

YOUTH2030

GLOBAL YOUTH WORK



**Submission by
Youth 2030 Consortium
to the
Consultation Process for Development of new Irish Aid
Development and Global Citizenship Education Strategy
2021-2024**

1. **Nature of views (indicate personal / on behalf of an organisation):** Organisation
2. **Organisation (if applicable):** National Youth Council of Ireland on behalf of Youth 2030 Consortium
3. **Role in organisation (if applicable):** Youth 2030 Programme Manager
4. **Postal address:** 3 Montague Street, Dublin 2
5. **Web-address:** www.youth.ie
6. **Freedom of Information:** Responses are subject to the provisions of the Freedom of Information Acts and may be released in total or in part. Please indicate if there are aspects of your response that you seek to have withheld, and the reasons for same:
No.

Youth 2030 wishes to have all of its submission released publically.

Date of posting response: 19th March 2021

Introduction

This submission is made by the Youth 2030 Consortium which is a three-year strategic partnership programme, funded by Irish Aid, to deliver and promote Development Education and Global Youth Work in the Youth Sector in Ireland. The implementing Consortium is led by the National Youth Council of Ireland, in partnership with Maynooth University, Trócaire and Concern Worldwide.

We welcome the opportunity to contribute to the development of a new strategy.

We wish to highlight the difference between formal and non-formal youth work and have set out the context for youth work and global youth work as appendices.

Should you require additional information, we are happy to discuss the detail of this submission.

The **Youth 2030 Programme** can support the work of Irish Aid and the European Union to engage young people and

seize the opportunity to turn development-aware children into development-aware adults who could then contribute in their communities, as consumers, or in politics
- (DAC, May 2020: 30 [OECD Development Co-operation Peer Reviews: Ireland 2020 | READ online \(oecd-ilibrary.org\)](#))

as well as to

enhance active global citizenship through strengthened global education, development education and awareness raising (DEAR) with youth including training, youth work activities and awareness-raising in human rights, sustainable development and good governance – and to support young people's active engagement in responding to global challenges and efforts to build democratic, peaceful, inclusive, equitable, tolerant, secure and sustainable societies across the world
- (Youth in external action - Council conclusions, June 5th 2020: 4 [pdf \(europa.eu\)](#)).

Thank you.

1. **How can Irish Aid support life-long learning and increase public understanding of and engagement with development and global citizenship issues as well as increasing awareness of the Irish Aid programme?**
 - Youth 2030 welcomes a LLL approach to DE/GCE. Suggested definition: *Ongoing learning in formal, non-formal and informal ways, cradle to grave learning and knowledge building* (CANDO, 2011). Youth work is different to formal education but plays an equal role in increasing awareness and depth of understanding of global issues as well as taking actions to support change in our society.
 - Support DE youth sector programmes/projects with secure funding that allows long-term engagement. Pilot projects that test ideas are suitable for 1 year funding. Proven programmes that increase public understanding and engagement should be eligible for 2–5-year funding.
 - Meet Strategic Partners collectively annually to identify issues, challenges, successes, gaps, etc.
 - Irish Aid DE Team should include a Youth DE Officer to support a greater understanding of and linkages with the Youth Sector.
 - Building on the work undertaken by Youth 2030 Consortium, allocate specific resources to Global Youth Work/SDGs mapping of the youth sector for more detailed analysis of the work, the gaps, and the opportunities.

2. **Are there other groups or organisations we should seek to work with in order to build this awareness and engagement?**
 - The youth sector is very large with reach into every community in Ireland¹. Irish Aid must adequately support engagement of all stakeholders - bringing together a network(s) through the Youth 2030 Partnership which has representatives of voluntary, statutory and community stakeholders (such as youth orgs / ETB's, CYPSC's etc).
 - Create a cross-departmental forum on SDGs/GCE involving Departments Taoiseach, Youth, Environment, Foreign Affairs, Education, and Rural and Community Affairs.
 - Irish Aid needs to bring its influence and learning to the development and production of the National Action Plan against Racism as well as support and call for the engagement of the youth sector in creating this important plan.
 - Young climate activists (e.g. Fridays for Future) and racial justice activists have played an important role in drawing attention to and bringing about societal change. Irish Aid should support these activists to continue and deepen their work through a specialist funding stream.
 - Public sector engagement could be stronger e.g. the Gardaí, probation service, and social workers.
 - More action is required on 'fake news', racist and misinformation campaigns on Social Media platforms and for a whole of government approach in tackling this.

