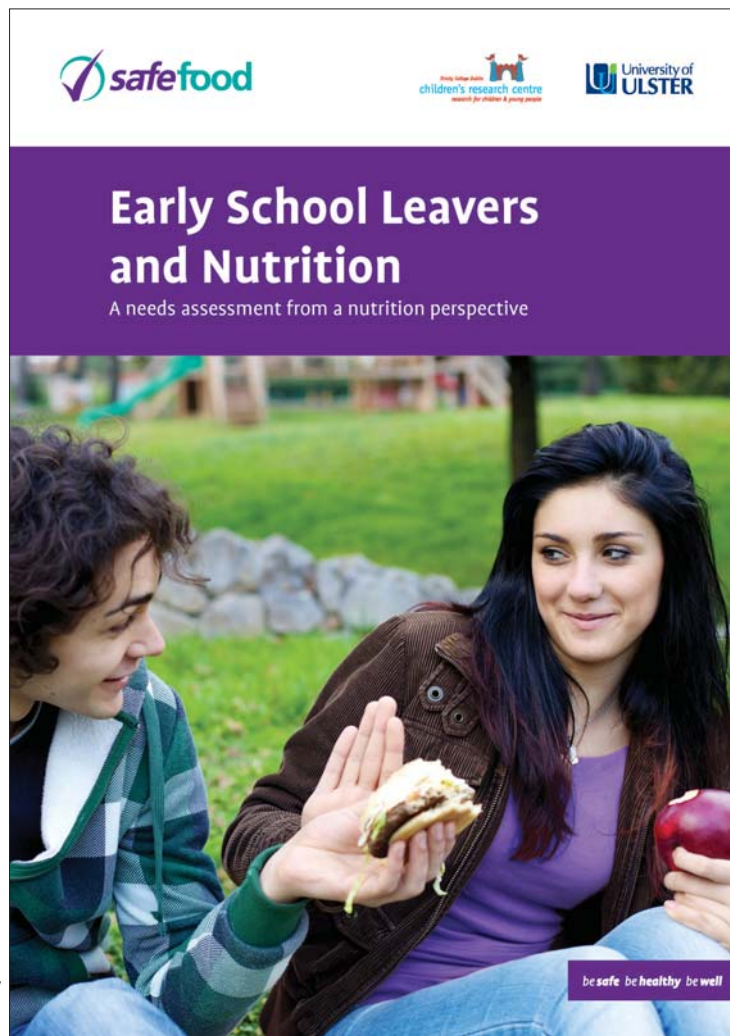
## Early School Leavers and Nutrition: Key Findings from an All-Ireland Study

This research was undertaken by the Children's Research Centre, Trinity College Dublin and the Northern Ireland Centre for Diet and Health, University of Ulster on behalf of Safefood, The Food Safety Promotion Board. This study aimed to inform the development of a meaningful and socially inclusive response to the nutrition education needs of young people and other stakeholders in alternative education and training settings.

### Methodology

*The study used a mixed-methods approach. It involved:*

- An all-Ireland review of the key structures and networks accessed by early school leavers (ESLs).
- Sixteen one-to-one qualitative interviews with key informants in ESL settings in NI and ROI.
- Eight focus group discussions with young people in ESL settings that examined their perspectives on food and health issues and appropriate approaches to food and health programmes in their education/training centres.
- An all-Ireland quantitative survey of ESL service providers (n = 239) that examined health promotion activities, policies, curriculum and practices in relation to food and physical activity.
- A survey of 11 dietitians on their work with ESLs.
- A survey of 472 young people in alternative education and training settings in NI and ROI of food and physical activity attitudes and practices.



### Key findings

*Service provision for early school leavers on the island of Ireland*

- In NI, service provision crosses a range of government departments but responsibility lies primarily with the Department for Employment and Learning (DEL).
- In ROI, the Youthreach programme is the main formal, statutory response to early school leaving and is delivered through Youthreach Centres of Education, Community Training Centres and Justice Workshops.
- Informal provision is widespread throughout ROI and NI but tends to be ad-hoc and to some extent overlaps with other ESL service provision.

### Activities and Gaps

*Activities and gaps in health promoting activities that focus on healthy eating and active lifestyles that target early school leavers*

#### Activities

- Food and physical activity issues were frequently addressed by service providers

- Activities related to food and physical activity in ESL settings were wide-ranging but focused mainly on the curriculum and food/recreational provision.
- A wide range of relevant curriculum exists in ESL settings related to the promotion of nutrition and physical activity.
- Food provision was a vital part of centres' services for reasons that included:
  - Provision of nutrition for those whose overall nutritional wellbeing has been compromised during childhood;
  - To prevent hunger and ensure preparedness for learning;
  - Socialisation and for learning transferable skills for the workplace and home;
  - Broadening young people's perspectives on food and eating so that they can participate more fully in society.

