

Going Global!

Good Practice Guidelines for
Development Education in Youth Work



Human Rights
Global poverty
Justice
Celebrating diversity
Connecting young people
Participation and action
Solidarity

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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. 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.

Going Global! provides 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' on-going work.

Going Global! is structured as follows:

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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”, “developing countries” or “the South” to describe the economically poor countries of Africa, Asia and Latin America. Unless a direct quote is used,

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.



Section 1: What is Development Education in Youth Work?

Development education in youth work is about:



Justice

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



Section 2: 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 had 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 the 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*”.

From: The Improving Practice Series, Global Youth Work: Development Education Association (2002)

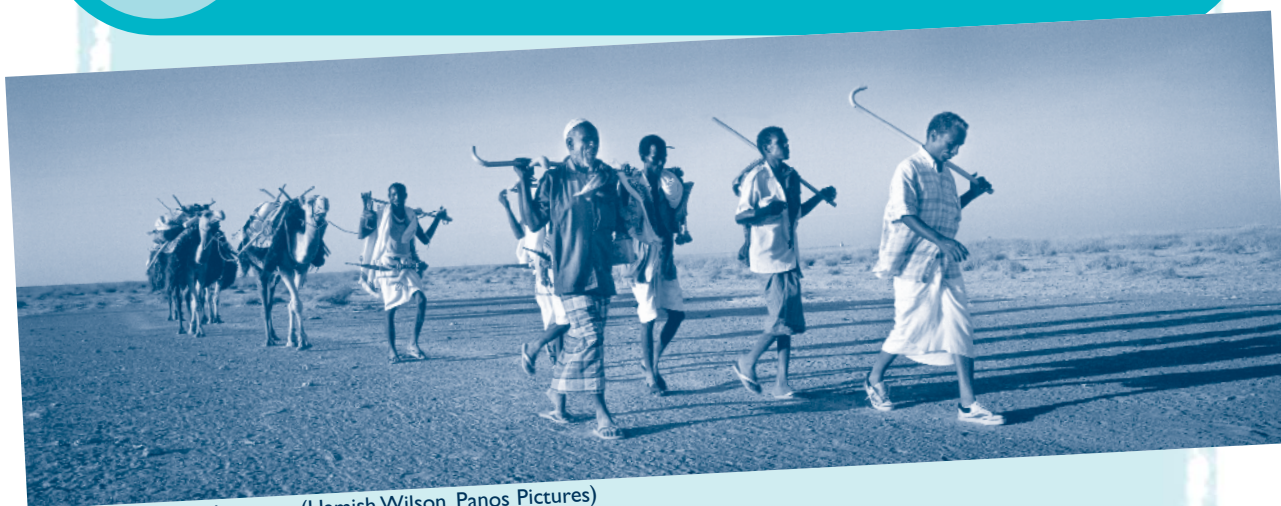
“They say the world’s getting smaller, but for me it’s getting bigger!”



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



Somali nomads on the move (Hamish Wilson, Panos Pictures)

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 average income of a person in that country and stuck their country’s earnings on the ladder. The countries with higher earnings 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”.





Section 3: 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.

“Development education 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 suit the informal environment in which youth work takes place. Sport, art, drama, photos, cartoons, maps, games, quizzes, storytelling 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.



Young people at ECO UNESCO's Global Day 2004 use art to explore the stresses caused by an unhealthy environment to people throughout the world

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 *Peace by Piece*, NYCI (2003)

“We have loads of games, you just adapt a game that every child would know but we’d just put something different into it that changes the whole thing.”



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”.

“I think development education means teaching young people education through fun means.”



Section 4: 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
- Respect the dignity, diversity and positive contributions of people from the Majority World
- 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
- Challenge the unequal relationship between rich and poorer countries
- Be open to learning from people in the Majority World
- Be aware of the different forms of discrimination and how they affect people
- 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..."



Listening to young people's views during One World Week (EIL Intercultural Learning, 2004)

"It's grand having a load of old people sitting there saying 'Do this' and 'Do that' but we're young, we know what [young people] want to do."

"Development education is about supporting young people to look at the world in different ways, not necessarily to impose your own values ...it's about how to think, not what to think."

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".

