



# Promoting Development Education in Youth Work Training

A Research Report on Development Education in Community Youth Work courses at the University of Ulster, Jordanstown

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Research compiled by Dare to Stretch



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# 1 Executive Summary

## 1.1 Introduction to the Report

This report contains the outcomes of a research process exploring how development education is currently addressed and can be further enhanced within the Community Youth Work courses at the University of Ulster (Jordanstown). The research is the result of a collaborative project between the Centre for Global Education and the University of Ulster. The authors subscribe to the United Nations definition of development education which states that “The objective of development education is to enable people to participate in the development of their community, their nation and the world as a whole”. Development education aims to enhance understanding of international development issues and enable individuals to develop the skills, values and attitudes needed to take actions toward social justice and equality.

The UK Development Education Association (DEA) believes that development education should foster:

- Critical and creative thinking;
- Self-awareness and open-mindedness towards difference;
- Understanding of global issues and power relationships; and
- Development education is not the only term used to describe learning about international development issues. Alternatives include:
  - Education for Sustainable Development
  - Global Dimension
  - Global Citizenship (especially in formal sector context)
  - Global Education
  - Development Awareness

All of these terms are equally valid and commonly found in development literature. In a youth work context in the UK and Ireland development education is most often described as:

- Global Youth Work (Northern Ireland, England, Scotland)
- Development Education in Youth Work (Ireland)
- Global Justice in Youth Work (Ireland)
- Education for Sustainable Development and Global Citizenship (Wales)

These terms were used interchangeably in the course of compiling this research report. The research was carried out between September and December 2008, drawing upon contributions from:

- Lecturers of the Community Youth Work department in the University of Ulster at Jordanstown
- Students attending the Community Youth Work department in the University of Ulster at Jordanstown and Magee
- North South Education and Training Standards Committee for Youth Work (NSETS)
- Youth Work Training Board (YWTB)

## 1.2 Background to the Report

Between 2003 and 2007, the Centre for Global Education delivered an accredited ‘Global Youth Work’ training course for youth work practitioners in Northern Ireland accredited by the Open College Network (OCNNI) at Levels 2 and 3. This course was designed to support the professional development of youth workers at an in-service level, providing training in development education content, methodologies and resources. A total of 40 youth workers completed the training and 23 achieved Level 3 in ‘Global Youth Work’.

This research initiative aims to build on the success of the ‘Global Youth Work’ course, by identifying opportunities to strengthen the global dimension in youth work training in partnership with the University of Ulster. It is intended that learning derived from the project will be shared with statutory and non-statutory organisations in the youth and development sectors, and tertiary institutions that provide youth work training.

The report may support the youth sector in identifying some of the challenges and opportunities in enhancing development education practice in youth work training in the tertiary education sector. What are the obstacles toward integrating development education into existing youth work courses? To what extent can academic staff and students access resources on global issues and global youth work methodologies? How can global youth work support the existing workload of youth work departments at third level? This report will not answer all of these questions but can, at the very least, open a discussion about how we can strengthen global youth work in the university sector. The report therefore aims to support a process whereby practicing youth workers who have gone through the university sector have had experience of development issues and global youth work methodologies. They will be much better positioned to enable young people to understand the global influences that will shape their lives in the years to come.

## 1.3 Methodology

A project Advisory Group was established to support the work of the researchers and recommended three approaches in triangulating this research combining field based practice, focus groups and interviews. All of the seminars, focus groups and interviews were

administered by a Dare to Stretch research consultant. The research followed the steps outlined below:

- 1) To interview two course lecturers within the Community Youth Work department in the University of Ulster at Jordanstown.

This enabled the researchers to gather lecturers' perspectives on the opportunities to deliver the global dimension through youth work training. The interviews enabled the lecturers to identify where a global dimension may exist within existing youth work training courses; how the global dimension may be further incorporated within youth work training courses; and the support and resources required to achieve this. The lecturers participated in structured 30 and 45-minute interviews.

- 2) To interview up to six people from the North/South Education and Training Standards For Youth Work Committee (NSETS) and the Youth Work Training Board (YWTB). This enabled the researchers to gather the members' perspectives on the opportunities to deliver the global dimension through youth work training. The interviews enabled the members identify where a global dimension may exist within existing youth work training courses; how the global dimension may be further incorporated within youth work training courses; and the support and resources required to achieve this. These self-identified interviewees took part in 30 to 45 minute, structured interviews.

- 3) To deliver three seminars and facilitate three focus groups involving a total of 32 students from the first and second year full time and part time classes from the BSc Hons. Community Youth Work Course at both Magee and Jordanstown campuses. The seminars focused on examining a global dimension in the context of youth work. The focus groups enabled researchers to identify how development education supports existing youth work modules and could support course delivery in the future.

The questions asked during the interviews and focus groups aimed to identify those areas of the BSc Hons in Community Youth Work which may already reflect a range of global dimension concepts and could support further global youth work learning in the future.

#### 1.4 Research Outcomes

This research was intended as a starting point from which to identify areas needing specific research and development for incorporating a global dimension into youth work training. It is hoped that the research will be used by the University of Ulster and the wider youth work sector in Northern Ireland in identifying new opportunities for collaboration in strengthening the global dimension in trainee youth work courses. The conclusions of the report are based

on the responses and comments from participants in the research and are summarised as follows:

#### Relevance

- There was general agreement among research participants that a global dimension should be incorporated into professional youth work training at the University of Ulster.
- A global dimension was considered relevant to youth work theory and practice, particularly in response to the effects that globalisation processes have on society. It was felt that youth workers need to understand the impact of these economic, technological, cultural, political and environmental relationships in the course of their youth work practice.

*'Youth workers should be equipped at some level, understanding what they are doing in relation to a global context could influence young people to critique the wider world.'*  
NSETS/Youth Work Training Board of Northern Ireland

- The concepts, desired outcomes and good practice guidelines for development education were clearly identified as already being within the curriculum of the BSc Community Youth Work course taught at the University of Ulster. They were described by all groups interviewed as core to professional youth work theory and practice. The concepts, desired outcomes and good practice guidelines for development education were particularly apparent in the following modules:
  - Context of Youth Work
  - Youth Work in Diverse Societies
  - Sociology
  - Social Policy
  - Working in Communities
  - Placements including journals
- In implementing the youth work principles of equity, diversity and interdependence it was considered counter productive to exclude a global dimension.
- The research found that a global dimension could:
  - Encourage a wider understanding of social justice
  - Enable youth workers to understand identity in a wider context
  - Enable youth workers to understand the interconnectedness and independence of people and the planet
  - Develop youth workers' knowledge of the wider context of their practice
  - Develop the capacity of youth workers to include a wider context in their practice

- Enable youth workers to explore their values and beliefs in a wider context
- It was agreed by all who participated in the research that the concepts, desired outcomes and good practice guidelines are currently taught from a local perspective but are not consciously or intentionally considered from a globalised perspective
- Those involved in the research identified certain areas that require specific development; Global Dimension Concepts to be further incorporated into existing courses include:
  - Social justice
  - Global citizenship
  - Human rights
  - Sustainable development
  - Diversity and inclusion
  - Peace and conflict resolution
  - Interdependence and values and attitudes

Desired Outcomes from an enhanced global dimension that could be further incorporated into youth work training include:

- Understanding global issues and power relationships
- Encouraging Action for a Better World - beyond the local context

Good Practice Guidelines to be further incorporated

- Linking to the wider world
- Encouraging Action - in a global context

### Most appropriate training courses for global youth work

- Findings suggest the BSc Community Youth Work course potentially has a role to play in promoting and encouraging action on global justice issues.
- Respondents agreed that using existing opportunities within the BSc Community Youth Work course to highlight examples of the global dimension was preferable to the creation of a separate module.
- Time constraints and an already heavy curriculum were cited as the biggest challenges to incorporating a global dimension into the BSc Community Youth Work course by both students and staff.
- The content of the Pre-Vocational Certificate in Community Youth Studies is already at full capacity. It could however, include reference to youth work in an increasingly globalised

world and make use of examples related to the global dimension throughout the course where appropriate.

- Respondents felt that the Post-Graduate Diploma leading to the MSc in Community Youth Work offers scope for those with a particular interest in global youth work to develop their capacity in this area.
- Pre-vocational courses offered by the Education and Library Boards were identified by participants as possible places to offer a suite of training. As well as a stand alone course, the principles could be incorporated into the Open College Network of Northern Ireland Accredited Courses including, 'International Exchanges' and 'The Context of Youth Work'.

### Internationalisation of global youth work

- There is agreement that the 'internationalisation' of global youth work can be counter productive, as it reinforces a widely held assumption that the 'global' in global youth work is about 'others', 'developing countries' and 'far away places'. Understanding global youth work as that which relates to diversity, social justice and interdependence rather than youth work in 'faraway places' could go a long way to allaying the concerns of those who currently do not embrace development education as being relevant to young people in Northern Ireland.
- Students and staff identified Non Governmental Organisations (NGOs) as a rich resource for supporting delivery within the course and in particular increasing knowledge of specific concepts or issues. Students considered it important however that Non Governmental Organisations involved in international development issues should not be overly used in the delivery of training on the global dimension. These organisations might unintentionally reinforce assumptions in relation to the 'internationalisation' of global youth work.
- Knowledge and capacity to deliver and understand youth work at a local level in Northern Ireland need not be diminished by the inclusion of a global dimension.
- There is a general consensus from all interviewed that a global dimension in youth work should not exclusively be covered in convenient modules such as the overseas placements as this reinforces the internationalisation of global youth work.

### Resources

- Concerns were raised in relation to the availability and access to resources for global youth work practice within the professional field. In particular, there is a strong sense



that the majority of existing resources, written by non-government organisations have been produced for the formal education sector. Participants in this research voiced their concern that skill, time and commitment would be needed to adapt these resources for youth work contexts. This should not be left to the busy youth worker.

- There was acknowledgement that some resources were already available but staff and / or students did not necessarily know how or where to access them.
- The University of Ulster's information and communication technology resources could be better utilised to assist in the incorporation of a global dimension into youth work courses.

### Motivation

- The majority of those who participated in the research identified themselves as either motivated or very motivated to incorporate a global dimension into professional youth work training

### Wider support

- The wide range of terminology used in development education is confusing and was unfamiliar to many respondents and requires clarification.
- Incorporation of a global dimension was considered important but would require validation from the University of Ulster and support from the wider sector.
- Successful implementation of global youth work within youth work organisations was considered possible only if the social development agenda is developed alongside the personal development agenda.
- Respondents were unaware of the development studies work taking place at the UNESCO Centre based at the University's Coleraine Campus.

## 1.5 Recommendations

These recommendations are suggested as possible ways to further incorporate a global dimension into youth work, both through courses at the University of Ulster and through interventions in the wider sector. They are based on suggestions and responses from research participants and have been agreed by the Advisory Group.

