

Notes on Practice

Going Global!

Good Practice Guidelines for Development Education in Youth Work

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Introduction

The National Youth Development Education Programme was set up in 2004 as a partnership between the National Youth Council of Ireland and Development Cooperation Ireland. The programme was established to implement the *Development Education Strategy for the Voluntary Youth Sector 2004–2007* (NYCI/Irish Aid, 2004). The strategic plan aims to incorporate quality development education into the programmes of youth organisations. One of its primary objectives is to define and promote good practice in development education in youth work. The development of a set of practical guidelines for youth workers was identified as a key step towards achieving this.

The following guidelines¹ are intended to provide youth workers with a set of steps to delivering quality development education programmes. Each section includes case studies which share the experiences and insights of youth workers and young people involved in development education in Ireland and the United Kingdom. These case studies highlight the value of development education to young people in Ireland and globally. They also show why youth work settings are ideal for doing development education and how development education can complement and enhance existing youth work practice. *Going Global!* also gives suggestions on how to make development education a core part of youth organisations' ongoing work.

A note on language and terminology

The term 'development education' is used consistently throughout these guidelines. Development education in youth work is sometimes referred to as 'global youth work'.

Readers may be familiar with the terms 'Third World' or 'the South' to describe the economically poor countries of Africa, Asia and Latin America. Unless another word is used in a direct quote, these guidelines use 'Majority World'. This term reflects the fact that the people of these countries represent two-thirds of the world's population but do not have an equal share of the world's resources.

'Youth workers' is used to describe youth leaders, youth workers and peer educators working in the non-formal youth sector in either a paid or voluntary capacity.

'Minority group' is a group of people whose ethnicity or identity is different to that of the majority of people in a State, for example Travellers or people with disabilities.

The Millennium Development Goals (MDGs) are a set of goals developed by the United Nations in 2000 which aim to combat hunger and poverty, improve access to education and healthcare and protect the environment by 2015.

What is Development Education in Youth Work?

Development education in youth work is about:

- Global development
- Starting from young people's experiences
- Human rights
- Global citizenship
- Listening to young people
- Exploring the connections between young people in Ireland and the Majority World
- Understanding the causes and consequences of global poverty and inequality
- Learning from and sharing with people in the Majority World
- Understanding how our actions affect people in the Majority World
- Justice rather than charity
- Learning through participation and action
- Challenging stereotypes and prejudice
- Having fun
- Learning how countries depend on each other
- Solidarity with people who are poor, marginalised or discriminated against
- Concern for the environment
- Celebrating the diversity of people in our world
- Enabling young people to imagine a better world
- Taking action for a more just world

What is the value of development education to young people?

Development education places young people at the heart of the learning process. It starts with their experiences, perspectives and ideas and provides them with an opportunity to explore and take action on issues which are important to them.

Development education contributes to young people's personal development and increases confidence in their own identity.

'New Young Europeans' was a project in which six young people from Cork and eleven young immigrants came together to explore their hopes and dreams for the future. Each young person was photographed and recorded an interview. This took place in a setting of their choice that has a special meaning for them. One of the participants was a 16 year old called Shane. Shane was very intelligent but given to bouts of anger and self-harm and had been expelled from two schools. The 'New Young Europeans' project began a process of transformation for him. He chose to be photographed on the River Lee in the curragh that he had built himself. The photographs expressed a vulnerability quite out of keeping with his hard-man image.

For six months the young people met almost weekly to plan the civic launch of the project. These meetings provided a space for Shane and other members of the group to further explore and share their feelings about their prospects and hopes for the future. The group took total responsibility for every aspect of the launch. They planned the format, delivered speeches and performed dramas and a rap which they had written themselves. The launch was stunning. The speeches by the two young Angolans were particularly moving. Shane and everyone in the audience responded to their powerful presentation of their situation and to their call for justice and support. Shane

concluded the proceedings by acknowledging and taking ownership of his own problems and negative behaviour and by thanking those who were helping him. Shane has just completed his Leaving Certificate and is determined to go to University College Cork to become a youth worker so he can help others like him.

Development education enables young people to look outside their own personal experiences and sheds new light on issues affecting them.

