

UNIT 2:

Global Youth Work: Principles and Practice



WELCOME TO UNIT 2:

Please watch the Unit 2 Video before proceeding further.

Setting the Scene –

Global Youth Work: Principles and Practice

What you will learn

In this unit you will learn about:

- The key principles of Global Youth Work and how it is underpinned by social justice and anti-oppressive practice.
- Policies and strategies that underpin Global Youth Work at a national level in Ireland and internationally.
- Case studies – what Global Youth Work looks like in practice and the impact it can have.



Global Youth Summit 2022

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Introduction

Global Youth Work can be defined as a youth work practice that supports a greater knowledge and understanding of the rapidly changing, interdependent, and unequal world in which we live. It supports young people, youth workers and the youth sector to critically explore how global justice issues interlink with their everyday lives.

Global Youth Work recognises the impact of globalisation on the lives of young people and their communities. It seeks to educate young people on global issues such as poverty, inequality, and the climate crisis while encouraging a critical understanding of the links between the personal, local and the global. Global Youth Work promotes global perspectives in its diversity and empowers young people to become active participants in their actions to bring about change towards a better, equal, and just world for all.

Global Youth Work begins from young people's own reality and promotes a critical thinking of their world. It provokes consciousness and challenges the global systems of oppression.

In other contexts (e.g. adult education, formal education and international development) practices aligned with Global Youth Work are termed Development Education or Global Citizenship Education.



NYCI Climate Youth Summit, Dublin 2019

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A critical, structural and collective approach

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. It engages young people in critical analysis of local and global influences on their own lives and communities starting from young people's experiences. Global youth work supports young people to see themselves as agents of change in order to empower them to become active global citizens.

Global youth work is a youth strength approach: An approach that works with young people starting by recognising the wider context of their lives. It recognizes the structural and political barriers that can work against people – and particularly young people – reaching their best potential.

By bringing structural inequality to the fore local youth work seeks to change the conversation from a focus on private troubles to the public issues we must address in society (Mills, 2000). This can help us to understand how the personal is political. Susan Sered (2014) points out that modern society often explains the suffering of individuals as private trauma, personal flaws and their own poor choices. But by assigning responsibility to the individual, we ignore the social and political context. Helping young people to reflect on their lives and experiences in the wider political context, global youth work seeks to move beyond the individual to recognise issues of collective concern.

This process links lived experiences to the everyday dilemmas that people in the global South and global North face: poor political leadership, homophobia, poverty, unemployment, ecological damage, racism, hunger, patriarchy, unequal access to markets, and inequity. Connecting the lived realities and experiences of young people to the wider public and political context, global youth work supports young people to become agents of change in their own lives and in their communities.

Through Global Youth Work, young people can develop skills such as communication skills; confidence and agency; planning and problem-solving; relationships; creativity and imagination; resilience and determination; and emotional intelligence. For young people involved in Global Youth Work, their enhanced attitudes, knowledge, and skills contribute towards building a world of justice, equity, and dignity.

In a world where increased inequality, world hunger, and climate crisis are threatening young people's future, Global Youth Work can support young people to understand their place in the world while promoting the values of justice and equity needed at the personal, local, national, and global levels to tackle some of the key global issues we face today.

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Global youth work, non-formal education and democracy



One World Week Migration Event with Lt Daniel Cagney, Dublin 2016

Global Youth Work is a non-formal educational approach which shares youth work's values around youth-adult partnership, voluntary participation, youth empowerment and decision making, equality and inclusion and respect for all young people. The speakers in the accompanying video describe how global youth work also adopts these values of quality youth work.

Shaped by these values, non-formal education in youth work engages young people in creative ways which develop knowledge, skills and attitudes/values. The benefit of such a non-formal educational approach was recognised and emphasised in the Final Declaration of the 3rd European Youth Work Conference (2020, p. 3), which stated:

*'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.'*

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This vision for youth work was crafted by young people, youth workers, youth researchers and policy makers from across Europe. It emphasises the crucial role of youth work in supporting the democratic inclusion and empowerment of young people in society. Incorporating a global youth work approach and methodologies into practice can help youth workers to realise this vision.

