Information sheet
YOUTH AND THE WORLD
Ireland

TABLE OF CONTENTS

1. Implementation of a new field of action: "Youth and the World"

How is the field of action "Youth and the World" of the current EU youth strategy transposed in your country?

2. Awareness raising on Global issues

2.1. Promotion of Global Education

Is there any national/regional policy document which lays the legal basis for the promotion of Global Education? If yes

There is no separate law relating specifically to global education.

In 2006 the Irish government published a White Paper on development aid. The section of the White Paper dealing with 'Irish aid and the Irish public' included a commitment to 'increase and enhance our public information activities, to strengthen public ownership and awareness of the [development] programme'. The White Paper proposed 'a new scheme to help build strong links between schools in Ireland and schools in developing countries' as well as 'strategic engagement between Irish Aid and higher education and research institutes in Ireland'.

A review of the White Paper on Irish Aid commenced in 2011, following a commitment set down in the Programme for Government. The review was informed by a consultation paper.

Arising from the White Paper, in 2006 Irish Aid published a Development Education Strategy Plan 2007-11, subtitled *Promoting Public Engagement for Development*.

The Strategic Aim of the Strategy Plan was:

To ensure that development education reaches a wide audience in Ireland by increasing the provision of high-quality programmes to teachers and others involved in development education and by working with the education sector, NGOs and civil society partners.

The Component Objectives were:

1. Strengthen coherence between development education and national education, citizenship and development policies in Ireland and support the growth of best practice in development education at European and international levels.

2. Contribute to high-quality development education in Ireland through strengthened support for development education practitioners and the organisations in which they work.

3. Support the further integration of development education in formal and non-formal education programmes in Ireland.

4. Ensure that our development education initiatives raise public awareness and understanding of the underlying causes of global poverty and inequality and Ireland's role in tackling these issues.

In relation to the third objective above, the Strategy Plan stated:

'Irish Aid will continue to prioritise development education in teacher education, curriculum-based interventions, higher education, voluntary youth work and community education'. It added:Adult and further education will be targeted for future expansion. Particular attention will be paid to opportunities to promote north-south cooperation within Ireland in the area of development education and teacher education.'

How is Global Education promoted?
Global Education amongst young people is promoted through a number of organisations and initiatives, including both state/public bodies, youth and education services and NGOs. The main activities where global education is being promoted are in the provision of teacher training, the development and dissemination of educational resources, direct provision to young people in educational and youth service settings, advocacy and awareness raising campaigns, the encouragement and facilitation of international exchanges and volunteering, and the improvement of existing national policy.

Key promoters of Global Education in Ireland and their activities include:

A. **Government/state-sponsored**
- Irish Aid is located in the Department of Foreign Affairs and is the Government of Ireland's programme of assistance for developing countries. A significant aspect of this work is the

promotion of public engagement in development issues and the promotion and provision of development education. They have also developed and fund [WorldWise](#), which is a Schools Linking and Immersion Scheme that aims to raise awareness of and promote development education in post-primary education. This is supported through grants for partnership project work and reciprocal teacher visits, professional development for teachers, fora for students and teachers to share ideas and learning, and advice and guidance on good practice in linking.

- [Leargas](#) operates under the aegis of the Department of Education and Skills and the Department of Children and Youth Affairs. It is the National Agency in Ireland for the management of national and international exchange and cooperation programmes in education, youth and community work, and vocational education and training. It also manages Irish Aid's WorldWise programme (see above).

B.   Education sector

- [Centre for Human Rights & Citizenship Education Ireland](#) is located in St Patrick's College Drumcondra and collaborates with Amnesty International (Ireland) to provide training and research on education for human rights, citizenship and democracy in schools. Activities include:
  - o   Development and dissemination of resources in human rights and citizenship education
  - o   Provide a critical review of policy
  - o   Creation and exchange of information and resources

- [UCD Volunteers Overseas](#) (University College Dublin) is a charity that promotes volunteerism amongst third-level students to engage in environmental, educational, healthcare, construction and computer training projects in disadvantaged communities overseas.

- [Kimmage Development Studies Centre (KDSC)](#) promotes critical thinking and action for a range of global issues including social justice, equality and poverty. It provides training and education including a BA and an MA in Development Studies.