'What Matters to Me' used a simple arts based exercise to help young people in a detached youth work setting in rural England to explore their values and attitudes, to reflect on their own place in the world and to develop empathy with people with different lifestyles and cultures. The young people involved in this project were from an area of socio-economic disadvantage and had a negative reputation within the community. They were shown photographs that had been taken by young people in Peru. Having discussed these, they were then given disposable cameras and invited to take photos of five things that were important to them. The young people were surprised and pleased to be trusted with the cameras. After two weeks, youth leaders met up with the young people again to discuss what they had produced. The photos were then compared with photos which had been taken by the group in Peru. Discussion ranged from *'He's very good looking, do you think he has a girlfriend?'* to the similarities and differences between the two countries. One youth worker highlighted the value of using the Peru photos: *'One unemployed young man who had been involved in crime was able to explore some of the more sensitive issues that were important to him after looking at the Peruvian pictures. He took pictures of his boiler at home to represent warmth because it made him feel good and safe. [He was] a lot more open and showed his vulnerability. Seeing the Peru pictures stretched that out of him'*.

Source: White, 2002

Development education is an empowering tool for working with young people from marginalised minority groups.

Development education promotes respect for other young people's rights, values and cultures.

A group of young people spent a day engaged in activities exploring the lives of nomadic people throughout the world. The way of life of nomadic peoples such as the Kazakhs, Masai, Roma and Tuaregs were examined through art, cooking, mapping games and other fun activities. During the discussions, the young people were asked about Ireland's own nomadic people. Stereotypes about Travellers were aired. One of the participants in this group was himself a Traveller. Through his participation in the session, he came to

understand that his traditional way of life was mirrored and respected in other parts of the world. As a result of this process, he gained the confidence to challenge the other young people's negative attitudes towards Irish Travellers. One of the significant features of the day was that rather than exploring a local issue *first*, the young people looked at the experiences of nomadic tribes at a global level. This helped young people to shed new light on the local situation of Irish Travellers, to validate the experiences of one young Traveller and to increase their knowledge and respect for cultural diversity.

Development education encourages young people to look at issues in a different way and helps them to understand complex issues.

'You can explain quite complicated concepts in ways that are simple but not simplistic. During the World Cup, we created a money ladder to represent the unequal distribution of wealth in the world. Each young person focused on a particular country that had qualified for the World Cup. They cut out coins to represent the wealth of that country and stuck their country's earnings on the ladder. The wealthier countries were at the top of the ladder and the poorer ones at the bottom. The young people could clearly see those countries who were up there with €26,000 a year and those who were down there with €300 or less. They could see that in front of them. It's those kinds of practical concepts that work well. It's about finding ways to make it real.

Then we stuck 100 one-cent coins onto a sheet of card and laminated it. We explained to the young people that the money represented Ireland's wealth. We asked them to guess how much [overseas development aid] we were giving and they guessed figures like 30% [of our national wealth]. When we explained that we give less than half a cent in every Euro, they were horrified. Then when we told them that countries are being asked to give a little less than three quarters of a cent in every Euro, they all felt it was the least we could give. I can't think of a more immediate and practical way of getting that across'.

Why is youth work an ideal setting for development education?

Quality development education in youth work shares many of the same principles as good youth work. These include starting with and valuing young people's own views, learning through participation and promoting equality, responsibility and mutual respect. As people involved have said:

Development education involves a negotiated [learning] agenda as opposed to an imposed agenda. You might introduce new ideas but it's got to be based upon what young people see as their own needs.

We started in 1966 with a policy to develop responsible citizens and leaders in the community. We all saw development education and global citizenship as an extension [of that].

Development education methodologies are ideal for the informal environment in which youth work takes place. Sport, art, drama, photos, cartoons, maps, games, brainstorming, quizzes, story-telling and role plays are all used to explore justice and development issues. These approaches are fun, flexible, participative and learner-centred. They do not require significant resources or rely on high levels of literacy, numeracy or English language competency.

We have loads of games, you just adapt the games that they know to something that they don't know, put them all in together, and there's a new game for you. It's a game that every child would know but we'd just put something different into it that changes the whole thing.