The declaration of the 3rd European Youth Work Conference was made in the context of a global society facing enormous challenges, from the climate crisis to rising inequality and ongoing issues such as racism and patriarchy. Global Youth Work recognises these issues and uses a non-formal educational approach to ensure that young people are informed and empowered to respond to them. In this context, a global youth work approach aims to:

- Advance democracy and human rights, citizenship, participation, equal opportunities and young peoples' voices.
- Promote peace building, tolerance and combating radicalisation;
- Respond to social change.
- Strengthen young peoples' positive identity, agency and autonomy.
- Contribute to a vibrant civil society where young people are seen and heard.
- Engage in values-based partnerships for change with community organisations, NGOs, social movements and the state.



Ireland's UN Youth Delegates Valery Molay and Jack O'Connor with President Michael D. Higgins and Mrs. Sabina Higgins, New York 2020

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What Global Youth Work stands for

As we can see, Global Youth Work is a values-based practice which uses a non-formal educational approach to explore the connections between global issues and young people's lives. Prof Momodou Sallah (2014), whose work was introduced in unit 1, summarises what Global Youth Work stands for:

1. CONCERNED WITH HOW GLOBALISATION IMPACTS YOUNG PEOPLE'S LIVES

With increasing interconnectedness and focus on how globalisation impacts on the Earth and its people – economically, environmentally, culturally, politically and technologically – a Global Youth Work approach is concerned with making personal, local, national, and global links between young people's lives and the different dimensions of their lives. This can include: the food they eat, the clothes they wear, the air they breathe, the gadgets they use, and the political systems in which they live. With a Global Youth Work approach, young people are supported to understand their place within all this interconnectedness.

2. BASED ON PRINCIPLES OF NON-FORMAL EDUCATION AND YOUTH WORK

A Global Youth Work approach, as with youth work practice generally, aims to equalise the power imbalance between young people and the practitioner and negotiate a partnership for learning and acting together. It seeks the voluntary engagement of young people, using non-formal education approaches and with a focus on developing young people's critical understanding, agency and skills for active global citizenship.

3. LOCATED IN YOUNG PEOPLE'S REALITIES

Unpacking what might look like complex interconnections between personal, local, national, and global to bring about change no matter how small. It must always start where the young people are at – their own realities.

4. CHALLENGES OPPRESSION AND PROMOTES SOCIAL JUSTICE

The central plank of Global Youth Work is to challenge oppression and promote social justice. We live in a world with grotesque inequality, structural violence and abject poverty based on the greed of some. We live in a world where over 80% of the resources are consumed by 20% of the world's people. We should not be afraid to challenge this and at the same time, to be open to challenge.

5. PROMOTES CONSCIOUSNESS AND ACTION

Global Youth Work and Development Education encourages young people to think outside the box; outside what they see and know every day; to ask questions.

For more insight into Global Youth Work with Prof. Momodou Sallah, check out this video: <https://youtu.be/vQqa-F7vcQs>

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Good practice case study 1

Let's pause to look at an example of global youth work in action.



Nadia Moussed, Cloyne Diocese Youth Service (CDYS) – Youth Work Ireland (YWI) Cork

CDYS YWI began engaging with the Youth 2030 project in October 2019. We benefitted from a training input at our centre in Middleton on climate action, and our young people performed a song at One World Week 2019, in response to the Climate Crisis and inspired by a sustainable development approach.

Following the outbreak of the pandemic in March, we were looking for ways to support our staff, it was a time of great uncertainty. Our service has a great diversity of participants, many of our young people have a lived experience of inequality, with participants from minority ethnic backgrounds, including young Travellers, young people at risk of addiction and homelessness and young people living in Direct Provision centres.

We responded to various training spaces opened up by Youth 2030 in the early stages of Covid 19, we saw this as a chance to take a step back and educate ourselves and reflect on our practice.

Since 2019, working with the Youth 2030 programme has allowed CDYS-YWI to begin to develop our competency as global citizenship educators. We have learned the importance of connecting the local and personal responsibilities with the global picture for young people, that they see the consequences of their choices in a real-world context. That as youth workers we need to be prepared and equipped to hold those uncomfortable conversations with young people when exploring issues such as racial or gender injustice. We see a development education approach as a way to link local and global inequality issues. We need to be able to examine our own practice and have those conversations within the organisation.