¹ For example: NYCI members: [Members - National Youth Council of Ireland](#)

3. **What has changed in the external environment since 2017, both in the education sector and broader societal changes nationally and globally, and how should that be reflected in our priorities, our relationships and in our revised strategy?**

- The establishment of the strategic partnership between Irish Aid and Youth 2030 consortium (National Youth Council of Ireland, Trócaire, Concern Worldwide, and Maynooth University) is to be welcomed. This partnership has facilitated a broadening and deepening of engagement in the youth sector. Further work remains to be undertaken as relationships build and global youth work becomes more part of the everyday engagement.
- The pandemic has surfaced inequalities faced by young people not just in Ireland but all over the world, highlighting the ever-present role of the youth sector in responding to societal changes impacting on young people's lives. Whilst the Youth Work sector has been to the forefront in supporting young people, increased support is needed to respond to these issues and learn to live with Covid for next number of years.²
- The expansion and further divide of far-right groups utilising online spaces to share their opinions has exacerbated the [infodemic](#) young people are vulnerable to online. DevEd can play a role in encouraging objectivity online and to equip young people with the skills to understand and communicate better understanding amongst peers.
- Young people's voices and actions on climate issues have increased. Irish Aid can support further youth participation through greater involvement of youth work organisations and for youth-led activity in GCE / DE. Recent work and data³ highlights some of the issues. The next Irish Aid DE strategy needs to be much clearer on the 'action' component of Dev Ed. It is not enough to 'inform' and 'engage'. Young People want to act...'their house is on fire'.
- The fast move to working online has opened new opportunities to work together internationally in new and innovative ways and has presented opportunities for increased engagement beyond borders, partnerships exchanges and projects with a global reach. This should not replace direct youth engagement. IA could support these partnerships through its own overseas work and that of funded partners.
- The positive contribution of young people in efforts to maintain and promote peace and security. We welcome the UN Security Council Resolutions 2250 (2015)

² Those impacted by digital poverty & with additional learning support needs; those whose homes are not a safe space and who do not have the escape of school or extra-curricular activities; those whose families are navigating more immediate health and safety issues e.g. lack of appropriate sanitation infrastructure and lack of space for activities e.g. on halting sites; in addition, for these families, extra resource support would be required to overcome challenges with literacy; the impact of Covid-19 on the mental health of young people, separated from friends and out of normal physical and sporting routines; anxiety arising from the Covid-19 pandemic puts extra pressure on mental health services that are already oversubscribed, the fact that youth workers are picking up this deficit in mental health services and responding to young people who present is an important feature of the present pandemic.

³ <https://ecounesco.ie/wp-content/uploads/2021/02/YouthClimateJusticeSurveyReport.pdf> as well as the Youth 2030 Young People's Committee youth climate justice manifesto: [Young people of Ireland want climate justice - National Youth Council of Ireland](#)

and 2419 (2018) focused on youth, peace and security, in efforts to build lasting peace, to contribute to justice and reconciliation and to counter violent extremism. A National Action Plan on Youth, Peace, and Security should be explored and implemented.

- Climate change, biodiversity loss, air pollution and water scarcity are now recognised as major threats to the health and socio-economic development of youth, particularly in developing countries.
- Education for Sustainable Development is receiving more of a focus from the Department of Education and a new strategy is being developed.
- Racial Justice ([Racial Justice - An Introduction - YouTube](#)) has emerged from the BLM social movement impacting at a global level. This presents as an opportunity for the youth sector to show leadership in defining a racial justice approach in Ireland and in terms of its global relationships.
- The administrative/governance burden has increased since 2017 in terms of SORP, Charities Regulator, and GDPR, this needs to be considered when supporting funding to the sector.

