



## Global Youth Work

Good Practice Guidelines for Wales



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## Acknowledgements

**Cyfanfyd was established in 1996 and is a national membership organisation that works to develop global citizenship and sustainable development in all sectors of education throughout Wales.**



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**\*\* If you have an example of practice that you would like to share please do contact us at Cyfanfyd so that we can continue to build a profile of good global youth work in Wales \*\***

## Introduction

As educators we have a responsibility to reflect on our practice and to respond to the changing learning and development needs of the young people we work with. In recent years young people have been faced with new opportunities, challenges and concerns as they grow up in an increasingly interdependent and globalised society. This guide should help you to act in response to this and has been written specifically for the youth work sector in Wales.

In September 2004 the Cyfanfyd Global Youth Work in Wales Project started to make contact with youth work practitioners from throughout Wales interested in developing or already practicing global youth work. The Global Youth Work Network for Wales was formed and in the months that followed this Network identified a need to develop a good practice guide for global youth work in Wales.

One aim of this guide is to showcase and celebrate some of the fantastic global youth work that is already going on within Wales, often driven by the motivation and inspiration of particular youth workers and young people. Another aim is to raise the profile of global youth work.

The Welsh Assembly Government has highlighted the importance of these issues through the 'Youth Work Curriculum Statement for Wales', to some extent in its flagship policy document 'Extending Entitlement - Supporting Young People in Wales', and in its 'Education for Sustainable Development and Global Citizen-

ship Strategy for Action'. However although there is commitment for this area of work at the highest levels it is felt that there is still a need to lobby for recognition of how important it is. Most of all the authors hope that having read this guide you will go away clearer about what global youth work is, inspired and motivated by what is already happening throughout Wales, and confident to either begin to develop or to further develop your own global youth work practice.

At the outset this guide will offer definitions of key terms and will place global youth work in the context of mainstream youth work. It will then offer selected case-studies which aim to show the breadth and depth of what global youth work can be. These case studies are taken from organisations and projects throughout Wales and show the many starting points available, the range of settings that global youth work can thrive in, as well as how creative your work can be.

Some examples show projects that last for several weeks and cover several key topics and concepts. Others are a one-off session in a youth club, showing how to add a global perspective to the bread and butter of core youth work (for example drugs awareness or sexual health). To help get you started the final pages of the guide will sign-post you to supporting organisations, resources, prospects for training and accreditation, and funding opportunities.

So what is global youth work? We don't want to over-load you with definitions, or put you off with the complexity of the subject. However there are key terms in use that you need to be aware of, and it wouldn't be fair to try to oversimplify.

In the UK 'global youth work' as a term is used to describe an approach to youth work which incorporates principles and practices of sustainable development and global citizenship. ***"Global youth work starts from young people's everyday experiences, encourages a critical understanding of the links between personal, local and global issues, and seeks their active participation in bringing about change towards greater equity and justice."***

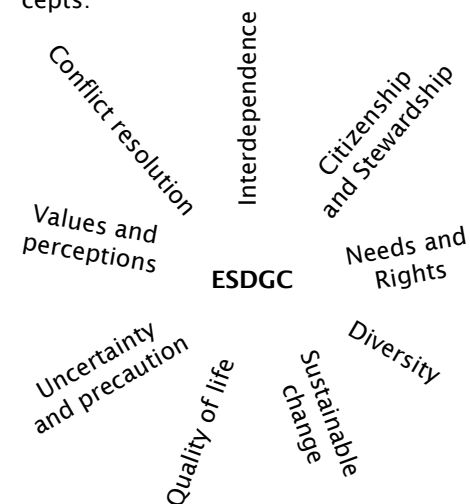
(Development Education Association Global Youth Work Training and Practice Manual, 2004)

In Wales the term being used across all the education sectors and not just youth work is 'education for sustainable development and global citizenship' (ESDGC) and is defined as:

***"the links between society, economy and environment and between our own lives and those of people throughout the world; the needs and rights of both present and future generations; the relationships between power, resources and human rights; the local and global implications of everything we do and the actions that individuals and organisations can take in response to local and global issues."*** (ACCAC, Estyn, National Assembly for Wales and DFID, 2002)

## Definitions

The Welsh Assembly Government has broken ESDGC down into 9 Key Concepts:



It is important to become familiarised with terminology such as 'ESDGC' and the '9 Key Concepts' so as to be able to speak the same language as other educational sectors such as schools. Also 'ESDGC' is the term being used by the Welsh Assembly Government in their policy initiatives and strategic plans, and as these impact on youth services as much as all the other educational services, as a practitioner you need to be aware of this vocabulary.