The issue of conflict arose for one youth group. They explored how to resolve conflict using a role play game. The young people divided into four groups representing four countries who had been at war for many years. Each country had different traditions and experiences. As part of a peace process the former enemies agreed to work together to construct a monument to peace. Various art materials were distributed and the young people got to work. Each country had a different idea of what the monument should look like. However following discussions and negotiation, the young people produced a colourful, pyramid-like monument. Although there were four different groups involved, the monument itself had three sides symbolising the degree of compromise which had been reached. This activity stimulated the young people's creativity and imagination, while also promoting team-work within the group and highlighting the importance of co-operation between countries at a global level.

For further details on this activity see Sheehan, 2003.

Development education can be easily incorporated into existing youth work activities and programmes.

'One of the things we do each year is we issue activity packs for summer schemes. We do it for clubs as well. The activity packs are mainly art, crafts or cooking based but they are always based on a global theme. With the summer schemes pack there is a four or five week training session which leaders attend, and with the club pack there's a one night training session. There's a Halloween pack, there's a Christmas pack, there's a St Patrick's Day and an Easter pack. So you are focusing on things you know the leaders will respond to and want to do something about. You are offering them activities that are very do-able but which are based on very sound development education principles. Things like, when we made dreamcatchers, every leader was able to talk about how these came from the American Indians and ...how we could learn from them'.

Ten steps to quality development education in youth work

Youth workers are encouraged to be flexible in how they apply the steps. They should respond to their organisation's size, resource capacity and level of experience. For example it may be appropriate for some groups to start at step two or six or to omit or adapt certain steps.

Step 1: Explore your own values and attitudes

Development education promotes the values of justice and equality in personal, local and global relationships. Youth workers engaging young people in education for global change should:

- Be aware and self-critical of their own values and attitudes.
- Be open to new ideas, perspectives and ways of working.
- Respect young people as equals partners within their organisation.
- Acknowledge young people's ability to contribute to positive social change.
- Challenge the unequal relationship between rich and poorer countries.
- Respect the dignity, diversity and positive contributions of people from the Majority World.
- Be open to learning from people in the Majority World.
- Be aware of the different forms of discrimination and how they affect people.
- Recognise the relationship between our environment and the well-being of people all over the world.
- Understand that people from different cultures and societies may see the world in a different way.
- Recognise barriers to the inclusion of minority groups in youth work and work to overcome these barriers.
- Respect and respond to the knowledge within their group.
- Recognise that agreement on issues cannot always be reached.
- Be prepared to challenge discriminatory behaviour within their organisation and among the young people with whom they work.

Step 2: Identify the interests and concerns of the young people in your group

Consult with the young people in your group and find out the issues of importance to them. These should form the basis of your development education activities and programmes. Discussions, surveys, games or an examination of current activities are all useful ways of identifying young people's interests and concerns.

'The first development education event we ran was a total failure. Some members of staff decided they knew what young people were interested in so we ran a conference for the young people and we didn't get a single taker! The topics were ones you would assume would interest young people but either we didn't quite hit the mark or it wasn't the way to go about involving young people. That's when we started doing the surveys. In 1992 we surveyed our young people to find out what they were interested in. The starting point has to be where the young people are at. If you don't capture them in the beginning it's very, very difficult after that and we realised we'd made a mistake. It's [now] a keystone of what we do ...'

Step 3: Choose appropriate methodologies

Use methodologies which suit your group's interests, needs and abilities. If necessary adapt the language, information and activities in development education materials and resources.

'90% of the young people we work with are from areas of social exclusion. We have very few academic high achievers, so it has to be different. It can't be school-based, it can't be talk-based because they have such a short attention span. We find that by using the right methodologies to engage them, they learn anything'.

'I do a sports group on Saturday morning but we do development education through sports, we combine both of them. We do games about the different countries through football and basketball. [During One World Week] we did the Millennium Development Goals through penalty shoot outs. Every time the young person scored a goal, they got a millennium goal'.

Step 4: Support young people to explore their own place in the world

Encourage young people to explore who they are and how they fit into their local, national and global communities.

80:20 Educating and Acting for a Better World – a development education organisation - have worked with groups of young people to explore their own identity and how they relate to the world around them. In doing this, they use a method called the 'Identity Box'.