There is an easy marriage with this work and youth work, the non-formal education setting of youth work, allows in-depth exploration of issues and the buy-in from young people can be greater as they choose to engage with a programme. Youth work allows us to embed the principles of development education across many activities, creating a coherent theme of practice and an immersion type of learning environment. Young people are very aware of the issues at stake and are feeling empowered to act with the knowledge that what we do every day has effect and through this kind of work they have a voice. With the spotlight on young people like Greta Thunberg for instance, they realise that now is a good time for young people to stand up and be counted, and to be seen to be doing the right thing. The young people who have begun this journey with us are conscious that it is up to them to act for their future.

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NYCI Climate Youth Summit, Dublin 2019

Developing a quality Global Youth Work approach

In unit 1, we introduced the Ten Key Principles of Global Youth Work (p. 5). Let's consider how youth workers might put those principles into practice when both working with young people and collaborating within the wider youth sector.

Working with young people

A quality Global Youth Work approach:

- Creates opportunities where the knowledge, values, attitudes and skills related to social justice, equality and human rights are explored in a holistic, creative and engaging process.
- Provides educational opportunities to empower young people to act on global justice and solidarity issues by building self-confidence and developing skills such as critical thinking, and systems and power analysis.
- Builds young peoples' capacity to work from their own reality, to consider oppression and discrimination as having local, national and global interdependence.
- Recognises that knowledge is generated between youth workers and young people.
- Supports young people to develop social, environmental, sustainable development, and global awareness. To furthermore instill a sense of solidarity, and commitment to action.
- Gives young people a voice in decision-making which could affect their lives.
- Enhances young peoples' role as active global citizens and as changemakers.

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Working with others in the youth sector

A quality Global Youth Work approach:

- Works collaboratively within the youth sector and across sectors to achieve better outcomes for young people.
- Builds 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.
- Builds on key social justice, sustainable development, and development education activities, innovations, programmes, and events in the youth sector.
- Offers opportunities to develop links with young people and others from other countries, both virtually and through international volunteering experiences and working abroad.

In the accompanying video for this unit, practitioners speak about how they have developed their global youth work practice.



One World Week Migration Event, Dublin 2016

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ACTIVITY 2

IRELAND 2100 - THE FLOOD



The Flood Activity from Climate Revolution resource available:
[Climate Revolution: One World Week development education and global citizenship education resource pack – National Youth Council of Ireland](#)

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Activity 06 / **FIST Graphic**



.....
**If we want
to show
Solidarity,
are we
prepared
to go all
in?**
.....

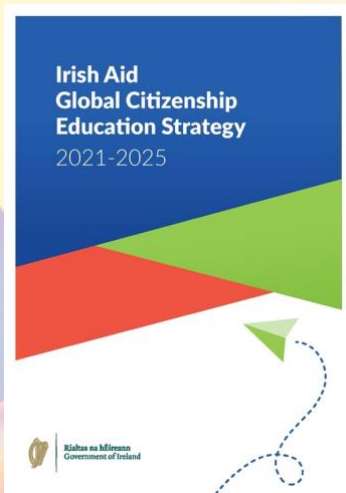
- F** What are my **Feelings** about this?
- I** What **Images** pop into my mind?
- S** What am I **Sensing** in my body?
- T** What are my **Thoughts** on this?

FIST activity from Journey to ACT resource available at:
[The Global YOUTH – Journey to Act! – National Youth Council of Ireland](#)

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The Policy context of Global Youth Work

National level in Ireland



Irish Aid Global Citizenship Education Strategy 2021–2025.

This strategy sets out how the Irish government will support Global Citizenship Education (GCE), including Global Youth Work, to explore how global issues interlink with their everyday lives and how we can act, individually and collectively, to build a better world. The state understands GCE as:

‘a lifelong educational process, which aims to increase public awareness and understanding of the rapidly changing, inter-dependent and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, GCE helps people to critically explore how global justice issues interlink with their everyday lives and how they can act to build a better world. This is particularly important in an increasingly globalised world faced with immense challenges, such as the effects of the COVID 19 pandemic, climate change, entrenched poverty and growing inequality, as well as misinformation-fuelled radicalisation.’