- [National University of Ireland, Maynooth](#) (NUIM) offers a number of programmes which place an emphasis on global and development issues, including those in the [Department of](#)

Applied Social Studies and Department of Anthropology. NUIM is about to introduce a BA (Hons) in International Development in association with Kimmage Development Studies Centre (see above).

C. Non-Governmental Organisations

- National Youth Council of Ireland (NYCI) Development Education Programme (NYDEP) includes a number of key actions:
    - o Training: Development Education training is designed for youth work practitioners, including youth workers and leaders, development educators, peer educators and youth work trainers.
    - o Resources: Provides relevant publications and activities for practitioners to use in Development Education programmes.
    - o Events: Supports and facilitates events in awareness raising, international exchange, and seminars for information dissemination and debate.
- ECO-UNESCO's Youth for Sustainable Development Programme promotes education for sustainable development (ESD) and development education (DE) in the non-formal education sector. It involves a variety of different projects to provide support for young people, youth leaders, educators and youth workers interested in sustainability issues.

- Trócaire's Development Education Unit works with teachers and educators to encourage and assist the incorporation of development education into their teaching in order to share and promote a global justice perspective within education. Activities include:
    - o Pre-service: working with teacher training colleges, including: National University of Ireland, Maynooth; National University of Ireland, Galway; University College, Dublin; St. Patricks College, Drumcondra; St Patrick's College, Thurles; Trinity College Dublin; Mater Dei Institute Dublin.
    - o In-service: Continuing Professional Development (CPD) teacher training
    - o Resource production on a variety of human rights issues linked to curriculum development in subjects such as CSPE, RE and Geography, as well as supporting Transition Year Projects.
- Amnesty International (Ireland) Human Rights Education works to promote human rights education for young people through the provision of educational resources, lesson plans, support of youth groups, and visiting speakers.
- Comlámh is an organisation concerned with social justice, human rights and global justice issues, which pursues a number of key action areas including:

- - campaigning for global justice and human rights at home and worldwide;
  - promoting understanding of global issues through courses, public meetings, the media, etc;
  - providing opportunities for returned development workers to meet each other, to put their overseas experience in context and to consider issues in returning to Ireland and staying involved in development work.
- Aidlink has developed its Immersion Programme to facilitate and coordinate exchanges between schools in Ireland in Ghana. It is also part the NGO consortium that promotes development education through the website www.developmenteducation.ie
- www.developmenteducation.ie is a development and human rights education resource, which is maintained by a consortium of organizations based in Ireland (including Aidlink, 80:20, Concern Worldwide, IDEA, Irish Aid, National Youth Council of Ireland, Self help Africa, and Trocaire).
- 80:20 is a development education resource designed and produced by an international group of authors and educationalists comprising a book and a support DVD.
- IDEA is the Irish Development Education Association, which provides a national platform for those working in development education; it aims to build capacity in the sector, promote awareness of development education issues and improve the policy environment for development education
- DICE Project promotes the provision of development and intercultural education supporting educational institutions in increasing capacity and expertise in integrating development education into teacher education.
- SUAS supports schools in India and Kenya through the promotion of volunteerism amongst young adults; in Ireland it also provides service-learning programmes for young adults and a mentoring programme and educational model for Transition Year students (between the junior and senior cycles at second level) to raise awareness about global issues.
- Ubuntu is a network that supports the integration of development education (DE) [and education for sustainable development (ESD)] into post primary initial teacher education (ITE) in Ireland. It is funded by Irish Aid, Development Education and Civil Society Section, which is located within the Department of Foreign Affairs (see 2.1.A above)
- Afri seeks to promote debate and influence policy and practice in Ireland and internationally on human rights, peace and justice issues; and provides relevant resources on Development Education.
- Amawele is a 'school-twinning' project that creates and supports partnerships between schools in Ireland and South Africa through curricular based activities and educational exchanges.

- [Africa Centre](#) is a voluntary organisation based in Dublin working in three main areas: community empowerment for the African community in Ireland; development education addressing the need for an effective 'African perspective' in DE on the Island of Ireland; and policy and research influencing policy decisions in Ireland.

- [Self Help Africa](#) works with rural communities to help them improve their farms and their livelihoods. It is also engaged in advocacy work, awareness building, and fundraising to support its work.