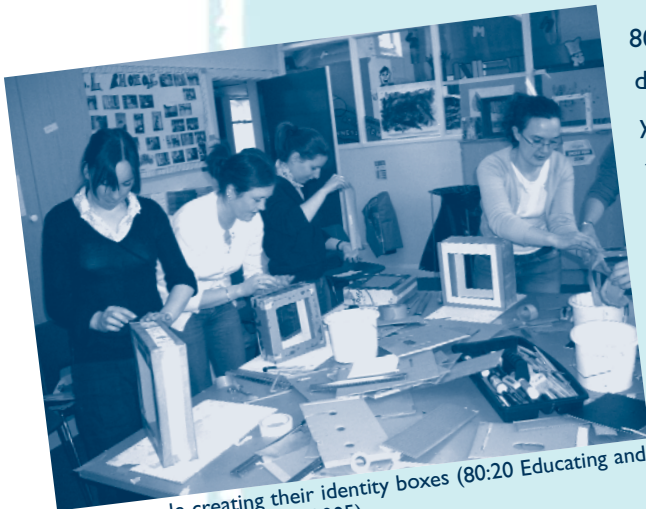


Young people from Ógra Chorcaí using drama to explore girls' unequal access to education (NYCI 2004)

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



Young people creating their identity boxes (80:20 Educating and Acting for a Better World, 2005)

80:20 Educating and Acting for a Better World – a development education organisation – work with groups of young people to explore who they are and how they relate to the world around them. 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 construct a three-dimensional portrait of themselves in the shape of a box. They then decorate the outside of the box with images, pictures or words,

which describe the everyday aspects of their lives such as

hobbies, food or shopping. Decorating the inside of the box provokes a deeper reflection on their lives. In it they describe the things that are most important to them, such as family or friends. They do 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 enables 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 workplan. 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 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.



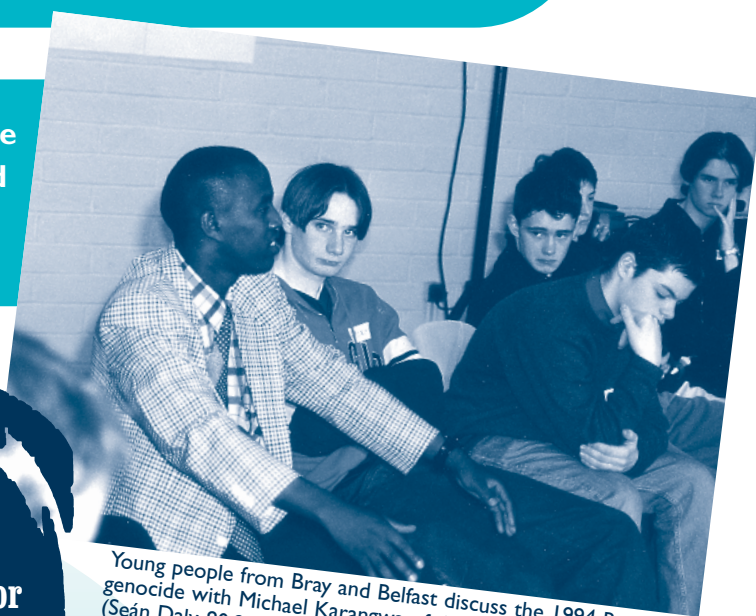
Explore how different countries depend on one another for example for workers, tourists, food, clothes and other traded goods



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



Young people from Bray and Belfast discuss the 1994 Rwandan genocide with Michael Karangwa of the Rwandan Youth Council (Seán Daly, 80:20: Educating and Acting for a Better World, 2001)

“...at **times** somebody has come along with me to **help** deliver a **session** and if that person was **born** in an **Asian** or **African** or a **Latin American** country that can be very helpful to raise **awareness** of issues in the **Majority World**...”

“We think one **key** thing is **showing** our **young people** and our **leaders** that **development** is not just about money, it’s about **culture**, and that very often **other people** have things to **teach** us.”

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.

There are **global** dimensions in young people's lives and what development education offers is the **chance for young people to air those issues, which they might not always get.**"



Young people from Bray and Belfast create a mural exploring genocide on the 10th anniversary of the Rwandan genocide (80:20 Educating and Acting for a Better World, 2004)

Jackie, a youth worker with the Centre for Global Education in Northern Ireland used a "global auction" game with a group of young people which introduced the idea that globally we spend much more on financing conflict and the military than on basic needs such as education or healthcare. She explained: "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

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 learned 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.



Nioka, a banana farmer from the Windward Islands (Fairtrade Foundation)



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.



Young people in Mali display their "friends" at a ceremony to call on African leaders to support the "Send a Friend to School" campaign (Global Campaign for Education, 2005)

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.



