

Making the Case for Development Education in Youth Work

9th February 2012 – Dublin, Ireland
National Youth Council of Ireland (NYCI)



Seminar report

By Elaine Mahon

Background

On 9 February 2012, NYCI hosted a national seminar entitled ‘Making the Case for development education in youth work’. The seminar, funded via Léargas through the Youth in Action fund, had two core components – a showcase and a seminar, both designed to bring together development education practitioners and policy-makers to discuss and debate the role and potential for development education within youth work. The day involved a key-note address by Minister of State for Development, Joe Costello, T.D., expert inputs from Ireland and Europe, panel discussions and a good practice showcase.

“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” (NYCI definition).

This seminar aimed to highlight key policies at a national and European level which help shape development education practice in the youth sector and explore how the youth sector can influence the development of these policies. The showcase provided a platform for 6 youth organizations to exhibit their development education practice, whether as a policy, a particular project or values that influence the whole ethos of their organization.

The event was attended by over 60 participants, plus an additional 12 participants from IDEA and 10 TDs and Senators (or their representatives) for the showcase. Such an impressive turnout highlighted the relevance of this issue to a wide range of stakeholders, who in turn contributed a variety of perspectives – from youth workers and volunteers, development NGOs, donors and young people themselves.



Minister Costello meets some young people from YMCA and Celtic Youth Bray/Hi-Rez

NYCI would like to thank those who made this event possible: the National Library, all the speakers and facilitators, Léargas for providing funding via Youth in Action (from the European Commission), all participants and the NYCI staff, in particular the administration team, for their logistical support.

Aims and expected outcomes

The seminar aimed to:

- Provide youth work practitioners, including young people, and policy experts with the opportunity to meet and discuss the link between policy and practice in development education in youth work;
- Increase awareness of the critical role of non-formal development education with young people among other stakeholders such as policy makers;
- Highlight key policies at a national and European level that help shape development education practice in the youth sector and examine how the youth sector can influence the development of these policies, and;

- Exhibit and showcase good practice projects and provide participants with the opportunity to share learning about what works in different settings.

Initial outcomes and ideas for the future

The seminar pointed to the need to promote the importance of development education to the Government, TDs and senators and other policy makers. Time is of the essence for this task, given the ongoing review of the White Paper on Irish Aid, the National Quality Standards Framework (NQS) for youth work, the development of a National Children and Young People's Policy Framework, and the Irish Presidency of the EU in the first half of 2013. Development education – the issues it explores and the skills of critical literacy that it encompasses – are very relevant to Ireland and the world today. It helps young people to make sense of the world around them, and to identify ways that they can be agents of change. There was broad



Recording of the event

consensus on the need for further promotion of development education – in an easily understandable manner - with individuals, organisations and communities to improve how we involve people in development education, making it relevant to their lives and to promote long-term critical engagement of international development and global justice.

Participants and NYCI suggested the following future activities:

- Active engagement of youth work with policy (including the White Paper Review of Irish Aid, and the 2013 Irish Presidency of the EU);
- Attend the White Paper Review consultations and contribute to a youth sector submission to the Review;
- Make a presentation to relevant policy-makers, e.g. the Oireachtas committee on Foreign Affairs;
- Include voices and stories of young people in our work more often;
- Establish Global Youth Work forums at regional level (by NYCI);
- Talk to friends and peers and engage in critical discussions;
- Start by engaging with local authorities in our areas;
- Exercise our democratic space!

These suggested actions will inform the work of the Development Education team of NYCI in the coming months and for 2013. For more information, or to become involved with NYCI, please contact the Development Education programme, or the NYCI office (all contact details at end of report).



NYCI – the National Youth Council of Ireland

Opening remarks



Johnny Sheehan - opening remarks

Johnny Sheehan, Development Education Coordinator at NYCI, welcomed the day's speakers and ran over the agenda for the day. He introduced the theme of the seminar, and encouraged participants to look for opportunities to influence the policies which frame our work. He welcomed Joe Costello, T.D., Minister of State for Trade and Development, to address the Seminar participants, his first engagement with the youth sector as recently appointed Minister.

Keynote speech

Minister of State for Trade and Development, Joe Costello T.D., highlighted the important role of youth work and young people in promoting human rights and justice. The Minister mentioned the need for Irish Aid to adapt a more strategic approach to funding development education, and invited all to engage with the ongoing Review of the White Paper on Irish Aid.



Minister Costello addresses participants

Minister Costello began by thanking NYCI for the invitation to speak at the event. He remarked that the 'Idealism of Youth' is wonderful and very important in overcoming the huge inequalities and levels of poverty that exist in our world. The Minister acknowledged the long partnership between NYCI and Irish Aid and is eager to see Development Education as an integral part of youth work. He was pleased to see young people in Ireland standing up for democracy, human rights and justice globally. Despite the negative stereotypes about young people in Ireland and Europe, young people are critically important for the attainment of equality and justice.

