

**Submission by**

**Youth 2030 Consortium**

**to the**

**Joint Public Consultation on a National Strategy on Education for Sustainable Development (ESD) to 2030**

1. **Nature of views (indicate personal / on behalf of an organisation):** Organisation

1. **Organisation (if applicable):** National Youth Council of Ireland on behalf of Youth 2030 Consortium

1. **Role in organisation (if applicable):** Youth 2030 Programme Manager

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1. **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.*Free to share the submission*.

**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, Education for Sustainable Development, 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.

Youth 2030 welcomes the opportunity to contribute to this joint public consultation on a National Strategy on Education for Sustainable Development (ESD) to 2030. We wish to highlight the importance of including youth work and non-formal education in this new ESD Strategy and have set out the context for youth work and the difference between formal education and youth work at the end of this document. We believe this distinction will support the work of the Department of Education and the Department of Further and Higher Education, Research, Innovation and Science in further embedding ESD within the non-formal Youth sector and considering the relationships and connections between formal and non-formal education - something which has been limited up to now.

We acknowledge participation from Youth 2030’s Youth Workers Learners Network as part of this submission.

It is our opinion that the Youth 2030 Programme and the non-formal youth sector can support the work of the Department of Education and the Department of Further and Higher Education, Research, Innovation and Science as well as the European Union to engage young people 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)](https://data.consilium.europa.eu/doc/document/ST-8629-2020-INIT/en/pdf)).

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

1. **What key challenges does ESD need to address by 2030?**

In line with the Berlin Declaration commitment to *Harness the power of ESD for the*  *redesign of our societies*, Ireland’s ESD strategy needs to:

* Provide educational opportunities and educational materials to empower young people and those who work with young people to act on social justice and ESD issues by building self-confidence and developing skills such as critical thinking and systems and power analysis.
* Ensure that young people and those who work with young people in education and youth work settings are supported to increase their knowledge, skills, and confidence to support the necessary and transformative education, encouraging young people to understand their place in a changing world, develop real life and relevant knowledge and skills and to take informed action on key issues affecting people and planet – today and for future generations.
* Allow space for young people and those who work with young people to be exposed to alternative economic models such as Doughnut economics and the degrowth paradigm that would support new thinking and innovation for a sustainable world.
* Create opportunities where racial justice, power relations, and inequalities are examined in a holistic and engaging process.

1. **What do you feel we should aim to achieve in respect of the above?**

* This new ESD strategy should tap into various components of transformative education, by utilising different disciplines to build capacity to support young people to engage with the complexities and uncertainties that surrounds our world today.
* More than ever, young people have raised their voices on issues such as climate emergency, conflict, migration, social justice, poverty, gender inequality, racial equity, racism, and the intersectional nature of these issues. The ESD strategy should aim to equip young people (and those who work with young people) to better deal with their growing concern on global issues.
* The expansion and further divide of far-right groups utilising online spaces to share their opinions has exacerbated the infodemic for young people who are vulnerable online. ESD can play a role in encouraging objectivity online and equip young people with the skills to understand and communicate better understanding amongst peers.

1. **What key actions could be taken in terms of advancing and further developing these priority areas? Please give three examples of suggested actions in each case.**

***Key Priority Area 1: Policy: Advancing policy/policy coherence [200 words]***

* The ESD strategy should strengthen the multi stakeholder engagement by expanding the membership of the ESD Advisory Committee to include active representation from DCEDIY for better policy coherence and better policy and practice coordination at governmental level and in partnership with the NGO sector, youth sector, schools, and third level institutions. Additional representation from ETB Youth Officers (non-formal education) would also be welcome. Consider creating a Third Level group or include additional representation on the current ESD Advisory Committee.
* The Department of Education and the Department of Further and Higher Education, Research, Innovation and Science should be aware of the European Council Resolution focused on engaging young people on ESD and development education agenda at European level and work with partners from the NGO sector and other groups/institutions to ensure implementation - (Youth in External Action, June 5th 2020: [pdf (europa.eu)).](https://data.consilium.europa.eu/doc/document/ST-8629-2020-INIT/en/pdf)
* The Department of Education and the Department of Further and Higher Education, Research, Innovation and Science must engage with and contribute to the new youth policy opportunities in the next iteration of Better Outcomes Brighter Future (BOBF) - which is a whole of government policy. Coordination is also needed across key policies, including the Irish Aid Strategy on Development and Global Citizenship Education, National Strategy on Education for Sustainable Development, National Youth Strategy, Further Education and Training Strategy, The Climate Action Plan, The National Action Plan Against Racism, and the National Volunteering Strategy (2021 – 2025).
* A research focus engaging the youth sector as researchers as well as key ESD informants is required. Work must be evidence informed and research is crucial to meet this requirement.
* Stronger commitment from the Department of Education and the Department of Further and Higher Education, Research, Innovation and Science to engage with ESD. The Education Unit rolling out ESD needs additional staffing and support to ensure this agenda is mainstreamed. Regular reports and meetings should be set up within government to relay progress on SDGs and particularly on SDG 4.7. The SDGs in Ireland will not be successful without the SDG educators and education mechanisms.
* Together with Irish Aid, the Departments of Education and Further and Higher Education, Research, Innovation and Science 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.