### Incorporating Global Youth Work into BSc Community Youth Work course at the University of Ulster

- Opportunities for incorporating a global dimension into the BSc Community Youth Work course at the University of Ulster could be pursued and a strategy developed. (See Appendix 6 for possible strategy)
- The University of Ulster should consider researching and defining the terminology used in relation to 'global dimension', 'development education' and 'global youth work' in a youth work context, ensuring that the internationalisation of a global dimension isn't reinforced through the definition.
- The University should create an overarching statement in the course outline and student handbook to acknowledge the need for youth workers to address a global dimension in the context of youth work.
- Teaching and learning in the BSc Community Youth Work Course should attempt to include social justice perspectives using examples where possible, to link to the wider world.
- Consider preparing a development education activity toolkit to complement existing modules for lecturers. This 'toolkit' of examples could highlight useful resources, which could be used for different parts of the BSc Community Youth Work course.
- Opportunities for students to take action on social justice issues should be actively promoted and encouraged when relevant to the course. The impact of actions should be linked to the wider world.
- Any learning related to global youth work incorporated into the current BSc Community Youth Work course should be validated by the University of Ulster. The global dimension could be identified as a core value and area of competency, through which students achieve academic credit through assessment within assignments.
- Opportunities to be created for students to specialise in global youth work should be made available in third year.
- Develop the use of information and communication technology within the course to explore the role of technology in an increasingly globalised world. For example, international linking and placements could benefit from the use of Skype, webcams, blogs and Facebook type connections before, during and after overseas placements.
- Contact the UNESCO Centre at the Coleraine campus to seek support and advice to incorporate a global dimension in courses.

### Placements

- All placements, local and international, to consider issues of social justice, human rights and interdependence and encourage students to reflect on their learning on the global dimension concepts, the desired learning outcomes and good practice guidelines. Journals could be adapted to include these areas.
- Students participating in placements to 'developing contexts' should be provided with specific pre-departure training and debriefing support in line with good practice guidelines

### Resources

- Research good examples of global youth work practice both local and national.
- Mapping of available global youth work training resources.
- Support the development and creation of resources, which meet the needs of the youth work sector in Northern Ireland.
- Investigate scholarship and work experience opportunities, which encourage a social justice dimension both locally and internationally and forward these to students.
- Identify gaps in expertise on particular issues or concepts and work in partnership with development and community organisations to meet these gaps.
- Develop reading lists and relevant resources in partnership with UK and Irish universities, colleges, institutes and the Centre for Global Education.
- Consider making a collection of suitable resources available in the University of Ulster library for staff and students to access.
- Invite global youth work practitioners and development organisations as guest facilitators to explore specific topics.
- The Community Youth Work team should identify criteria and guidance for development and partners to meet in relation to contributing to the learning outcomes, which help focus the input and challenge the internationalisation of global youth work.

- Development organisations should be encouraged to create suitable development education resources for youth work settings or adapt their existing material.
- Showcase examples of good practice in lectures/seminars. Invite development organisations and youth work organisations to bring their global youth work resources together to one place e.g., University of Ulster Library, resource room or host an open day or professional development day to enable students to become familiar with and to try out resources.
- Partnerships should be developed with the Centre for Global Education and other development organisations to provide training and enable access to a wider variety of funding and resources for youth work.

### Wider Support

- Support field based research to identify the needs and desire of youth work organisations to engage in a global dimension.
- Support field based research to define and agree what global youth work means in a Northern Irish youth work context.
- Support the validation process to recognise pre-vocational and professional development learning in the global dimension.
- Support the development of professional courses available through the Open College Network of Northern Ireland and prevocational courses through the Education Library Boards to include Global Youth Work.
- Create opportunities for students to specialise in global youth work through Masters and Postgraduate courses.
- Ensure the social development agenda is given appropriate weight alongside the personal development agenda.
- Work towards assurance that a global dimension is supported and validated by policy in the wider youth work sector and remains relevant to the youth work field in Northern Ireland. Opening up discussion with supportive partners and develop a strategy for lobbying policy makers and influencing youth work agendas.

## 2 Introduction

This report contains the outcomes of a research process, which explored how development education is and can be further addressed within the youth and community work courses at the University of Ulster. The research is the result of a collaborative project between the Centre for Global Education and the University of Ulster.

The research was conducted between September and December 2008, drawing contributions from;

- Lecturers in the Community Youth Work department in the University of Ulster at Jordanstown
- Students attending the Community Youth Work department in the University of Ulster at Jordanstown and Magee
- North South Education and Training Standards Committee for Youth Work (NSETS)
- Youth Work Training Board (YWTB)

Between 2003 and 2007, the Centre for Global Education delivered an accredited 'Global Youth Work' training course for youth work practitioners in Northern Ireland accredited by the Open College Network (OCNNI) at Levels 2 and 3. This course was designed to support the professional development of youth workers at an in-service level, providing training on development education content, methodologies and resources. A total of 40 youth workers completed the training and 23 achieved Level 3 in 'Global Youth Work'.

This research initiative aims to build on the success of the 'Global Youth Work' course, by identifying opportunities to strengthen the global dimension in youth work training in partnership with the University of Ulster. It is intended that learning derived from the project will be shared with statutory and non-statutory organisations in the youth and development sectors, and tertiary institutions that provide youth work training.

### 2.1 Research objectives

The research objectives for the delivery of this research included:

- To outline the advantages and disadvantages in delivering Global Youth Work to undergraduate students at the University of Ulster
- To promote the opportunities for delivering the global dimension through existing youth work courses in the University of Ulster

- To carry out focus groups to determine the need for and interest in the global dimension among University of Ulster students
- To interview community youth work academic staff to ascertain the opportunities for delivering the global dimension through youth work training
- To deliver exemplar seminars showing how the global youth work can support the practice of youth workers
- To make recommendations through this report for enhancing development education practice in trainee youth work courses

### 2.2 Advisory Group

An Advisory Group was established to support and guide the work of the researchers and assist the compilation of the research report. The advisory group members are:

Name	Position	Organisation
Stephen McCloskey	Director	Centre for Global Education
Mark Hammond	Community Youth Work Course Director	University of Ulster (Jordanstown)
Michele Taylor	Global Youth Work Co-ordinator	YMCA Ireland

## 3 Methodology

The Advisory Group recommended three approaches in triangulating this research combining field based practice, focus groups and interviews. All of the seminars, focus groups and interviews were administered by a Dare to Stretch research consultant.

- 1) To interview two course lecturers within the Community Youth Work department in the University of Ulster at Jordanstown. This enabled the researchers to gather lecturers' perspectives on the opportunities to deliver the global dimension through youth work training. The interviews enabled the lecturers to identify where a global dimension may exist within existing youth work training courses; how the global dimension may be further incorporated within youth work training courses; and the support and resources required to achieve this. The lecturers participated in structured 30 and 45-minute interviews.
- 2) To interview up to six people from the North/South Education and Training Standards for Youth Work Committee (NSETS) and the Youth Work Training Board (YWTB). This enabled the researchers to gather their perspectives on the opportunities to deliver the global dimension through youth work training. The interviews enabled the interviewees to identify where a global dimension may exist within existing youth work training courses; how the global dimension may be further incorporated within youth work training courses; and the support and resources required to achieve this. These self-identified interviewees took part in 30 to 45 minute, structured interviews.
- 3) To deliver three seminars and facilitate three focus groups involving a total of 32 students from the first and second year full time and part time classes from the BSc Hons Community Youth Work Course at both the Magee and Jordanstown campuses.

The seminars illustrated how the global dimension can support youth work practice and address issues related to social justice and equality in local and global contexts. The focus groups enabled researchers to identify how development education can support existing courses and deepen its engagement with youth work practice in the future.

### 3.1 Strengths of methodology

- Practice based research with students enabled larger than anticipated numbers of students to take part and provided more in depth student responses.
- The opportunity for focus groups was built into the regular class schedule enabling the widest possible range of views to be included.
- Interviewing first year students in response to the small participating numbers proved to be effective in enabling students to make useful contributions to the research.
- Agreed target groups and sample sizes were achieved.
- Face to face and telephone interviews with university staff, North South Education and Training Standards Committee for Youth Work and Youth Work Training Board members was effective and provided depth of response and a range of findings.

### Limitations of methodology

- Participating lecturers and members of both North South Education and Training Standards Committee for Youth Work and the Youth Work Training Board were self-identified.
- The agreed sample size was small for both North South Education and Training Standards Committee for Youth Work and the Youth Work Training Board.
- Terms were used interchangeably for the purposes of the research process. This potentially presents implications for the results as the purpose and vision of the work may not always be clear resulting in ambiguity. This contextual issue a symptom of the sector.
- On implementing the research it became apparent that North South Education and Training Standards Committee for Youth Work and Youth Work Training Board members were often unfamiliar with the detailed modular content of the undergraduate course. This resulted in some interviewees feeling unable to give specific feedback.

## Methodology Overview

Key stakeholders identified by the advisory group	Methodology for research	Rationale for methodology	Projected Sample Size	Actual Sample achieved	Changes to the methodology implemented
University of Ulster Community Youth Work Lecturers	Face to face interviews	To ensure in-depth interviews with relevant staff	3	2	None
University of Ulster Community Youth Work Students  Group 1: University Of Ulster Full time first year students	Practice based research through the facilitation of a focus group	To enable the students to comment on the research based on informed practice	7	2	In response to smaller participating numbers than anticipated, the original methodology was amended to exclude practice-based research. Students were interviewed.
University of Ulster Community Youth Work Students  Group 2: University Of Ulster Full time second year students	Practice based research including the facilitation of seminars and focus group	To enable the students to comment on the research based on informed practice	7	14	Seminars and focus groups were amalgamated to ensure the engagement of students in response to the low turn out of group 1.
University of Ulster Community Youth Work Students  Group 3: Magee Part time second year students	Practice based research including the facilitation of a seminar and focus group	To enable the students to comment on the research based on informed practice	7	16	Seminars and focus groups were amalgamated to ensure the engagement of students in response to the low turn out of group 1.
North South Education and Training Standards Committee for Youth Work (NSETS)	Face to face or telephone Interviews or questionnaires by email	To engage the widest range of views and enable participation in the research	3	3	None
Youth Work Training Board (YWTB)	Face to face or telephone Interviews or questionnaires by email	To engage the widest range of views and enable participation in the research	3	3	None

## 4 Terminology

### 4.1 Note on Terminology

#### *What is Development Education?*

UN Definition

“The objective of development education is to enable people to participate in the development of their community, their nation and the world as a whole”.

Development Education Association believes that development education should foster:

- Critical and creative thinking
- Self-awareness and open-mindedness towards difference
- Understanding of global issues and power relationships; and
- Action for a better world

#### *A word about terminology ...*

Development Education is also sometimes broadly described as:

- Education for Sustainable Development
- Global Dimension
- Global Citizenship (especially in formal sector context)
- Global Education
- Development Awareness

In a youth work context in the UK and Ireland development education is most often described as:

- Global Youth Work (Northern Ireland, England, Scotland)
- Development Education in Youth Work (Ireland)
- Global Justice in Youth Work (Ireland)
- Education for Sustainable development and Global Citizenship (Wales)

These terms were used interchangeably for the purposes of the research process.