Minister Costello welcomed the European representatives, and went on to explain the current review of the 2006 White Paper on Irish Aid. As we are living in a very different context locally and globally, we need to develop a new strategy for development and aid. The Minister hoped that the deliberations of this seminar can feed into the review process. It's an opportunity to reflect on our sustainable commitment to Development Education, and the youth sector as an important partner in that. Irish Aid also intends to consult with new communities living in Ireland as well as civil society in programme countries. The review is open to input, and criticism, from young people.



Minister Costello

The Irish Aid Development Education strategy has committed 20 million euro to development Education since 2007. The review of development education in 2011 evidenced strong practice, however it was also clear that a more strategic approach from Irish Aid is needed, for instance, a strategic partnership such as that with NYCI in the youth sector to encourage further spread and integration of

development education in youth work. Irish Aid also needs to work with other Government departments. In some ways the youth sector is ‘ahead of the curve’ in terms of focusing clearly on results, such as the National Quality Standards Framework (NQSF) which is a key building block, and NYCI’s ‘Monitoring and Evaluation toolkit for development education in youth work’. While the partnership with NYCI and other organisations remains pivotal, there are still many young people not engaged in development education at all. The partnership with NYCI has been in place since 2004 and is under review this year. There will be a new partnership between the youth sector and Irish Aid by 2013. In conclusion, the Minister wished everyone a successful today, and hopes that the fruits of the seminar’s discussions can feed into the review of the White Paper.

European Perspective – Miguel Silva, Global Education Programme Manager, North-South Centre, Council of Europe

Miguel Silva, Council of Europe provided a European perspective on development education policy. He thanked the NYCI for the opportunity to speak and highlighted how important peer learning and dialogue between decision-makers and ‘field workers’ (practitioners) are for the work of the North-South Centre.

Introduction to the Council of Europe



Miguel's speech reflected in the Graphic Harvest

Miguel introduced the key values of the Council of Europe from its founding in the historical context of post World War II Europe. The Council aimed to find solutions for peaceful relations between European countries based on Human Rights, Rule of Law and Good Governance. The Council of Europe¹It supports ‘Education for Democratic Citizenship’ and ‘Human Rights Education’ due to the need to take into account societal challenges and the current global situation. The Council believes that our role as citizens locally has an impact on the global situation, e.g through fair trade.

Their work promotes the multiple perspectives of our lives. We all need political support for our work, and this is done in an interactive way with educators, ‘field workers’ and policy makers in Miguel’s work.

Support to educators

Educational supports include the Charter on Global Education². One of it’s main questions is whether formal education is adequate to meet the challenges of a new society. There is a network for Global Education Week (One World Week), of which NYCI is the coordinator in Ireland. The network consists of 40 coordinators from 36 Member States of the Council of Europe,

¹ Based in Strasbourg (France) the Council of Europe has 47 member countries. Founded on 5 May 1949, it seeks to develop common and democratic principles based on the European Convention on Human Rights.

² Global Education in the Charter is seen as an umbrella for Education for Sustainable Development (ESD), Development Education, Human Rights education, Intercultural education and so on.

as well as international organisations such as the European Youth Forum, which provides an important channel for the voice of youth. As NYCI is the Irish representative on both the Global Education Week network of the Council of Europe, and the Development Education (DARE) forum of CONCORD, this facilitates an overlap and exchange of ideas between both structures.

Miguel highlighted the Global Education Guidelines which is a handbook created by the Global Education network (above). and the online training (e-training course) which is offered 3 times per year as a 4 week course. Residential training courses are also provided.

Policy development in global education

In terms of policy development, a political process led to Recommendations for Global Education³ adopted in May 2011. This gives Global Education a legal framework for the first time via agreement of the Ministers of Education of all members of the Council of Europe, although it is non-binding. The drafting process for the Recommendations included the European Youth Forum, CONCORD (European confederation of NGOs for relief and development) and GENE which is an intergovernmental body with Ministries of Foreign Affairs and aid agencies.

In conclusion, Miguel wished participants a successful day and commended NYCI for creating a space of dialogue for practitioners and policy-makers.



Miguel Silva, North-South Centre

Bringing it to the national level – Matthias Fiedler, IDEA

Matthias Fiedler, director of IDEA (Irish Development Education Association), provided a brief input to make the link between European and Irish policies and what this might mean for



Matthias Fiedler, IDEA

development education practitioners. Matthias made the point that policy affects us all, and as practitioners we need to input into policy: maybe it wouldn't be so boring if more practitioners were to get involved. The target for the Millennium Development Goals (MDGs) target to be reached is 2015. What might come 'Beyond 2015' as a development policy framework?