## Gaps

- Programmes related to the promotion of nutrition and physical activity tended not to be aligned with other relevant curricula and overall programmes in ESL settings.
- Young people lacked a critical awareness about diet and physical activity in general and have some confusion about food, eating, weight and health.
- Challenges for service providers included: resources for food provision; appropriateness of programmes and curricula; expertise to address the complexity of food issues in ESL settings.
- Current responses to nutrition health promotion tend to be passive and not geared to the lives of young people in alternative education settings.
- Issues such as substance misuse, mental health, troubled family backgrounds, low levels of literacy and a negative experience in the formal school system must be taken into account in programme development and delivery.
- There is an opportunity for food education to be a focal point for engagement with other issues in young peoples' lives.
- Nutrition and physical activity education requires active engagement strategies rather than traditional classroom-based methodologies.
- Practical and enjoyable learning that is meaningful to young people is required eg. games, fieldtrips, food tasting, cookery competitions and research-based activities.

# Key Learning and Suggestions for Youth Work Practitioners

This study suggests that early school leavers, one of the key target groups with whom youth workers engage, may not be receiving sufficient education about healthy eating in early school leavers' educational settings.

Importantly, this study provides evidence that early school leavers have unmet needs in terms of learning about healthy eating, as they lack a critical awareness about diet and physical activity in general and have some confusion about food, eating, weight and health.

This study has recommended that activities such as games, fieldtrips, food tasting, cookery competitions and research-based activities may be helpful in engaging young people about food and eating issues in ESL settings. The activity based methods employed by youth workers can make an important contribution in this area.

The recommendation that learning activities about food can be used to explore other issues such as body image can also be of use to youth workers who seek to engage with these issues.

## Full report is available at:

<http://www.safefood.eu/Publications/Research-reports/Early-School-Leavers-and-Nutrition-A-needs-asses.aspx>

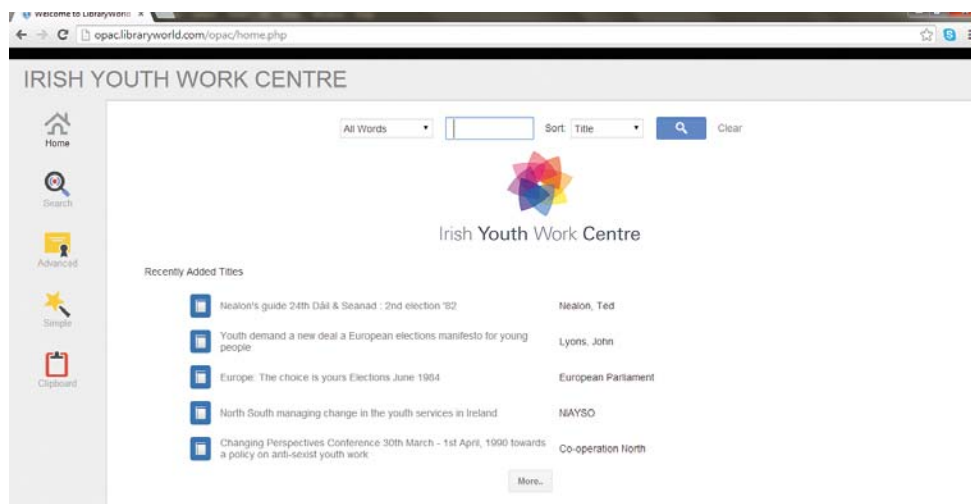
Since publication of the study safefood has developed a food skills web resource for trainers and teachers working with young people in alternative education and training settings: <http://www.eatright.eu/>

Article by Dr. Michelle Share  
 Children's Research Centre  
 Trinity College Dublin

# IYWC's New OPAC Online Library Catalogue: A Practical Guide

## The IYWC's new online public access catalogue (OPAC)

The new IYWC Online Public Access Catalogue (OPAC) is now live and available. This OPAC can be used to search the online collection of pdf documents and video files, as well as records of books and historical documents that are currently available in the Irish Youth Work Centre library. These resources can be accessed in the physical library in the Irish Youth Work Centre, but may also be taken out on postal loan. In addition, OPAC also contains a large number of records linked to free online resources, which can be viewed and downloaded from any computer.



## How can the OPAC help me as a youth worker?

The OPAC contains numerous resources that can help you with the everyday challenges of youth work. These include the following:

- Activity guides and booklets on youth work specific issues that you can use to plan programmes and sessions with young people;
- Academic research on youth work and young people that can help you to engage with specific challenges or opportunities that relate to the young people you work with;
- Documents and guides that will assist with the NQSF and NQSFVLYG processes and help to develop your organisation;
- Policy information that will assist in developing your procedures, policies and plans;
- Youth work practice and theory information that will help you to develop as a practitioner.