***Key Priority Area 2: Education & Training: Transforming learning and training***  ***environments [200 words]***

* The UNESCO framework recognises the significant role of the out of school context for ESD. The unique setting of Youthwork in Ireland *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*…. makes the youth sector a great place to embed ESD. An emphasis on youth learner communities and pedagogical experience outside a curriculum context needs to be strengthened to better capture the non-formal education youth contribution to target SDG4.7.
* There must be a continuous and funded support for training and upskilling of the youth sector on transformative learning principles and DE methodologies as a tool to support young people to find solution to issues that matter and impact our sustainable world.
* As part of the lifelong learning spectrum, the ESD training and education environment will need to embody the flexibility needed to engage young people where they are at. A commitment to a value centred approach is crucial to the transformative learning space needed to successfully embed ESD in the youth sector.
* ESD must be included in core curriculum in all formal education courses – those delivered in formal or non-formal education (including Youth Worker education at Third Level). Discussions with Third Level and Further Education Institutions is necessary – to adopt a whole institutional approach (recognising that this is a huge undertaking).
* Organisations delivering ESD 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).
* Invest in Information & Communications Technology & digital skills to reach disadvantaged young people, who are doubly disadvantaged due to Covid-19.
* Support blended learning & engagement beyond borders, partnerships exchanges and projects with global reach.
* Create a capital fund for technology that will support engagement at national and global levels.
* Provide additional in-person resource support to achieve digital literacy and writing/reading literacy.

***Key Priority Area 3: Capacity Building for Educators and Trainers [200 words]***

* Capacity building for educators and trainers must be undertaken through an inclusive approach and an emphasis to promote non-discriminatory practices in access to knowledge and skills. Create new opportunities for capacity building and upskilling of youth practitioners to better engage with marginalised populations, including persons with disabilities, young Travellers, LGBTQI young people, and racialised young people.
* Enable secure funding that will support the long-term engagement of the youth sector with ESD in order to really embed the practice in youth work non-formal education settings.
* Capacity building, training and supporting the skills and confidence building of educators and trainers to deliver on the ESD and SDGs agenda is crucial. A specific plan should be devised to include the different levels by which capacity building and ESD can and should be provided.
* 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 between now and 2030.
* 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. The Department of Education and the Department of Further and Higher Education, Research, Innovation and Science should support young climate activists and racial justice activists through Development Education/Education for Sustainable Development engagements, to continue and deepen their important work in drawing attention to and bringing about societal change.
* Create a Development Education/Education for Sustainable Development communications strategy and support youth sector organisations to communicate Development Education/Education for Sustainable Development messages to their key target groups and partners.
* Support for training and upskilling of the youth sector around Global Youth Work principles and Development Education/Education for Sustainable Development methodologies is vital.
* A dedicated fund to support youth sector engagement could see an increase of 10-15 youth organisations (minimally), ensuring an increase in Development Education/Education for Sustainable Development breadth and depth.
* A Global Youth Worker in every Development Education/Education for Sustainable Development funded youth organisation would push Development Education from within and contribute towards a whole-organisation approach.

***Key Priority Area 4: Youth: Empowering and mobilising youth [200 words]***

* The new ESD strategy should enable the establishment and improvement of existing quality youth participation mechanisms that would allow young people to mobilise on ESD topics. These representation mechanisms must always promote, protect, and fulfil young people's right to participate in society.
* Implement specific strategies that will allow young people to access formal decision-making process at local and national level while ensuring all young people have the opportunity to gain sufficient skills to participate.
* There needs to be a whole sectoral approach to ESD and this should include young people, youth workers, volunteer leaders, youth work managers, boards of management, CEOs, youth organisations, Third Level institutions rolling out youth work courses, Third Level educators, youth work students, and youth sector policy makers.
* Work in partnership with national youth organisations to influence programmatic focus at local, national, European, and global levels.