– (Irish Aid, 2021, p. 4)

Irish Aid strategic partnership with the youth sector

Since 2017, Irish Aid has strengthened engagement with the youth sector through its strategic partnership with ‘Youth 2030’ – an initiative led by the National Youth Council of Ireland in partnership with Concern Worldwide, Trócaire and Maynooth University.

The Youth 2030 programme works with and supports the youth work community of practice in Ireland including youth workers and youth leaders, youth work managers, accredited and independent youth work organisations, volunteers, trainers, researchers, educators of youth workers, boards of management, local communities, Léargas (the National Agency for Erasmus+ Youth and the European Solidarity Corps) young people, youth work partners, funders, and policy makers at all levels of governance.

The Youth 2030 programme supports the training of youth workers in organisations and programmes across the country and hosts an annual youth festival called ‘One World Week’. More information can be found at youth.ie.

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Irish youth policy

Global youth work seeks to contribute to the realisation of positive outcomes for young people and their communities, in line with the policy objectives of Irish youth policy. Please note that at the time of publication in Spring 2023, these policies have not yet been revised or replaced.

Better Outcomes Brighter Future 2014–2020

Better Outcomes Brighter Futures is the framework that sets out the Government's agenda and priorities regarding children and young people under the age of 25 and provides for the development and implementation of policies and services with the aim of achieving the following Five outcomes:

- 1. ACTIVE AND HEALTHY, PHYSICAL AND MENTAL WELL-BEING**
(includes healthy lifestyle, taking part in youth work, arts, sports).
- 2. ACHIEVING FULL POTENTIAL IN ALL AREAS OF LEARNING AND DEVELOPMENT**
(includes enhancing skills, competencies and attributes through formal and non-formal education).
- 3. SAFE AND PROTECTED FROM HARM**
(particularly vulnerable and marginalised young people).
- 4. ECONOMIC SECURITY AND OPPORTUNITY**
(including participating in the labour market, enhancing employability skills, training, entrepreneurship, social inclusion and combatting poverty).
- 5. CONNECTED, RESPECTED AND CONTRIBUTING TO THE WORLD**
(including active citizenship, political, social and civic engagement).
Global Youth Work plays a central role in achieving this outcome, in particular the Outcome 5: '*Connected, respected and contributing to their world*'. For more about Better Outcomes Brighter Futures see: gov.ie – Better Outcomes, Brighter Futures: The National Policy Framework for Children and Young People, 2014–2020 (www.gov.ie).

National Youth Strategy 2015–2020

The National Youth Strategy aims to enable all young people to realise their maximum potential with regard to the outcomes set out in Better Outcomes, Brighter Futures. For example: enhancing employability skills; social inclusion; and active citizenship. It looks to do this by respecting young people's rights and hearing their voices, while protecting and supporting them as they transition from childhood to adulthood.

For more about the National Youth Strategy see:

<https://www.youth.ie/documents/national-youth-strategy>

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National Strategy on Children and Young People's Participation in Decision Making (2015–2020)

This strategy is guided and influenced by the UN Convention on the Rights of the Child (UNCRC) and EU Charter of Fundamental Rights. The goal of the strategy is to ensure that children and young people will have a voice in their individual and collective everyday lives across the five national outcome areas.

For more about the National Strategy on Children and Young People's Participation in Decision Making see:

<https://assets.gov.ie/24462/48a6f98a921446ad85829585389e57de.pdf>



Barefeet Theatre Company (Zambia) hosting a public event in Dublin, July 2014



Barefeet Theatre Company (Zambia) hosting a public event in Dublin, July 2014

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International policy context for Global Youth Work

United Nations Sustainable Development Goals

The Sustainable Development Goals (SDGs) are a blueprint for the world and provide a unique opportunity to address the most urgent and fundamental needs of millions of people in Ireland and around the world – people who have the right, and who seek the means and the freedom, to live their lives in dignity.