- [Young Social Innovators (YSI)](#) promotes civic action amongst young people, with specific reference to involvement in local communities and the wider world, through volunteerism, community service, service-learning, citizenship education, social entrepreneurship and innovation. The programme supports a range of projects including a number based around social justice, human rights, environmental issues and development. It also provides training and professional development for educators.

- [Development Perspectives](#) is a community education organisation that encourages in involvement in learning about and tackling social, political, economic and environmental issues. It also runs the [Insight Programme](#), a development education programme for young adults to participate in an exchanges with other countries.

- [Latin America Solidarity Centre (LASC)](#) is an initiative for development education, campaigning solidarity and cultural promotion linking Ireland and Latin America. It provides formal and nonformal education and training and supports events to encourage and campaign for solidarity with Latin America and the Caribbean.

- The [Liberia Solidarity Group](#) (LSG) is dedicated to the creation of a mutual learning partnership between Ireland and Liberia which promotes justice, peace, equality and human rights through collective action and sustainable development.

- There are three 'Development Education Centres' (DECs) operating within the NGO sector in Ireland – [Kerry Action for Development Education](#), [Waterford One World Centre](#) and [Galway One World Centre](#), which aim to promote and deliver development education through a range of projects including, for example, the provision of Development Education and Intercultural Workshops in schools and community groups and the support of FairTrade amongst local businesses.

What are the most tackled aspects of Global Education?

The organisations listed above tackle a range of aspects of Global Education. In particular, these are both explicitly stated as part of organisation's mission, values and goals and are also evident in a range of activities being undertaken, specifically in the context of education.

- Human Rights are addressed in the Civic Social and Political Education (CSPE) curriculum in Irish post-primary education, which includes the key concepts: Rights & Responsibilities, Human Dignity, Law, Democracy, Development, Interdependence and Stewardship.
- Sustainability is also evident in education; for example, Green Schools is now in 86% of schools in Ireland. Sustainability and environmental issues are a key focus of a number of organizations working with Irish young people (see below Section 2.2)
- UN Millennium Development Goals are evident in the work of a number of organisations, both state and NGOs, and are often allied to CSPE Action Projects carried out by post-primary students and Young Social Innovators Projects (see above)
- Other issues tackled in both formal and non-formal education include development education, sustainable development, peace and conflict, and intercultural education.

What are the main stakeholders in the field of Global Education?

The organisations listed above as promoting Global Education are significant stakeholders in the field of Global Education in Ireland. In summary they can be divided into three main categories as follows:

- Governmental, statutory and state-sponsored bodies: Irish Aid; National Council for Curriculum & Assessment; Leargas;
- NGOs: for example National Youth Council of Ireland; Trocaire; Amnesty Ireland; Self Help Africa; Young Social Innovators; Comlámh. The NGO sector also includes networks like IDEA, Irish Development Education Association; Ubuntu.
- Education sector: for example the Centre for Human Rights and Citizenship Education, St Patrick's College Drumcondra; the degree programme in International Development run by National University of Ireland, Maynooth and Kimmage Development Studies Centre and similar programmes in other institutions and teacher training colleges

Is there any report/survey available on Global education and young people in your country? If yes what is its focus of research and what are the main outcomes?

Among a significant body of research in this field, recent studies include the following.