4. **What do you consider to be the key areas of progress made since 2017 in the implementation of the Irish Aid Strategic Planning process? Are there any key lessons learnt or gaps in the current response?**

- The Youth 2030 Strategic Partnership with Irish Aid is a good start to supporting deeper DE engagement by the youth sector whilst recognising it is in its first phase and more can be achieved.
- Digital tools have enabled an expansion in the breadth of DE work but should not be used to replace the depth that DE work necessitates; this is aligned with a strong youth work practice which is about relationship building and trust. A blended approach can aid future DE practice.
- A 3-year multi-annual funding option should be included in future grants rounds along with dedicated funds to support greater engagement by the non-formal youth sector. This in turn would support greater job security and depth of engagement.
- Gathering evidence using the PMF has been useful in building quality and stronger projects/programmes. However, monitoring youth participation requires qualitative tools that differ from what is currently encouraged - see suggestions on page 8 (PMF/M&E). The focus on numbers and not on quality is a problem in the youth sector where work is undertaken often with smaller numbers of young people but in a more in-depth way that will reap stronger benefits in the longer term.
- Irish Aid's strategic partnership with the [developmenteducation.ie](#) consortium has worked well through the production of accessible digital resources, online dissemination and audits of DE resources, and open resources library.

5. **With reference to the five output areas of the current Irish Aid Development Education Strategic Plan, what do you consider the key priorities for 2021- 2024 should be?**

Output 1: Policy Coherence

- Irish Aid must engage with and contribute to the new youth policy opportunities that will be forthcoming to ensure GCE/DE/SDGs are included in cross-departmental policy e.g. new BOBF/National Youth Strategy.
- Irish Aid should seek greater recognition in the forthcoming SDG National Implementation Plan of the central role of SDG 4.7 to the achievement of the 17 SDGs and include specific targets and goals that will deliver fulfilment of 4.7 - nationally and internationally.
- Develop a cross-departmental measurement strategy for SDG 4.7 that captures the important contribution of DE/GCE in Ireland to achieving the SDGs. SDG 4.7 continues to be problematic in that there is no capture of the non-formal education youth contribution to achieving this target.
- Irish Aid should instigate a forum involving Departments Taoiseach, Youth, Environment, Foreign Affairs, and Education, Youth 2030 and youth partners to work collectively on SDGs as well as to support the implementation of the European Council Resolution focused on engaging young people on this agenda [pdf \(europa.eu\)](https://ec.europa.eu/eip/young-people_en) – June 5th 2020.
- The important link with development cooperation should be recognised in the new strategy as being a cornerstone of the work, focus, and engagement. Also, the continued linkages with civil society, including Dóchas, IDEA, Irish Aid and their strategic partners, DE organisations and work across all sectors remain within the remit of the Department of Foreign Affairs whilst supporting engagement from other government departments.

Output 2: Capacity Building

- **Youth Sector Engagement and Collaboration**
 - The number of youth organisations funded by Irish Aid to deliver DE should increase over the duration of the next SP. There are over 40 national youth organisations. However only 3 of these receive Irish Aid funding. A dedicated fund to support youth sector engagement could see an increase of 10-15 youth organisations (minimally), ensuring an increase in breadth and depth around DE and global issues.
 - Funding applications should be simplified, and ways found to make engagement easier.
- **Training, CPD**
 - Organisations delivering DE should be supported in medium-long term work to deliver CPD and training with the view to creating whole organisational approaches (including boards, CEOs, regional managers, staff, volunteers, students, and young people).