The SDGs are a global agreement which **193 countries** signed up to achieve between **2015 and 2030** at the **United Nations** in New York. Ireland and Kenya were responsible for co-ordinating the process and finalising the global agreement. However, the Goals aren't just for the UN and governments – they are meant to help guide progress in **every sector of society and everyone has a role.**

Young people are identified as key stakeholders whose participation is essential to the realisation of the SDGs. Launching Agenda 2030 in 2015, the United Nations (UN) declared that:

'children and young women and men are critical agents of change and will find in the [SDGs] a platform to channel their infinite capacities for activism into the creation of a better world.'

– (UN, 2015)

Building on this declaration, the United Nations Development Programme (2017) established guiding principles to support young people as agents of change in the 2030 Agenda. These principles highlight the centrality of young people's participation and empowerment to realisation of the SDGs. The 2019 World Youth Report further emphasises the importance of youth engagement that extends beyond SDG awareness raising to meaningful inclusion in decision making processes and collaboration to achieve the goals (UN, 2019: 100-3).

The 17 SDGs provide us with a unique opportunity to address the most **urgent** and **important** issues of our time – **poverty, hunger, education, health and well-being, gender, climate action, peace and equality.** The 17 goals focus on economic, social and environmental issues which affect us in our personal lives, local communities, on a national scale, and affect the global community also. Each country, including Ireland has created their own **National Action Plan**, to show how they plan to work to achieve the 17 Goals.

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The SDGs are based on the five P's – **People; Planet; Prosperity; Peace; and Partnership**. By focusing on people, the goals make sure that **no one is left behind**. Protecting the planet is key, as we need a **stable, healthy environment** to live healthy lives. Prosperity means **success for everyone**, no matter who they are or where they come from. Peace is important because **violence or conflict** makes it hard for people to reach their full potential. Finally, partnership is about countries and societies **coming together** to work as a team. It's important to remember that each of these **goals are linked** to one another.

SUSTAINABLE DEVELOPMENT GOALS



We cannot continue to do business as usual. We must take this opportunity (through the 17 goals, 169 targets and 232 indicators) to ensure we are successful, for the people and the planet, so no one is left behind. Of these 232 indicators, 68 provide information that are directly relevant to youth and an additional 19 provide information that is highly relevant to youth. A further 44 indicators are related to children. It is clear that the 2030 Agenda places huge emphasis on the development, wellbeing, and opportunities of children and young people.

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Global Citizenship Education and SDG 4.7

SDG target 4.7 specifically focuses on the role of education in the realisation of a just and sustainable world:

'By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development.'

– (UN, 2015)

In international policy spaces such as the United Nations, Global Youth Work is connected to other forms of non-formal education for global justice under the label of Global Citizenship Education. UNESCO define the purpose of GCE as:

'to empower learners to engage and assume active roles, both locally and globally, to face and resolve global challenges and ultimately to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world.'

– (UNESCO, 2014)

Global Youth Work and other GCE approaches recognise that contemporary people live and interact in an increasingly globalised world where a culture of individualism and dominance is increasingly overtaking a culture of partnership, dialogue and co-operation. In response, GCE seeks to foster a transformative process of education rooted in reflective learning (*'praxis'*), appreciating difference and multiple perspectives, critical thinking and responsible global citizenship. Key to GCE is supporting people to imagine and realise a common vision for a just and sustainable world.

European governments and civil society collectively agreed the Dublin Declaration on GCE in November 2022 (Gene, 2022). The declaration sets out a framework for the co-ordination of GCE, including Global Youth Work, towards the year 2050. It acknowledges the importance of youth engagement for quality GCE and the role of youth organisations as key stakeholders in global justice education.



Youth SDG summit, Dublin 2015

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European Youth Strategy

The European Youth Strategy 2019-27 is structured around the key themes of 'engage', 'connect' and 'empower'. The strategy seeks to:

- Provide pathways for youth engagement in democratic life including through youth participation in youth work organisations.
- Support dialogue and solidarity of youth through intercultural exchange and mobility.
- Enable young people to take charge of their own lives and address social exclusion and inequality.

These three core themes are further addressed in the ten European Youth Goals which present a vision for a Europe where young people realise their potential and identifies cross-sectoral actions to achieve this vision. This strategy does not make direct reference to GCE but informs EU programmes such as Erasmus+ and the European Solidarity Corps which are important initiatives in the youth field.