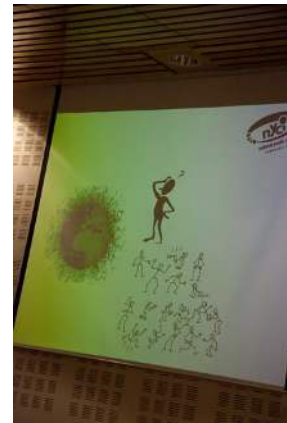
Matthias began his presentation with a short clip of, according to him, the 'best development education series ever', Star Trek, and in particular a scene from 'The Destruction of the Earth'.
<http://youtu.be/PHCNha9Xxas>

After the clip, Matthias asked: What do we do if we are faced with the total destruction of the Earth? Audience members replied with suggestions such as: 'Resort to violence', 'rely on technology', 'panic', 'try to escape', and 'target the baddies'. In the short clip, one person asks 'What the hell is going on?' So can we...

³ http://www.coe.int/t/dg4/nscentre/GE/GE_recommendation2011.pdf

Matthias pointed out that international development policies provide us with some ideas on what to do, and how to avoid this scenario. But are we all running in different directions? Development policy should not be about people from 'outside' looking at certain parts of the World and telling them what to do, but it should bring all of us into the centre of what development means and what we can do together. According to Matthias, all goals for the future need to target everyone, and it needs to be a truly global policy framework. We must focus our perspective on

Matthias illustrated his input with the story of a young Dubliner 'Rodriguez Doyle' who is 22 and works in the reception of Anglo-Irish bank. After work he heads for a beer and in the pub sees a TV news item about the famine in the Horn of Africa. He feels very angry



Matthias' Presentation



Matthias' speech reflected in the Graphic Harvest

about the situation. He also feels that the people here are very unfortunate to live in that place. However can we frame all of this by 'chance'? What about the structural reasons for the famine? Leaving the pub Rodriguez sees a notice for a talk by OXFAM on the crisis, just next door to the pub; so he goes. Rodriguez learns about the history of violence in that region, the colonial past and other reasons for the famine. After the talk, he realises it's quite late and his partner Eileen will have been expecting him home. He decides to stop and buy her flowers, and when he arrives home gives them to her. She is furious that he bought flowers for her that were grown in Kenya, and whose watering is contributing to the drought in the Horn of Africa.

If we analyse Rodriguez's learning and reactions we can learn some valuable insights that we need for development education. Firstly we need to have empathy and an emotional reaction to what

we hear (in our 'hearts'). Secondly we need to learn more about the situation and gather knowledge and information (i.e. via a talk on it). Thirdly we need to put ourselves into the situation and what is the impact of our lives on issues like inequality and climate change (such as buying flowers from Kenya). Finally, we also need to recognise what 'baggage' we may be carrying, and constantly reflect on our role.

For Matthias, working on development education is not enough. Policy is what frames it all. We have to get involved. If we leave it to the 'boring policy people', nothing will change. Today we have two clear ways to get involved – contribute to the national Irish Aid White Paper Review, or engage in the 'Beyond 2015' global debate.

Facilitated groups

Participants broke into 5 groups for facilitated discussion related to 4 key questions. Groups were asked to feedback the 3 key findings of their group in 2 'Tweets', i.e. statements of no more than 140 characters, and then added to the Graphic Harvest of the day.

Discussion took place in 5 groups, chaired by: Rebecca O'Halloran (Africa Centre); Brian McManus (Clare Youth Service); Jessica Mauer (Concern Worldwide) Valerie Duffy (NYCI), Jonny Baxter (YMCA Ireland).

Each group considered the following questions:

1. Does anything from the speeches strike a chord with you and your work?
2. How is Development Education relevant to Youth Work today?
3. What can we do to ensure Development Education remains an important part of Youth Work in Ireland?
4. What questions are emerging that we can ask the panel discussion?



Participant at the seminar

Overview of the group discussions:

- Development education uses a lot of challenging terminology and 'jargon'. We should try to use plain English as much as possible, especially when young people are invited to events. It makes it difficult for people to grasp the concepts and ideas in development education policy and practice.
- Youth work principles are a good example for development policy, in order to listen and not to fall into previous traps of 'imperialism'. It would overcome the danger of hierarchies and 'them vs. us'. Asking and listening will lead to better policy
- Issues need to come 'from the group' in line with good youth work practice. Then they will be committed.
- Development education is important to youth work as it gives young people a space to 'pause, consider, reflect'. It can also bring relevance to issues they face and global challenges. Development education also provides a platform to move beyond a negative, limited 'recession focus' and link our lives to the situations others face around the World.
- Media can often only tell one side of the story, and the news is often negative. Media also means we have more and more information, but often less knowledge and understanding.
- Good development education also allows young people to learn how to question and look at society critically. It helps to develop their own opinions and challenge core structures. It helps young people to stand up for their beliefs and take action. If young people believe in something, this will also help their personal development and confidence.
- Development education can be confusing – for instance fair trade vs. buying locally. We need to develop critical thinking and continuous reflection.