Output 4: Non-Formal Education: Global Youth Work & DE in the Youth Sector

- **Non-formal education**

- Non-formal education in the youth sector is unique and very specialist. It is recognised in law: [Youth Work Act 2001 - National Youth Council of Ireland](#)
- Support greater collaboration across the youth sector through a Global Youth Work Showcase to spotlight transformative youth led education experiences that are a result of Irish Aid funding and strategy.
- **Research**
 - Research is currently excluded from Irish Aid strategy. It must be a core part of any new strategy to inform and enhance DE delivery and practice in Ireland including research:
 - Funding third level youth work researchers and academic staff.
 - That is longitudinal and participatory.
 - Into blended-learning and digital youth work.
 - On how Covid-19 has impacted the DE sector.
 - On best M&E methodologies for non-formal education.
 - Learning network for youth work DE researchers.
 - Establish a working group to develop a research agenda and to advise Irish Aid on areas for research within the sector.
 - Work with the Irish Research Council to develop a research funding stream for Development Education.
- **Capacity Building**
 - Through the Youth 2030 consortium, the continued support for training and upskilling of the youth sector on Global Youth Work principles and DE methodologies in the delivery of good youth work is vital. Youth Workers and volunteers must have the tools to support young people they work with to find their voice on issues that matter to them, to support young people who have an interest in change making and support young people to engage in various external influences which could occur between 2021-2024 and beyond.
 - Continued support for youth engagement and upskilling is critical including additional supports for youth led DE to prepare young people to deal with whatever issues emerge.
 - Wellness needs to be a health priority in our strategy in the local and global context.
- **Broader focus**
 - Inclusion of racial justice in a global context in any the new strategy will support more inclusive DE programmes.
 - The new National Action Plan Against Racism is an important development, and it is vital that both Irish Aid and the Youth Sector are named as key stakeholders in its development.
 - Formal and non-formal DE education should be facilitated to share learning methodologies and impacts to enhance each-others work.
- **Funding**

- Flexible funding models are necessary to meet a variety of needs – short and longer-term engagement.
 - A 3–5-year multi-annual funding option to be included in future grant rounds with the view to building organisational capacity over the long term.
 - Having a Global Youth Worker in every funded youth organisation, contributing towards a whole organisation DE approach would broaden and deepen engagement.
 - Review and revise the funding application process to make it more accessible to the youth sector. Look also to the Erasmus model of accredited centres for a more streamlined funding process.
- **PMF/M&E**
 - A dedicated M&E programme for the youth sector should be in place through the Youth 2030 programme to support data collection, innovation, storytelling, etc.
 - It is important to recognise the value of deeper engagement with smaller groups – this facilitates real and in-depth conversations and exploration of issues; supports building of relationships and creation of an environment where individuals can be heard and interact with and learn from others who might be going through similar struggles or situations.
 - Revise Monitoring tools - the youth sector needs to represent change happening that reflects the work over time using a range of qualitative tools, as well as responding with quantitative data.
 - Qualitative tools that could document work include case studies, focus group interviews, reflective padlets/journals, documenting walking debates, interviews conducted at intervals in a project, reflective tools e.g. spoken word pieces, art projects that critically engage and produce pieces that reflect change work. This also importantly allows a way to represent the emotional connection with issues i.e. the generative themes of Freire, key to the change process and connection with justice issues.

6. **Irish Aid is considering changing the name of the programme and strategy to Global Citizenship Education, do you have any comments or concerns in relation to this suggestion?**
- We would welcome greater collective consideration be given to the use of terminology. There is a welcome for GCE though clarity is needed around the definition of 'citizenship' and terminology. In terms of youth work, the intention is to use the terminology of Global Youth Work. Whilst GCE is seen as the umbrella term for DE and ESD in Ireland, within 4.7 of the SDGs, both are named which could lead to confusion.
7. **What opportunities have arisen from the COVID-19 experience and how can we learn from it in order to reach a broader audience?**
- Being catapulted into working online means there is no such thing as borders. These new opportunities should be explored as much as possible. It opens more opportunities for young who might not always be able to access quality youth work services such as those living in very rural areas, those in Direct Provision or engaged in the criminal justice system.
 - There is, however, need for in person, face to face delivery and this is what young people tell us they want. They want to meet with their groups and have fun. The relationship between the youth worker and a young person is a unique and defining feature of youth work. This person-centred approach is what allows for skill development, experiential learning and an engagement with critical consciousness, towards socially just outcomes. The online space can maintain this relationship, but it is very hard to initiate this kind of person-centred relationship online. NYCI undertook research during Covid which gives additional information from the youth sector on the opportunities and challenges brought about by Covid-19 - [NYCI research shows Covid-19 pandemic impacting most severely on 'at risk' youth - National Youth Council of Ireland](#)
 - On-line e-learning can be used effectively but not relied on completely. A blended approach is preferable.
 - Suggest working closely with DCEDIY to ensure those in Direct Provision and in Halting Sites have access to equipment to support their engagement in GYW and DE.
8. **How can technology and digital outreach help us?**
- Technology and digital outreach can help spotlight voices, communities, and issues we need to focus our attention on at local, national and global level through participatory approaches. Facilitating young people to have meaningful discussions and deepen their sense of global citizenship. By providing opportunities for cultural exchanges and connecting young people to others globally.
 - Explore and on-line M&E programme for the youth sector through the Youth 2030 programme.
 - Create a capital fund for technology that will support engagement at national and global levels. Would suggest all Irish Aid offices and funded programmes in partner countries have access to the most appropriate and highest quality equipment to