To consider how you might incorporate a global youth work approach into European youth exchanges and projects, learners are encouraged to also explore *Youth Work and You Module 6: International Youth Work*.



Scouting Ireland – Showcase 2022



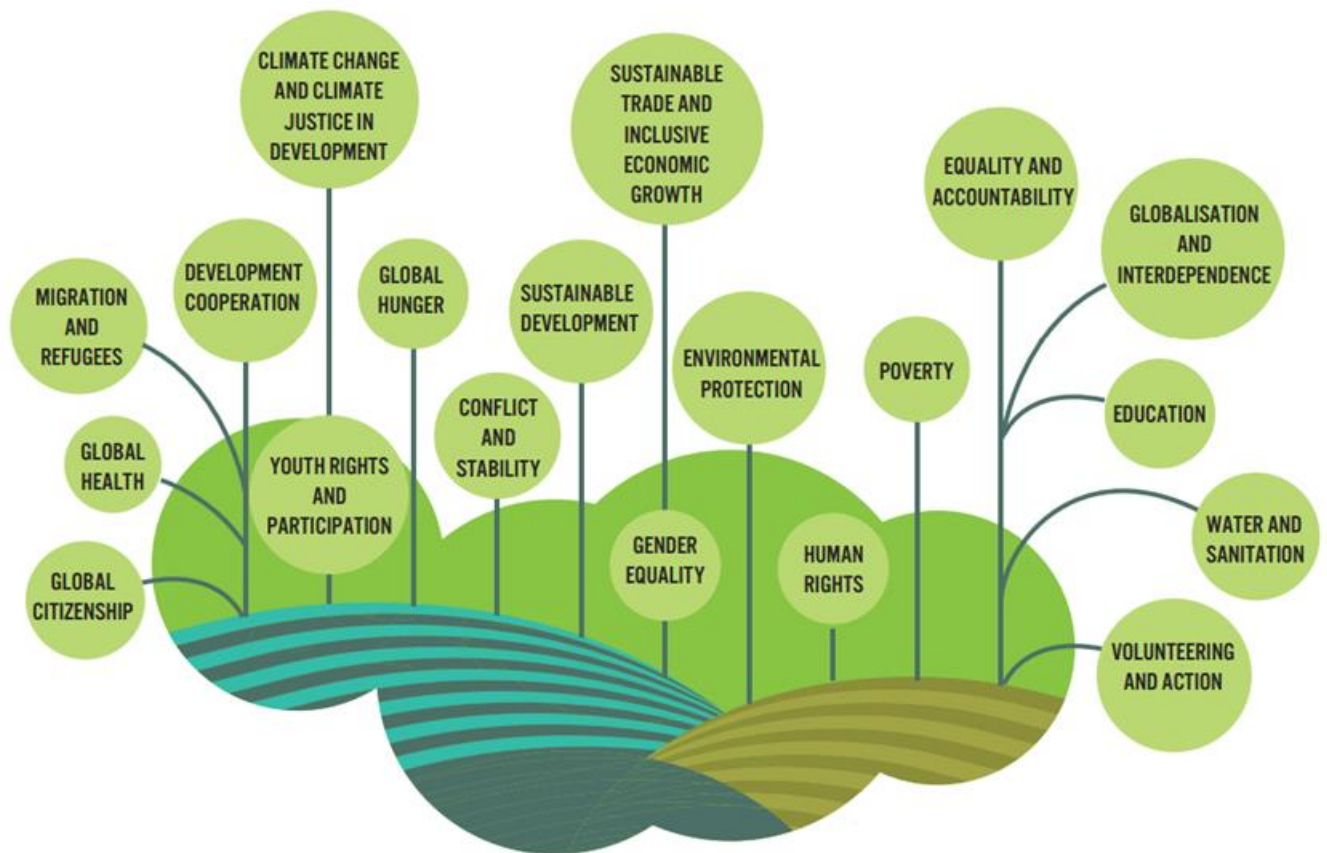
Youth 2030 One World Week event 2022

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Tackling Global Issues in your youth work practice

Globalisation has turned global issues into local issues – the clothes that we wear; the phones that we use; the food that we eat, the choices we make every day. Technology, the Internet, and social media have ensured that young people, at the touch of a button (and often in real time) are exposed in an unprecedented way to the consequences of an increasingly globalised world.