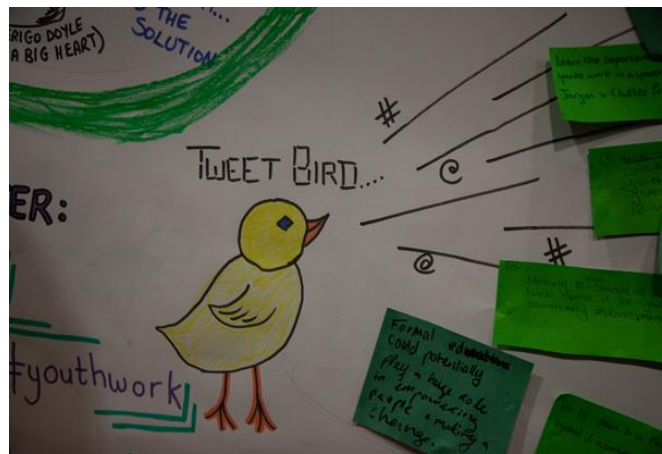


Participant at the seminar

- It seems like few visible results have been attained despite a lot of time and energy going into development education. Find and use other methods of 'measurement', as projects don't always get results immediately. Focusing on numbers in terms of measurement is insufficient.
- Use multimedia and social media to communicate with young people. Drama and music also work well. Peer education is also a good basis for development education.
- Involving different cultures and nationalities is important as it can enable thinking on a global scale. It also doesn't limit us to feeling we need to travel to meet others from the Global South. It means making connections locally.
- We need to change perceptions about development and move away from the idea of 'charity'. NGOs are also responsible to change their messaging, and to also try link it to local experiences in Ireland.
- We don't always need 'money' or funding to do development education. We can bring it into all aspects of youth work.

Some examples of the Tweets from the facilitated groups:

- Peace education should be part of #developmenteducation #youthwork #globaljustice
- #Developmenteducation should be in plain English: fun, relevant and accessible #youthwork #globaljustice
- Formal education could potentially play a huge role in empowering people and making a change #youthwork #developmenteducation #globaljustice
- With #developmenteducation, #youthwork gives a 360 degree vision of the World and ourselves #globaljustice
- Celebrate diversity and create dialogue across societies #youthwork #developmenteducation #globaljustice
- Policies will be driven by passion. Action will replace apathy. #youthwork #developmenteducation #globaljustice
- Asking everybody (Global North & South) and involving them will create better policy. Listen! #youthwork #developmenteducation #globaljustice
- Need champions to show, connecting knowledge to actions #youthwork #developmenteducation #globaljustice
- Realisation that we do make a difference. We don't have to be experts #youthwork across #developmenteducation #globaljustice



Tweets reflected on the Graphic Harvest

Showcase

Six youth work organizations showcased their development education projects to the audience. Policy-makers, such as TDs and Senators were invited to attend, and sign the statement 'Global Justice needs Youth!' as part of the Graphic Harvest of the day's proceedings

YMCA Ireland

YMCA has forged links between young people in Ireland and YMCA Zambia. The young people use Skype to communicate regularly and explore similarities and differences in their lives. We had the chance to be introduced to Darius, one of the youth workers in Zambia, who was also a participant on the NYCI Zambia-Ireland exchange in 2011, via Skype. George from the YMCA group performed the original rap 'I'm an African Man' and got the crowd involved. An African perspective is part and parcel of youth



YMCA showcase



YMCA showcase

work delivery for YMCA. Both George and Zen have previously taken part in the 'Global Justice in Youth Work Certificate' (FETAC Level 5) with NYCI/YMCA. (Presented by: George Kamau, Zen Tshabangu, TJ Hourihan, young people from West Dublin PAKT, Ballincollig PAKT, Bandon YSI, Cork City Ground Floor and Zambia YMCA, Lusaka)

Scouting Ireland

This presentation provided a look at how Operation Hope used the knowledge gained from previous projects to make a sustainable impact on the people they met in India but also on the young people from Ireland that were involved. This knowledge was added to during this trip and has now gone on to form part of Scouting Ireland's Ethical Living Policy (presented by Achilles Martone and Karol Quinn)



Scouting Ireland representatives



ECO-UNESCO representatives

ECO-UNESCO

The group performed a song they wrote recently on environmentalism and sustainability for their action project as part of the Peer Education Programme. They plan to develop this song into a music video to submit to the ECO-UNESCO Young Environmentalist Awards in May 2012. This was their debut performance of this song (presented by Eoin Brennan, Jason Nolan, and John Noble)