For the purposes of this guide we will refer to 'global youth work', taking this to mean education for sustainable development and global citizenship in youth work. Global youth work is more than anything about an approach to education and learning.

## Mainstreaming Global Youth Work

Global youth work encourages critical thinking about the world around us, not just accepting at face value messages given to us from for example the media or from politicians. Global youth work is in response to the fact that our daily lives are connected with the lives of others throughout the world, and is a process of recognising that we are members of a global society and as such we have global rights and global responsibilities.

So global youth work responds to some of the most important issues facing humanity today; environmental issues such as climate change, international wars and 'terrorism', asylum seekers and refugees, international business, trade and the global jobs market, poverty and injustice, and identity and the survival of minority languages and cultures. All of these issues are felt here within Wales. The way this is made real for young people will depend on your skills as a youth worker, in finding local examples of sustainable development and global citizenship to stimulate their imaginations, or being ready to respond to issues that are brought up by the young people, and helping them to make informed and ethical choices about how they live their lives now and in the future. Global youth work can be fun and can be serious, and probably should be both at times.

**NB** - There are many names used to describe countries of the world that can reflect a host of perceptions, values and understandings. These include: 'the West' and 'the East'; 'developed' and 'developing' countries; and 'first' and 'third' worlds. More accurate and value free terms exist, e.g. 'the North' and 'the South' and 'majority world'. Workers should be sensitive of this issue and choose their terms carefully.

So what is the difference between global youth work and good youth work? The answer for many is not much. Youth work has a long tradition of supporting young people's understanding of the world around them and the values that youth work promotes such as justice and equality link strongly with the introduction of global themes. In the current Youth Work Curriculum Statement for Wales it states that youth work should be educative, *"enabling young people to gain skills, knowledge, understanding, attitudes and values needed to identify, advocate and pursue their rights and responsibilities as individuals and as members of groups and communities locally, nationally and internationally."* (Youth Work Curriculum Statement for Wales, 2001)

The Curriculum Statement also explicitly calls for youth work in Wales to engage with issues such as respect for diversity, heritage, identity, environmental, political and social issues. If you are already engaging with these issues, and if you are making sure that the international dimension is included, then in short you may be already practicing 'global youth work', you're just not necessarily giving it that name.

As with good youth work practice, global youth work should start from young people's everyday experiences and they should direct the learning as much as possible. In this way global youth work can easily be incorporated into existing youth work activities and programmes, and instead of feeling you need to be an

expert on global issues, you can develop your knowledge alongside young people. The 'global dimension' should not be a separate activity, but should be woven into the fabric of youth work, at its heart. Work with young people on health, participation, rights and responsibilities, arts, music, or sport, all lend themselves to the introduction of global themes, and are probably only offering a narrow perspective if the global dimension is not being engaged with.

Global youth work shouldn't be confused with 'international youth work'. Overseas links; virtual contact, visits and exchanges can all be useful tools for young people to explore ESDGC or global youth work. However, international youth work doesn't necessarily mean that the young people involved will reflect on their role as global citizens, or that they will learn how to challenge stereotypes or that they will think about sustainable development. Young people don't have to go anywhere to learn about and take action on sustainable development or global citizenship issues, and global youth work is about local and national issues as much as it is about global issues.

In September 2006, the Welsh Assembly Government launched an Education for Sustainable Development and Global Citizenship Strategy for Action: [www.wales.gov.uk/educationandskills](http://www.wales.gov.uk/educationandskills) - look under 'publications' then 'guidance and information'. This document is a statement of statutory commitment to ESDGC and sets out a Wales-wide strategy for all educational sectors including the youth work sector. From September 2004, Estyn has inspected all providers except LEAs by using the

Common Inspection Framework. The Framework makes explicit reference to ESDGC in one of its seven key questions ([www.estyn.gov.uk](http://www.estyn.gov.uk))

*"The world in which we live is the only one that we have - its resources are finite. To live sustainably and to be globally aware of the impact of our own lifestyles is, therefore, not an option but a necessity....children and young adults deserve to know that their fate is inextricably linked to, and affected by, the lives and decisions of others across the world. They have a right to understand the crucial issues facing the planet and to know how they can personally play a part in helping shape the future"*. (Jane Davidson, Welsh Assembly Government Minister for Education and Lifelong Learning, 2002 & 2006)

Youth workers can be hesitant about introducing global youth work into their practice - they may think it isn't relevant for the young people they work with, or they may feel it is for those workers with a personal interest, or they may lack confidence. However, we argue that it isn't difficult, and that **all** youth workers can and should be engaging in global youth work with **all** young people.

