

Youth and children in Development Education

Participation
Youth
Children
Development
Education
Volunteering
Ownership
Organisations
awareness
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development
DEAR

Executive Summary

This dossier brings together a number of perspectives contributing to the agenda of how to best involve children and youth, and the organisations working with them, in development education. This thematic dossier is a collective initiative of the Youth and Children working group of the DARE forum with DEEEP.

The dossier contains articles from development education actors who are young themselves, and others who are 'less young', from male and female, from Global South and Global North, and from academics to development staff, youth workers to volunteers. One message is clear – youth and children are at the forefront of many development cooperation and awareness-raising initiatives in Europe and around the World, and those who fail to facilitate the active participation and leadership of young people, do so to their detriment.

This dossier presents a number of relevant tools and methodologies to promote the role of youth and children in development education including peer learning, educational projects, advocacy and campaigning, and of course planning and evaluating your work. Furthermore several useful resources are included to explore this theme further, as well as a summary of a survey conducted by the working group to give a picture of youth and children's involvement in development education in the EU. In short, we present a snapshot of initiatives in several countries and contexts, and many useful ideas for you and your organisation, no matter what your experience of youth-centred development education might be.

The dossier presents solutions, but also asks questions about the challenges involved in working with youth and children. Their role in development education varies considerably between and within countries. The survey raises many questions which would merit further investigation. While there is much to celebrate, many initiatives are on an 'ad hoc' basis without formal commitment or funding for youth-led development education. Ironically, many policies and funding programmes see youth as a 'target' of development education, rather than the actors and initiators they show themselves to be.

We look forward to continuing this work and promoting the role of youth and children as actors in development education and awareness-raising. Similarly we encourage youth organisations to become involved in this area. If you would like to work with us, or feed into our working group, please make contact via DEEEP.

Foreword

Youth and children in Development Education

The Youth and Children working group of the DARE forum was set up in May 2010. The need for the group came about as several DARE members were involved in development education and awareness-raising (DEAR) with children and youth in out-of-school or non-formal educational settings. The vision of this working group is that youth and children have an increasingly important potential and role to play in development education and awareness-raising, not only as target groups of what is 'taught', but as promoters and leaders in their own right through peer education and leadership. In a time of economic and political change in Europe, and worldwide, youth and children are often brought face-to-face with the opportunities and challenges of living in a globalised and unequal world. Young people are eager to act for change, and enthusiastic to improve their life chances.

Due to the varied interpretations of the term youth, it was decided to keep the scope of the group wide: 'Children' can be considered as those less than 18, and 'youth' as those up to 30 years old. They are often referred to jointly as 'young people'.

Development education aims to support youth and children to increase their awareness and understanding of the interdependent and unequal world in which we live. It challenges perceptions of the world and encourages youth and children to act for a more just and equal society at a national and an international level. The European Youth Strategy (EYS) 2010 – 2018 seeks to promote participation of young people, and mutual solidarity between youth and children around the world. One of 8 fields of action, the theme of 'Youth and the World' aims to involve youth in global policy-making. All EU Member States have committed to this strategy, and this dossier provides some tools for civil society to uphold this principle of participation, and ensure their governments implement the Strategy to the full.

The Youth and Children working group aims to ensure that the perspectives and voices of youth and children, and organisations which work with them, inform policies and practices of development and development education NGOs; while also promoting the relevance and importance of bringing a global perspective into programmes involving youth and children. For more, see the position paper of the Youth and Children working group: 'Involving Youth and Children in Development Education and Awareness-raising', available from DEEEP.

The term 'development education' is used consistently throughout this dossier. Development education is often referred to 'global education', or 'education for sustainable development'. Readers may also be familiar with the terms 'Third World', 'developing countries', 'majority

world' or 'the Global South' to describe the economically poorer populations within Africa, Asia and Latin America. Conversely, the 'First World', the 'West' and the 'Global North' are used to describe the most industrialised countries of Europe and North America. This working group uses 'Global North' and 'Global South'. However, as each article in the dossier is from a different contributor, each author has used the terms they are comfortable with.

This thematic dossier is one of the first of its kind at a European level, and the Youth and Children working group would very much like to thank all those who contributed articles and supported the process, DEEEP staff in particular.

We hope you enjoy and benefit from reading this dossier, and would welcome all feedback via info@deEEP.org

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DEEEP is a project funded by the European Commission to coordinate and manage the activities of the DARE forum. The DARE forum is the 'Development Awareness Raising and Education' forum of CONCORD, the confederation of European non-governmental organisations (NGOs) for relief and development. The working on 'Youth and Children' within the DARE forum aims to ensure youth and children are seen as protagonists of development education in their own right by development NGOs; while also ensuring that youth and children's organisations provide them with opportunities to learn about development education and global justice.

*This document has been possible thanks to the support of the **Youth & Children Working Group** of the DARE Forum. It has been coordinated and curated by Elaine Mahon (NYCI), Tiina Salmio (Plan Finland), Marina Sarli (FAIR TRADE HELLAS, Greece), Chiara Tripepi and Ana Biurrun (DEEEP).*

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Why do Youth (and children) matter?

By the European Youth Forum (YFJ – Youth Forum Jeunesse)

For the European Youth Forum there are a number of reasons why young people deserve special consideration with regards to international development and development education both as actors and as ‘recipients’ or ‘targets’. The most prevalent and striking reason is arguably that young people suffer disproportionately in relation to poverty and hunger globally. The global financial crisis has severely hampered efforts to tackle global poverty, resulting in a spike in hunger rates in developing countries, again with young people among the worst affected. This crisis has also resulted in the highest youth employment rates on record; this time not just limited to developing countries, but globally as young people in Western Europe and North America struggle to find work and financial stability. In developing economies it may prolong the cycle of poverty for at least another generation, while in Europe many political leaders are concerned about the economic and social impacts of a “lost generation of young people”.¹

The lack of a global consensus on how to tackle climate change and international economic instability has far-reaching impacts on young people. Climate change is a reality and the environmental instability that comes with it is already being felt harshly by young people. Without adequately tackling climate change, poverty reduction strategies and international diplomacy in order to prevent armed conflicts may become piecemeal. More people are today being displaced due to environmental disasters, both natural and man-made, than by war. Young people in the world also continue to be disproportionately affected as victims of both armed conflicts and environmental disasters.²

When it comes to development it is clear that youth needs to be prioritised. Therefore young people must be specifically targeted and involved in relevant policy-making, or it will not be possible to eradicate poverty and achieve sustainable development. Moreover, as tackling youth poverty implies tackling poverty at the beginning of a person’s life, such targeted policies can break the vicious cycle of poverty repeated from generation to generation. In this context the issue of solidarity between generations is key.

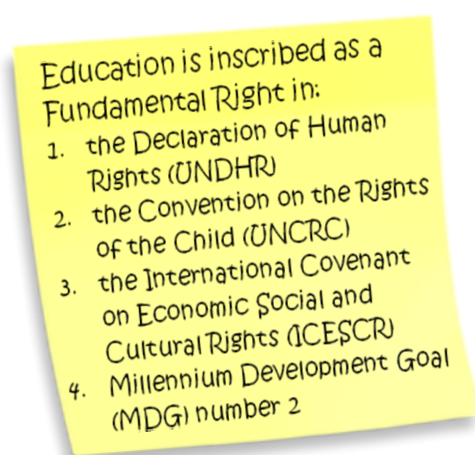
1 International Labour Organisation, 2010. Global Employment Trends for Youth [online] Geneva. Available www.ilo.org/empelm/what/pubs/lang--en/docName--WCMS_143349/index.htm [Accessed 13 October 2010]

2 Weston, B.H. and Bach, T., Recalibrating the Law of Humans with the Laws of Nature : Climate Change, Human Rights and Intergenerational Justice [online] Vermont, Iowa [Published 2009] Available at http://international.uiowa.edu/centers/human-rights/documents/CLI_Policy_Paper.pdf [Accessed 29 September 2009]

Development Education and Youth

Education equals development. Without education, individuals and societies cannot obtain the necessary knowledge and competences to develop economically while maintaining social cohesion.