support engagement with young people and DE programmes in Ireland so we can learn better from each other. Also extending opportunities to attend workshops to those in other countries who might not otherwise have access to these opportunities.

- Technology and digital outreach will never replicate the relationship building and learning acquired in the non-digital world and as such should be seen in many cases as supplementary and not the sole way to receive education.
- During Covid, technology has supported connection with young people and allowed for the continuation of Global Youth Work. However, the heavy focus on technology has heightened the digital divide and digital disadvantage between young people and has left some young people behind due to their lack of access to devices, absence of private space within their home, households not having broadband or weak unreliable phone signals and broadband connections in rural (and some urban) communities, and young people reliant on phone credit. Two recent examples by youth workers highlighted specific access problems for young people in a DP centre and young people on halting sites. For the former, the youth worker had to attend the centre to secure access to online activities while for the latter, additional in-person resource support was required to overcome digital literacy and writing/reading literacy, all this needs to be taken into consideration when using technology.
- Online tools and resources such as those produced by developmenteducation.ie consortium is important and should continue.

Appendices

Youth Work and Development Education

Introduction

Youth work has been enhancing the lives of young people and adults in Ireland for more than 100 years. It was given formal statutory recognition in the [Youth Work Act 2001](#), which defines youth work as:

A planned programme of education designed for the purpose of aiding and enhancing the personal and social development of young people through their voluntary involvement, and which is complementary to their formal, academic or vocational education and training and provided primarily by voluntary youth work organisations.

The **youth work community of practice in Ireland** includes youth workers and youth leaders, youth work managers, project carriers, accredited and independent youth work organisations, volunteers, trainers, researchers, educators of youth workers, boards of management, local communities and municipalities, National Agencies for Erasmus+ Youth and the European Solidarity Corps, youth representations, young people, youth work partners, and policy makers at all levels of governance.

Youth work is above all an educational and developmental process, based on young people's active and **voluntary participation** and commitment. It is often defined as non-formal education:

***Non-formal education and learning**, within the educative, participative, empowering, expressive and inclusive values of **youth work**, provides young people with a sense of agency. Youth work, as one of the facets of civic education, should also focus on power relations, intersectionality, social justice, emancipation and true engagement of young people. It should be a guide to addressing inequalities, putting young people into focus and giving them opportunities to be competent co-creators of the European polity. By reclaiming its civic mission, youth work helps in creating critical youth citizenship that can competently respond to contemporary challenges Europe as a democratic project is facing.*

[EN_3rd EYWC_final Declaration.pdf \(eywc2020.eu\)](#) 2020: 3

What are the values of youth work?

The values of youth work match the purpose of education and are fundamental to the process, raising the confidence of individuals, their contribution to society, and their value as citizens. These values are:

- Voluntary participation.
- Empowerment of young people (youth-led engagement).
- Equality and inclusion.
- Respect for all young people.
- Involvement of young people in decision-making.
- Partnership.