The following pages offer a series of case study examples from throughout Wales that will illustrate what global youth work can mean in practice. These are taken from a variety of youth work settings, with a variety of target groups, and use different youth work approaches and methods. We hope these will stimulate ideas, but remember there are many starting points available, not least issues raised by the daily news.

# The Climate Change Project

## Welsh Youth Forum on Sustainable Development (WYFSD)

Aimed at young people (under 25) throughout Wales  
Started in September 2005 and is ongoing

### Themes

To educate young people about the threat of climate change, and what action can be taken to alleviate its worst affects.

To emphasise the interconnectedness of the world, and illustrate how we all play a part in climate change.

To encourage young people to make changes to the way they live, in order to lead a more sustainable life.

To work with different levels of government and key organisations to take real action on the issue of climate change, thus encouraging young people to engage positively with the democratic process.

To show that young people in Wales are seriously concerned about climate change and its global impacts.

### Funding

WYFSD receives core funding from the Welsh Assembly Government, which has partially supported the project. Some funding has also been received from Snowdonia National Park. Funding applications have also been submitted to Environment Wales and the Environment Agency.

The project is run entirely by young people with the support of adult youth workers. The ideas are those of the young people, so inspiring them to carry out the necessary work and giving them a sense of achievement and empowerment.

### Methodology

Members of WYFSD voted on a project to undertake as their current focus of work and a team of young people developed a project plan.

Two paid coordinators (both young people) and many volunteers have carried out the work, with the support of WYFSD support workers.

Training days have been held to educate WYFSD members on climate change and its affects and on carbon footprinting.

'Carbon weight watcher' groups have been set up for people to measure their carbon footprint and devise ways of reducing it.

A climate change day is being organised in order to raise awareness about climate change and what can be done about it; this day is open to the public and aims to raise awareness through 'young person friendly' and innovative methods.

On 16th May 2006 an open meeting was held in Bangor inviting local schools and organisations to participate in the planning of the climate change day, and to demonstrate ways of teaching young people about climate change.



### Achievements

An increased awareness of climate change and its effects.

Young people are actively attempting to reduce their carbon footprint.

Methods of teaching about climate change in a variety of innovative ways are being explored and learned.

Young people have learnt a variety of skills, including project coordination, organisation skills, public speaking, publicity, administration and team work.

WYFSD has increased its membership.

### WAG key concepts for ESDGC covered

- Interdependence ✓
- Citizenship and stewardship ✓
- Needs and rights
- Diversity
- Sustainable change ✓
- Quality of life
- Uncertainty and precaution ✓
- Values and perceptions ✓
- Conflict resolution

# A Piece of Peace

## Gwerin y Coed / The Woodcraft Folk in Wales

open to all ages and to young people outside the organisation  
started in April 2006 and is ongoing

### Themes

Making the connections between the need for peace in our local communities and what is going on globally.

To emphasise the need for peace in the community and to encourage tolerance between young people and stress an individual's right to respect.

Compare local conflict with global conflict in a way that young people can relate to: i.e. refugees and ethnic minorities in Wales.

Empower any young person in Wales to make social change to create more socially sustainable communities.

"If we want to reach a lasting peace we must begin with children." (Ghandi)

### Funding

A European Youth Programme Action 5 grant has enabled the international network to get going.

A feasibility study for the first few months of the work in Wales has been given by the Fellowship of Reconciliation.

Issue based youth work that also has a social side to it leads to empowered young people who come up with new ideas. Then it's a matter of being ready to respond and support these initiatives.

### Methodology

The initial idea came because Gwerin members were concerned by conflict in their local communities and wished to learn skills of conflict resolution. They attended the inaugural meeting in Belgium of an international Youth Network for Peace.



A 'Piece of Peace' jigsaw project then ran for the week of the Urdd Eisteddfod when some 200 children and young people were asked where there is a need for peace and how this could be achieved.

These ideas will form the basis of a two year project which will use peer education workshops to develop awareness and skills that lead to more empowered and active young people.

### Achievements

Welsh young people have been instrumental in setting up an international youth project, Youth Network for Peace.