"Friends" prepared by Irish young people on their way to the G8 summit of world leaders (Irish Coalition for the Global Campaign for Education, 2005)

In April 2005, during the 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 explore what kind of world they would like to live in



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



Young people explore how to create a more peaceful world at ECO UNESCO's Global Day (ECO UNESCO, 2003)

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 FAIRTRADE 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 FAIRTRADE products.



3. Action at a national level

A Dublin City youth group decided to raise awareness 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.



Participants in the Pamoja Human Rights School (Trócaire, 2004)



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.



3000 children in India, both school-going and non-school going, take part in a protest 'marathon', symbolising the need for the government to speed up the process of providing access to education for all (Global Campaign for Education, 2005)

- 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 can provide a focus for highlighting particular development and justice issues.

- A number of youth organisations, such as the Scouts, Girl 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



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?

The following stakeholders should be involved where appropriate:

- Young people
- Volunteers
- Staff
- Management
- Funders



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 of development education activities and programmes. 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 in a St Patrick's Day parade.
- Changes in organisational policies or practices, e.g. increased use of FAIRTRADE 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

This section offers a number of suggestions for making development education a core part of 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]”.



Develop a policy for development education in your organisation

A policy for development education should be drawn up in consultation 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 clear 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.

“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

“We would say you have got to take a long term view. What we intend doing over the next eight years is focusing on one millennium development goal 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 FAIRTRADE 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.

“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...”



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...”

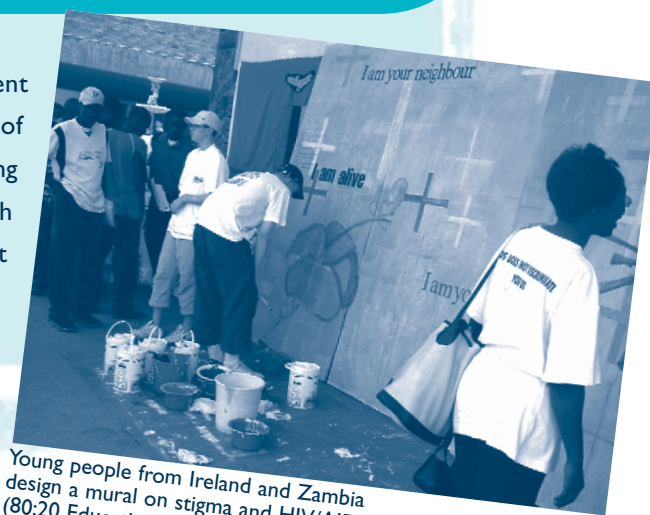


Build up links with other youth organisations doing development education



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.



Young people from Ireland and Zambia design a mural on stigma and HIV/AIDS (80:20 Educating and Acting for a Better World, 2004)



Section 5: Useful Addresses and Websites

Youth workers interested in doing development education do not need to be experts on global issues. The following supports are available from the organisations and websites listed below:

Training and speakers

a number of organisations provide training to staff, volunteers and young people or have staff or volunteers who can speak to youth groups about development issues and campaigns.

Resource centres

contain books, magazines, press clippings, videos, photographs and education packs on a wide variety of development and justice topics.

Funding

a small number of organisations and Government

departments provide specific funding for development education and anti-racist or intercultural education.

Annual events to highlight development and justice issues for example One World Week, World Children's Day, International Day against Racism, World Refugee Day or World AIDS Day

Youth exchanges

some organisations, particularly Léargas, support youth groups to participate in youth exchanges with countries in the Majority World.

National Youth Development Education Programme

c/o National Youth Council of Ireland (NYCI)
3 Montague Street, Dublin 2
Tel: 01 478 4122
Email: deved@nyci.ie
Web: www.youthdeved.ie

ActionAid Ireland

Unity Buildings, 16/17 Lr. O'Connell Street, Dublin 1
Tel: 01 878 7911
Email: info@actionaidireland.org
Web: www.actionaidireland.org

Centre for Global Education

9 University Street
Belfast
BT7 1FY
Tel: 028 90 24187
Email: info@cge.uk.com
www.centreforglobaleducation.com

Concern

52-55 Lr. Camden Street, Dublin 2
Tel: 01 4177700
Email: info@concern.net
Web: www.concern.net
47 Frederick Street, Belfast BT1 2LV
Tel: 028 90 331100
Email: belfastinfo@concern.net

Trócaire

Maynooth, Co. Kildare
Tel: 01 629 3333
Email: info@trocaire.ie
Web: www.trocaire.org