It is therefore worrying to see that many young people still do not even receive primary education. This is the case despite education being inscribed as a Fundamental Right in the Declaration of Human Rights (UNDHR), as well as in the Convention on the Rights of the Child (UNCRC) and the International Covenant on Economic Social and Cultural Rights (ICESCR), not to mention Millennium Development Goal (MDG) number 2. This is an unacceptable situation and several measures need to be taken both by states and by civil society. The state has to ensure free education for all and support young people from poorer families to enable them to pursue education instead of working. More has to be invested in higher education to enable young people to continue their studies regardless of their family's economic situation.



Development is often hindered by badly functioning government structures and people not being prepared for real democratic citizenship. Development is not something that can be taught by learning facts and statistics by heart. Participation has to be experienced and the frame for this is often formal education. It requires schools to see their students as partners in the educational process, by involving them in setting the curriculum and influencing their school environment, through their elected representatives.

Formal education is crucial but it is not best suited for all types of learning. It needs to be complemented by non-formal education - an organised educational process which takes place alongside mainstream systems of education and training, and does not typically lead to formal qualifications. Individuals participate on a voluntary basis and, as a result, take an

active role in the learning process. In countries where primary formal education does not reach the entire population, non-formal education plays an important role in providing education and skills to disadvantaged people. This is also an area within which youth organisations play a significant role, for example, assisting pupils through volunteer tutoring outside school. The European Youth Forum is proud of the work of its Member Organisations in this area, both in Europe and in developing countries. From the Portuguese National Youth Council's work on promoting the Millennium Development Goals relating to gender equality, to the International Federation of Medical Students' Associations SCORA programme educating young people on HIV and AIDS, the Youth Forum's Member Organisations undertake vital work.

It must also be considered that, development is not just an issue for developing countries: it is a global issue of all citizens. This spirit forms the basis of Global Education, the education that opens people's eyes to the realities of the world and that allows them to take action on changing these realities. The European Youth Forum advocates that global education should be included in all formal education programmes in a learning-by-doing manner, by establishing twinning projects and educational exchanges to develop learning that is not theoretical but transformative for society and the young people involved. Youth organisations as the main providers of non-formal education programmes are key providers of Global Education for young people through their programmes and activities.

The European Youth Forum (Youth Forum Jeunesse - YFJ) is an independent, democratic, youth-led platform, representing 98 National Youth Councils and International Youth Organisations from across Europe. The YFJ works to empower young people to participate actively in society to improve their own lives, by representing and advocating their needs and interests and those of their organisations towards the European Institutions, the Council of Europe and the United Nations. Among its strategic priorities are sustainable development, health and development education.

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Development Education & Youth Work; an ideal setting for global justice

By Alan Hayes

Introduction

Youth Workers and Development Educators should not have work to do. In an ideal world, there would be no need for us. We would be unemployed and looking for work in other fields. Unfortunately we are not; we are working and designing, delivering, evaluating sessions because the issues that we explore with young people have not gone away and continue to evolve as rapidly as the technology in your hand-held device.

The creation of legislation covering the sphere of youth work is something that Ireland can consider itself proud of. It is a strategic intervention by the government to recognise the need for non-formal education initiatives outside of the classroom. This legislation ensures that development education can be included in youth work programmes as it is both educational and serves the personal development of youth and children. What makes youth work a perfect setting for undertaking Development Education is that the agenda is negotiated with the young person and the constraints of a formal school curriculum are less of a barrier, thus enabling more scope for the exploration of justice issues relevant to and of interest to the young person.

In order to understand the relationship between development education and youth work, it might be useful to start at the beginning, which in this case will be to try to understand both of these approaches and then identify their common ground.

What is Youth Work?

In Ireland, Youth Work has been enhancing the lives of young people and their communities for over 100 years³ and now has its place as a statutory tool of the government in the shape of the Youth Work Act (2001)⁴ that 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 (a) complementary to their formal, academic or vocational education and training, and (b) provided mainly by voluntary youth work organisations.*'

³ National Youth Council of Ireland, http://www.youth.ie/youth_work (Accessed 06/05/11)

⁴ Available at: <http://www.irishstatutebook.ie/2001/en/act/pub/0042/index.html>

Youth workers and their organisations should be seen as being proactive in the development of young people and not only reactive to the problems facing young people. Youth work takes place to provide an opportunity for young people to experience recreation, personal development, social engagement and political awareness; not party political but to understand the systems that they live within and develop the knowledge and skills to engage with these systems in a healthy manner throughout their lifetime.

What is Development Education?

The world we live in is more globalised and interdependent than at any other time in history. Climate chaos is causing problems for food producers and food users who struggle to afford the increased cost of such an essential product.⁵ But why should some people be able to afford food and others not? Why do some countries, companies and people get more of a say in global politics than others do? Why is a person born in one community afforded opportunities that their neighbor will never be afforded?

To provide clarity, this article will use the Irish Aid (2006)⁶ definition of Development Education; Irish Aid is the official overseas development assistance programme of the Irish Government. Development Education is: *‘An educational process aimed at increasing awareness and understanding of the rapidly changing, interdependent and unequal world in which we live. It seeks to engage people in analysis, reflection and action for local and global citizenship and participation. It is about supporting people in understanding, and in acting to transform the social, cultural, political and economic structures which affect their lives and others at personal, community, national and international levels.’*

As this definition outlines, development education aims to raise people’s awareness of the interdependency and inequality that exists in the world and seeks to empower people - through understanding and knowledge of justice issues - to take action that will bring about change at a local and global level.

Relevance to Youth Work

The Irish government in its White Paper on Irish Aid (2006, p.107) states

‘...that every person in Ireland will have access to educational opportunities and understand their rights and responsibilities as global

⁵ Spiralling Food prices: <http://www.irishtimes.com/newspaper/opinion/2011/0217/1224290023166.html>

⁶ White paper on development education: http://www.irishaid.gov.ie/development_deveducation.asp

citizens as well as their potential to effect change for a more just and equal world.'

Okay, so now we know that there is a commitment from the Irish Government to providing both youth work and development education, but why do the two fit together?

Both Youth work and development education aim to provide people with the knowledge and skills to take action that will bring about change in the micro and macro issues affecting them. The approach used by development educators is interactive, educational and challenging for participants, much the same as that of youth organisations who operate using non-formal education methods and approaches. To encourage young people who are experiencing rapid changes in both themselves and their environment to see beyond the stereotypes and prejudice that society holds - to tap into the innate sense of right and wrong, fair and unfair that they possess - it is necessary to engage them in a critical reflection about why these issues exist, who holds the power and what can and should be done about them. It is the responsibility of the youth worker to create the space in programmes where this is done. If a youth worker wishes to genuinely engage young people in recreation activities that are fun and engaging, in personal and social development programmes and political awareness, one way to do it all is using a development education approach in your practice.

Resources

The National Youth Council of Ireland (NYCI) is the representative body for national voluntary youth work organisations in Ireland. NYCI coordinates a week of youth-led awareness-raising and action each year called 'One World Week', known as Global Education Week in other European countries. To coincide with this initiative it produces an education resource for those working with young people. The title of the 2010 resource was "Framing Our World". It examined the impact of images and messages in development from both a local and a global perspective. The 2011 resource is 'A Rich Man's World?' looking at consumerism and how globalisation affects us all. Part of the success of these and other resources produced by NYCI is that they enable the youth worker to start from a local perspective, to explore how the issue affects the young people they work with, to encourage the young person to think critically about why this situation exists and to articulate what they think should be done about it. This is good youth work practice. What makes it good development education practice is that they proceed to examine how the same issue affects other people in the Global South and take some form of action to raise awareness and influence change at a personal, local, national and international level.