Club Foróige An Spidéil

Club Foróige An Spidéil made a short presentation on the workshops they took part in while on an Intercultural Immersion Trip to Western Province, Zambia. This was part of their Leadership for Life programme. They made a video 'Ó Iarthar go h-Iarthar' showing the links between young people in rural areas of Ireland and Zambia. (presented by Conor Ó hÉalaigh, Brian Carr, Kaitlin Davy and Pearse O'Toole)



Club Foróige An Spidéil making their presentation

Hi Rez Youth Centre and Celtic Youth Bray

This presentation was an illustration of the historical significance and recognition of development education within these two projects. In essence how development education is "embedded" in their youth work. They created a visual tool using the words development education and explored what the individual letters represent. The young members of Celtic Youth Bray/Hi-Rez spoke about their 'issues night' where different topics are presented to the members and then they choose what they would like to do, if anything. The young people make the decision. Another young participant also spoke of their involvement in One World Week each year, and the theme which he enjoyed most 'Images and Messages in Development' (from 2010). (Presented by Adam, Dermot, Rebecca, Kate, Gary and Kevin)



Participants from Celtic Youth Bray/Hi-Rez

VSI (Voluntary Service International)

The "Living in Dependence" Project is a youth-led initiative created and realised by a number of young people from the Teenage Programme of VSI, including Irish young people and young asylum seekers living in Ireland. The project aims to equip the young people with the skills to manage the project, create a film about the experiences of young asylum seekers in Ireland and to use the finished product as a tool for awareness raising with their peers in schools and youth groups. The project has been running for 1 year now, and is in its final stages with the final editing of the film currently ongoing. The finished product will be shared at a public event in April. The project was realised with support from the Irish Youth Foundation through the Starbucks Youth Action Grant scheme, and from Léargas through the Youth in Action Programme. (Presented by Sara and Raj)



VSI members meet Minister Costello

Afternoon session

'GLEN Europe' as an example of good practice – Anne Schollmeyer



Anne Schollmeyer, GLEN

Anne introduced GLEN - the Global Learning Network of young Europeans. The network is a joint non-profit, politically independent initiative of ten organisations from 10 old and new member states of the EU. GLEN brings together – via the members - committed young people involved and interested in global education. It aims to contribute to a better understanding of global interdependencies, and North-South relations based upon equal partnership and mutual respect. The last element is particularly important as participants go on a 3 month internship in the Global South and need to remember that they are not going there as 'development experts' but in order to learn.

There is a strong emphasis on the learning between 'old' and 'new' (mainly Central and Eastern Europe) member states of the EU in order to promote exchange between European countries. GLEN is firstly a network providing space for people and organizations interested in global education in Europe to come together. Secondly, it supports young people to become 'multipliers' of global education via a training programme (GLEN Multipliers' Training Cycle) and an internship in the Global South (approximately 100 people per year). These participants are financed by a scholarship for the whole cycle which is important to attract people of all backgrounds. Thirdly, it supports events aimed at public awareness-raising in Europe, often by the global educators who have trained together as multipliers.

Anne explained the particular example of the GLEN Multipliers' Training cycle. The main aim is that participants see global education as about becoming active in our societies, rather than purely focusing on the Global South's development. The locations of the internships are in Africa, Caucasus, Asia including India and even Ukraine this year – so Global South is a flexible concept! Projects involve many different experiences from agriculture, to advocacy for fair trade to documentary-making.

On participants return to Europe they must carry out a global education activity. In 2012, the project is 'Sailing

for Sustainability' from Poland to Finland giving Global Education Seminars with a focus on Sustainability and the Rio +20 conference. Anne finished with some personal testimonies of GLEN participants. She encouraged people to contact her, or have a look at the website in order to get involved in any of their activities.



Anne's speech reflected in the Graphic Harvest

Panel Discussion - Chaired by Elaine Mahon, Development Education officer, NYCI

Firstly, each panelist was invited to share some thoughts on the day so far.

Miguel Silva, Council of Europe

Miguel wanted to highlight the link between development education and formal education. Years ago, global education didn't really 'exist' but through other subjects such as geography and history, students got a sense of the inequalities in the World. It is also the duty of parents and the community to engage in the education of young people – it doesn't just happen in the classroom.

Hailuu Netsiyanwa, PRAY/Shoobz Radio

Hailuu introduced himself as an activist for young people and the African diaspora. He agreed generally with Miguel, but sees that the curriculum is not always accessible and the universal aspects of it might not be clear to students. Sometimes development education is treated as an 'extra' or a new phenomenon. The Africa Centre does a good job in demonstrating that it's part of life. Hailuu highlighted the need to listen to young people, especially on a day like today with so many professional people here. Young people know what sort of world they want to live in. We have to give them power and tools for critical thinking.