### 4.2 Preparation for respondents

Respondents were initially briefed on the range of terminology being used for the research, these included:

**The eight concepts of the global dimension based on Department for International**

#### **Development (DFID) Global Dimension website guidelines:**

- Citizenship
- Human rights
- Social justice
- Sustainable development
- Peace and conflict resolution
- Diversity
- Values and attitudes
- Interdependence

#### **Development Education desired outcomes based on the Development Education**

##### **Association guidelines;**

- Critical and creative thinking
- Questioning skills
- Self awareness
- Open mindedness towards difference
- Understanding of global issues and power relationships

#### **Good practice guidelines for Global Youth Work developed by the National Youth Council of Ireland;**

- Agenda negotiated with young people involved
- Meets the needs of the group
- Uses informal educational methods
- Based in a youth work setting
- Linked to the wider world
- Encourages action
- Evaluates own practice
- Evaluates process

These concepts, desired outcomes and good practice guidelines were then aligned with the main learning outcomes of the BSc Hons. Community Youth Work course to enable a structured discussion.

<b>The BSC Hons. Community Youth Work main learning outcomes.</b>	<b>Aligned with:</b>
1) Knowledge and understanding of subject	8 Concepts of Global Dimension (Department for International Development & Department for Education and Skills)
2) Intellectual qualities	Development education desired outcomes (Development Education Association)
3) Professional/practice skills	Good practice guidelines for Global Youth Work practice (National Youth Council of Ireland)

Permission was received for the use of information and data obtained from questionnaires and interviews.

## 5 Findings

### 5.1 Analysis of Interviews with University Of Ulster Lecturers

This section presents an analysis of the views gained from lecturers interviewed as part of the research. The interviews aimed to enable lecturers to identify the challenges and opportunities to incorporate development education into the BSc Hons in Community Youth Work.

#### 5.1.1 Global dimension concepts reflected in the BSc Hons. Community Youth Work

Lecturers agreed that many of the areas in the course reflected the global dimension concepts and were able to identify examples of specific modules where knowledge and understanding of these concepts were included.

The following modules were named as offering specific opportunities to incorporate a global dimension;

- Context of Youth Work
- Youth Work in Diverse Societies
- Interpersonal Skills
- Sociology
- Psychology
- Social Policy
- Informal Education
- Action Research
- Leadership and Management
- Working in Communities

Preparation and follow up for student placements were also suggested as parts of the course that could include certain aspects of a global dimension.

Examples of the way in which knowledge and understanding of the eight concepts of the global dimension are currently being incorporated into the existing course are given below;

- In the module, **Context of Youth Work**, a full day's teaching is devoted to examining Human Rights from international and local perspectives. Citizenship is also a key element

of this module, with the example of the Women's Movement being used to illustrate how influence can be used to act for positive change.

- The module, **Informal Education** focuses on personal values in youth work and also offers space to explore various social justice issues.
- Fair trade and the Nestlé boycott have been discussed as part of the **Sociology** module.
- **Youth Work in Diverse Societies** considers diversity in its many forms and looks at conflict resolution in the context of the Northern Ireland 'Troubles'. In second year of the course, this module looks specifically at community relations, gender and class. Students are expected to reflect on their personal experience and consider how this has determined the way in which they perceive the world. Racism, gender masculinity and patriarchy in society are also included as relevant parts of this module.
- **Student placements** put citizenship into action and encourage the students to look at the challenges of sustainable development.
- In **Social Policy** students consider the impact of poverty on youth work practice
- The module on **Interpersonal Skills** looks specifically at values and attitudes. Using a journal for self reflection students consider their connection to global issues.
- The **Working in Communities** module is rooted in social justice and social transformation. Connections in relation to conflict resolution with youth work courses in England have offered possible study visits to Palestine and Israel.

Lecturers agreed that all of the concepts outlined are taught, although not always considered from a 'globalised' perspective.

#### 5.1.2 Global dimension desired outcomes reflected in the BSc Hons. Community Youth Work

Lecturers agreed that 'critical and creative thinking', being a feature of third level education, is an integral part of every assignment and as such, are incorporated throughout the course. The module on Interpersonal Skills and the student placements were identified as offering specific opportunities to develop these intellectual skills.

Self-awareness and open mindedness towards difference are included in all modules, specifically in the modules on *Interpersonal Skills* and *Youth Work in Diverse societies*. In addition all modules include some aspect of encouraging action for a better world. *Sociology*, student placements and *Youth Work in Diverse Societies* modules allow for a more focused approach.

Placements, especially those where students worked in an overseas context, e.g. South Africa, Australia, United States of America and the UK, were considered particularly relevant in developing awareness of self, difference and an understanding of global issues. On return from these placements, students are able to share their experience with others on the course and



consider how the experience will impact on their future work and professional practice.

Placements in South Africa and Australia were cited as examples of where students gained a much broader global perspective and include examples of how youth work can be used for positive social change.

*'When you see them (the students) coming back from their international placements, they all seem to have grown up a bit... they have a broader concept of what is possible.'*

University Of Ulster Lecturer

Students have been placed with;

- The Bush Radio project in South Africa, an initiative that has grown from the apartheid era, which informs and advocates on the behalf of local people living in settlements.
- The 'Youth for Christ' initiative in Johannesburg, which works with street children and the homeless.
- HIV and AIDS prevention programmes in Durban, which use restorative practices with community youth groups.
- Residential care settings in Australia, working with young people.

Although students receive some preparation for these placements through the *Sociology* module, there is no specific pre-departure training provided to prepare students for working in an international context. Students are expected to do their own background reading as preparation.

However, many students remain in the UK and Ireland for their placements. Lecturers reflected on the fact that just as many development education skills can be gained in local placements as are gained through international placements. Lecturers recognised that the development education skills developed in all of these placements can be transferred into informal youth work settings and that they reflect best practice in youth work.

*'We do work with students around their attitudes and that applies as much to young people in South Africa as it does to those in Ireland.'*

University Of Ulster Lecturer

### **5.1.3 Global youth work good practice guidelines reflected in the BSc Hons. Community Youth Work**

It was identified that Global Youth Work good practice guidelines mirrored the key principles and practice of youth work.

However, it was felt that 'linking to the wider world' and 'encouraging action' are not always

consciously, consistently and intentionally addressed within the course.

*'Nearly all are features of our training but some may have a more local approach... what is local is global'*

University Of Ulster Lecturer

*'We look at all of the models of how people learn, we look at encouraging action.'*

University Of Ulster Lecturer

Particular strengths identified include:

- The use of and reflection on participative teaching methodologies throughout the course. The module on *Informal Education* explores 'Freirean' and 'Rogerian' approaches and attempts to embrace these theories in the context of youth work practice.
- Action Research, which encourages students to begin to identify the needs of young people in their own communities and how to meet those needs.

### **5.1.4 Opportunities to incorporate a global dimension into wider University Of Ulster courses**

Lecturers felt strongly that the *Pre-vocational Certificate in Community Youth Studies* was already at full capacity and needed to continue to cover the basics of youth work. It was suggested that there was a possibility to indirectly link elements, such as reflective practice, which is already a core part of the certificate course.

*'The initial training has to be the nuts and bolts of what you need to know to practice youth work in Northern Ireland.'*

University Of Ulster Lecturer

There was agreement that certain aspects of a global dimension would be better served if pursued as a specialism, rather than attempting to address it through initial youth work training.

It was indicated that opportunities might exist for students to specialise in the third year of the BSc course. It was also felt that post graduate courses were the most likely option, offering those with a particular interest in global youth work to develop their knowledge, skills, understanding and practice. Applied independent learning would allow students the opportunity to focus on areas of particular interest to them.

Access to prevocational courses offered through the Education and Library Boards including those accredited by the Open College Network of Northern Ireland were identified as another place where global youth work could be offered.

Youthnet NI was also identified as a potential supportive partner in view of their vision for;

*'an inclusive and equitable society that values young people and actively develops their contribution to achieve this, within a local, national and international context.'*

Youthnet NI Website

### 5.1.5 Motivation

Both lecturers interviewed rated their motivation as 'motivated' to 'very motivated', considering learning and practice in relation to a global dimension as an integral part of good youth work. Their own motivation stemmed from personal experience of injustice in overseas and local contexts. The lecturers felt a sense of responsibility attached to living in an interdependent but unequal world.

### 5.1.6 Challenges to the incorporation of a global dimension into youth work courses

The main concern facing lecturers when delivering courses was a congested timetable for students and lecturers alike. External pressures to meet the demands of the sector and internal pressure to ensure the core elements of the undergraduate modules are taught within the allotted timeframe mean that teaching staff manage an already heavy workload. The challenge would be to incorporate a global dimension within existing courses, finding space to highlight examples of wider values based perspectives.

A concern raised by staff was the priority of a global dimension in the youth work field not being reflected in demand from the professional youth work field in Northern Ireland. Another concern raised was whether or not staff and students valued the global dimension as a priority and, similarly, whether or not the wider sector recognised the need for this inclusion. So we need evidence of need among practitioners and students.

*'The (youth work) field is not saying 'we want global education.'*

University Of Ulster Lecturer

There was a need identified to recognise the impact of issues such as migration and immigration on Northern Ireland society. An increasingly diverse society presents challenges to the youth work sector; not only in the way in which diversity, racism and inclusion is dealt with

but in ensuring access and provision to high quality services for all ethnic groups.

Professional development for staff teaching a global dimension was not considered a priority. It was felt that additional support in specific areas could be accessed easily through existing networks within non-governmental organisation's (NGO) and community sectors. For example contacts within Northern Ireland Council for Ethnic Minorities (NICEM) and the Travelling Community have been useful in the past.

Lecturers also noted that over the last 10 years there have been changes in the student profile of those entering the BSc Hons course. In the past many students entering the course have come from a youth work background, already having experience in the community sector. More recently students are entering the course straight from school, seeing youth work as a professional career choice generating both opportunities and limitations for global youth work.

Knowledge of and access to appropriate global youth work resources for a youth work audience was also noted as a constraint. Many high quality resources have been produced for the formal sector, however a lot less have been published specifically for informal settings. Although many of the formal sector resources can be adapted to non-formal needs, this shifts the onus on to the youth worker and may prevent some from engaging further.

### 5.1.7 Opportunities for development education in Youth Work training

Lecturers agreed that a global dimension should be incorporated into professional youth work training.

*'Youth workers need to understand how the world works in order to engage with it.'*

University Of Ulster Lecturer

This research was seen as a useful catalyst towards incorporating a global dimension into courses. Developing the partnership with the Centre for Global Education was considered a step forward. Increasing opportunities to engage with the Centre staff and networks could help make development education more accessible and could be useful to enhance a global dimension in the course.

*'A change in mind set'* of the youth work sector was also considered necessary as it was felt that injustice and interdependence are realities in today's globalised world. It was felt that in an increasingly globalised world the challenge for those involved in community youth work is to recognise our wider 'global' community and our place within it. The need to raise awareness of the wider world and acknowledge the consequences of our global interdependence was

considered necessary for those engaged in youth work today.