The resources named above and others are available to download for free from www.youthdeved.ie

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The activity is called 'Influ-lenses' and examines the influences in our lives and how they affect how we see the world.

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Youth advisory group members brainstorming ideas for our latest education resource called "A Rich Man's World?"

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Perspective Nigérienne sur les Jeunes et l'Éducation pour le Développement - A Nigerien perspective on Youth and Development Education -

By Amani Salamatou

Les jeunes et l'éducation au Développement

(English translation below)

L'éducation est un ensemble d'actions (activités) qui vise la transmission de connaissances, de savoir, de savoir-être et de savoir-faire pour le changement de comportement des individus dans une communauté donnée. C'est un système à plusieurs niveaux de transmission de savoir et de technique de la vie.

Les jeunes étant les membres de la communauté ne sont pas uniquement des groupes cibles de l'éducation mais aussi des acteurs d'éducation pour un développement communautaire harmonieux. Les jeunes comme acteurs de l'éducation au développement, étant le fer de lance de tout développement, ils sont appelés à contribuer pour les services de l'éducation: c'est-à-dire dans la construction des écoles (classes), l'hygiène et l'assainissement au sein des écoles, servir de pairs éducateurs pour sensibiliser sur diverses maladies fréquentes tels que le VIH (SIDA), le paludisme, le ver de Guinée etc.... Dans certains cas les jeunes sont également bénévoles dans l'enseignement ou servent comme secouristes pendant les manifestations sportives et culturelles des écoles.

Les jeunes peuvent assister les parents d'élèves dans l'atteinte des objectifs de leurs associations œuvrant pour l'épanouissement de l'éducation dans leurs communautés. Les jeunes qui jadis constituent les cibles de l'éducation au développement sont de nos jours des acteurs privilégiés du fait de leurs pleines implications aux œuvres de développement de l'éducation. Ceux de Niger constituent environ 56,2% de la population, porteurs d'une culture et produit de celle-ci, ils constituent un véritable levier pour le développement à condition qu'ils soient utilisés de manière judicieuse. L'éclosion des libertés fondamentales a vu naître plusieurs organisations de développement des jeunes.

Ces organisations, cadres fédérateurs, récréatifs sont de véritables leviers pour le développement aussi bien au niveau local qu'au niveau national. Ces organisations œuvrent principalement en matière d'éducation, santé, environnement et protection des droits de l'enfant. Les actions de développement sont essentiellement centrées sur la sensibilisation, la prise en charge et le renforcement des capacités. Les jeunes aujourd'hui prennent de plus en plus conscience de leur rôle capital dans le développement de l'éducation.

Salamatou Amani est née en 1989 à Niamey, la capitale du Niger. Elle est titulaire d'un BTS2 en comptabilité gestion, et a travaillé à la coalition des ONG en faveur des enfants. Elle est chargée à l'organisation et à l'information de l'association des enfants et jeunes travailleurs de Niamey (AEJTN).

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Youth and Development Education

Education is a group of actions (activities) that aim to transmit knowledge, skills and know-how in order to make people's behaviour evolve within a given community. It is a system based on several levels of "life skills".

As members of the community, young people are not only target groups of education. They are also actors in education so that the community develops in a harmonious way.

Young people are the spearhead of every development process. They contribute to education through the building of schools, leadership of hygiene and sanitation programmes and they may act as peer-educators to raise awareness on common diseases like HIV/AIDS, malaria, guinea worm, etc. Sometimes, they also share knowledge and act as first-aid workers during sport or cultural events at schools. Youngsters can also help pupils' parents achieve their associations' objectives spreading education in their communities. They, who used to be the targets of education, are now protagonists due to their full involvement in awareness-raising and community education.

In Niger young people represent around 56.2% of the whole population. Representing a culture they are a product of, they can lead development if oriented appropriately. The blooming of fundamental freedoms in Niger saw the birth of several organisations in favour of youth development.

Those organisations – ‘recreational coordinating groups’ - truly leverage development at a local and a national scale. They mostly work in the fields of education, health, environment and protection of children’s rights. Actions for development essentially focus on raising awareness, assistance and capacity strengthening. Nowadays young people are increasingly aware of the key role they play in awareness-raising and education on development issues.

Salamatou Amani was born in 1989 in Niamey, Niger’s capital. She holds a BTS2 in accounting administration and has worked for the NGO coalition in favour of children. She is currently in charge of the organisation and information of the Association of Niger’s Young Workers (AEJTN).

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Youth as a resource for development: five recommendations

By Mario Giuseppe Varrenti

Between 2009 and 2010, a group of young people from Europe, India and South Africa, joined hands and took up the challenge of empowering youth in their countries to contribute to the achievement of the Millennium Development Goals (MDGs). With support from the European Commission's Youth in Action Programme, they organised a project which directly involved 150 young people from the three continents for one year in four international events: a preliminary meeting held in Brussels in December 2009, two case study trips to India and South Africa, in June and September 2010 respectively, and a final conference in Utrecht, The Netherlands, in November 2010. The project explored ways for young people to contribute to development cooperation and education; it increased the target group of young people's awareness about development cooperation; it encouraged their participation in efforts to achieve the MDGs and led to four main follow-up activities. Here you will find some recommendations to harness the potential of youth participation in development education and cooperation.

Development education

Development is not only about aid and technical solutions. Development is first of all about minds. Public opinion in Europe often fails to see that economic divergence between rich and poor countries in the world is at the heart of problems linked to international migration, conflict and terrorism. For our governments to remain committed to their promise to achieve the MDGs, especially at times of economic turmoil and austerity measures, it is necessary to inform people around us how worldwide poverty and economic divergence will undermine the future of our common world. Development education is an area in which youth can become a strong ally of development agencies and NGOs given their enthusiasm, outreach and 'cost-effectiveness'.

According to Eurobarometer surveys conducted in 2009 and 2010, only 5% of Europeans are both aware and knowledgeable of the 8 MDGs. When asked about their personal contribution to development, a minority of respondents to the survey is active volunteers (4%) or gives money to development NGOs (26 %), while a staggering majority of Europeans (42%) are in favour of helping developing countries without being a volunteer or giving money themselves. These surveys show two basic things: (1) There is very limited concrete

knowledge about development cooperation and the MDGs; (2) There is even more limited knowledge about how an individual can contribute to development, beyond charity or active volunteering.

Recommendations

1) Go beyond charity and volunteering

Development education should promote every-day cost-free development-friendly actions. There is a direct link between small things we do in our everyday life and the big challenges of the developing world. In an increasingly interconnected world our consumption patterns have serious repercussions for those in need. Europeans throw away on average 50% of the food they buy⁷, most of it from the international market, and replace their mobile phones on average every 18 months, unaware of the extent to which this production chain is non-transparent and has adverse effects in mineral producing countries.

As a follow-up to our project, we have designed a workshop for high-school students which will be facilitated by members of our organisation, AEGEE (Association des Etats Généraux des Etudiants de l'Europe / European Students' Forum), in high-schools across Europe during the thematic action months of Spring 2011. The workshop tackles the issue of food waste and world poverty and it aims to provide young students, and their families, with knowledge about every-day cost-free actions to reduce the total amount of food waste.

2) Make the leap from knowledge to connection

Youth can play a decisive role in influencing decision-making and the allocation of public or private resources. We have come across examples of youth writing to their university and asking to establish contacts and exchanges with universities and schools in other parts of the world, and youth contacting companies in their countries to fund their own social projects.

Young people are the masters of modern communication technology. Thousands of kilometers of distance are no longer an insurmountable barrier today as we can Skype, tag, email or 'poke' our friends in India, South Africa or Europe at almost any time. Youth can use this "power of interconnectedness" to change this world for the better by keeping in touch with young people from other continents, working together, discussing the challenges of the MDGs, finding ways of tackling them, designing a

⁷ www.tastethewaste.com

project and applying for funding in partnership with their friends in other continents. This is our vision for a global partnership for development.