Youth work is for all young people, with particular focus on those aged 10 to 25 from all aspects of Irish life, urban, rural, all nationalities and social classes. The **young people involved in youth work** may include young people who are facing major challenges with their well-being, education, family situation, etc. Young people may be presenting with questions about newly arrived asylum seekers, refugees or migrants in their schools or communities, young people who are themselves from a migrant background, young people who are experiencing poverty

or homelessness, young people who face daily challenges because of a disability, young people who are in the care of the state, or young people who want to go to a youth club or hold a youth activity/event because they are interested in an issue/specific focus of an organization, or want to have fun and see their friends. Youth work is provided primarily by voluntary organisations, with statutory support from the Department of Children Equality, Disability, Integration and Youth; and the ETBI.

Youth work engages with young people within their communities; it acknowledges the wider networks of peers, community and culture; it supports the young person to realise their potential and to address life's challenges critically and creatively; it takes account of all strands of diversity.

The purpose of youth work:

- To build young people's self-esteem and self-confidence.
- To develop their ability to manage personal and social relationships.
- To offer worthwhile and challenging new experiences.
- To provide learning opportunities to enable young people to gain knowledge and develop new skills.
- To support young people in developing skills that will enhance their educational and training experiences and to assist in expanding the labour market creating economic opportunities for young people including increased employment prospects.
- To build young people's capacity to consider risks and consequences and make informed decisions and take responsibility.
- To help young people to develop social awareness, a world view, and a sense of social solidarity which widens horizons and invites social commitment.
- To give young people a voice in decision-making which affect their lives.
- To enhance young people's role as active citizens.
- To listen to and hear what young people have to say.

How does it happen?

With a focus on process in which the active and critical participation of young people is essential, the methods adopted and the programmes and activities engaged in by youth workers and young people are very diverse, including:

- Recreational and sporting activities and indoor/outdoor pursuits, uniformed and non-uniformed.
- Creative, artistic and cultural or language-based programmes and activities.
- Spiritual development programmes and activities.
- Programmes designed with specific groups of young people in mind, including young women or men, young people with disabilities, young people who are homeless, young Travellers or young people in other ethnic groups, young asylum seekers, young migrants, and young LGBTQI+ people.
- Issue-based activities (e.g. justice and social awareness, the environment, development education, Sustainable Development Goals, etc).
- Activities and programmes concerned with health, welfare and well-being (health promotion, relationships and sexuality, stress management, youth information).
- Intercultural and international awareness activities and exchanges.
- Programmes and activities focusing on new information and communication technologies (ICTs) and digital youth work.
- Informal learning through association, interaction and conversation with youth workers and other young people.

(based on Devlin 2017: 85)

Youth Work has three essential and definitive features

1. Young people choose to participate

The young person takes part voluntarily. They choose to be involved, not least because they want to relax, meet friends and have fun. The young person decides whether to engage or to walk away.

2. The work must build from where young people are

Youth Work operates on young people's own personal and recreational territory – within both their geographic and interest communities. The young person's life experience is respected and forms the basis for shaping the agenda in negotiation with peers and youth workers.

3. Youth Work recognises the young person and the youth worker as partners in a learning process

The young person is recognised as an active partner who can, and should, have opportunities and resources to shape their lives. The relationship and dialogue between the young person and youth worker is central to the learning process.

Global Youth Work and Development Education

Across Europe, societies are experiencing a rise of anti-democratic tendencies coupled with shifting and shrinking spaces for civil society and violations of human rights. There is a creeping disappearance of trust in public authorities. Emerging gaps in societal architecture are shaking the stability and legitimacy of democratic institutions. Societies largely polarise as populism and fake news grow. All this is taking place within a climate crisis of which young people are acutely aware, which undoubtedly endangers social cohesion and diminishes the quality of life (presenting, ultimately, an existential threat), and a digital realm that is becoming overwhelmingly present, at times also with negative personal and social consequences, in everyday life.

[EN 3rd EYWC final Declaration.pdf \(eywc2020.eu\)](#) 2020: 3

The Council stresses that young people are important change makers and essential partners in the implementation of the European Consensus on Development, the 2030 Agenda for Sustainable Development and the Paris Agreement on climate change and recognises their creative and innovative potentials and abilities. Investing in, and working with, by and for youth, is of paramount importance to build stronger, more legitimate, peaceful and democratic societies, where human rights and the rule of law are respected and where no one is left behind. The Council highlights the importance of ensuring the meaningful inclusion and active participation of youth at all levels of society, the economy and politics.