Johnny Sheehan, NYCI

Practice and policy are often very different and separate. In terms of the review of the White Paper, it's critical for us to engage with that. We have to ensure that development education remains and is strengthened within the White Paper. The current paper names formal and informal education. It doesn't name non-formal education which is about planned programmes. This demonstrates the need to educate politicians and civil servants about the quality of non-formal education. The showcase really demonstrated this.

Anne Schollmeyer, GLEN

Often people Anne is doing training with are impatient with 'playing games' and ask her to 'get to the nub of the issue'. After a few days they will eventually come to appreciate the new approach – which is why they train participants in GLEN over two separate week-long seminars. There is also a need to appreciate that education is not just about 'learning facts'. If we want people to feel strongly, and to become active, showing a movie about starving children in Africa is not doing the job. It's much better to show examples of people who are motivated and making a difference.

Questions & Answers session

The first issue focused on the use of complex language in development education. How do we go beyond jargon in development education? Some suggestions included following principles of Paulo Freire (in popular education). The point was raised that the young people in the group were disappointed that the Minister did not stay for the showcase and the afternoon session where some of the nuances and benefits of youth work were explained. **Hailuu** responded about how we need critical media literacy for all. People may pick up terms which are not accurate from the media. Media is also a way to bring young people into development education and it's an easier way to bring the world into your projects.

Another issue for the young people in attendance was that **being involved in development education is difficult as it's seen as 'uncool'**. Development education is also often an **after-thought**, something 'extra' we do. Young people are often underestimated; we are trying to get them involved in solving a 'problem'. But we just need to focus on **having young people thinking for themselves**, and then from that they will probably want to take action. Hailuu added that some young people from migrant backgrounds are here. We don't need to do projects like the Zambia exchange; we can involve people from the diaspora living here in our work.

Another leader pointed out that it's easy to work with the 'converted'. How do we engage with other young people, who maybe don't care? How do we face that challenge? Anne answered that in her opinion the 'converted' are often not a good role model as they are often seen as 'perfect' and the others feel 'guilty' so don't want to get involved. So GLEN tries to get involved in different audiences. One example was an EU project with a famous DJ. He showed visuals reflecting climate change during his set. At 4am as 'his fans' left the club, there were stands with information on how to get involved and learn more about climate change.

The North-South Centre tries to make the **link with formal education**. In non-formal sector have more knowledge about the issues, the needs and priorities and the 'reality', so we bring those non-formal practices into schools. **Johnny** elaborated that many youth services work with schools, e.g. the YMCA project which showcased today. Non-formal education is education within settings which is not linked to the formal curriculum so also happens in schools. The role of 'champions' is also really important. We should be supporting committed individuals to reach out into their organisations and the wider population.

Another issue raised was that **we shouldn't start with an agenda**, or issue. We need to work with who is in front of us. No point in talking about human rights if people in the group don't feel valued and acknowledged. A young participant agreed: **"Leaders don't force us to get involved in issues, or speak to us like teachers. They give us information as friends. This has much more impact"**.

Another issue raised was the fact that **development is often associated with charity**. It's not about 'what can I do?' but 'how much do I need to give?' How do change this? **Hailuu** responded that in his personal opinion the **charity and aid are misunderstood**. It can give people the wrong idea. We need to focus on the interdependencies in our lives – people liking chocolate, or the coltan in our phones. There are other ways to help the world. **Johnny** elaborated that the purpose of Development Education is not to have people give to charity. Clearly we can't ignore people suffering today. But development education is about informing yourself further. That's why it's different from public information on development. A participant went further; **"It's not about mixed messages, it's about giving different perspectives. There is no single right message. Listening to others you can learn, and then decide for yourself about charity"**. Anne added that charity gives us the idea that the problem is 'over there'. But what could I do here, that would make charities unnecessary?

Another participant highlighted **the need to find a new way of demonstrating what we do via the showcase**, for instance, rather than being reduced to numbers. **Johnny** explained that Irish Aid is currently writing a new 'Performance Management Framework'. It talks about quality and active engagement but the indicators are very focused on the numbers. NYCI has moved

towards measuring in other ways and we need to work on this with youth organisations. What do young people get from the activity? What do they then do as a result of this?

Another question was around **who decides on programmes and policies we have for development education? Will NYCI be engaged in terms of being invited into the process of the National Children and Youth Policy Framework?** Elaine (Chair) replied that at the moment the programmes are very much up to those applying for funds. But it seems that Irish Aid will move to a structure in future where they outline thematic priorities, and organisations can apply for funding in that particular area. Johnny explained that we need to actively engage with policy-makers, not only look at Irish Aid policy (as the main funders for development education) but also the **Department of Children and Youth Affairs**. The new **National Children and Youth Policy Framework** will also be drafted in the coming months. We also need to focus on this in terms of promoting development education. If development education is not named in these strategies it will be difficult for us to get new youth organisations involved in development education.