The impact of climate change, migration, conflict, the overexploitation of natural resources, unemployment, poverty, and the continuing rise of extremism are now part of the worldview and outlook of our young people. How young people make sense of an uncertain, and in many ways quite scary reality, impacts on their wellbeing. Their ability to place themselves in this reality and relate it to other young people around the world can have a transformative effect on their worldview.



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Youth Workers are in a unique position to help young people to make sense of their reality and to navigate through global issues. Global Youth Work aims to increase public awareness and understanding of the rapidly changing, interdependent, and unequal world in which we live. By challenging stereotypes and encouraging independent thinking, Global Youth Work helps people to critically explore how global justice issues interlink with their everyday lives. Informed and engaged citizens are best placed to address complex social, cultural, economic, political, and environmental issues linked to development.

Global Youth Work empowers people to analyse, reflect on and challenge at a local and global level, the root causes and consequences of global hunger, poverty, injustice, inequality and climate change, presenting multiple perspectives on global justice issues.

Stories of the increasing speed and impacts of climate change and the overexploitation of natural resources can be transformed through engagement in activism around corporate social responsibility, resource ownership, and intergenerational responsibility.

Global Issues Spectrum

We sometimes wonder where to start when a group of young people are in front of us, and the topic is waiting to be activated. This spectrum is an interesting place to start. It highlights a truth and presents a challenge.





The truth is that everyone is not on the same page when it comes to global issues and inequalities and the challenge is to accept each person's start point. Before you pursue a pathway of learning or understanding or awareness, you must be mindful of the risk that you leave someone behind, or that you push them further away from a platform of common ground. We must always remember that a start point is a beginning, and positive movement from that start point is the goal of all educators, activists or changemakers.






If we pass judgement or dismiss someone because of their start point, we fall into the trap of creating exclusive groups, echo chambers, bubbles, elitist entities which ultimately fail to create sustainable change because they do not bring *'the people'* with them, and instead, become *'invitation only'* movements.

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+ Climate Action Spectrum

Antagonist – Indifferent – Bystander – Empathiser – Empathy Actor



 <p>ANTAGONIST – Anyone who is actively against the climate change movement, from an explicit denier to a denier disguised as a sceptic. They want people to join them, they are active, they are a threat.</p>	 <p>EMPATHISER – Anyone who sees that what is happening is causing harm, imagines what that feels like (even if it's not happening to them right now) and knows that something needs to be done about it. They are on the tipping point of 'doing' something, waiting for an opportunity or invitation. They are ready to be activated.</p>
 <p>INDIFFERENT – Anyone who has not formed a view. They might even say "whatever" when the topic is brought up in conversation. They don't seem to care one way or another and perhaps don't even know why. They may move forwards or backwards depending on who they engage with.</p>	 <p>EMPATHY ACTOR – Anyone who sees, feels, knows, has consciously decided to act and has begun doing something. They are involved in something that is aiming to have an impact, they are open to learning and more understanding about the issue. They are committed to being part of the change.</p>
 <p>BYSTANDER – Anyone who can see that there is an issue, something is going on, it may be causing harm, but they are not doing anything about it. They are "busy" doing other things and have not moved beyond watching. Perhaps they don't see the relevance to their lives yet or a role for them?</p>	

The **Global Issues Spectrum** is an invitation to consider where you are now, reflect on how you got there, and explore a commitment to positive movement or maintaining your position if at Empathy Actor. You may not arrive at Empathy Actor in an instant, but every positive movement represents a positive possibility.

What is uniquely important about Global Youth Work is the willingness to accept the start point of young people and to build on the connection we have with them as a relevant driver for their movement along the spectrum. It is not necessary to explicitly plot everyone onto the spectrum, but rather to present it as a tool to illustrate the possible spaces that one might occupy and to show a progressive pathway towards positive change.

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Amina Mohammed, UN Deputy Secretary General - Youth Day, Dublin 2015

Taking a Global Perspective

The **Perspectives Taking Tool** is a valuable asset for youth workers and young people who are trying to get a healthy perspective or trying to unpack a complex narrative about global issues.