The process of creating an Identity Box involves a number of stages. Young people gather together materials such as old cereal boxes, paints and used magazines and constructed a three-dimensional portrait of themselves in the shape of a box. They then decorated the outside of the box with images, pictures or words, which described the everyday aspects of their lives such as hobbies, food or shopping. Decorating the inside of the box provoked a deeper reflection on their lives. In it they described the things that were most important to them, such as family or friends. They did this in a variety of ways such as using photos, tape recordings, art and writing. One young blind man printed out his life story in Braille and wrapped this around his box.

Making an Identity Box enabled the young people to identify the many different influences on their lives such as family experiences, education, gender, religion or cultural practices. It also helped them to see how these influences affect how they think and how they interact with other people locally and globally.

Step 5: Make global connections

Link the issues and concerns of young people in your group with people in the Majority World.

Every two or three years young people in Ógra Chorcaí, a Cork based youth organisation, take part in a survey designed to establish the most important issues facing them at that time. The outcomes of these surveys form the basis of the organisation's annual work plan. One year, stress was identified as the key issue affecting young people. Ciara recalled that *'stresses for young people, that was big with us last year because me and Michael were doing the Leaving Cert. It was really relevant because there were [many] people in the same boat as us. It just shows that as young people we do know what other young people want. We'd be more inclined to know than [older] people sitting around a table saying we'll do this just for the sake of it.'* The young people also recognised that young people throughout the world suffer from stress. As Joanne noted, *'Stress is on a global level, everybody gets stressed at some stage'*. They proposed it as a theme for One World Week, a week of youth-led education and action on global justice issues held annually in November. Other youth groups around the country agreed with their proposal and in response to this, 'Stress for Young People around the World' was adopted as the theme for One World Week 2004.

Explore how we are connected to the wider world. Invite young people to explore the global connections and influences in their lives such as music, food, family or friends who are from or who have visited the Majority World. If working with a mixed youth group of young people from Ireland and the Majority World, encourage young people to share stories and experiences. However, pressure should not be placed on young people to make disclosures regarding their background or reasons for leaving their home country.

- Explore how different countries depend on one another e.g. for workers, tourists, food, clothes and other traded goods.
- Explore the global connections within your group.
- Make contact with youth, community or other groups in the Majority World. See section five for organisations that can help you to establish links.
- If possible, involve people from the Majority World in the delivery of development education.

Step 6: Explore justice issues locally and globally

Highlight the global justice dimensions to your young people's issues and concerns. Issues as diverse as stress, eating habits, war, access to facilities, fashion, sport, refugees, employment, education, travel or bullying all have a global justice dimension. Development education can have either a local or a global issue as its starting point.

A group from the Irish Girl Guides wished to explore the issue of drugs which affects the lives of so many young people in Ireland. Using maps and case studies the young people examined the global drugs trade. They discovered that many people in countries such as Burma, Colombia and

Afghanistan are forced to grow drugs such as heroin because of poverty or intimidation. By looking at the issue of drugs in a worldwide context, the Girl Guides learned that this was both a health and a justice issue which impacts on the human rights of people living in both Ireland and the Majority World.

Jackie, a youth worker with the Centre for Global Education in Northern Ireland used a 'global auction' game which introduces the idea that globally we spend much more on financing conflict and the military than on basic needs such as education or healthcare. She feels that this approach works particularly well with older young people. She comments: *'As well as being a fun activity ... its impact is strong when it becomes clear that a great deal of money is spent on conflict in comparison to eradicating poverty. This generally leads to some discussion on the need for cooperation to avoid conflict between groups whether locally or globally, and has led to discussion on the situation in Northern Ireland, as well as in countries like Afghanistan and Iraq. I find it useful as a different approach to conflict, to the usual focus on the very local [Northern Ireland] experience, which is normally quite emotive for most people'*.

Highlight how young people's actions and lifestyles affect people in the Majority World. There are global dimensions in young people's lives and what development education offers is the chance for those young people to air those issues, which they might not always get.

For One World Week 2002, youth groups looked at how people all around the world are linked by trade. They looked specifically at the trade in bananas. This was seen as a relevant issue because bananas are the most popular fruit eaten in Ireland and because the largest importer of bananas into Ireland and Europe is an Irish company called Fyffes.