Development cooperation

The rationale for engaging with young people in partner countries is first of all dictated by simple demographic considerations: youth constitutes 3 billion of the world's population, 90% of which live in developing countries. Development policies can be more sustainable and more effective if they involve young people. By giving them ownership of youth-led projects, we would also strengthen a sense of responsibility which in the long run turns young people into more active and also more critical citizens, thus strengthening democracy and domestic accountability in all countries.

Youth tend to be interconnected and innovative, open-minded and mobile. Youth are creative in problem-solving. Youth are good multipliers (especially within their personal context), they adapt fast to new technologies and new means of communication. When the environment offers them a chance, youth reap the benefits of globalisation and build transnational networks. Youth can be social entrepreneurs and initiators of projects.

Recommendations

3) Recognise youth as development actors, rather than just targets of development policy

From the perspective of development agencies, youth often are part of the problem, rather than part of the solution. They are seen as passive targets of development policies, or even worse, as a security threat when you think for example of armed youth gangs in countries like Cote d'Ivoire or Zimbabwe. However, the rationale for actively engaging with youth is gaining momentum. The championing study of DFID and UKAID "Youth Participation and Development" explores ways of working with youth as partners or leaders across the stages of "design", "implementation" and "evaluation" and offers insightful case studies.

4) Go beyond formal structures

Even when there is recognition that youth should be engaged in policy-making, all too often this rarely goes beyond formal structures. Reverting to "youth councils" is a sort of natural reflex of the institutions when they are asked to deliver more youth-friendly policies, but these formal structures are both in Europe, and to a large extent in partner countries, often not sufficiently representative of the reality on the ground

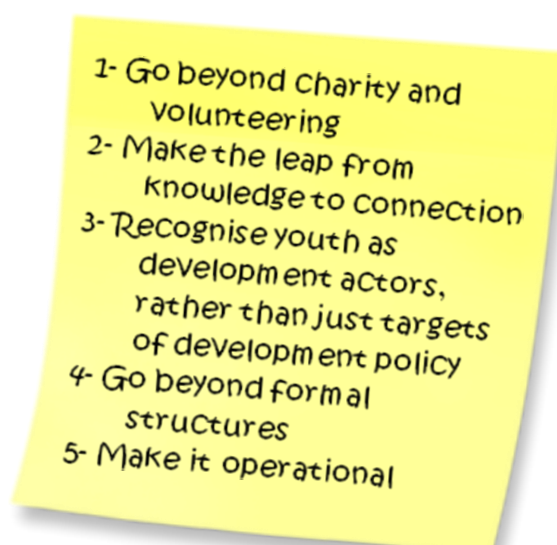
(either because they are elitist, too friendly with government structures, or have nothing “youthful” about them, except for their names). The dialogue with formal structures of youth representation must therefore be complemented by efforts to reach out beyond the few attendees of international conferences and down to the grassroots. This requirement should be made conditional to the framework agreements youth councils usually enjoy.

5) Make it operational

Dialogue with youth often translates into inconclusive declarations of intent with no operational follow-up. This is the mutual product of a lack of professionalism from the youth side and lack of trust from the institutional side. On top of that, the existing competition for scarce resources makes the creation of funding schemes reserved for youth-led projects a step too far for the moment. However, development agencies could establish a pilot mini-grant scheme for youth organisations modelled on the UN-Habitat Youth Fund. The burden on human resources could be overcome through a re-granting mechanism operated by a reliable NGO partner. The overall cost of such an experiment, matched with its potential outcomes, would be negligible compared to the vast sums poured into budget support.

Mario Giuseppe Varrenti is Content Manager of the European Students' Forum AEGEE's Flagship Project "Beyond Europe - Perspectives for Tomorrow's World" and Project Coordinator of "UN Millennium Development Goals - A Challenge for Today's Youth?". AEGEE (Association des Etats Généraux des Etudiants de l'Europe / European Students' Forum) is a student organisation that promotes co-operation, communication and integration amongst young people in Europe.

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‘Operation Dagsværk’ (Operation of a Day's Work)

By Stine Bang

Every year tens of thousands of Danish high school students give a day of their education in order to raise funds for an educational project in the developing world.

On that day - the Dagsværk Day - students take on all kinds of ordinary and extraordinary jobs for a day. Some do a day's work in a factory, some tidy up old archives, or do cleaning work for companies. Some make money busking or selling coffee as street vendors while others tour kindergartens performing children's theatre shows written by the students. Some work as babysitters and others do odd jobs in private homes. All of these activities are directed at one common goal: to raise money to ensure that young people in the developing countries receive an education.

Who are we?

Operation Dagsværk (OD) is not a traditional relief organisation. We want to challenge the popular media image of people in the developing world. We want to show that people in the developing world have dreams and hopes as well as the human resources to match. They deserve a chance to put their resources to use and realise their dreams. Public awareness of the developing world is low while knowledge is scarce and littered with prejudice.

A crucial element in Operation Dagsværk's campaigns is to inform Danish youth about the challenges and problems facing the project country as well as the historical, cultural, and religious context within which they exist. The campaigns consist of a three-month educational process leading up to the Dagsværk day of fundraising.

Operation Dagsværk produces educational materials and arrange educational events as an alternative to conventional teaching methods in the Danish high-school system. The quality of the teaching material is ensured thanks to the assistance of teachers and scholars who place their vast knowledge at the disposal of Operation Dagsværk. The aim is to engage the students in discussions and debate on issues concerning developing countries while motivating the students to participate actively in the Dagsværk Day.

Changing Minds to Change the World

"You don't have to be old and have a long education to do something. Actually, if you want to, you can change things". Anna Irgens Møller is 20 years old and has spent the last year as a fulltime volunteer in Danish Operation Dagsværk.

She has been playing a very active part in the organisation for the last 4 years. When she started high school she quickly became part of the group coordinating the campaign in her own school. It was mostly for social reasons – to get to know people, but then she attended her first annual assembly: "I realised how huge this is. It wasn't just the ten of us at the school who hung up posters and so on. Here were literally hundreds of young people attending."



A basis of democracy

The board is elected at the assembly. 13 high school students take on the leadership of the organisation. There is a non-hierarchical structure, which means no chairman is elected and this basis of democracy is working much better than you would guess.

Jessica Dinnage (17) is a board member and she thinks that the success of OD stems from the fact that young people run it. "We are a youth organisation so of course it should be run by young people. It gives us credibility at the schools because we are young people talking to young people."

To both Anna and Jessica the young leadership is an essential part of the very identity of the organisation. Jessica says:

"I think that when high school students see that young people develop and run the campaign then they dare to participate. It is not just some adults trying to lecture them. It is a place where you as a young person are taken seriously, where you are listened to, and where you can actually make a visible difference."

Sustainability

Anna, who as a volunteer has been out to multiple schools to inform others about Burma, stresses the role of educating Danish youth:

“We don’t just go out and ask people to give us money. We tell them about the challenges in, for example, Burma, and what we can do about it. Then we ask people to take a stand and act on it. It is sustainable because it is not just fundraising but also an education of the high school students. And they can see that we get results. ”

And she continues: “We are a movement of people who want to change the world. So to get people to participate in OD’s work we need them to believe that they can actually change things. That is why education of Danish youth is just as important as the educational projects we undertake in other parts of the world.”



© Mikkel Ravn Jensen

Stine Bang currently works as head of Secretariate for Operation Dagsvaerk. She is one of tow fulltime-employees.

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Voluntary Service as a tool to get young people in the “South” to engage and to commit

By Nicolas Aguilar

For many years voluntary service has played an important role in the involvement of young people in activities that benefit society and contribute to the improvement of local people's lives. Being in the developing world means that there can be still a lot to 'catch up on' with the developed world particularly in terms of economics. However, in most countries some basic human values such as tolerance, teamwork and concern for others need to be reviewed and promoted.