*'How can we take part responsibly when two thirds of the world's people do not have enough to eat?'*

University Of Ulster Lecturer

It was suggested that an overarching statement in the course outline and student handbook could acknowledge the need for youth workers to address global citizenship.

Students could also be made aware of enticements e.g. scholarships, which cut across global themes or gap years working in development placements both at home and abroad. Promoting these opportunities and encouraging students to access them may also increase interest in this area.

In addition, consciously making links to a global dimension through the local and international placements could help maximise the value of these experiences.

Course lecturers also noted that information and communication technology could be better utilized within the courses for example, to help students recognise *'how technology has opened up the world'*.

### 5.1.8 Agendas

Lecturers were aware of a number of policies, agendas and strategy papers currently informing the Youth work sector, including;

- Priorities for Youth Work
- DENI community relations through the youth council
- Review of Public Administration
- Restructuring of the Education and Skills Authority

However, lecturers felt that no policy specifically mentioned the need for a more 'global' approach or for more socially active young people. Lecturers noted however, that as these documents were currently under review and subject to consultation, they could therefore present an opportunity to influence wider practice.

Lecturers were not aware of the UNESCO initiative at the University of Ulster (Coleraine) to increase internationalisation of the University; this could also be a possible internal driver for encouraging, supporting and promoting a global justice perspective.

## 5.2 Findings from interviews with North South Education and Training Standards Committee and the Youth Work Training Board

### NSETS - North South Education and Training Standards committee

NSETS was launched in January 2006 following extensive consultation with stakeholders in the North and South of Ireland. All were agreed on the need for an all-Ireland framework for the professional endorsement of youth work education and training which would ensure and support best practice and facilitate professional mobility and exchange both on a north/south and east/west basis. NSETS works to ensure and promote quality standards in the education and training of youth workers through an endorsement process based on a rigorous assessment of all aspects of programme context, content and delivery.

### YWTB - Youth Work Training Board

The Youth Work Training Board is a sub-committee of the Youth Council for Northern Ireland (YCNI). Its purpose is to support, encourage and develop youth work training at all levels in Northern Ireland. The Youth Work Training Board provides a forum wherein representatives of recognised agencies involved in the training of youth workers, both part-time and full-time, voluntary and salaried, come together to share ideas, to promote the development of good practice and to endorse training programmes.

The interviews aimed to enable members from both of these groups to identify where the opportunities and limitations exist to incorporate development education into Youth Work Training, incorporating the views of those who shape youth work training in Northern Ireland.

### 5.2.1 Global dimension concepts reflected in the BSc Hons Community Youth Work

Interviewees agreed that the global dimension concepts were already present throughout the BSc Hons in Community Youth Work. It was felt that they were particularly relevant to the following modules:

- *Context of Youth Work* which includes the values base for youth work
- *Youth Work in Diverse Societies* relating to conflict resolution and diversity
- *Working in Communities* in relation to citizenship education

Within *Working in Communities* it was felt that the first assignment; 'Are you an agent of social change or social control' was particularly relevant to development education approaches. The *Working in Communities* module in third year was also highlighted as another area within the module that could be further developed to include global concepts and global perspectives.

Overseas placements were regularly cited as an area within the course where the global dimension could be further incorporated into the students' experiences.

*'It is an extremely different experience for the students, there would be many opportunities here to include some of these issues and to include development education, particularly in preparation for the placement ...'*

North South Education and Training Standards Committee for Youth Work

### **5.2.2 Global dimension desired outcomes reflected in the BSc Hons Community Youth Work**

The desired outcomes of development education were closely integrated to the key learning outcomes of the Community Youth Work BSc Hons course by the interviewees.

Critical and creative thinking was identified as very relevant to the module *Youth Work in a Diverse Society*. 'Questioning', 'self awareness' and 'open mindedness towards difference' were also considered very relevant and thought to be particularly well covered within the students' journal work in relation to their placements.

*'The students' personal journals about their learning would incorporate critical and creative thinking. Questioning and self-awareness take a significant part of the reflection of practice from students' placements. It is also a requirement that students consciously reflect on their own self awareness towards difference.'*

North South Education and Training Standards Committee for Youth Work

All interviewees however, felt that 'understanding global issues and power relationships' was not explicit within the course. There was a general consensus that this would enhance the values based learning, which is a core and critical element of the youth work courses.

*'A lot of these desired outcomes are related to political education which I think has an important role to play in that course.'*

North South Education and Training Standards Committee for Youth Work

### **5.2.3 Global youth work good practice guidelines reflected in the BSc Hons Community Youth Work**

All interviewees agreed that the good practice guidelines for global youth work correlated to good practice in youth work and already formed a significant focus of the existing course. Some interviewees felt there was not enough emphasis on 'linking to the wider world' and 'encouraging action for a better world'.

One interviewee, expressed concern that encouraging young people to make links with the wider world and to take action was not highly valued within some youth work agencies. It was identified that there is a need for youth workers to be able to encourage young people to challenge oppression and take action against social injustices thus reflecting some of the main principles underpinning community youth work in practice.

It was suggested that the course could highlight opportunities for youth workers to bring a global dimension into their practice through examples.

### **5.2.4 Opportunities to incorporate a global dimension into wider University Of Ulster or other youth work training courses**

All interviewees agreed that the Certificate Course should continue to cover the more basic concepts of youth work e.g. Introduction to Group Work or Introduction to Community Development. It was felt that the global dimension could be incorporated into course content using examples of good practice but that the course presently lacks scope to offer learning in depth on Global Youth Work.

*'The global dimension is more sophisticated so the Certificate Course may not be the right place for it.'*

North South Education and Training Standards Committee for Youth Work

*'As reflective practice permeates everything we do, the good practice guidelines for global youth work fits naturally into 'An Introduction to Youth Work'.'*

North South Education and Training Standards Committee for Youth Work/Youth Work Training Board

Interviewees considered the Postgraduate and Masters courses to present the best opportunities for a more in-depth study of the global dimension in youth work allowing students to specialise and prepare dissertations in areas that are of interest to them. The future developments may also present the opportunity for a specific module related to this area of youth work.

*'This is the perfect place with opportunities for specialism.'*

North South Education and Training Standards Committee for Youth Work

It was indicated that the Open College Network of Northern Ireland (OCNNI) who accredit learning, could be invited to recognise and validate professional development courses, which encourage an exploration of the global dimension in youth work. A specific OCNNI course on Global Youth Work was considered a possibility. It was also suggested that the OCNNI

accredited courses *International Exchanges* and *The Context of Youth Work* could also have global youth work content included.

### 5.2.5 Motivation

Four interviewees rated their motivation as 'very motivated' and two as 'motivated' to see a global dimension incorporated into youth work training. Reasons given for their motivation included personal experience of poverty and injustice both locally and internationally, and recognition that youth workers are well placed to enable young people to work to improve society.

*'It (Global Youth Work) fits in well with current youth work aims and is extremely relevant.'*  
North South Education and Training Standards Committee for Youth Work

*'I would be motivated to say, yes, this is a positive addition.'*  
North South Education and Training Standards Committee for Youth Work

One interviewee whose worldwide organisation already includes a strong global element, commented;

*'I can't think of a time when young people have said 'what has this got to do with us?' At some point ... every young person has connected with it, it has been around commonality, around participation and it really has energised and motivated them.'*  
North South Education and Training Standards Committee for Youth Work / Youth Work Training Board

### 5.2.6 Challenges for the incorporation of a global dimension into youth work courses

Motivation of those delivering the course was identified as a key factor as to whether or not a global dimension could be incorporated effectively.

*'Youth work methodology and global youth work methodology, go hand in hand but it is the knowledge and your own personal motivation that makes a difference.'*  
Youth Work Training Board

The change in the profile of students entering the course over the years was expressed as a challenge.

*'Over the years students have become less political... community work can be much less radical.'*  
North South Education and Training Standards Committee for Youth Work

**'There doesn't seem to be that level of radicalism that there used to be.'**

North South Education and Training Standards Committee for Youth Work / Youth Work Training Board

**'If you have lived in poverty where there are lots of different issues, you understand oppression and you understand the different issues. If you have come straight from school it is possible that you are looking at this work as a career... and that is a different motivation.'**

North South Education and Training Standards Committee for Youth Work

**'I think we can be insular as a society and we do need to open up our eyes and would benefit from another dimension.'**

North South Education and Training Standards Committee for Youth Work / Youth Work Training Board

Significantly, four interviewees mentioned that there has been a shift within the youth work sector, to focus on personal development. Interviewees suggested that this shift might be at the expense of social development.

**'Youth work involves personal and social development. The emphasis should not be one over the other.'**

Youth Work Training Board

**'They (young people) need to have a consciousness in relation to the world - it is a consciousness about political and personal issues.'**

Youth Work Training Board

**'Much of the social aspect has been lost with more concentration on personal development.'**

North South Education and Training Standards Committee for Youth Work

A pressured timetable and an already full course were also highlighted by most of the interviewees as being a challenge to any additional material.

**'Time is always a problem. I have a strong feeling that we cannot keep adding on. The course cannot teach everybody everything about youth work – whatever happened to professional development?'**

North South Education and Training Standards Committee for Youth Work

Terminology used was also considered to be confusing. Unfamiliar terms such as 'development

education' and a 'global dimension' could deter some students and practitioners. However it was felt that a session to demonstrate the relevance and to clarify the terminology could be a useful addition to the course.

In relation to this, it was identified that there is a difference between 'international youth work' and 'global youth work'. It was felt that the term global is often used in relation to things that are 'international' rather than as an all encompassing concept.

**'The term "global dimension" would put everyone off and "global" youth work has nothing to do with me'**

North South Education and Training Standards Committee for Youth Work

**'People are afraid of the 'global'.**

Youth Work Training Board

Lack of suitable resources on the global dimension was also cited as a challenge to practitioners. Although interviewees recognised that there are many resources available for the formal sector, it was felt that there are not as many resources specifically written for the youth work sector. It was felt that those youth work resources available are often not widely known or used. One interviewee also suggested that a Global Youth Work resource, specifically designed for Northern Ireland, could be developed for use in the sector.

### 5.2.7 Opportunities for Development Education in Youth Work Training

All interviewees agreed that the global dimension should be incorporated into professional youth work training.

**'... It is more like an approach to living which I think could be incorporated into existing modules rather than create a new module.'**

North South Education and Training Standards Committee for Youth Work

**Youth workers should be equipped at some level, even understanding of what they are doing in relation to a global context could influence young people to critique the wider world and the bigger picture.'**

North South Education and Training Standards Committee for Youth Work

**Youth work is based on principles of equity, diversity and interdependence and we need to include a global dimension.'**

North South Education and Training Standards Committee for Youth Work

Changes in society due to globalisation, and our increasing interdependence with the rest of the world were also highlighted as reasons for prioritising global youth work in youth work training.

**'There is a growing need to have increased connection with the "global" and to understand how you impact on the world, how you impact on change.'**

North South Education and Training Standards Committee for Youth Work.