The young people learnt that bananas mainly come to Ireland from Latin America and the Caribbean. They examined the different stages in bringing the banana from the plant to the fruit bowl and who has the most to gain from producing bananas. Many young people were surprised that supermarkets make the biggest profits from bananas. They learned about issues such as workers rights and how working in the banana trade affects people's health, environment and access to education. They also explored alternatives to the current banana trade such as fair trade.

The youth groups then participated in a postcard campaign coordinated by the National Youth Council of Ireland. The campaign, 'Could Do Fyffe Times Better', focused on Fyffes operations in Belize, a small country in Central America. It looked at the working conditions of banana workers in plantations where Fyffes source their bananas. The young people learned

that some workers who joined trade unions were sacked and that information about workers rights was not widely available to the workers. A group of young people presented the postcards to Fyffes and met with a company representative who agreed to improve their practice in Belize.

Explore inequalities between rich and poor countries and within different countries.

As part of One World Week 2004, groups examined the issue of stress for young people. They focused on the stress caused to young people in Ireland and around the world who do not have access to a quality education. They compared the different experiences of education among young people globally and explored why 105 million children, mainly in the Majority World, do not go to school. Young people also learnt why girls in Africa, Asia and Latin America are more likely to miss out on an education.

Youth groups then took part in the 'Send a Friend to School' campaign, organised by the Global Campaign for Education. Young people were invited to join with other young people all over the world in creating life size cut-out 'friends' symbolising out-of-school children. One young participant noted that *'The good thing with 'Send a Friend to School' is that the [young people] want other kids to go to school too'*. The 'friends' were displayed at local exhibitions and at the One World Week central event in Dublin, where they were presented to the Minister for Human Rights and Overseas Development, Conor Lenihan. The Minister was asked to honour Ireland's commitment to the Millennium Development Goals, particularly in relation to the education targets.

In April 2005 during Global Action Week for Education, members of the Global Campaign for Education confronted politicians, celebrities and the general public with the 'friends' and asked them to sign a pledge to achieve primary education for all children by 2015.

Step 7: Imagine a Better World

Encourage young people to identify what kind of world they would like to live in.

Support young people to identify the changes needed for a better world.

Step 8: Take action for a more just world

Taking action for a more just world is a key part of development education in youth work. Youth workers supporting young people to take action should:

- give young people the opportunity to choose actions which are appropriate to them.
- link action to learning and reflection on the issues involved.
- emphasise that young people in the Majority World are themselves agents for change and encourage action in solidarity with them.
- ensure that young people are clear about the likely impact of any action.
- ensure that actions are well planned so as to respect the safety and dignity of young people both locally and globally.

There are many ways in which young people can take action. These include:

1. *Action at a personal level*

This involves a personal commitment to changing one's own attitudes or behaviour. Examples include young people recycling their waste, purchasing fair trade products or making friends with young people from different countries and cultures living in their communities.

'The simplest action is telling someone else about the issues.'

2. *Action at a community level*

A number of youth groups wanted to explore how they are linked to the rest of the world through the trade of different products. They looked at the products sold in supermarkets and where they come from. They considered questions like: how do you know if the people who produce the things we buy are getting a fair deal? Who is making the profit? Who is paying the price? The young people recognised that they are very important customers to supermarkets and as such, they had the power to bring about change.

Youth groups throughout the country then took part in the 'Off Your Trolley' campaign. Each group organised collections of supermarket till receipts from a supermarket in their area. After a set period of time, e.g. one week or one month, they added up the receipts and presented the total to their local supermarket manager. They highlighted the fact that they were worth a lot of money to the supermarket and wanted the supermarket to ensure that the people who produced the goods were not exploited or badly treated. The combined efforts of youth groups at community level all around the country led to three of the main supermarket chains agreeing to stock fair trade products.