By 2030, the world's youth population aged 15-24 will have grown to nearly 1.3 billion; which corresponds to just over 15% of the projected total world population of 8.5 billion. Currently, over 60% of the world's youth live in the Asia-Pacific region. While the share of youth in that region is expected to decline, it is increasing in Sub-Saharan Africa; from 19% of the population in 2015, youth is expected to account for 42% in 2030 in that region. By 2055, the number of youth in Sub-Saharan Africa will have more than doubled. It is estimated that, within the next 15 years, some 375 million young African people will reach working age. The Council highlights that large generations of youth represent a valuable demographic dividend that has the potential to contribute to economic and social development.

[pdf \(europa.eu\)](#)

Global youth work aims to empower young people to develop the knowledge and skills to tackle global issues and explore their own values, beliefs, and connections with the wider world. Young people are supported to see themselves as agents of change, empowered to be active **global citizens** using **development education tools** to deliver on the **seven personal and social development outcomes** (DCYA) – communication skills; confidence and agency; planning and problem-solving; relationships; creativity and imagination; resilience and determination; and emotional intelligence. For young people involved in development education, their enhanced attitudes, knowledge, and skills **contribute towards building a world of justice, equity, and dignity**.

Global youth work is centrally placed to make a contribution to tackling some of the key global issues the world faces today. Among the aims and roles of youth work are:

- Advancing democracy and human rights, citizenship, participation, equal opportunities and voice.
- Promoting peace building, tolerance and combating radicalisation.
- Dealing with social change.
- Strengthening positive identity, agency and autonomy.

- Upholding civil society.
 - Engaging in partnership.
- [YWeLP-Mod-2-Unit-1-TU-Non-formal-learning-1.pdf \(youthworkandyou.org\)](#) – The
2nd European....

The 10 key principles of global youth work

1. Starts from young people's experiences and encourages their personal, social, emotional, and political development.
2. Works to non-formal education principles and offers opportunities that are educational, participative, empowering and designed to promote equality of opportunity.
3. Is based on an agenda that has been negotiated with young people.
4. Engages young people in critical analysis of local and global influences on their own lives and communities.
5. Encourages an understanding of the world based on the historical process of globalisation.
6. Recognises that relationships between, and within, developing and developed countries ('global north' and 'global south') are characterised by inequalities caused by globalisation.
7. Promotes the values of justice and equity in personal, local, national, and global relationships.
8. Encourages an understanding of, appreciation for, diversity, locally and globally.
9. Sees the people and organisations of all countries (developing and developed; 'global north' and 'global south') as equal partners for change in a shared and independent world.
10. Encourages action that builds alliances to bring about change.

Global Youth Work, DEA, 2004

A quality global youth work approach to the youth sector seeks to:

- Create opportunities where the knowledge, values, attitudes and skills related to social justice and development education are explored in a holistic and engaging process.
 - Provide educational opportunities to empower young people to act on social justice and development education issues by building self-confidence and developing skills such as critical thinking, and systems and power analysis.
 - Build young people's capacity to work from their own reality, to consider oppression and discrimination as having local, national and global interdependence.
 - Recognise that knowledge is generated between youth workers and young people.
 - Support young people to develop social, environmental, sustainable development, and global awareness, a sense of solidarity, and commitment to action.
 - Give young people a voice in decision-making which affect their lives.
 - Enhances young people's role as active global citizens and as changemakers.
 - Work collaboratively within the youth sector and across sectors to achieve better outcomes for young people.
 - Build capacity of youth work educators to deliver development education and to become active global citizens aware of their roles and responsibilities as educators and as individuals.
 - Build on key social justice, sustainable development, and development education activities, innovations, programmes, and events in the youth sector.
 - Offer opportunities to develop links with young people and others from other countries, both virtually and through international volunteering experiences and working abroad.
- [Global Youth Work and Development Education - National Youth Council of Ireland](#)