***Key Priority Area 5: Communities: Accelerating sustainable solutions at local level and engaging with the wider community [200 words)***

* The youth sector is found in every parish and community throughout Ireland. Funding should be made available to locally operating youth organisations to support their engagement with ESD/DE issues through local actions and showcasing. National Youth Organisations also provide an important role in setting agendas and should be included and recognised in the new ESD strategy.
* Transformative change will be required at all levels of Irish society if we are to meet the climate and SDG targets by 2030. Additional staffing will be required to support knowledge, skills, understanding and informed action by community members.

1. **What, in your view, are the main challenges you/we face in**  **delivering on ESD goals/targets?**

* Lack of adequate buy in from education partners – greater urgency needs to be adopted and more curricular supports for third level institutions, student teachers and youth work students; CPD supports for teachers and youth workers. Looking at ESD issues should not be an optional part of training/education and there should be dedicated staff at all levels with expertise on ESD/DE. In addition to this, there are varying levels of understanding of ESD issues and HEI Presidents and Heads of Departments should be encouraged to engage at a deeper level and be supported to do this. Many universities and further education colleges are linking their work to the SDGs.
* Lack of adequate educational resources and the mainstreaming of these.
* Lack of funding for the Department of Education; the Department of Further and Higher Education, Research, Innovation and Science; the Department of Foreign Affairs (Irish Aid); the Department of Children, Equality, Disability, Integration and Youth; and the Department of Environment to appropriately ensure ESD and DE policies and practice are rolled out across the education sectors – formal, non-formal, and informal.
* Once focus on this area increases, those delivering on the ESD agenda, including DES, will find greater demand from all relevant sectors and the public as people look to make change and seek support to undertake change. This will be from a funding perspective but also in relation to increased information requests, increased training and CPD supports, more inclination to take informed action, and a need for more ‘boots on the ground’ in terms of support staff to engage and provide a quality learner experience.
* The focus of SDG 4.7 has a formal education focus where capturing of official data related to education is linked to formal education. Whilst this is welcome, there is no official capture of non-formal education and learning around the SDGs and this is problematic as it means an under reporting of actions and achievements. We would welcome a pan-country research project engaging youth organisations in a minimum of 5 countries who would work together, identify issues, and tease through how best to collectively capture SDG outcomes in the non-formal youth education sector. Would also welcome a cross-departmental initiative of asking a question on funding report forms about how work undertaken relates to the SDGs.
* Capturing the learning is always a challenge particularly in relation to young people and education. We would suggest looking at Skills Summary [Home - Skills Summary](https://www.skillssummary.ie/) as a model for recognising the skills achieved by young people participating in ESD and would call for the creation of a ‘Real World Context’ skill that would link directly to ESD work.
* A new strategy that has wonderful and innovative ideas but is not fully funded to deliver on plans. We know the science of climate change, we know how the world of politics is changing. Social justice is increasingly challenged and we are in the middle of a global health pandemic where world leaders cannot agree a common approach and those who are poorest are, as usual, being left behind. If we are to seriously deal with current and future issues, we need to start now in terms of education so we are ready to deal with some challenging times for people and planet which will arise in the not so distant future.

1. **Are you or your organisation involved in research linked to ESD or the UN SDGs? If so, what is the main focus of your research?**