3. *Action at a national level*

A Dublin City youth group decided to raise awareness locally about the danger of landmines and to try to get them banned. They researched the issue and were struck by the fact that the victims of landmines are mostly children in the Majority World. Lindsay from the group said *'this is our way of standing up and showing our support for young people all over the world who are dying because of landmines'*. They laid out a grid of squares on the footpath and asked passers-by to cross their imaginary minefield. The squares were unmarked but using a map, the young people were able to tell if they stood on a mine. People crossing the minefield were given a sticker indicating whether they survived, didn't survive, lost a leg or lost both legs. The group asked members of the public to sign their petition calling on EU countries to adopt a total ban on landmines. The petition stated: 'We want the Government to keep on trying to get other European countries to totally ban landmines and to decide that children's lives are more important than making money selling these landmines.' The group presented their petitions, along with those of other youth groups around the country, to the

Minister for Overseas Aid. Lindsay said, 'I come from a small group of young people in [Dublin] and you are a minister of a small country. Meeting you makes me feel I can make a difference so I hope today makes you feel the same way with bigger countries'.

4. Action with young people around the world

In August 2004, Trócaire organised the Pamoja Human Rights School with young people in Ireland and Kenya. The aim of the project was to provide a forum for young people to discuss and debate topics such as peace, justice, human rights and the Millennium Development Goals and to find imaginative ways of taking action. Each Pamoja group launched a local campaign with actions such as schools visits and workshops, local press and radio interviews, library displays and public meetings. Groups from Ireland and Kenya collaborated in the development of the Pamoja Kwa Haki Youth Declaration which set out their commitment to human rights and called on world leaders to implement the Millennium Development Goals. The Pamoja Kwa Haki is displayed on www.pamoja.ie.

Other ways of engaging young people in action on global justice and development issues include:

- Young people participate in local festivals, carnivals or religious celebrations such as St. Patrick's Day parades. Youth workers can support young people to incorporate a global justice perspective to these events.
- Particular days, weeks, years or even decades such as One World Week, International Day against Racism, World Children's Day, World Refugee Day or World AIDS Day have a development significance and can provide a focus for highlighting particular development and justice issues.
- A number of youth organisations, such as the Scouts, Guides and YMCA, have membership in countries all over the world. Youth workers should explore ways of building links with partner youth organisations in the Majority World and of developing action in solidarity with them.
- Local, national and European elections, the European and World Social Forums, meetings of international agencies such as the World Trade Organisation or summits of world leaders such as the G8 summit all provide a focus for action to challenge global poverty and inequality.

Step 9: Evaluate your development education activities | and programmes

Evaluations are a way of assessing the success of your development education activities and programmes. Why should you evaluate?

- To identify which aspects of your development education activity or programme were successful and where changes are needed.
- To inform and improve future work.

Who should participate in evaluations?

- Young people
- Volunteers
- Staff
- Management, if appropriate
- Funders, if appropriate

What should be evaluated?

- The educational process, e.g. young people's engagement with the particular methodologies and approaches used.
- The educational outcomes, e.g. young people's knowledge and understanding of global justice issues; attitudinal change among young people and other stakeholders within the organisation.

How should you evaluate?

Evaluations can be done at the end of each activity and at the completion of a programme. There is a range of formal and informal ways of evaluating. Development education methodologies can be easily adapted to get feedback from young people and other key stakeholders. Evaluation methods include:

- Surveys
- Written evaluation forms
- Written or 'moving' ranking exercises
- Quizzes
- Poems, stories or dramas which describe participants' responses
- Informal discussions
- On-going leader observations

How can you measure the success of development education programmes and activities? There are a variety of indicators to assess the impact. These include:

- The numbers of young people participating in your organisation's development education activities on an on-going basis.
- Evidence of increased awareness among young people of their own rights.
- Evidence of more positive attitudes towards people from the Majority World among young people and other stakeholders within the organisation.
- Young people bringing a global perspective to their involvement in other programmes of the organisation, e.g. a global theme for a St Patrick's Day parade.
- Changes in organisational policies or practices, e.g. increased use of fair trade products, increased commitment to recycling waste.
- A desire among young people to take action in solidarity with people in the Majority World, e.g. to stop child labour.
- Young people criticising negative media images of people from the Majority World.

Step 10: Mainstream development education into your youth organisation's work

Get everyone on board. Ensure that all stakeholders in your organisation – young people, volunteers, management and staff – have an understanding of what development education is and support its inclusion in your organisation's work.