All interviewees agreed that the global dimension concepts should be highlighted where appropriate across the existing BSc Hons Community Youth Work modules and illustrated through the use of examples. There were no suggestions to create a new module, but rather to offer the global dimension as a specialism where appropriate.

**'It really has to be brought into the course but also offered in places where students could really focus on it.'**

Youth Work Training Board

**'I don't think that a separate module is necessarily the way to ensure that the learning takes place, and in fact it might encourage a compartmentalised approach which would be contrary to the principles of global education itself. ... I would prefer an approach which "global proofed" all modules.'**

North South Education and Training Standards Committee for Youth Work

**'It doesn't have to be this huge "add on". It is about highlighting it throughout.'**

Youth Work Training Board

However, interviewees suggested that there are potential benefits arising from the delivery of sessions focusing on the relevance of global perspectives of social justice, the consequences of our interdependence and clarification of terminology used in Global Youth Work.

Interviewees suggested that it would be helpful to include a statement or paragraph in the student handbook recognising that students are training to be youth workers in a global society, setting the globalised context for their work.

### 5.2.8 Agenda

Interviewees named a number of policies, agendas, strategy papers and steering organisations that currently inform the Youth Work sector. Interviewees were not convinced that any of the current policy documents referred specifically to Global Youth Work. They felt that no specific agendas existed to drive development education in youth work.

It was reflected in the interviews that although there are many potential avenues to create the space for ensuring a global dimension, there are in fact few specific drivers actively lobbying for a more 'globalised' approach. That said, it was also felt that with all of the current changes being discussed and implemented that there is an opportunity to pursue and drive a global dimension within these various agendas.

### 5.3 Analysis of Focus Groups with University of Ulster at Jordanstown and Magee

32 students from the BSc Hons including first year full time students and second year part time and full time students participated in seminars that considered the meaning and role of development education for youth work. The students had the opportunity to contribute to this research through focus groups and interviews. The aim of the focus groups and interviews were to gauge the participants' views about the relevance, opportunities and limitations for development education in youth work training.

#### 5.3.1 Global dimension concepts reflected in the BSc Hons. Community Youth Work

There was a general agreement between students that a number of modules centred on the global dimension concepts regularly. In particular they felt that the following modules reflected these concepts regularly: Social Policy, Context of Youth Work, and Psychology. They felt that Sociology too offered the opportunity to reflect the concepts particularly in exploring the cause and effect relationships. It was agreed that the concepts were closely related to the content of the Youth Work in a Diverse Society course.

There was also a general agreement amongst students that although global dimension concepts were included in their various modules, they felt that they were not openly acknowledged or discussed fully.

**'It is touched on but needs focused on.'** First Year Student

The majority of students agreed that understanding global youth work concepts would support development of their own interpersonal skills and broaden their perspectives of local concerns. They felt it would enable them to make peer-to-peer connections between the local and the global and the global to the local. They felt that this was relevant to their development and their capacity as youth work practitioners in a globalised world.

**'Very important for young people to grow, they need to know how they are connected with the world to really do this.'** Second Year Full-time Student

A small number of students suggested that it was important for youth workers to understand the wider context of the issues impacting on their 'work on the ground'.

**'Its important for us to know where young people fit into the bigger picture, to understand the context we are working in, however we need to sort out our local problems first.'** Second Year Part-time Student

**A Summary of Student Feedback on Global Dimension Concepts in the Modules**

Module	Global Dimension Concepts							
	Citizenship	Human Rights	Social Justice	Sustainable Development	Peace & Conflict Resolution	Diversity	Values and Attitudes	Interdependence
Sociology	*	*						
Social Policy		*	*					
Working in Community				*	*			
Interpersonal Skills				*			*	
Youth Work in Diverse Society	*	*	*	*	*	*	*	*
Context of Youth Work								*

### 5.3.2 Global dimension desired outcomes reflected in the BSc Hons. Community Youth Work

There was a consensus among students that the global dimension desired outcomes were also core skills for youth work practitioners. While there was an agreement that these skills were core to youth work practice, and were reflected in how the course was facilitated, it was acknowledged that students did not have the opportunity to consciously learn the skills themselves.

**“Core skills like questioning skills and learning how to encourage young people to question their world should be in all modules but these skills aren’t really taught”.**

Second Year Part Time Student Group

There was a strong feeling articulated that although students were encouraged to take action for a better world, this was only at a personal and local community level. They felt action was disconnected with the wider world.

**‘It is in none of our modules (only locally):**

Second Year Part Time Student Group

‘We are not really encouraged to act for a better world, its more locally focused. It could be in all of our modules and in particular **Youth Work in a Diverse Society** and in the **Context of Youth Work** module’. Second Year Full Time Student

### 5.3.3 Global youth work good practice guidelines reflected in BSc Hons. Community Youth Work

The students could easily identify with the Good Practice Guidelines, feeling they reflected good youth work practice.

**‘Its already part of our youth work practice’.**

Second Year Full-time Student

It was noted that the course actively encouraged and promoted these guidelines, in particular modules; **Group Work, Informal Education, Youth Work in a Diverse Society** and **Place-ments**. They indicated that their journals required them to apply theory in practice so were actively analysing their competency and development in this area.

**‘Our journals ensure that we reflect on our ability to translate the theory from our modules into practice, so really we are encouraged to work to best practice guidelines while still reflecting on the dilemmas this raises for us.’**

Second Year Part-time Student

The main gap identified by students is ‘Linking to the Wider World’.

**‘We are not really asked to link our learning or the issues we face with the wider world but we are encouraged to link with our local situations’.** Second Year Part-time Student

**A Summary of Student Feedback on Global Dimension Desired Outcomes in the Modules**

Module	Global Dimension Desired Outcomes				
	Critical and Creative Thinking	Questioning	Self Awareness and Open Mindedness towards difference	Understanding of global issues and power relationships	Encourage Action for a better world
Sociology	*	*			
Social Policy	*	*			
Working in Community	*	*			
Interpersonal Skills	*	*	*		
Youth Work in Diverse Society	*	*	*	*	
Context of Youth Work	*	*			
NOTES	Particularly in learning journals	Not explicitly taught	*	*	Only Locally



### A Summary of Student Feedback on Global Youth Work Good Practice Guidelines in the Modules

Global Youth Work Good Practice Guidelines									
Module	Negotiate Agenda with Young People	Meet needs of the group	Use informal educational methods	Based in a youth work setting	Linking to the wider world	Encouraging Action	Evaluating own practice	Evaluating process	Giving Feedback
Sociology							*		
Social Policy							*		
Working in Community							*		
Interpersonal Skills							*	*	
Youth Work in Diverse Society	*						*		
Context of Youth Work					*Locally		*		
Group Work		*					*		
Informal Education			*				*		
Placement				*		*	*		

#### 5.3.4 Opportunities to incorporate a global dimension into the BSc Hons Community Youth Work Course

There was a strong sense from the students that a global dimension has a place in the BSc Hons Community Youth Work course.

**'Youth work should look at enabling young people to understand how they need to help support society. Society's needs are important too and young people need support to see what part they choose to play. Helping out and contributing to their estate or across the planet is good'.**

First Year Full-time Student

They could easily identify a range of modules that incorporate a global dimension as is highlighted in the responses 4.4.1 - 4.4.3

Students identified two modules that they felt could be a positive starting place without alienating those who are not motivated to incorporate a global dimension into their youth

work practice. The Context for Global Youth Work module would be a positive starting point, as it enables the students to explore their own values in relation to their practice and sets the context for their professional development as youth workers.

Placements offered a more obvious opportunity for learning and applying development education practice. However one student articulated some concerns about placements reinforcing stereotypes about global youth work.

**'We want to be careful not to have global youth work just for those who are going away as my understanding is that this affects us all whether we are here or away'.**

Second Year Full-time Student

In relation to placements a number of other specific opportunities were identified.

- Preparation and debriefing from overseas placements
- An option to have a placement which supports the global dimension locally
- Offered as an optional placement in 3rd year

**'We definitely need preparation for international work placements in developing countries, when going to countries like South Africa it would be essential for our own personal and professional development.'**

Second Year Full-time Student

**'I know from experience that its so hard to not get angry and frustrated when coming home from overseas placements, so we would need help to know what to do with that experience.'**

First Year Full-time Student

There were a range of other recommendations that students felt may support the incorporation of a global dimension into the course.

**Course Content:** Students were concerned about where a global dimension could 'fit' and indicated where they considered a course to be at full capacity. The majority of participating students felt it was important that a global dimension should be incorporated into existing modules over three years of study rather than delivered in a one off session.

Students indicated the importance of offering individuals the opportunity to specialise in their third year rather than a global dimension being a component for everyone.

**'It should be right in first year.'**

Second Year F\T Student

**'We should have the chance to continuously learn and develop in this area without it overtaking other important parts of the course.'**

First Year F\T Student

**'It should be an optional specialism in the 3rd year or for 3rd year placement.'**

Second Year P\T Student

**Youth Work Practice:** A desire was expressed to learn about different types of youth work in practice including global youth work. It was noted that this should be an opportunity to hear from other organisations and learn about alternative approaches at a grass roots level. It was felt that the organisations should be youth work organisations and not development non-government organisations, as a direct connection to youth work practice was preferred.

**'Invite people along for a session to tell us about different types of youth work in practice, this doesn't mean non-government organisations, it should have a youth work focus.'**

Second Year F/T Student Group

It was indicated that the practice of incorporating global youth was as important as explaining the value and theoretical concepts.

**'It would be good to have 1 day - interactive - how to do this, rather than just why we should.'**

Second Year Full-time Student

**Validation:** There was a concern that global youth work learning should be validated appropriately, meaning global youth work being expressed in an academic framework. Contributions made by students could be validated through the inclusion of assignments, encouraging them to reflect on the global dimension of the concerns raised.

**'It needs to be there in an academic framework.'**

Second Year Full-time Student

**'We should be given the opportunity to incorporate a global dimension into our assignments rather than just focus on the local.'**

Second Year Full-time Student

It was also indicated by a number of second year students where a guest speaker's seminar relates to the course module and the learning outcomes. There was a general consensus that students treat guest seminars as less serious components of the course.

**'When speakers come in we don't take it as seriously as the other parts of our course, we see it as an easy day which is ok to miss.'**

Second Year Full-time Student Group

### 5.3.5 Motivation

The students rated their levels of motivation for wanting a global dimension to be incorporated into the course.