The so-called South looks at the North as the ideal way to live. However, as time passes by, people in the North are becoming more and more individualistic. Consumerism is present at all stages in peoples' lives; new technologies connect people more and more but they meet physically less and less. The result of this is the lack of collective activities; fundamental to the personal growth of the individual.

Here is where voluntary service plays an important role because as it is an exchange between an individual, or a group of individuals and a local community, it allows young people to get involved collectively in something for the common good. The volunteer(s) offers time, energy and effort to a project of benefit to a community, and via this project the community offers the volunteer(s) an opportunity for experimentation, learning and personal and collective development. Collective activities and actions are something the world needs to develop more in these times. Voluntary service also provides the space and possibilities for people to become aware of what is happening in the world and therefore to get concerned and become active.

There is a phenomenon in Mexico called the “ni nis” which categorises those young people who do not work and do not study and actually do not do anything. Here voluntary service is an important tool to integrate these young people into activities in which they can socialise, exchange and eventually commit.

Voluntary service implies a commitment which is reciprocal and formalised between those involved. It may be of limited duration, but within that period, it is a full-time commitment where young people can really become aware of their capacities. It is freely chosen by both the volunteer and the local community and without any motive for financial gain which helps to disassociate money from what takes place during the volunteer experience. However, commitment can also remain after the volunteering project. Because most young people do not know what voluntary service means, especially in Latin-America where the needs of the

young people are different from those of their counterparts in the developed world, their commitment is more likely to become evident only after the volunteer experience.

Volunteers
constructing an earth
igloo with ecological
techniques in a eco
centre in a rural area
in Mexico



© Julio Becerra

Voluntary service is open to everyone at any moment of their life, regardless of age, origin, nationality or skills and it allows people to discover new domains of life. The informal education children get during childhood could include such actions that resemble voluntary service. For example, parents and guardians could encourage them to do things collectively for the common good, that is, for the benefit of the family or of the household.

Being a non-formal education tool, voluntary service can complement this informal education which children experience every day and can then be an opportunity, particularly for young people, to try something new. For instance, they could learn and practice a language, or participate in activities such as the renovation of local heritage, undertake construction in poor villages, organise leisure activities for children in poor neighbourhoods, be part of a theatre or medieval festival, or carry out reforestation work in rural areas. This is already organised and proposed by voluntary service organisations all over the world but more organisations are needed and they need to be supported by government programmes.

In a voluntary service project, a group of volunteers live and work together where a unique environment is created with people from different backgrounds, especially in international projects. It is an approach to cultural understanding and learning from each other. Voluntary service is an exchange and a possibility for those who participate to learn.

Voluntary service is therefore a fundamental tool that can encourage young people in the South to simply get involved first and then go on to commit for the benefit of the community

and the society, and one that can also contribute to the personal development of those who participate in it.



International workcamps in Montbouton, France, where International volunteers renovate a public place

© Marek Gajdos

Nicolas Aguilar is director of the Mexican-based volunteering organisation 'Natate Voluntariado Internacional', Executive Committee member and focal point for America of CCIVS (Coordinating Committee for International Voluntary Service), and has been involved in the international voluntary field since 1995 first as a volunteer, occupying several positions in Solidarités Jeunesses (France) and Natate (Mexico), developing international voluntary service projects in the indigenous state of Chiapas, Mexico.

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In my Experience: A Member of Plan Finland's Children's Board

By Tanja Kohvakka

In the 21st century Finnish youth have many ways to make their opinion known to adults. Young people use information technology and other media. We communicate with cell phones and internet. We also have our own youth groups where we can affect policy makers without too many middlemen.

But maybe the most important way to affect other children, young people and adults is to communicate directly with our society. In Finland many people are living in rural areas so it is difficult to participate in weekly youth groups, let alone on a daily basis. That's why some of us have to affect our peers individually, which is actually not a bad thing at all.

I got an opportunity to take part in the 55th Commission on the Status of Women (CSW) in New York, USA in February 2011. I was a member of the Plan International Girls' Delegation. It gave me lots of information about girls' rights and the potential we have. It also gave me a lot to think about: the barriers that girls experience in poor areas and the problems that we all will face in the future. It was my first time to have the chance to listen to girls' experiences from all around the world. After I came home, I told my peers at school what I had learned in the CSW. It was wonderful to inform my friends about issues I am interested in; let alone to see that I'm not the only one that is interested in human rights.



Tanja Kohvakka and girl delegates from Canada and USA spend time in New York

© Tanja Kohvakka

Tanja Kohvakka 'gives a speech at the Plan International's Girls' Delegation event'



© Tanja Kohvakka

I hadn't heard much about children's rights before I was a member of the Children's Board. And I have to admit that I was very confused after I attended the first meeting with other members. There were so many things I had never heard of and I didn't know what all those abbreviations meant. Now, after almost two and a half years, I know more about children's rights, but I have a lot to learn in the future. The Children's Board has affected my future plans in many ways; I want to learn more about human rights and raise other people's awareness of them.

It is very important for me to raise people's awareness of children's rights (and human rights in general), because we can't continue discriminating against people from poor areas anymore. The future needs them more than ever, and people from poor areas need us. And we can't help them if we don't know *how* to help them and what they really need. We need not only communication between people from the Global North, but also communication between people from the Global North and Global South. For example, almost everyone in my class knows about poverty in the South, but only a few know how the money they donate can help them. To my mind it is important to tell people how their €12 will help a girl from Cameroon or how it affects the people who get a new school in their village.

Plan Finland's Children's Board was founded about ten years ago when a group of youngsters wanted to spread the awareness of children's rights among Finnish society. Ever since, the Children's Board has been a group where Finnish youth have had a possibility to make a difference and express their own opinion. At the moment it has approximately 15 members who are 12-18 years old.

The Children's Board works in many ways. Its members give morning services in schools and sometimes they visit other schools. Morning services normally deal with children's rights, but the subject can also be bullying at school, for instance. Some of them write short articles or columns for daily papers in their hometowns.

The Children's Board organises events every so often. They attend the annual World Village Festival where they tell others about the Children's Board and how it functions. Last year they also recruited new members there. On 20th November, 2010 they organised an "informal gala" event. It was the 21st anniversary of the Convention on the Rights of the Child. It was also the day when the campaign "I have a voice" culminated to its finale.

Tanja Kohvakka is an 18-year-old high school student from Finland. She is a vice-chair of Plan Finland's Children's Board, where she has been a member for three years. In 2011 she attended the Commission on the Status of Women (CSW) in New York, as part of the Plan International Girls' Delegation.

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Activista - ActionAid's youth network

By Matta Samiou

In ActionAid we see children and youth as part of the communities we work with. They are increasingly perceived not only as objects of protection but as “active citizens in their own right”, since they have the ability and imagination to analyse their situation and to provide constructive ideas for improving community outcomes and influencing policy. Strengthening young people's voices and supporting opportunities for their active engagement by creating platforms through which their actions can be seen is an opportune vehicle for transforming communities and influencing policy. A great example of this influence recently took place in Nepal where ActionAid's youth groups had an active role in mobilising people and promoting dialogue in drafting Nepal's new constitution, making sure that it included the right to food as a fundamental right.