Trócaire Resource Centre
12 Cathedral Street, Dublin 1
Tel: 01 874 3875
Email: info@cs.trocaire.org
50 King Street, Belfast BT1 6AD
Tel: 028 90 238586
Email: info@bl.trocaire.org
9 Cook Street, Cork
Tel: 021 427 5622
Email: info@ck.trocaire.org

Ógra Chorcaí Resource Centre

20 St Patrick's Hill
Cork City
Tel: 021 450 2112
Email: ograchorcaitld@eircom.net

Oxfam Ireland

9 Burgh Quay, Dublin 2
Tel: 01 672 7662
Email: oxireland@oxfam.ie
Web: www.oxfamireland.org

52-54 Dublin Road, Belfast BT2 7HN
Tel: 028 90 230 220
Email: oxfam@oxfamni.org.uk

Amnesty International Irish Section

48 Fleet Street, Dublin 2
Tel: 01 677 6361
Email: info@amnesty.ie
Web: www.amnesty.ie

Development Education Unit

Development Cooperation Ireland
Department of Foreign Affairs
Bishop's Square, Redmond's Hill, Dublin 2
Tel: 01 408 2000
Email: info@dci.gov.ie
Web: www.dci.gov.ie

Waterford One World Centre

Meeting House Lane, Waterford
Tel: 051 873064
Email: info@waterfordoneworldcentre.com
Web: www.waterfordoneworldcentre.com

Galway One World Centre

Top Floor, The Halls, Quay Street, Galway
Tel: 091 530590
Email: gowc@iol.ie

Kerry Action for Development Education (KADE)

11 Denny Street, Tralee, Co. Kerry
Tel: 066 7181358
Email: kade@eircom.net
Web: www.kade.ie

Debt and Development Coalition

All Hallows College, Grace Park Road,
Drumcondra, Dublin 9
Tel: 01 857 1828
Email: campaign@debtireland.org
Web: www.debtireland.org

Banúlacht

175a Phibsborough Road, Phibsborough,
Dublin 7
Tel: 01 882 7390
Email: banulach@iol.ie

80:20 Educating and Acting for a Better World

St. Cronan's Boys National School, Vevay
Road, Bray, Co. Wicklow
Tel: 01 286 0487
Email: info@8020.ie
Web: www.8020.ie

Comhlámh

10 Upper Camden Street, Dublin 2
Tel: 01 478 3490
Email: info@comhlamh.org
Web: www.comhlamh.org

55 Grand Parade
Cork
Tel: 021 427 5881
Email: comhcork@comhlamh.org

Fairtrade Mark Ireland

Carmichael House, North Brunswick
Street, Dublin 7
Tel: 01 475 3515
Email: info@fairtrade.ie
Web: www.fairtrade.ie

Pavee Point Travellers Centre

46 North Great Charles Street, Dublin 1
Tel: 01 878 0255
Email: pavee@iol.ie
Web: www.paveepoint.ie

Save the Children (Northern Ireland)

Council Office, Popper House,
15 Richmond Park, Finaghy, Belfast BT10
0HB
Tel: 028 90 620000
Email: c.patterson@scfuk.org.uk
Web: www.savethechildren.org.uk

Léargas

Léargas, 189 – 193 Parnell Street,
Dublin 1
Tel: 01 8731411
Email: info@leargas.ie
Web: www.leargas.ie/youth

www.youthdeved.ie

- website of the National Youth Development Education Programme which contains downloadable education packs and information on training opportunities for youth workers, services to youth organisations and upcoming development education events for young people.

www.developmenteducation.ie

- a comprehensive development education site which contains facts, statistics, animations, cartoons and activities for exploring development issues.

www.campaignforeducation.ie

- Irish website for the Global Campaign for Education which focuses on the education targets in the Millennium Development Goals and contains international actions and reports.

www.newint.org

- website for New Internationalist magazine which contains facts, statistics and opinions on a wide variety of development and justice issues.

www.eycb.coe.int/compass

- a comprehensive education resource on human rights and development education which contains activities, information, facts and statistics.

www.pamoja.ie

- website of the Pamoja project maintained by Trócaire which contains information on the joint project between young people in Ireland and Kenya on the Millennium Development Goals and the Pamoja Declaration.

www.un.org/millenniumgoals

- UN website on the Millennium Development Goals.

www.bigpic.biz

- a website on global citizenship for young people and youth workers

www.dea.org.uk

- website of the Development Education Association in the UK which contains resources, research publications and information on actions and campaigns

www.dfid.gov.uk

- website of the Department of International Development in the UK which contains country profiles and up to date news and research on development issues.