Each element of the tool becomes useful when it is used to enhance a conversation, inform an analysis, or when a standpoint is being developed on a critical issue.



A Frame

Think about the context

Consider what is outside the frame
what do you see, what do others want you to see, what is not there?



Glasses

Using multiple perspectives

Using a different point of view
Seeing through others eyes



Satellite

Take an overview

Seeing the world connections
Looking at worldwide trends
Using a Global perspective



Weighing Scales

When considering the consequence of an action that may be taken on an issue...

- How much help?
- How much harm?



Microscope

Consider the details of an issue...

- Look at it closely
- Zoom in to see more



Mirror

If you could see yourself reacting to an issue...

- How do you see it affecting YOU, your thoughts and feelings?
- What would your action look like to YOU?



Filter

When considering narratives on an issue...

- Removing the agendas and propaganda
- Filtering the misinformation and manipulation

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Case studies of Global Youth Work in action in the youth sector in Ireland



ARD – Natasha Muldoon, Youth Project at ARD Family Resource Centre, Doughiska, Galway

The relevance of SDG 4.7 permeates throughout our work at ARD Youth Project and has been significantly enhanced through collaboration with NYCI's Youth 2030 programme. We have been hugely supported in our capacity to contribute to positive development education and deliver a Global Youth Work approach in our youth project. In particular, two youth workers participating in the NUI Certificate in Global Youth Work and Development Education (GYW and DE) which has provided a critical learning opportunity, opening our eyes to the importance of supporting young people to navigate their role as global citizens. We see Global Youth Work as good youth work.

The community our youth project is situated in is a culturally diverse community, approx. 48% of the population are from backgrounds other than Irish, (Census 2016). Therefore, being more aware of global issues and how they impact the local community has added a lot more value to the work we are carrying out. We are committed to supporting our young people to have the knowledge and skills needed to be assured on a human rights understanding, to challenge inequality, to live sustainable lives, to be active in targeting gender equality, and as global citizens, to see themselves as educators in supporting others to have an appreciation of cultural diversity and of culture's contribution to sustainable development.

Overall, from all the support from Youth 2030, ARD has been better equipped to support young people to identify the social issues that they are passionate about and to work in solidarity with the young people on projects that empower them to express their opinions and take actions to bring about the change they want to see happen as global citizens.

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Websites and Web Resources

Youth 2030 Global Youth Work Programme – NYCI

<https://www.youth.ie/programmes/global-youth-work-and-development-education/>

DevelopmentEducation.ie is an online resource focused on the unequal and unjust shape of the world today

www.developmenteducation.ie

Policy and Practice: A Development Education Review

<https://www.developmenteducationreview.com/>

Ireland's Sustainable Development Goals (SDGs) data hub

<https://irelandsdg.geohive.ie/>

UN Sustainable Development Goals – Ireland

<https://www.cso.ie/en/statistics/unsustainabledevelopmentgoals/>

Central Statistics Office – Ireland

<https://www.cso.ie/en/>



One World Week Event, Dublin 2015

UNIT 2: Global Youth Work: Principles and Practice

Dates for your Diary

- **24th January:** International Day of Education Day
- **12th August:** International Youth Day
- **18th December:** International Migrants Day

Summary

This unit has outlined the key principles of Global Youth Work and how its practice is underpinned by social justice and anti-oppressive practice. This unit also identifies some of the main policies and strategies that underpin Global Youth Work from an Irish and international perspective. Finally, the unit provides some case study examples that highlight the impact of Global Youth Work practice on the ground.

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Contact

Valerie Duffy

Global Youth Work Youth 2030 Programme Manager,
National Youth Council of Ireland

valerie@nyci.ie

[Global Youth Work And Development Education – National Youth Council of Ireland](#)

Youth 2030 – Global Youth Work Programme

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The National Youth Council of Ireland (www.youth.ie) is the lead partner in the consortium, which also includes [Concern Worldwide | International humanitarian & development organisation](#), [Trócaire – Together for a Just World \(trocaire.org\)](http://trocaire.org), and the [Centre for Youth Research and Development | Maynooth University](#)

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