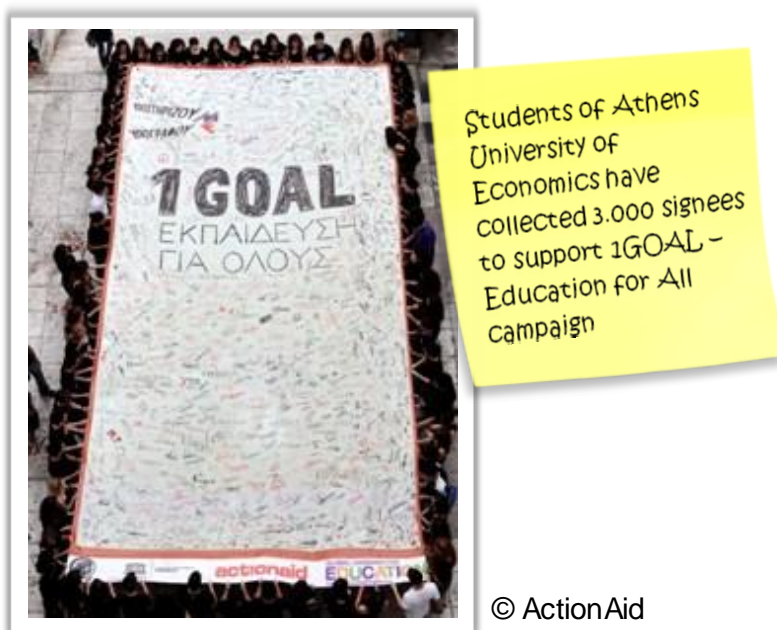
We believe that the longer-term success of development initiatives depends on the degree to which women, children and youth have been comprehensively involved in planning, execution, monitoring and evaluation of the projects. The more active the participation and partnership of young people is, the more this group benefits. But, most importantly, at the same time, the more we allow and support participation of youth, the better the public value to the entire community and the more sustainable the positive impact of the projects.

The Activista initiative is international, meaning that the idea came from the International Secretariat and then the countries that want to join the network can do so. For the countries in the South, the International Secretariat pays for a part-time coordinator and offers some other supportive tools (training etc). At the moment you can find Activista in Brazil, Denmark, France, Gambia, Greece, Italy, Kenya, Myanmar, Nepal, Nigeria, Sierra Leone, South Africa, Uganda, UK and Zimbabwe.

ActionAid started up the Activista project in 2007 to provide a platform for the young supporters of the organisation. The Activista project is a network of young people, aged 18 - 30 years old coming from countries in the Global North and South, who communicate and deliver ActionAid's social change campaigns in the wider public through various, creative ways. The Activista network in Greece has 35 members who all live in Athens and Thessaloniki, the two biggest urban areas in the country. It was formed 3 years ago and since then, the Activista members have been mainly organising awareness-raising activities such as film screenings, street demos, photo exhibitions and parties to spread ActionAid's

messages. They have also produced information material such as videos, podcasts and created valuable content for social networking sites.

The Activista members take part in international actions and capacity-building trainings so that they can discuss common issues regarding ActionAid activities and challenges while exchanging ideas and experience. A few of them have even acted as lobbyists in an official meeting with the Greek Deputy Foreign Minister urging him to follow his promises on fair and transparent distribution of Greek Official Aid.



© ActionAid

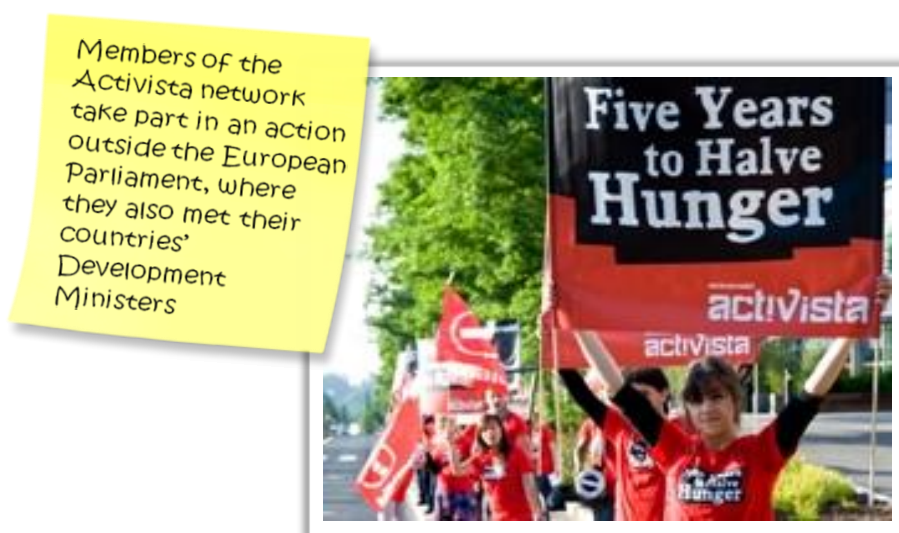
Working with youth: Vital, yet challenging

Our priority, working with the young volunteers, is to promote leadership and ownership of the projects they undertake. We consider them a vital part of the organisation and we cherish the different perspectives and the fresh ideas that they bring to the organisation. This is why for this specific group, we encourage the participation of people who like to take initiatives, to forge their own opinions, to think outside the box and to make their own decisions, also by trying to minimise the interference that the staff (with the know-how and expertise) would create.

I would have to admit though, that within the previous paragraph lies a big challenge we face in our work with young people: How can we empower them and make them feel confident enough to propose and deliver their own actions? I believe the reply to that question has to include the words trust and patience. Young people, at least in Greece, are not used to being treated as a valuable resource and as subjects of social change. Their social and political environment does not provide them with opportunities and spaces to be heard and in

addition to that, most of them still live with their families and they haven't tried out their strengths and abilities. That means that when they first join our youth network they might be reluctant to propose initiatives and they seem to wait from the organisation to tell them what to do. However, it is amazing to see how fast their hesitation falls behind and how much their self-confidence grows meeting after meeting and action after action. In the end, they really feel they are included in the decision-making processes of the organisation.

Another challenge we face in development education work with young people is the distance they might be from the people they support in developing countries. ActionAid does provide them with a lot of tools and opportunities to overcome this difficulty. Often we use what we call "stories from the ground" which are testimonies from real people in real communities in order to provide more personal information on the issues poor and excluded people face in developing countries. We discuss our role in these stories and we try to find relevant links to our lives. That was a particularly successful method when we run the campaign Education for All, where the Activista youth made a video to raise awareness on the importance of education, including stories of illiterate people in their environment. Every few months we organise thematic campaign workshops, e.g. on women's rights, in which we use interactive methods followed by some theoretical inputs and discussions in smaller groups and a plenary session as well. A few people each year have the chance to meet their Southern peers in organised field visits or international meetings. Most often though, the learning approach we follow is learning-by-doing, where the practical experience is reflected and analysed, and where what has thus been learned is applied in future practice.



© ActionAid

A good example of a current collaborative project is the Blogger Swarm⁸. It is a joint project that brings Activista from 11 countries on five continents together and all will be blogging for ActionAid for 12 months. The aim of the Blogger Swarm is to put youth at the forefront of development and the discussion about Food and Climate Justice – inside and outside of ActionAid. The bloggers of the project have taken part in an intensive 2-week seminar in Tanzania, where they met and improved their blogging skills, shared stories and experiences and learned how to do videos. They will now blog twice a month until Summer 2012.

Having young campaigners to support the organisation has made ActionAid more youthful and alive and has given a more dynamic character to our identity. Their activities have attracted public recognition and great media attention while many members of the group have given interviews representing the organisation. Activista are acting as multipliers, passing on and spreading the information, skills and virtues they gain in ActionAid. They open new doors of communication and collaboration for us, connecting us to institutions like universities and national youth networks.

Because the approach of the Activista is immediate and passionate, we still work to find ways to inspire them to maintain long-term engagement; where the results don't always happen after a single action but may take years to come about, and not always in an easily recognisable way.

Matta Samiou currently works as Coordinator for ActionAid Hellas. She coordinates ActionAid's youth volunteer network called Activista and also studies European History in the Hellenic Open University.

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⁸ <http://www.actionaid.org/activista/swarm>

How Do We Know it's Working?

A Toolkit for Measuring Attitudinal Change in Global Citizenship

By Liz Allum

The resource “How do we know it's working?” was created in collaboration with teachers, to support schools in targeting their efforts to deliver Global Citizenship effectively and to measure how successful they are being. It provides a means of measuring changes in young people's knowledge, values and attitudes as Global Citizens. By doing this, educators can assess how effective they are being at delivering Global Citizenship (or development education) programmes and embedding it into the wider programme and ethos of their school or youth organisation.