- Devlin, M. & Tierney, H. (2010) *Standpoints: Attitudes of Young People and Youth Workers to Development and Global Justice Issues.* National Youth Council of Ireland: Dublin.
  - This report presents the findings of a qualitative research project investigating the attitudes of adults and young people involved in youth work towards development and global justice issues, and explores the implications of these findings for youth work practice. The research found that young people source their knowledge about global issues through media (e.g. television, internet), school, specifically CSPE and geography, and to a lesser extent through youth work. While some young people were knowledgeable about global issues, others were less well-informed and saw them as being of little relevance for them. However, the majority of young people who participated showed some limited knowledge of global issues or relationships but an appreciation of their relevance and a willingness to explore them further. Most of the young people were of the view that the world is 'unfair' and that global inequalities of wealth and power are unacceptable; and some were critical of Ireland's role (as they saw it) in sustaining this or 'turning a blind eye' to it. Young people were critical of many existing organisational and government initiatives. The young people generally appeared cynical with regard to mainstream political institutions and also, to a lesser extent, to some forms of charity. Although some young people gave examples of actions they had taken themselves in response to global issues and concerns (for example decisions about where or what to buy), respondents seemed to feel, on balance, relatively ineffectual with regard to such issues, many of them expressing a view that 'there's nothing you can do' or 'it's hard to make a difference'. The young people also generally demonstrated open, tolerant and inclusive attitudes to the issues arising.
- Fiedler, M., Bryan, A., and Bracken, M. (2011) *Mapping the Past, Charting the Future: A Review of the Irish Government's Engagement with Development Education and a Meta-Analysis of Development Education Research in Ireland.* Irish Aid: Dublin.
  - The objectives of this report were to compile an 'institutional narrative' of the Irish Government's engagement with development engagement from the early 1970's to the present and to conduct a meta-analysis of existing research on development education in Ireland. The report recommended greater dialogue between stakeholders involved in development education and a greater clarity of organisational roles; as well as the clearer definition of the difference between public information on Irish Aid and development education. The review of development education studies in the formal and non-formal education sector

indicates that while support for development education amongst educators is generally high, barriers to effective teaching and learning exist. In the formal education sector, constraints include the national curricula and exam requirements, time pressures, and a lack of capacity and resources. Engagement with development education appears contingent on the role of specific teachers rather than being institutionally led. Equally, the report suggests that recent research conducted within the youth sector suggests that in general young people in Ireland have limited knowledge of global issues or relationships but an appreciation of their importance, and that young people feel there is little they can do to 'make a difference' in the world. Further research is needed to better understand how young people actually become involved in different forms of development activism, and what factors enable young people to feel that they can, in fact, contribute to social change on a local and global scale.

- Bryan, A. & Bracken, M. (2011) *Learning to Read the World: Teaching and Learning about Global Citizenship and International Development in Post-Primary Schools.* Irish Aid: Dublin.
    - The overall aim of the research was to identify the strengths, possibilities and limits in existing pedagogical and curricular approaches to development education across a range of subjects at post-primary level in Ireland. The main findings were:
    - Development Education occupies a marginal status within the formal curriculum in post-primary schools.
    - The exam-driven focus of the post-primary system is a major obstacle to the meaningful inclusion and in-depth exploration of global justice themes in the classroom.
    - The status of Development Education within schools and the responsibility for ensuring that young people are exposed to social justice issues falls largely upon the shoulders of 'willing and able' teachers who have a personal and passionate commitment to social and global justice.
    - The discourse of development within state-sanctioned curriculum materials is not completely uniform, coherent, or consistent, either within or across texts; exceptions, inconsistencies and contradictions are evident within the same texts.
    - Modernization theory is the most popular and pervasive perspective on development in Irish post-primary schools. This perspective attributes few if any external 'causes' for the continuing 'underdevelopment' of majority world countries and thus offers limited scope for understanding how 'global citizens' are implicated in global economic processes.
    - Development activism in schools is generally underpinned by a 'development as charity' framework, and dominated by a 'three F's' approach, comprising *Fundraising, Fasting and Having Fun* in aid of specific development causes.
    - Only a very small number of the in-career teachers who participated in this study had undertaken any in-service training in Development Education, resulting in few formal 'displacement spaces' wherein teachers could engage with their own underlying assumptions, values and beliefs which affect teaching and learning in Development Education.

➤ Teachers frequently mentioned the need for opportunities where they could come together to learn more and exchange information and knowledge about their own experiences of 'doing' Development Education in schools.

2.2. Young people and sustainable development

What are the most relevant initiatives/projects at regional/national level encouraging green patterns of consumption and production with young people?

- A key organisation in the field of youth and sustainable development is ECO-UNESCO.
  - o As stated above (2.1) ECO-UNESCO's Youth for Sustainable Development Programme promotes education for sustainable sevelopment (ESD) and development education (DE) in the non-formal education sector. It involves a variety of different projects to provide support for young people, youth leaders, educators and youth workers interested in sustainability issues.
  - o ECO-UNESCO's Young Environmentalist Awards is an all-Ireland environmental awards programme that recognises and rewards young people who raise environmental awareness and improve the environment.
- Green Schools Ireland is the Irish implementation of the international Eco-Schools programme, which is coordinated by the Foundation for Environmental Education (FEE). In Ireland it is coordinate through the Environmental Education Unit of An Taisce, the National Trust for Ireland.
- An Taisce (National Trust) Environmental Education Unit is engaged in a range of activities designed to promote environmental education, awareness and action.
- Environmental Protection Agency (EPA) provides educational resources and conducts promotional events such as Environmental Awareness Days
- Energy Education is a unit in the Department of Education and Skills that promotes improved energy efficiency in schools

Is there any report/survey investigating the awareness of environmental issues among young people in your country? If so what are the main outcomes?