* NYCI has recently commissioned a **Red C Poll** - public attitude and opinion research – of over 1,000 people. This Poll collected data on climate change and on the SDGs. Among the findings are:
  + SDGs
    - 18-24 year olds are most aware of the SDGs
    - Only 3% of adults in the ROI claim to have a very good understanding of the SDGs
    - 35-44 year olds are more likely to have no awareness of the SDGs
    - 63% of adults say that they have never heard of the SDGs
  + Climate Change
    - 89% of respondents believe that action on climate change requires commitment from all age groups
    - 87% agree that there needs to be more done by businesses to prevent rapid climate change throughout the world
    - 83% agree that there needs to be greater public awareness in Ireland of the impact of climate change
    - 83% agree that there a failure to prioritise climate action will have significant social, economic, and environmental impact both nationally and globally
    - 80% agree that climate change is one of the greatest threats facing the world today
  + Importance of global issues
    - 86% - improving access to essential health services for everyone
    - 81% - access to education
    - 79% - ending extreme poverty
    - 78% - world hunger
    - 78% - human rights
    - 78% - eliminating homelessness
    - 70% - climate change
    - 65% - fighting racial discrimination
    - 63% - fair exchange of goods and services between countries
    - Issues of racism are more inportant for 18-24 year olds
    - Those over 65 years are more likely than average to state ending extreme poverty, climate change, and fair exchange of goods and services are important global issues
  + Covid-19
    - 82% agree that Covid-19 is the most pressing issue facing the world today
    - 76% believe it is important that Ireland challenges global inequality and resources low income countries to eradicate Covid-19
    - 92% believe Covid-19 is a global issue requiring a global response – 3 in 4 strongly agree

***Source:***Red C poll of 1025 adults commissioned by the National Youth Council of Ireland (Youth 2030) in April 2021.  
*Online research was conducted with n+1025 RPI adults aged 18+. Respondents were recruited using RED C LIVE, RED C’s online panel of over 40,000 members. Quota controls were used to ensure a nationally representative sample of ROI adults aged 18+, with interlocking quota to provide extra confidence in sample profile. Data was weighted across gender, age, region and social class to ensure a representative sample based on the latest CSO projections. Fieldwork for this research took place between 16th and 22nd April 2021.*

* ***A Generation for Change***: Spotlight Report on Young People, the Sustainable Development Goals and Ireland (2018) is a report by Ireland’s UN Youth Delegates that details issues that are affecting young people at a local and global level; how these issues relate to the SDGs; and Ireland’s commitments in relation to these.

It set out to bring these issues to the attention of the Government departments with lead responsibility for the SDGs (the Department of Communications, Climate Action and the Environment, and the Department of Foreign Affairs and Trade) to put forward a youth perspective in advance of Ireland’s Voluntary National Review (VNR) at the July 2018 session of the High-level Political Forum on Sustainable Development (HLPF).

This report can be found: [Generation For Change UN Youth Delegates Report - National Youth Council of Ireland](https://www.youth.ie/documents/generatioforchange-un-dels-report/)

* Future research
  + Research must be a core part of any new strategy to inform and enhance ESD 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 and may continue to affect ESD delivery/rollout
    - On best M&E methodologies for non-formal education.
    - Learning network for youth work ESD/DE researchers.
      * Establish a working group to develop a research agenda and to advise DES and Higher Dept on areas for research within the sector.
      * Work with the Irish Research Council to develop a research funding stream for ESD and Development Education.

**Youth Work**

**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](http://www.youth.ie/nyci/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, accredited and independent youth work organisations, volunteers, trainers, researchers, educators of youth workers, boards of management, local communities and municipalities, Higher Education Institutions (Further Education and Third Level), National Agencies for Erasmus+ Youth and the European Solidarity Corps, young people, youth work partners, funders 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)](https://www.eywc2020.eu/downloads/doctrine/WebforumVeranstaltungenWebsiteBundle:Media-file-54/EN_3rd%20EYWC_final%20Declaration.pdf) 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.

* 1. **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.

* 1. **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**

*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)](https://www.eywc2020.eu/downloads/doctrine/WebforumVeranstaltungenWebsiteBundle:Media-file-54/EN_3rd%20EYWC_final%20Declaration.pdf) 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)](https://data.consilium.europa.eu/doc/document/ST-8629-2020-INIT/en/pdf)

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)](https://eur03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youthworkandyou.org%2Fwp-content%2Fuploads%2F2019%2F08%2FYWeLP-Mod-2-Unit-1-TU-Non-formal-learning-1.pdf&data=04%7C01%7Cvalerie%40nyci.ie%7C439397ea74154bf0da2e08d8e7139a1a%7C866d05286cf14cb4bd91e89aca1b0bf0%7C0%7C0%7C637513418659662191%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=iZnXCFRMoOk%2BoTenN1CBedIIPUxv%2Fnptl%2BeImacUFrc%3D&reserved=0) – 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](https://www.youth.ie/programmes/development-education/global-youth-work-and-development-education/#A-QUALITY-GLOBAL-YOUTH-WORK-APPROACH)