'A number of staff with an interest in development education formed a committee. We already had a group of young people who were looking at their own issues, so the two groups came together to form what was initially called the One World Works Committee. This committee decided that if development education was going to be part of the integrated structure of the organisation, we had to take a four pronged approach. The management had to be on board, the volunteer leaders had to be on board, the staff had to be on board and the young people themselves had to be on board. Otherwise somebody leaves and there's nothing left. It's just one person or a couple of people beavering away. Almost the very first thing we did was run a seminar for staff and volunteers on what development education was. This was around 1992. It was very early days. What was really important was that a member of the [management] executive of the organisation attended that seminar. So development education [became] a part of the structures [of the organisation]'

An important part of mainstreaming is to develop a development education policy. Such a policy should be drawn up with all stakeholders in your organisation. A policy is a written statement which sets out your organisation's commitment to development education and the rationale for doing it. . It provides a basis for your activities and programmes and informs new members, volunteers and staff as to why development education is central to the work of the organisation. One youth worker suggests that:

A policy makes development education part and parcel of your organisation, so that it's not just something you do every so often, it's part of who you are and what you do.

Prioritise development education in your organisation's work plans. Take a long term view of what you would like to achieve with your development education activities and programmes. As one youth worker said:

We would say you have got to take a long term view. So this year we focused on the second millennium goal. What we intend doing over the next eight years is focusing on one of those goals each year.

Bring a development education perspective to all aspects of your organisation's work. Development education principles can be integrated into your organisation in a variety of ways. These include promoting the inclusion of young people from minority groups in your youth work, using fair trade products, developing environmentally friendly practices; ensuring that racism is explicitly mentioned in anti-bullying policies or staff codes of behaviour or promoting the recruitment of people from the Majority World as staff or volunteers. Global justice themes can also be incorporated into on-going organisational events, as is clear from the comments of this youth worker:

I'll give you a practical example of how [development education] affects the wider work of the organisation. At our table quiz event that we have every year, there's a

round of questions on development education. The influence is permeating into our various events. Last year we had Tops of the Clubs. It's a variety show and the young people decided they'd vote on what charities the proceeds should go to. Those who have been involved in development education pointed out that we should have a policy that some of the money goes to tackling poverty locally and some globally ... [development education] has permeated right down.

Mainstreaming also means that you should provide on-going support for youth workers engaged in development education:

We had a team of people in the scouts who were into development education. That was very important because it wasn't just one person in the organisation, it was a group. We used to run weekends for youth leaders around the country. It was based on One World Week. We had leaders and groups from all over the country coming along and we sold One World issues to them. We had different speakers in, we had everything there. People came back to us year after year. If they said 'we tried this and it didn't work' we said, 'well maybe try it this way or try it that way or introduce this or that'. They had a support network. I think this is very important because there are a lot of groups out there [who] haven't tried development education before.

Finally, build up links with other youth organisations doing development education, and document your organisation's development education activities or programmes. Reports, photos and evaluations of development education activities provide a useful source of information for future staff, volunteers and young people in your organisation and for other youth organisations interested in doing development education.

For more information, including useful addresses and links to websites organisations involved in development education and global youth work, go to www.youthdeved.ie or contact:

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Acknowledgements

Carmel O'Connor (Catholic Youth Care), Eamonn Elliott (Charlemont Youth Project), Elaine Nevin, Feidhlim Ó Seasnáin (ECO UNESCO), Matthew Seebach (Pavee Point), Jackie Balmer (Centre for Global Education), June Barry, Mary Forde, Martha Sawyer, Jennifer Walsh, Dominic Leahy (Ógra Chorcaí), Joanne Keohane, Tara Keohane, Ciara Sweeney, Robert Murphy (Ógra Chorcaí One World Committee), Rachael Long (NYCI), Lara Kelly (Trócaire), Colm Regan and Valerie Duffy (80:20 Educating and Acting for a Better World)

The National Youth Development Education Programme gratefully acknowledges funding support from Irish Aid (formerly Development Co-operation Ireland), Trócaire and Concern.

The views expressed herein are those of the National Youth Council of Ireland and can in no way be taken to reflect the official opinion of Irish Aid.

Note

1. Based on the guidelines first published in booklet form by the National Youth Development Education Programme in 2005

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