The toolkit grew out of RISC's Global Schools Project, a partnership with six local schools, four primary and two secondary. The activities were devised first as a baseline audit to record knowledge and attitudes at the start of the project. With support from RISC's education team, teachers then worked to develop and embed Global Citizenship within and across a range of curriculum areas. Two years later a second audit took place in each school to measure change. The activities were repeated, and the results compared with those of the baseline audit. This enabled teachers to gauge the effectiveness of their Global Citizenship work, determine the extent to which the key learning objectives were being met, and then plan and further develop the global dimension in each curriculum area. Two years after this a final audit concluded the project and provided evidence for the effectiveness of a whole school approach in delivering Global Citizenship.



Pupils are asked to write down things they have in common with people from other countries

© RISC



Pupils write down what they would expect to find if they visited an African country

© RISC

While it doesn't set out to produce a formal research methodology, the activities have been developed into a practical toolkit for action research with youth and children. The results from the activities inform planning and delivery, which yields a new set of results which further informs planning and delivery - and so on. Each activity provides a way of capturing knowledge and attitudes of young people as a 'snapshot' at a given time. Comparing this with a later 'snapshot' enables the teacher or youth worker to look for and measure changes. Each activity in the toolkit is followed by a case study to illustrate how it has been used, from those working with very young children through to those working with older teenagers.



The resource consists of:

- An explanation of Global Citizenship and a list of related learning objectives
- 17 different activities to establish elements of participants' knowledge, attitudes and values in relation to the full range of concepts in the Global Dimension
- A CD with the images required for each activity and templates of recording sheets

Each activity comes with a list of the key elements and learning objectives it addresses, details of materials needed and an explanation of how to carry it out.

Templates for recording results and guidance on their analysis and interpretation are included.

The activities can be adapted for use with different age groups and can be used:

- As a carousel of activities for a whole organisation, or for a smaller group
- As individual activities, or in combination with each other
- To measure change within different contexts: over a specific period or within an individual topic or issue covered with your group
- To measure the impact of a partnership or exchange on youth and children in both participating places
- To gather concerns and opinions, to inform decision-making and as evidence in self-evaluation forms
- With the whole community, with young people, educators, other staff, parents, and boards of management

Liz Allum works for Reading International Solidarity Centre (RISC), in the Education Team providing training, consultancy, advice and guidance, for teachers, local authorities and other organisations. Liz specialises in teaching resources, writing and consulting, as well as running the resource centre and bookshop.

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Resources

Key:

Information/Education packs:



Funding: €

Here you will find several links connected to policies, methodologies, and funding for the youth sector and/or development education.

ANNA LINDH FOUNDATION



<http://www.euromedalex.org/>

The purpose of the Anna Lindh Foundation is to bring people together from across the Mediterranean to improve mutual respect between cultures. Since its launch in 2005, the Foundation has supported action across fields affecting changing perceptions among people of different cultures and beliefs, as well as developing a region-wide network of over 3000 civil society organisations. The Foundation's programme is focused on activities in fields which are essential for human and social dialogue: Education and Youth; Culture and Arts; Peace and Co-existence; Values, Religion and Spirituality; Cities and Migration; Media.

DEEEP / DARE Youth and Children Working group



www.deeep.org

DEEEP is a project funded by the European Commission to coordinate and manage the activities of the DARE forum. The DARE forum is the 'Development Awareness Raising and Education' forum of CONCORD. CONCORD is the confederation of European non-governmental organisations (NGOs) for relief and development. The DARE forum has members from almost all EU Member States and some other large European NGOs. To find the DARE member in your country, contact the DEEEP office. The DEEEP project has been funded 3 times by the EC and is now beginning planning for the next phase of the project and application to the Commission for DEEEP 4 (post 2011).

The DARE forum has a working on 'Youth and Children' which compiled this dossier. See also the position paper of the working group: 'Involving Youth and Children in Development Education and Awareness-raising', available from DEEEP.

Erasmus Mundus



http://eacea.ec.europa.eu/erasmus_mundus/index_en.php

Erasmus Mundus is a cooperation and mobility programme in the field of higher education that aims to enhance the quality of European higher education and to promote dialogue and understanding between people and cultures through cooperation with third countries. In addition, it contributes to the development of human resources and the international cooperation capacity of Higher education institutions in Third Countries by increasing mobility between the European Union and these countries.

Eurochild



www.eurochild.org

Eurochild is a network of organisations and individuals working in and across Europe to improve the quality of life of children and young people. The work is underpinned by the principles enshrined in the United Nations Convention on the Rights of the Child. Eurochild is funded by the European Commission within the PROGRESS Programme.

Their mission is to promote the welfare and rights of children and young people in Europe through building a network of active organisations and individuals working in and across Europe to improve the quality of life of children and young people.

Europe for Citizens



http://eacea.ec.europa.eu/citizenship/index_en.php

The aim of this programme is to bring Europe closer to its citizens and to enable them to participate fully in the construction of the European idea. Through this programme, citizens have the opportunity to be involved in transnational exchanges and cooperation activities, contributing to developing a sense of belonging to common European ideals and encouraging the process of European integration.

European Youth Foundation



The European Youth Foundation (EYF) is a fund established in 1972 by the Council of Europe to provide financial support for European youth activities. It has an annual budget of approximately €3 million. Since 1972, more than 300,000 young people, aged between 15 and 30 and mostly from member states, have benefited directly from EYF-supported activities. In 2007 the EYF supported

some 300 projects involving more than 15,000 young people. Its purpose is to encourage co-operation among young people in Europe by providing financial support to youth activities which serve the promotion of peace, understanding and co-operation in a spirit of respect for the Council of Europe's fundamental values such as human rights, democracy, tolerance and solidarity. The EYF thus provides financial support to organisations or networks involved in areas of youth work relevant to the Council of Europe's policies.



http://www.coe.int/t/dg4/nscentre/default_en.asp

Fair Trade Hellas



Fair Trade Hellas is a Greek non-governmental organisation founded in 2004 and registered as a non-profit company. The organisation was the first one to promote the idea of Fair Trade in Greece, a philosophy that battles poverty on a global scale. Our goal is the promotion of ethical and responsible consuming in Greece together with the provision of products from small producers in poor countries. In 2006 we established the first non-profit shop in Athens with products from all around the world. We have been members of the World Fair Trade Organisation WFTO (www.wfto.com) since 2008. Our employees and volunteers promote the values of an alternative and fair economy and responsible consumption through educational campaigns and educational programmes on a daily basis.

Fair Trade Hellas has been involved in several international programmes in the frame of Youth participation, Development Education, Advocacy and Life Long Learning. Fair Trade Hellas is a member of the DARE youth and children working group.



<http://www.fairtrade.gr>

Life Long Learning



As the flagship European Funding programme in the field of education and training, the Lifelong Learning Programme (LLP) enables individuals at all stages of their lives to pursue stimulating learning opportunities across Europe. It is an umbrella programme integrating various educational and training initiatives. The sectoral sub-programmes focus



http://eacea.ec.europa.eu/llp/index_en.php

on different stages of education and training and continuing previous programmes: Comenius for schools, Erasmus for higher education, Leonardo da Vinci for vocational education and training, Grundtvig for adult education. Four key activities focus on: Policy cooperation and innovation, Languages, Information and communication technologies - ICT, Dissemination and exploitation of results. The Jean Monnet programme also falls under the LLP umbrella, and stimulates teaching, reflection and debate on the European integration process at institutes of higher education.