The World Values Survey (2000) contains some relevant findings about young people's attitudes to and awareness of environmental issues.

For example, 65% of 15-29 year-olds agree or strongly agree with the statement "Government should reduce environmental pollution, but it should not cost me any money"; while 57.5% agree or strongly agree that "I would give part of my income for the environment".

In the European Social Survey (2007) 57% of respondents said that the statement "[it is] important to care for nature and environment" described them "well or very well".

Is there any report/survey investigating the civic engagement related to environment issues among young people in your country? What are the main outcomes?

See 2.3 below

2.3. Young people and human rights

Is there any report/survey investigating the civic engagement related to global human rights issues among young people in your country? What are the main outcomes?

The research programme associated with the UNESCO Chair in Children, Youth and Civic Engagement at the National University of Ireland, Galway, has conducted a number of studies into various aspects of young people's civic engagement, which are detailed on its website.

A summary of Irish research into young people's attitudes and values, including those relating to social activism, is provided in the relevant chapters of Young People in Contemporary Ireland, by Kevin Lalor, Áine de Róiste and Maurice Devlin (Dublin: Gill and Macmillan, 2007).

3. Cooperation with third countries in the field of youth

3.1. Agreements and areas of cooperation

Are there any bilateral or supranational agreements with countries / regions outside Europe in the field of youth?

Not specifically in the field of youth.

Cooperation in the field of youth policy and /or youth research

Individual researchers, educational institutions and NGOs have international links and cooperation networks (for example in the research field through European and international social scientific and professional associations) but there are no formal or official agreements.

Support to the development of youth work on other continents

The above answer applies also here. Official aid programmes also support a range of human services in developing countries.

An example of an NGO in the youth sector supporting the development of youth work in other countries is the partnership between the national youth organisation Foróige and the [Alan Kerins Projects](#), a development NGO working in Zambia and other countries. In 2010, Foróige launched a partnership with the Alan Kerins Projects to assist the charity's fundraising efforts and to develop UNESCO youth centres in Africa that will assist in the youth development and education of young people and in the growth of communities in the region, in association with the UNESCO Chair in Children, Youth and Civic Engagement at the National University of Ireland, Galway (see 2.3 above). The model being developed in Zambia integrates youth work, sport and health development.

3.2. Support measures for young people

What are the opportunities offered to young people to explore and enhance global understanding by going abroad such as volunteering and youth exchange programmes)?

A number of the organisations listed in Section 2 of this Information Sheet support and/or facilitate volunteering and youth exchange programmes, including:

- [Leargas](#)
- [WorldWise](#)
- [SUAS](#)
- [Amawele](#)
- [UCD Volunteers Overseas](#)

Other organisations which provide volunteering opportunities include:

- [Habitat for Humanity Ireland (Schools and youth groups volunteer programme)](#)
- [VSO Ireland](#)

Promotion of youth entrepreneurship and employment opportunities with regions/countries outside of Europe

4. Participation of young people and youth organisations in policy making on global issues

Have young people and youth organisations been given political and financial support to be individually or collectively involved in the policy regarding dialogue and cooperation on regional and global issues? How?

The National Youth Council of Ireland (NYCI), the representative body for the NGO youth sector, received support from Irish Aid for the National Youth Development Education Programme (see 2.1.C above) until the end of 2012.

Is there any report/survey investigating young people's participation in campaigns regarding global climate change/global warming, development aid or human rights? What are the main outcomes?

These issues are among those considered in the research summarised at the end of section 2.1 above.

Is there any report/survey investigating young people's participation in non-governmental organisations active in the domains of global climate change/global warming, development aid or human rights? What are the main outcomes?

These issues are among those considered in the research summarised at the end of section 2.1 above.