Finally, each panelist was invited to conclude with some thoughts and any advice for participants

Miguel Silva, Council of Europe

The channels exist for communication between policy makers and practitioners. Local authorities are a good place to start. Usually, there are consultative processes (like the White Paper) where we can contribute as stakeholders. Then we can really put forward our needs and expectations. Sometimes we have a negative perspective of policy-makers. If the Minister cannot stay for the full seminar, it is our responsibility to find other channels to reach him.

Hailuu Netsiyanwa, PRAY/Shoobz Radio

It's important to exercise your democratic space. People can take it for granted. If you sense there's a problem, and you can do something about it - start with yourself, or those in your class or on your road. We live in a global village, and that's what we should be working for.

Anne Schollmeyer, GLEN

We should not be waiting for the Minister to come. As a young person, we may not be motivated to become involved in policy as it's boring. But it's not just about men in suits discussing things. We can do things differently, and have people listen to us. We need to act, and have fun, and that doing things differently is possible! Daring to do things differently, is probably the best way to get the Minister to listen to you!

Closing remarks, Johnny Sheehan, NYCI

NYCI will make sure the development education unit in Irish Aid are informed of the findings today. Pat Breen TD, who attended the showcase, is the Chair of the joint Oireachtas committee on Foreign Affairs and would be interested in hosting a meeting exploring development education with the committee. Johnny reminded people of the opportunities to engage with NYCI via the regional Global Youth Work forums. The report from today will be shared, along with some video and audio clips from the event. He reminded people about the consultations on the White Paper Review, and developing a youth-sector submission. The Irish Presidency of the EU in early 2013 is also a real opportunity. Finally he thanked the organisers and attendees.

Evaluation of the National Seminar

Before leaving participants were invited to complete an evaluation form.

1. Please indicate your satisfaction (1 = low; 5 = high)

In general, most participants replied with a score of 4 for the event overall. The majority of participants felt much more knowledgeable about the topic. The speeches in the morning session were not satisfactory, generally because of the language used and information provided. The facilitated discussions and the panel with Questions and Answers were generally well received.

2. What's the most important learning you will be taking away from this event?

The majority of replies were linked to: the need to break the jargon around development education; that change starts with me, not just some external force or body, and likewise that development learning can start from here and not just overseas; that development starts here and the same concepts may be applied to local, national and global levels, and that there is a diversity of youth groups in Ireland and we should make a point to find out more about them.

3. Were the venue & facilities suitable?

Everyone felt that the venue and facilities were suitable, and in a great location. However there were some complaints in terms of the acoustics and sound facilities which were 'muffled' at times. Break out rooms for the discussion would have been useful. Also participants felt that more food at lunch could have been provided.

4. What stands out to you the most from the showcase by youth organisations?

Several youth groups were mentioned explicitly in the feedback indicating the high quality and diverse approaches of the groups. Participants were impressed with the ability of the young people and their ownership of the projects. The variety of methodologies commended included Skype, song-writing and involving development education values into the ethos and practice of the organisation. For many, it reaffirmed the importance of giving young people ownership.

5. Could this event have been different? Should something be left out, added or changed?

Many participants enjoyed the variety of the day, and the diverse aspects in a very full agenda which made it easier to justify spending staff resources at such an event. For some the morning session and the speeches at the start might have been a bit 'heavy', and the language and messages could have been more 'audience-friendly and appropriate'. Some energizers and ice-breakers would have been enjoyable in line with good development education practice.

6. What other events/activities should the NYCI Development Education programme be offering?

Participants called for more training (especially for volunteers) and seminars on specific topics, including capacity-building for lobbying, advocacy and campaigning, as well as how to record and measure our youth work in an innovative and qualitative way. Also there is a role in facilitating the opportunity for young people to actually input, perhaps by way of different media, to the Irish Aid White Paper review.

List of participants

The event brought together different stakeholders in the youth work sector, and more than 70 participants in total, from young people, youth workers, volunteers, development and development education practitioners and policy-makers.