Students rationale for rating;	
<p><b>Very Motivated / Motivated</b></p> <ul style="list-style-type: none"> <li>• 'To be inspired'</li> <li>• 'Its important on a personal level'</li> <li>• 'I would like to learn how to incorporate it into youth work practice'</li> <li>• 'I would like to sit down to learn about what to think about before I go away'</li> <li>• 'It makes a difference'</li> <li>• 'Its important that we make a difference to young people in the context of making a difference to the world. There's really no point of making a difference to young people if that doesn't translate into the world'</li> <li>• 'Views need to be challenged. Global youth work can do this'</li> <li>• 'We are part of the global, so its about us as well as people in other places, its about everyone'</li> <li>• It is relevant as we are part of the wider world'</li> </ul>	<p><b>Indifferent</b></p> <ul style="list-style-type: none"> <li>• 'Its not for me to say, lecturers should lead the way and inform me of what I need'</li> <li>• 'I just don't know enough to comment'</li> <li>• 'Its no problem if it's there or not'</li> </ul>
<p><b>Not Motivated</b></p> <ul style="list-style-type: none"> <li>• 'There's too much talk about what's happening in the world I think we should sort out our own problems in Northern Ireland first'</li> </ul>	<p><b>Other</b></p> <ul style="list-style-type: none"> <li>• 'I ticked "other" as I'm motivated when I think about it, but haven't given it enough thought'</li> </ul>

### 5.3.6 Challenges for the incorporation of a global dimension into youth work courses

For students, time was indicated as the biggest constraint to their deeper engagement with

Global Youth Work. They were quite concerned about additional course content and the implications on time, study, research and assignments.

**'I wouldn't add it into the course but make it part of how the course is delivered!'**

Second Year P/T Student

Resources were identified as another possible challenge. Students felt that resources needed to be available in the university libraries to support learning in this area.

### 5.3.7 Opportunities for Development Education in Youth Work Training

30 students felt there should be a global dimension incorporated into Professional Youth Work Training and 2 students felt that there should not be a global dimension incorporated into professional youth work practice.

The following table (overleaf) highlights the rationale for their responses.

**Factors supporting the incorporation of a global dimension into professional youth work training**

<p><b>Understanding Identity</b>                  'Young people are shaped by the world around them and they would benefit from gaining a greater understanding of what's around them and how it affects how and who they are'                  'Young people would benefit from understanding how they affect and influence the world'</p>	<p><b>Understanding Interconnectedness</b>                  'Yes as all things are interconnected throughout the world'                  'We explore NI in depth but not so much how the NI conflict has affected the world'                  'We are taught about making a difference to young peoples lives but not in the context of the world'                  'Its very important for young people to grow and they need to know how they are connected with the world to do this'                  As global concerns are increasing we need to connect young people to them now                  'It's taking the step to care about more than just 'the self' its about understanding 'the self' in a global context, its about understanding the cause and effect relationships that exist in the world'</p>
<p><b>Personal value</b>                  'It has great importance to me and can be a change of focus from current NI events'                  'It is important to me from a Christian Perspective'</p>	<p><b>Relevance to youth work in practice</b>                  'Really made me think about things I'd been doing already and how I could do it in placement - very relevant'</p>
<p><b>Increase Knowledge</b>                  'These sessions cover serious issues that need to be addressed. As youth workers we can't keep ignoring it and pretending it's not about us and not doing something about it'                  'It is important that we are aware of global issues so we can educate young people on these issues allowing them to make informed decisions on their values and behaviours in relation to these issues'                  'Its important for young people to be aware of what is going on in the rest of the world. Young people have the right to know what is going on'                  'Young people deserve to be educated socially about the world around them and how it effects them'                  'Information and education can only be good                  'Young people need to become more aware of issues not only within their own community but in the wider world context as it is a growing space.</p>	<p><b>Building the Capacity of Youth Workers</b>                  'I do feel that the global dimension should be incorporated into youth work training because it makes us the youth workers aware of what's going on globally. It provides the opportunity to challenge views and stereotypes and provides us with the tools and resources to pass onto our young people'                  'If I don't try to understand this how am I ever going to have the confidence to explore these social issues with young people without limiting them'                  'Yes - most of what we do is NI based - its good to think outside the box'                  'It affects the young people we are working with even more than it affected us when we were young. We need to know more to make young people more aware of what's going on globally. We need to make the change so the young people can make the difference'                  'Yes - to provide opportunities for youth workers to develop their youth work on a bigger scale'                  'It would be good to look at this in particular for preparing to go overseas in a socially responsible way'                  'We need to learn the skills of how to motivate young people to learn about these justice issues and to help them to help others not just themselves'</p>
<p><b>Challenging Perspectives</b>                  'Views and perspectives need to be challenged in relation to the global as well as NI issues'</p>	
<p>'Need a chance to explore our views and perspectives – where they came from etc'</p>	

**Views opposing the incorporation of a global dimension into professional youth work training****Validation**

I question if global youth work is more resourceful than academic. That is a good thing, but I think it's more suited to when we are qualified workers and need programme ideas and challenged.

**Youth Work Practice**

I think these are things that could be researched while on practice. We should be taught more how we work with young people than what we do with them.

**Priorities**

I think we should spend more time understanding the difficulties in our own country and its impact first.

Summary of Findings			
	University of Ulster Lecturers	North South Education and Training Standards Committee for Youth Work & Youth Work Training Board	Students
<b>Mapping the global dimension in the current BSc Hons Community Youth Work course</b>	<ul style="list-style-type: none"> <li>Context of Youth Work</li> <li>Youth Work in Diverse Societies</li> <li>Interpersonal Skills</li> <li>Sociology</li> <li>Psychology</li> <li>Social Policy</li> <li>Informal Education</li> <li>Action Research</li> <li>Leadership and Management</li> <li>Community development</li> <li>Present in all modules to varying degrees</li> </ul>	<ul style="list-style-type: none"> <li>Context of Youth Work</li> <li>Youth Work in Diverse Societies</li> <li>Community Development</li> <li>Overseas Placements</li> <li>Present in all modules to varying degrees</li> </ul>	<ul style="list-style-type: none"> <li>Context of Youth Work</li> <li>Youth Work in Diverse Societies</li> <li>Community Development</li> <li>Social Policy</li> <li>Sociology</li> <li>Interpersonal Skills</li> <li>Informal Education</li> <li>Group Work</li> <li>Placement</li> <li>Present in all modules to varying degrees</li> </ul>
<b>Opportunities for the global dimension in current youth work training courses</b>	<ul style="list-style-type: none"> <li>BSc integrated approach</li> <li>Masters and Postgraduate opportunities</li> <li>Access courses</li> </ul>	<ul style="list-style-type: none"> <li>BSc integrated approach</li> <li>Masters and Postgraduate opportunities</li> <li>Education and Library Board Courses e.g. OCNNI accredited courses</li> </ul>	<ul style="list-style-type: none"> <li>BSc integrated approach</li> <li>Begin in 1st Year BSc Hons and lead to the choice of a specialism in 3rd Year</li> </ul>
<b>Motivation for incorporating the global dimension into the current youth work courses</b>	<ul style="list-style-type: none"> <li>Very motivated (1/2)</li> <li>Motivated (1/2)</li> <li>Indifferent (0)</li> <li>Not motivated (0)</li> <li>Other (0)</li> </ul>	<ul style="list-style-type: none"> <li>Very motivated (4/6)</li> <li>Motivated (2/6)</li> <li>Indifferent (0)</li> <li>Not motivated (0)</li> <li>Other (0)</li> </ul>	<ul style="list-style-type: none"> <li>Very motivated (12/32)</li> <li>Motivated (13/32)</li> <li>Indifferent (5/32)</li> <li>Not motivated (1/32)</li> <li>Other (1/32)</li> </ul>
<b>Advantages in delivering Global Youth Work to Community Youth Work under-graduate students at the University Of Ulster</b>	<ul style="list-style-type: none"> <li>Students better equipped to work with young people in today's globalised world.</li> <li>Students' understanding of justice issues enables them to engage young people in actions for positive change.</li> </ul>		<ul style="list-style-type: none"> <li>Global Awareness</li> <li>Comparisons of youth work practice</li> <li>Awareness of issues</li> <li>To prepare for the future of youth work</li> <li>New perspectives to offer young people</li> <li>Seeing the self beyond the self</li> <li>Build skills e.g. through discussions</li> </ul>

<b>Summary of Findings (Continued)</b>			
	<b>University of Ulster Lecturers</b>	<b>North South Education and Training Standards Committee for Youth Work &amp; Youth Work Training Board</b>	<b>Students</b>
<b>Challenges to delivering Global Youth Work to Community Youth Work under-graduate students at the University Of Ulster</b>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Resources</li> <li>• Terminology in use</li> <li>• Perceived relevance of 'global' education by the youth work sector</li> </ul>	<ul style="list-style-type: none"> <li>• Time</li> <li>• Resources</li> <li>• Terminology in use</li> <li>• Motivation of those delivering the course</li> </ul>	<ul style="list-style-type: none"> <li>• Time and capacity</li> <li>• Should be optional to encourage those who are interested</li> <li>• Could focus energies on world issues while local issues remain unaddressed</li> <li>• May lead to more negative assumptions if not addressed appropriately</li> <li>• Youth work resources</li> <li>• Needs to be practice based</li> </ul>

## 6 Conclusions & Recommendations

This research is intended as a starting point from which to identify areas needing specific research and development for incorporating a global dimension into youth work training. It is hoped that the research will be used by the University of Ulster and the wider youth work sector in Northern Ireland as a means of demonstrating the level of interest and commitment within the sector to social justice and equality issues. The conclusions of the report are outlined below.

### 6.1 Relevance

- There was general agreement from those who participated in the research that a global dimension should be incorporated into professional youth work training at the University of Ulster.
- A global dimension was considered relevant to youth work theory and practice, particularly in response to the effect that globalisation processes has on society. It was felt that youth workers need to understand the impact of these economic, technological, cultural, political and environmental relationships on their youth work practice.

**‘Youth workers should be equipped at some level, understanding that what they are doing in relation to a global context could influence young people to critique the wider world and the bigger picture.’**

NSETS/Youth Work Training Board of Northern Ireland

- The concepts, desired outcomes and good practice guidelines for development education were clearly identified as already being within the curriculum of the BSc Community Youth Work course taught at the University of Ulster. They were described by all groups interviewed as core to professional youth work theory and practice. The concepts, desired outcomes and good practice guidelines for development education were particularly apparent in the following modules:
  - Context of Youth Work
  - Youth Work in Diverse Societies
  - Sociology
  - Social Policy
  - Working in Communities
  - Placements including journals
  - In implementing the youth work principles of equity, diversity and interdependence it was considered counter productive to exclude a global dimension.

- The research found that a global dimension could:
  - Encourage a wider understanding of social justice
  - Enable youth workers to understand identity in a wider context
  - Enable youth workers to understand the interconnectedness and independence of people and the planet
  - Develop youth workers' knowledge of the wider context of their practice
  - Develop the capacity of youth workers to include a wider context in their practice
  - Enable youth workers to explore their values and beliefs in a wider context
- It was agreed by all who participated in the research that the concepts, desired outcomes and good practice guidelines are currently taught from a local perspective but are not consciously or intentionally considered from a globalised perspective
- Those involved in the research identified certain areas that require specific development;
  - Global Dimension Concepts to be further incorporated;
  - Social justice
  - Global citizenship
  - Human rights
  - Sustainable development
  - Diversity and inclusion
  - Peace and conflict resolution
  - Interdependence and values and attitudes

Global Dimension Desired Outcomes to be further incorporated

- Understanding global issues and power relationships
- Encouraging Action for a Better World – beyond the local context

Good Practice Guidelines to be further incorporated

- Linking to the wider world
- Encouraging Action - in a global context

### 6.2 Most appropriate training courses for global youth work

- Findings suggest the BSc Community Youth Work course potentially has a role to play in promoting and encouraging participation on global justice concerns.
- Respondents agreed that using existing opportunities within the BSc Community Youth Work to highlight examples of the global dimension was preferable to the creation of a separate module.