National Youth Council of Ireland (NYCI)



www.youth.ie
www.youthdeved.ie

NYCI (the National Youth Council of Ireland) is a member of the DARE youth and children working group. NYCI is the representative body for national voluntary youth work organisations in Ireland. NYCI represents and supports the interests of voluntary youth organisations and uses its collective experience to act on issues that impact on young people. NYCI has a development education programme which is a partnership with Irish Aid (Ministry of Foreign Affairs). NYCI produces resources for doing development education in youth work on issues such as consumerism, youth justice, children's rights and global health. All are available to download for free from our website.

Plan Finland



www.plan.fi

Plan Finland (Plan Suomi Säätiö) is a child-centred development organisation established in 1998 working to achieve lasting improvements for children living in poverty in developing countries. It is a legally and financially independent national foundation with no religious, political or governmental affiliation. The main activities are overseas programmes in developing countries; global education and civil society engagement in Finland; advocacy for the sustainable fulfilment of children's rights; mobilising private, corporate and public funding for programme work; and contributing to the policy and programme development of Plan International. Plan Finland is a member of the DARE youth and children working group.

Plan EU Office



 <http://plan-international.org/where-we-work/eu-liaison-office>

Plan Europe is a regional network within Plan International which links the 10 Plan national organisations in European Union (EU) member states, and Plan programme country offices around the world, with the EU liaison office in Brussels. Through the EU liaison office Plan pursues the goal to ensure that the promotion and protection of children's rights is a priority in the EU's development policy and that children's voices are heard in the decision-making processes.

Plan International



 <http://plan-international.org/>

Founded over 70 years ago, Plan is one of the oldest and largest children's development organisations in the world. Plan works in 50 developing countries to promote children's rights and lift millions of children out of poverty. Plan works with nearly 38,000 communities each year; a population of 28.2 million children. Plan is independent, with no religious, political or governmental affiliations. Plan's vision is of a world in which all children realise their full potential in societies that respect people's rights and dignity.

SALTO-YOUTH



 <http://www.salto-youth.net/tools/toolbox/find-a-tool/>

SALTO-YOUTH.net is a network of 8 Resource Centres working on European priority areas within the youth field. It provides youth work, training resources and organises training and contact-making activities to support organisations and National Agencies within the European Commission's Youth in Action programme and beyond.

Youth in Action



 http://eacea.ec.europa.eu/youth/index_en.php



Youth in Action is the Programme the European Union has set up for young people. It aims to inspire a sense of active European citizenship, solidarity and tolerance among young Europeans and to involve them in shaping the Union's future. It promotes mobility within and beyond the EU's borders, non-formal learning and intercultural dialogue, and encourages the inclusion of all young people, regardless of their educational, social and cultural background: Youth in Action is a Programme for all.

Survey

In October 2010, the DARE Youth and Children working group initiated a brief survey of the role of youth and children in development education across the 27 EU Member States.

The questionnaire was quite basic in nature, given the lack of funding for a thorough and complete survey. However, it was seen as necessary to gather some data in this area, given the almost complete lack of research and information on the participation of young people in development education programmes via youth organisations, or development organisations in European Union member states.

Being limited to a voluntary survey, the results cannot claim to be fully representative of the situation of youth and children in development education in Europe. However, an important range of perspectives were sought from 3 major sources thought most likely to have access to relevant information – national members of the DARE forum, national members of the Global Education Week coordinators' network of the North-South Centre (Council of Europe), and other national actors via the European Youth Forum. Answers were compiled during Spring 2011. Of the 27 Member States, we had at least one response from 24 countries (but in some cases 2 or 3 replies per country).

Below we provide some general feedback from the replies. We would like to thank everyone who took the time to answer this survey. If you would like to have more detailed information on the survey, please contact info@deeeep.org

1. Are your organisation and/or the national platform of CONCORD in your country targeting young people (up to age 25) in their development education programmes? Please give details.

The response to this question obviously depended very much on those responding and their contacts; for instance national youth councils (Cyprus, Ireland, Finland, Austria), development educators or development NGOs. One common feature was the targeting of youth and children by development NGOs around specific campaigns and issues. It would be interesting to explore how much these programmes are youth-centred, or whether they adopt a 'top-down' approach. Many organisations involve young people in intercultural projects (Slovakia), or when working with young migrants (Italy). Most respondents were also involved in the training of 'multipliers' such as youth leaders, youth workers, volunteers and teachers on issues related to development education.

2. *Do youth organisations in your country do DE?*

This question prompted a huge divergence in responses from those who are simply not aware of the involvement of youth organisations in development education, to those who indicated that most organisations working on development education are youth organisations - though it is not necessarily the other way around (Slovenia). Many youth organisations with a religious ethos seemed to be quite involved in awareness-raising (Germany, Spain) and youth organisations may even carry out development cooperation work themselves (Denmark). Many youth organisations are involved through networks such as GLEN (Estonia), and in some countries youth organisations seem to be becoming more aware of the opportunities to engage in development education (Poland). Events such as One World Week/Global Education Week are also a good way for youth organisations to get involved in development education (UK, Poland, Ireland). A common theme seemed to be that although many youth organisations may be involved in development education and awareness-raising such as the Scouts (Romania), they may not use this terminology. They may call it intercultural/global/citizenship education or education for sustainable development, so again we see that the terminology varies not only from country to country, but also within countries (Czech Republic, Italy). It is not clear how much of the work is actually institutionalised or whether it is 'ad hoc' based on the interests of the young people and/or youth worker.

3. *Are there any national policies on youth and DE? If so, could you name them or provide a reference?*

Again a wide variety of responses was noted here ranging from no known policy whatsoever to many different policies. In general most countries have a national strategy or programme for youth, which may or may not mention any notion of development education or global citizenship (Lithuania). Many policies of Ministries of Foreign Affairs seem to target youth and children as a 'target group' of development education, rather than as actors in their own right. In many countries development education is mentioned by the Ministry of Education (France), in school curricula as a cross-cutting theme (Italy), and through various subjects such as geography (Malta).

4. *We are looking for some positive case studies on how young people are involved in development education in Europe. Can you provide us with details on any case studies from your country?*

The response to this question included many positive examples of the role of youth and children in development education around Europe. Some of the case studies are featured in this dossier (such as Operation Dagsvaerk, Denmark), but other initiatives included fair

trade shops and clubs at schools (Belgium, Portugal), a climate change campaign targeting youth from 6 – 25 (Germany), projects linking students between Global North and Global South (Luxembourg-South Africa), encouraging action via Student Development Charters (Bulgaria) and youth parliamentarians focusing on development (Netherlands). Further positive practices which could be included in different case studies were creating a steering group of youth and children for different projects (Greece), and using peer education methodologies (Italy, Slovakia). The value of non-formal education tools was very evident – even where the activities took place in schools. Using guest speakers, creative methodologies, youth-led programmes and youth-to-youth learning were some of the positive tools named in the responses. Similarly, young people becoming active as volunteers locally and through the European Volunteer Service further highlighted the commitment of youth and children to development education and awareness-raising.

If you wish to contact the relevant organisations in your country, please do so via:

- The DARE forum are available from DEEEP info@deEEP.org
- The Global Education Week coordinators' network of the North-South Centre (Council of Europe)
http://www.coe.int/t/dg4/nscentre/GE/GEW/GEW-NETWORK_en.asp
- The European Youth Forum
http://www.youthforum.org/index.php?option=com_content&view=category&layout=blog&id=58&Itemid=58&lang=en

The Youth and Children working group of the DARE forum was set up in May 2010. The vision of this working group is that Youth and Children have an increasingly important potential and role to play in development education and awareness-raising, not only as target groups of what is 'taught', but as promoters and leaders in their own right through peer education and leadership.

This thematic dossier is one of the first of its kind at a European level. Development education aims to support youth and children to increase their awareness and understanding of the interdependent and unequal world in which we live. It challenges perceptions of the world and encourages youth and children to act for a more just and equal society at a national and an international level.

The term 'development education' is used consistently throughout this document and is often referred to 'global education', or 'education for sustainable development'. However, as each article in the dossier is from a different contributor, each author has used the terms they are comfortable with.

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