Name		Organisation	Name		Organisation
Seamus	Bane	Co. Clare VEC	Rose	Kelly	Afri
Raj	Baniya	VSI	David	Jackson	YMCA
Lara	Battigelli	CYC	Nicole	Kavanagh	YMCA
Jonny	Baxter	YMCA	Yvette	Kelly	NUIM
Adam	Benson	Celtic Youth Bray	Achille	Martone	Scouting Ireland
Eoin	Brennan	ECO UNESCO	Jessica	Mauer	Concern
Desire	Busingye	KDYS/KADE	Caroline	Maxwell	Independent
Anthony	Cahalane	Ógra Chorcaí	Brian	McManus	Clare Youth Service
Laura	Cahill	ECO UNESCO	Jenny	McNamara	ECO UNESCO
Brian	Carr	Foróige	Siobhán	McNulty	Step YMCA
Róisín	Cloake	CYC	Oona	Moir	EMC Foróige Youth Club Dundrum Rathdown Youth Service
Patrick	Coleman	Irish Aid	Nora	Moriarty	PRAY/Shoobz
Sara	Conrotto	VSI	Hailuu	Netsiyanwa	ECO UNESCO
Sinéad	Cunningham	City Arts Squad	Megan	Noah	ECO UNESCO
Carmel	Daly	Foróige	Jonathan	Noble	ECO UNESCO
Kaitlin	Davy	Foróige	Jason	Nolan	ECO UNESCO
Irina-Maria	Chayee	Foróige/Maynooth	Lizzy	Noone	Concern
Daniela	Sele	Hi Rez Youth Centre and CYB Killinarden	Claire	O'Brien	NUIM
Jonathan	Dowling	Community Council	Dermot	O'Brien	Hi Rez Youth Centre and CYB
Michael	Downey	Focus Ireland	Rebecca	O'Halloran	Africa Centre
Rebeckha	Doyle	EMC Foróige Youth Club	Eddie	O'Loughlin	GENE
Christina	Duff	DCU	Pearse	O'Toole	Foróige
Fiona	Dunne	ICTU	Karol	Quinn	Scouting Ireland
Matthias	Fiedler	IDEA	Marissa	Ryan	BelongTo
Maura	Gallagher	LTI Intercultural Training	Roberto	Samson	CYC
Senan	Gardiner	Irish Wildlife Trust	Louisa	Sarsfield Collins	Irish Red Cross
Conor	Healy	Foróige The Courthouse	Andrew	Sexton	CDVEC
Emma	Hill	Arts	Bob	Sita	VSI
TJ	Houriham	YMCA	Emmanuel	Tebit	VSI
George	Kamau	YMCA	Ceire	Tiernan	ECO UNESCO
Chris	Keating	YMCA	Zen	Tshabangu	Cork YMCA
			Nikita	White	UNICEF

Resources

- www.irishaid.gov.ie
- Global Education, North-South centre http://www.coe.int/t/dg4/nscentre/GE_en.asp
- www.glen-europe.org
- www.ideaonline.ie
- www.youthdeved.ie

Irish Aid White Paper Review Consultations

Taking place on the following dates:

1. 6th February 2012 - Strand Hotel, Limerick - 19.00 - 21.00
2. 5th March 2012 - Clarion Hotel, Cork - 19.00 - 21.00
3. 26th March 2012 - Radisson Blu Hotel, Golden Lane, Dublin - 15.00 - 17.30
4. 16th April 2012 - Glasshouse Hotel, Sligo - 19.00 - 21.00

Contacts and facilitators

Miguel Silva, North-South Centre, milga.silva@coe.int

Matthias Fiedler, IDEA, matthias@ideaonline.ie

Anne Schollmeyer, GLEN, anne@glen-europe.org

Rebecca O'Halloran, Africa Centre, rebecca@afriacentre.ie

Brian McManus, Clare Youth Service bmmcmanus@clareyouthservice.org

Valerie Duffy, NYCI, international@nyci.ie

Jonny Baxter, YMCA Ireland, jonny@ymca-ireland.org

Jessica Mauer, Concern Worldwide, Jessica.Mauer@concern.net

Claire Mulvany, photographer

Aline Held, photographer

DIT for videoing the showcase

With thanks to the showcase groups and their leaders:

- Celtic Youth Bray/ Hi-Rez
- ECO-UNESCO
- Foróige, Spiddal
- Scouting Ireland
- VSI
- YMCA Ireland and Zambia

And the TDs and Senators who attended:

- Joe Costello TD - Minister of State for Trade and Development
- Pat Breen TD (Fine Gael)
- Maureen O'Sullivan TD (Independent)
- Michael P. Kitt TD (Fianna Fáil)
- Seán Crowe TD (Sinn Féin)
- Dan Neville TD (Fine Gael)
- Margaret Garvey on behalf of Andrew Doyle TD (Fine Gael)
- Senator David Norris
- Ann Lane on behalf of Senator Ivana Bacik
- Amy McCardle on behalf of Senator Jillian van Turnhout

To contact NYCI Development Education team, contact deved@nyci.ie

To stay in touch with the NYCI Development Education team, sign up to our newsletter DE News on www.youthdeved.ie, follow us on Twitter (@nycinews) or become a friend on Facebook (NYCI Advocacy).

Report written by Elaine Mahon (mahon.elaine@gmail.com)