- Time constraints and an already heavy curriculum were cited as the biggest challenges to incorporating a global dimension into the course by both students and staff.
- The content of the Pre-Vocational Certificate in Community Youth Studies is already at full capacity. It could however, include reference to youth work in an increasingly globalised world and make use of examples related to the global dimension throughout the course where appropriate.
- Respondents felt that the Post-Graduate Diploma leading to MSc in Community Youth Work offers space for those with a particular interest in global youth work to develop their capacity in this area.
- Pre-vocational courses offered by the Education and Library Boards were identified by participants as possible places to offer a suite of training. As well as a stand alone course, the principles could be incorporated into the Open College Network of Northern Ireland Accredited Courses including, 'International Exchanges' and 'The Context of Youth Work'.

### 6.3 Internationalisation of global youth work

- There is agreement that the 'internationalisation' of global youth work can be counter productive, as it reinforces a widely held assumption that the 'global' in global youth work is about 'others', 'developing countries' and 'far away places'. Understanding global youth work as that which relates to diversity, social justice and interdependence rather than youth work in 'faraway places' could go a long way to allaying the concerns of those who currently do not embrace development education as being relevant to young people in Northern Ireland.
- Students and staff identified Non Governmental Organisations as a rich resource for supporting delivery within the course and in particular increasing knowledge of specific concepts or issues. Students considered it important however; that Non Governmental Organisations involved in international development issues should not be overly used in the delivery of training on the global dimension. These organisations might unintentionally reinforce assumptions in relation to the 'internationalisation' of global youth work.
- Knowledge and capacity to deliver and understand youth work at a local level in Northern Ireland need not be diminished by the inclusion of a global dimension.
- There is a general consensus from all interviewed that a global dimension in youth work should not exclusively be covered in convenient modules such as the overseas placements

as this reinforces the internationalisation of global youth work.

### 6.4 Resources

- Concerns were raised in relation to the availability and access to resources for global youth work practice within the professional field. In particular, there is a strong sense that the majority of existing resources, written by non-government organisations have been produced for the formal education sector. Participants in this research voiced their concern that skill, time and commitment would be needed to adapt these resources for youth work contexts. This should not be left to the busy youth worker.
- There was acknowledgement that some resources were already available but staff and / or students did not necessarily know how or where to access them.
- The University of Ulster's information and communication technology resources could be better utilised to assist in the incorporation of a global dimension into youth work courses.

### 6.5 Motivation

- The majority of those who participated in the research identified themselves as either motivated or very motivated to incorporate a global dimension into professional youth work training

### 6.6 Wider support

- The wide range of terminology used in development education is confusing and was unfamiliar to many respondents and requires clarification.
- Incorporation of a global dimension was considered important but would require validation from the University of Ulster and support from the wider sector.
- Successful implementation of global youth work within youth work organisations was considered possible only if the social development agenda is developed alongside the personal development agenda.
- Respondents were unaware of the development studies work taking place at the UNESCO Centre based at the University's Coleraine Campus.

## 6.7 Recommendations

These recommendations are suggested as possible ways to further incorporate a global dimension into Youth Work, both through courses at the University of Ulster and through interventions in the wider sector. They are based on suggestions and responses from research participants and have been agreed by the Advisory Group.

### 6.7.1 Incorporating Global Youth Work into BSc Community Youth Work course at the University of Ulster

- Opportunities for incorporating a global dimension into the BSc Community Youth Work course at the University of Ulster could be pursued and a strategy developed. (See Appendix 6 for possible strategy)
- The University of Ulster should consider researching and defining the terminology used in relation to 'global dimension', 'development education' and 'global youth work' in a youth work context, ensuring that the internationalisation of a global dimension isn't reinforced through the definition.
- The University should create an overarching statement in the course outline and student handbook to acknowledge the need for youth workers to address a global dimension in the context of youth work.
- Teaching and learning in the BSc Community Youth Work Course should attempt to include social justice perspectives using examples where possible, to link to the wider world.
- Consider preparing a development education activity toolkit to complement existing modules for lecturers. This 'toolkit' of examples could highlight useful resources, which could be used for different parts of the BSc Community Youth Work course.
- Opportunities for students to take action on social justice issues should be actively promoted and encouraged when relevant to the course. The impact of actions should be linked to the wider world.
- Any learning related to global youth work incorporated into the current BSc Community Youth Work course should be validated by the University of Ulster. The global dimension could be identified as a core value and area of competency, through which students achieve academic credit through assessment within assignments.

- Opportunities to be created for students to specialise in global youth work should be made available in third year.
- Develop the use of information and communication technology within the course to explore the role of technology in an increasingly globalised world. For example, international linking and placements could benefit from the use of Skype, webcams, blogs and Facebook type connections before, during and after overseas placements.
- Contact the UNESCO Centre at the Coleraine campus to seek support and advice to incorporate a global dimension in to courses.

### 6.7.2 Placements

- All placements, local and international, to consider issues of social justice, human rights and interdependence and encourage students to reflect on their learning on the global dimension concepts, the desired learning outcomes and good practice guidelines. Journals could be adapted to include these areas.
- Students participating in placements to 'developing contexts' should be provided with specific pre-departure training and debriefing support in line with good practice guidelines.

### 6.7.3 Resources

- Research good examples of global youth work practice both local and national.
- Mapping of available global youth work training resources.
- Support the development and creation of resources, which meet the needs of the youth work sector in Northern Ireland.
- Investigate scholarship and work experience opportunities, which encourage a social justice dimension both locally and internationally and forward these to students.
- Identify gaps in expertise on particular issues or concepts and work in partnership with development and community organisations to meet these gaps.
- Develop reading lists and relevant resources in partnership with UK and Irish universities, colleges, institutes and the Centre for Global Education.

- Consider making a collection of suitable resources available in the University of Ulster library for staff and students to access.
- Invite global youth work practitioners and development organisations as guest facilitators to explore specific topics.
- The Community Youth Work team should identify criteria and guidance for development and partners to meet in relation to contributing to the learning outcomes, which help focus the input and challenge the internationalisation of global youth work.
- Development organisations should be encouraged to create suitable development education resources for youth work settings or adapt their existing material.
- Showcase examples of good practice in lectures/seminars. Invite development organisations and youth work organisations to bring their global youth work resources together to one place e.g., University of Ulster Library, resource room or host an open day or professional development day to enable students to become familiar with and to try out resources.
- Partnership should be developed with the Centre for Global Education and other development organisations to provide training and enable access to a wider variety of funding and resources for youth work.

#### 6.7.4 Wider Support

- Support field based research to identify the needs and desire of youth work organisations to engage in a global dimension.
- Support field based research to define and agree what global youth work means in a Northern Irish Youth Work context.
- Support the validation process to recognise pre-vocational and professional development learning in the global dimension.
- Support the development of professional courses available through the Open College Network of Northern Ireland and prevocational courses through the Education Library Boards to include Global Youth Work.
- Create opportunities for students to specialise in global youth work through Masters and Postgraduate courses.

- Ensure the social development agenda is given appropriate weight alongside the personal development agenda.
- Work towards assurance that a global dimension is supported and validated by policy in the wider youth work sector and remains relevant to the youth work field in Northern Ireland. Opening up discussion with supportive partners and develop a strategy for lobbying policy makers and influencing youth work agendas.
- Seek to develop the partnership with the Centre for Global Education and other organisations that provide training and resources to enable access to a wider variety of funding and resources and to action a number of these suggested initiatives.

#### Footnote

The publication of this report coincides with the release of a preliminary UK wide research report, 'The State of Global Youth Work in HEI's', (November 2008) by De Montfort University (Leicester) exploring the global dimension in Joint Negotiating Committee (JNC) accredited Higher Education (HE) courses. The research report aims to explore how Global Youth Work (GYW) is addressed in JNC accredited HE courses; to discover the drivers that influence the delivery of GYW; to identify what specialist skills, knowledge and resources are needed to deliver GYW and to what extent lecturers consider themselves equipped to deliver GYW; and to determine whether the GYW curriculum being delivered in Higher Education Institutions (HEI's) meets the needs of the youth sector.

The findings within 'The State of Global Youth Work' give a broad picture of development education in youth work courses throughout the UK. A number of the findings are consistent with the outcomes of this research report, particularly in relation to the use of language, resources and the possibilities and limitations for development education in a HEI youth work course. This could provide an opportunity for further collaborative research on a national basis.

# 7 Appendices

## Appendix 1: BSc Hons Community Youth Work Main Learning Outcomes

### 11K Knowledge and Understanding of Subject

Qualifying Community Youth Workers must:

- K1** Gain knowledge and understanding of the application of the theory underpinning Community Youth Work practice.
- K2** Understand the nature, scope and purpose of Community Youth Work within a contested and diverse society.
- K3** Understand the responsibilities in relation to working with all young people with specific reference to vulnerable young people.
- K4** Knowledge of values and principles underpinning Community Youth Work.
- K5** Be self aware and conscious of the need for continuous professional development.
- K6** Understand the impact of conflict and division in Northern Irish society and apply it in a wider context.
- K7** Understand and work within the contested nature, scope and purpose of youth work in a diverse society.
- K8** Gain an understanding of rights and responsibilities, equity and diversity, inequality and oppression.
- K9** Demonstrate clear understanding of, and commitment to, equality and diversity and importance of choice, freedom, responsibility and justice.
- K10** Have an understanding of identity and culture and their impact on child and adolescent development.
- K11** Gain understanding of key areas of social policy eg Human Rights, Child Protection, Section 75.
- K12** Knowledge of how to work in a community setting and within communities of interest.
- K13** Understand ethical and professional values underpinning work with young people.
- K14** Understand sociological, psychological constructs and the social policy context for Community Youth Work practice.

### Teaching and Learning methods

Lectures, class discussion, staff and student-led workshops, guided study and reading, placements, specialist speakers and web-based delivery.

### Assessment methods

Assignments, journals/reflective logs, seen and unseen examinations, class tests, seminars.