## What exactly is in the IYWC OPAC?

The IYWC OPAC is continually growing as our staff and volunteers add new resources to the database. Most of the new additions are electronic resources. All resources are searchable by subject, author and title. These resources include:



- NQSF resources that relate to all four standards of the NQSF provided as web links;
- Scene Magazine articles provided as downloadable Pdf files – these include activity guides, policy analysis and youth work practice accounts published in Scene Magazine over the last 20 years;
- Youth Studies Ireland Academic Journal articles provided as downloadable Pdf files;
- Historical documents, reports, policy and research provided as downloadable Pdf files;
- 2800 records of academic books, training packs and activity guides that are available on loan and postal loan from the IYWC Library.

## Accessing and using the IYWC online access catalogue

Access is available on line at the Library homepage:

<http://www.youthworkireland.ie/youth-work-centre/library-catalogue1>.

On the library homepage you will also find information about the search functions of the OPAC. You will find information on how to use the basic search functions, the advanced search functions and how to use the clipboard function to collect and save resources that you find in the catalogue.

## Library membership and access to physical resources

Anyone can become a member of the IYWC library and membership is available free of charge. A membership form can be downloaded at IYWC library homepage

<http://www.youthworkireland.ie/youth-work-centre/library-catalogue1>

# IYWC New Resources

### Empowerment and Participation in Youth Work

by A. Fitzsimons, M. Hope and K. Russell, 2011

In today's society, many young people feel marginalised and unable to find their own voice. It is vital therefore that youth workers are able to work with them to tackle this in a meaningful way. Drawing on the real experiences and difficulties faced by youth workers, this book will help those who want to work with young people in an empowering way. The concepts of empowerment and participation are explained, explored and critically analysed, along with the key notion of resilience. This is backed up by activities and case studies which help to bring together the theory and the practice.

### Managing Modern Youth Work

by L. Hoggarth, B. Merton and M. Tyler, 2009

When people set out to qualify in youth work they do not anticipate that it's about managing themselves; aims, intentions and outcomes; programmes and

projects; case work; educational experiences and environments; budgets; volunteers and staff; and young people's development. This book ensures that students will feel confident to manage purpose, projects and people to deliver good- quality educational and developmental youth work with and for young people. It also caters for those with youth work management experience by providing an opportunity to review and further develop management skills and understanding in the context of a volatile policy environment.

### Working with Distressed Young People

by Bob Harris, 2011

Anyone working in the caring professions and education who wishes to understand the causes of difficult, disturbing and dangerous behaviour in young people and to find out how to change it, will find this book useful. It shows how distress and disturbance is created in young people, causing their behaviour to become difficult and problematic not only to adults but also to themselves and to wider society. Using the latest evidence-based theories, the reader will learn how to detect and diagnose problems and work out strategies for helping young people in distress.

# IYWC Scene and Symposia

The next three editions of Scene Magazine followed by a symposium will focus on:

**Volunteers**  
**Five National Outcomes**  
**Employment**

For our next editions, Scene particularly welcomes contributions from practitioners on these three topics, the articles should be approximately 800-1000 words in length.

Volunteers	June
Five National Outcomes	September
Employment	December

Please email your 250 word proposal only to Gina Halpin, [ghalpin@youthworkireland.ie](mailto:ghalpin@youthworkireland.ie) with your full name, the youth service you are associated with, the title of the article that you are proposing and the type of article that you are proposing.

#### Deadline for contributions

If your proposal has been accepted you will be notified of a day for having a full first draft submitted. You will also need to make yourself available in the fortnight that follows to work closely with the Scene Magazine editorial team to make any required revisions or edits to your article.

**Guidelines for providing articles, research briefs and symposia inputs are available to download from**

[www.youthworkireland.ie/youth-work-centre/scene-magazine](http://www.youthworkireland.ie/youth-work-centre/scene-magazine)



## Symposia Dates

**Volunteer Symposium**  
Wednesday 4th June 2014

**Five National Outcomes**  
Wednesday 17th September 2014

**Employment Symposium**  
Wednesday 3rd December 2014

All these events will take place in the national office of Youth Work Ireland.

There is no cost for attending these events, however places are limited and available on a first come first served basis.

**Booking can be made at**  
[www.youthworkireland.ie/events](http://www.youthworkireland.ie/events)

## Scene Symposia

All editions of Scene Magazine are now accompanied by an informal youth work practitioner's symposium to share and discuss the ideas in the articles with practitioners, volunteers and young people. We therefore ask contributors to attend this informal sharing and learning event.

**Contributors are not required to present, but will be assisted to make a presentation if they wish to. Contributors will be asked to take part in informal conversations with practitioners attending the event.**

If you have any questions or suggestions about Scene Magazine and future content of the magazine please contact Matthew Seebach [matthew@iywc.ie](mailto:matthew@iywc.ie)