### 11L Intellectual Qualities

Qualifying Community Youth Workers must be able to:

- L1** Critically assess and evaluate information
- L2** Research, analyse and evaluate data from a range of sources
- L3** Critically appraise the underlying professional ethical and value base of Community Youth Work practice
- L4** Analyse Community Youth Work practice within a comparative context with an ability to source data from across a range of national and international sources
- L5** Understand organisational values and cultures
- L6** Consider data regarding cultural diversity and social inclusion from national and international sources

### Teaching and Learning methods

Lectures and workshops, student-led seminars, independent research in library and web based materials, problem-based learning scenarios

### Assessment methods

Oral presentations, group projects, seminar presentations, essays, research project

### 11P Professional/Practice Skills

Qualifying Community Youth Workers must be able to:

- P1** Build relationships with young people that enable them to explore and make sense of their experience, and plan and take action.
- P2** Facilitate young people's learning, and their personal and social development.
- P3** Application of a professional value base within a variety of settings and situations and where there are competing needs and priorities.
- P4** Enable young people to organise and take increasing responsibility for activities, events and projects.
- P5** Ability to work in a broad range of situations.
- P6** Ability to understand, work with and value (young) people as individuals with unique life histories.
- P7** Ability to work with other professions, agencies and in multidisciplinary settings to promote best practice.
- P8** Identify and establish relationships.
- P9** Ability to support and develop effective, efficient and ethical practice in Community Youth Work.

- P10** Manage systems to safeguard young people's welfare with other organisations and individuals and build and maintain partnerships
- P11** Understand how to contribute to change in a professional context
- P12** Develop skills of advocacy, challenge and assertiveness
- P13** Research skills to commence professional practice
- P14** Demonstrate leadership skills
- P15** Demonstrate ability to evaluate evidence, arguments and assumptions, to reach sound judgements, and to communicate effectively.

### Teaching and Learning methods

Lectures, role plays, simulated exercises, SSST labs, skills workshops, Practice Teacher observation

### Assessment methods

Reflective log/journal, direct observation, portfolio, Essays

## Appendix 2: Interview and Focus Group Questions

### Research opportunities for Development Education/Global Dimension in University of Ulster courses.

#### 1. BSc Hons CYW: Knowledge and understanding

*When completing this question please refer to the attachment which outlines the main knowledge and understanding learning outcomes of the BSc Hons Community Youth Work.*

- 1.1) Do you see any areas of the course which reflects these global dimension concepts?
- 1.2) Could you identify any of these? E.g. KI4, KI6
- 1.3) Could you describe how you might incorporate these concepts into a specific module?

Global Dimension Concepts Ref: DFID & DFES Guidance materials 'Developing a Global Dimension in the School Curriculum'	2.1 Tick as appropriate	2.2 Identify the key learning outcomes e.g. K14
Citizenship		
Human rights		
Social justice		
Sustainable development		
Peace & conflict resolution		
Diversity		
Values & attitudes		
Interdependence		

#### 2. BSc Hons CYW: Intellectual skills

*When completing this question please refer to the attachment which outlines the main intellectual skills learning outcomes of the BSc Hons Community Youth Work.*

- 2.1) Do you see any areas of your course which reflect these skills?
- 2.2) Could you identify any of these? E.g. L4, L6
- 2.3) Could you describe how you might incorporate these global dimensions in to a specific module?

Development Education desired outcomes Ref: Development Education Association (DEA)	3.1 Tick as appropriate	2.2 Identify the key learning outcomes e.g. K14
Critical and creative thinking		
Questioning		
Self awareness and open mindedness towards difference		
Understanding of global issues and power relationships		
Encourage Action for a better world		

**3. BSc Hons Community Youth Work: Youth work professional practice**  
*When completing this question please refer to the attachment which outlines the main intellectual skills learning outcomes of the BSc Hons Community Youth Work.*

- 3.1) Do you see any areas of your course which reflect these practices?
- 3.2) Could you identify any of these? E.g. P1, P12
- 3.3) Could you describe how you might incorporate these Global Youth Work Practice Guidelines into a specific module?

Global Youth Work Good Practice Guidelines Ref: Based on National Youth Council of Ireland's Good practice guidelines for Global Youth Work	4.1 Tick as appropriate	4.2 Identify the key learning outcomes e.g. K14
Negotiate agenda with Young people involved		
Meet needs of the group		
Use informal educational methods		
Be based in a youth work setting		
Linking to the wider world		
Encouraging action		
Evaluating own practice		
Evaluating process		
Giving feedback		

**4. Are there other opportunities to incorporate a global dimension into wider University Of Ulster courses or possible future courses that you are aware of?**

Course	Describe the opportunity
Certificate in Higher Education	
Postgraduate Diploma/MSc Community Youth Work Professional	
Other possible courses	

**5. Motivation** - Rate your own level of motivation for incorporating the global dimension into your own work. (Tick box - include an explanation if felt necessary).

- Very motivated
- Motivated
- Indifferent
- Not motivated
- Other

- 6) **Do you see any challenges for you and or the University of Ulster Community Youth Work department to enable the incorporation of a global dimension into youth work courses?** Eg Confidence/ability/willingness/relevance
- 7) **Training:** Do you think a global dimension should be incorporated into professional youth work training? If yes, what needs to happen to make that a reality? If no, why not?
- 8) **Agenda:** Are you aware of any policies that inform the youth work agenda, which currently supports the incorporation of a global dimension into the existing curriculum?

## Appendix 3: Seminar Outlines

### Learning outcomes

#### By the end of the seminar the students will:

- Know what is widely understood to be Global Youth Work
- Have developed practical ideas for incorporating new insights gained into their personal lives and work-related roles
- Have access to practical youth work resources
- Have contributed to the commissioned research

### Approach to Learning

“The course aims to create an environment where participants are actively encouraged to draw on their own knowledge and experience, to use their creativity, to challenge and be open to challenge from others. This is as important as providing stimulating, current information, from reliable sources on global issues and making local/global links”.

Learners will have the opportunity to see the connections between their own every day activities and development education. They will be encouraged from the outset to see the relevance of the concepts to their own lives and their professional roles.

### Methodologies

- Mini-Lecture
- Open -ended questioning
- Socratic questioning
- Simulation exercise
- Commenting through restatements and summaries

## Appendix 4: University of Ulster Community Youth Work course information

A description of courses, course conveners, student numbers and enrolment criteria was also created from desk based research as a useful appendix to support the research document.

Course Name	Course Coordinator	Student Numbers 2008	Enrolment Criteria
BSc Hons FT YR1 Jn	Mark Hammond	28	200 UCAS points Including no lower than DD
BSc Hons FT YR2 Jn	Susan Morgan	27	200 UCAS points
BSc Hons FT YR3 Jn	Ken Harland	20	200 UCAS points
BSc Hons PT YR1 Jn	Pat Henry	26	200 UCAS points
BSc Hons PT YR3 Jn	Pat Henry	22	200 UCAS points
BSc Hons PT YR3 Jn	Ken Harland	17	200 UCAS points
BSc Hons PT YR2 Magee	Breda Friel	24	200 UCAS points
BSc Hons PT YR3 Magee	Breda Friel	22	200 UCAS points
BSc Hons PT YR3 Magee	Breda Friel	7	200 UCAS points
PGDip/MSc Hons PT YR1 Jn	Tony Morgan	8	Undergraduate Degree
PGDip/MSc Hons PT YR2 Jn	Tony Morgan	15	Undergraduate Degree
<b>Total</b>		<b>216 students</b>	



## Appendix 5: Global Youth Work Resources

<b>Websites</b>	<p>www.youth.ie and www.youthdeved.ie</p> <p>www.ycareinternational.org</p> <p>www.developmenteducation.ie</p> <p>www.dea.org.uk</p> <p>www.cyfanfyd.org.uk</p> <p>www.centreforglobaleducation.com</p>	<p>The National Youth Council of Ireland (NYCI) works in partnership with Irish Aid to support youth organisations to deliver development education. Y Care delivers global youth work locally and internationally. Partnership website that explores development education in a range of settings.</p> <p>The DEA designed a Global Youth Work training course and the Training and Practice Manual which was piloted and produced in collaboration with youth workers in the UK.</p> <p>Cyfanfyd's global youth work project in Wales aims to ensure that global citizenship and sustainable development education form an integral part of youth work.</p> <p>Centre for Global Education in Belfast have on-line resources, catalogue and library of resources including an extensive collection of youth work materials.</p>
<b>Reading</b>	<p><i>Blackberries from Mexico: Youth work, young people and the global society</i>, National Youth Agency download from the NYA website for free <a href="http://www.nya.org.uk">www.nya.org.uk</a></p> <p>Freire, P. (1993) <i>Pedagogy of the Oppressed</i>. London: Penguin</p> <p>Freire, P. (2004) <i>Pedagogy of Hope</i>. London: Continuum</p> <p><i>Policy and Practice: A Development Education Review</i> Issues 1 - 8 (Centre for Global Education 2005 - 2009)</p>	
<b>Resources/Materials</b>	<p><i>DEA Global Youth Work training and practice manual</i> - available from CGE library or can be ordered for £25 from DEA Website</p> <p><i>Global Youth Work: Taking it Personally</i> by the National Youth Agency (Apr 08) can be ordered for £14.95 Tel: 0044 116 242 7427. E-mail: <a href="mailto:sales@nya.org.uk">sales@nya.org.uk</a></p> <p>National Youth Council of Ireland: Download youth work resources for free <a href="http://www.youth.ie">www.youth.ie</a></p> <p>Christian Aid Youth Work Packs (free) visit: <a href="http://www.christianaid.org.uk">www.christianaid.org.uk</a></p>	
<b>Professional Development Training</b>	<p>National Youth Council of Ireland (NYCI), FETAC level 5, Global Justice in Youth Work + ongoing professional development opportunities</p> <p>Graduate Certificate in Training for Development Education, Dublin City University, <a href="http://www.dcu.ie/~cis/GCDE.html">http://www.dcu.ie/~cis/GCDE.html</a></p>	

## Appendix 6: Strategy for incorporating a global dimension into the BSc Hons Community Youth Work

Potential Strategy for incorporating a global dimension into the BSc Hons Community Youth Work	
First Year	<ul style="list-style-type: none"> <li>Context of youth work in relation to development education, outlined in the student handbook</li> <li>Course Outline to include references to development education</li> <li>Exploring global perspectives in the module 'Context of Youth Work'</li> <li>Incorporated examples of global dimension throughout modules</li> </ul>
Second Year	<ul style="list-style-type: none"> <li>Seminars explaining terminology</li> <li>Seminars in global youth work theory and practice</li> <li>Global dimension incorporated into all placements</li> <li>Assignments encourage the incorporation of a global dimension</li> <li>Examples of the global dimension continue to be incorporated throughout modules</li> </ul>
Third Year	<ul style="list-style-type: none"> <li>Opportunities to specialise in development education in Youth Work</li> </ul>

## Appendix 7: List of tables

**Table 1** Methodology Overview

**Table 2** BSc Hons. in Community Youth Work Learning outcomes

**Table 3** A Summary of Student Feedback on Global Dimension Concepts in the Youth Work Modules

**Table 4** A Summary of Student Feedback on Global Dimension Desired Outcomes in the Youth Work Modules

**Table 5** A Summary of Student Feedback on Global Youth Work Good Practice Guidelines in the Modules

**Table 6** Student rationale for wanting a Global Dimension in their course

**Table 7** Factors supporting the incorporation of a global dimension into professional youth work training

**Table 8** Views opposing the incorporation of a global dimension into professional youth work training

**Table 9** Summary of Findings