The Welsh Piece of Peace project is hosting a training of youth workers from 12 countries, south and north of the Mediterranean in Cardiff in December 2006.

The project and its development was initiated by two young people and is now in the hands of a larger group of about 30 young people who have registered their interest.

### WAG key concepts for ESDGC covered

- Interdependence ✓
- Citizenship and stewardship ✓
- Needs and rights ✓
- Diversity ✓
- Sustainable change ✓
- Quality of life ✓
- Uncertainty and precaution ✓
- Values and perceptions ✓
- Conflict resolution ✓

# One World Week

## Global Connections

Whole Community Targeted  
October 2005 (half term)

### Themes

Poverty and Promises: Looking at the actions we can take as individuals to make a difference by linking to One World Week and the Make Poverty History Campaign. This was also linked to the locality of South East Asia and Japan to relate it to real people and raise awareness of these people beyond poverty.

### Funding

Materials, community artists and event activities funded by an Arts Council Grant. Events and activities funded by Milford Port Authority and local industries.

Other bodies providing funding and support: Department of International Development (DFID), the Sustainable Development Fund 'Planning for a Sustainable Future', Welsh Assembly Government, Pembrokeshire Coast National Park Authority and New Opportunities/ENFYS, the Co-operative Group and Oxfam.

### Methodology

People throughout the county were encouraged to create 'promise hands' that were used as feathers to decorate a giant phoenix for the main parade. Individuals made promises of action that they would take to help reduce poverty and protect the environment.

It is important that young people know how they can make a difference. Showcasing the results publicly was important as it gave the young people a sense of pride, as well as some positive publicity. Bringing different groups together through a common activity to create a joint project can be simple, with groups and individuals providing elements of a whole design and sharing resources.

Each small promise was brought together with many others to make a big impact as the decorated phoenix. A phoenix was chosen because of its links to the locality.

Interactive workshops with targeted groups fed into this process with visits to schools, communities and youth groups along with two public children's art events. Wider publicity in the local press meant more people could get involved by sending in their promises independently.

Workshops with young people used interactive activities to show them how they were linked to people throughout the world through their food, music, clothes etc. Young people looked at food items and matched them to a map. They also looked at their clothes labels and origins for any other items they had, such as their mobile phones. They then learnt through activities about poverty in these countries, considering its causes and affects. Finally they considered the many different actions they could take to make a difference and then made and decorated their own promise hands.

Other youth groups focused more on Asian culture creating giant shadow puppets for the parade. This culminated in a weekend of events including art workshops, a parade and an evening of food and live music from the chosen locality.

### Achievements

Workshops raised awareness of how as individuals we are connected to people across the world and how our actions can affect people thousands of miles away.

Publicity and public events helped raise awareness county-wide.

Children's art workshops, the parade and evening cultural event showcased Asian culture including a dragon dance and Taiko drumming.

The creation of the phoenix demonstrated to young people and communities that by working together we can make a big impact, and that each individual can make a difference.



### WAG key concepts for ESDGC covered

- Interdependence ✓
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- Sustainable change ✓
- Quality of life ✓
- Uncertainty and precaution ✓
- Values and perceptions ✓
- Conflict resolution ✓

# Down to Earth Project Glide

Up to 8 young people excluded or at risk of exclusion from secondary school  
One day a week for the academic year. Shorter programmes also possible

## Themes

Practical, experience-based workshops form the basis for exploring values and understandings around Education for Sustainable Development and Global Citizenship (ESDGC).

## Funding

Department for International Development (DFID) Development Awareness Fund (DAF) Mini Grant - 3 Year Funding

WAG ESDGC Panel Funding - for writing ESDGC Open College Network (OCN) accredited units.

Oxfam Tier 3 - for innovative approaches to ESDGC

Environment Wales Project Grant



Try using the outdoor environment and practical skills wherever possible. These approaches are often more engaging for young people and also provide a more stimulating learning environment. Consider young people's level of self-esteem and once work has begun on developing this, there is more potential to look further outside themselves.

## Methodology

A diverse range of indoor and outdoor activities - from learning how to bake bread to green wood work - are designed to engage young people and provide achievable activities which develop self esteem.

Look out for local examples of sustainability which you could take groups to, e.g. local organic farms and organisations promoting the use of traditional building methods.

Practical activities are also used to explore key themes of ESDGC: diversity and interdependence - by walking through a local community and finding out cultural influence or visiting a local temple; exploring needs and rights through art and drama.

Experience followed by reflection. Use of a diversity of learning mediums and environments. Practice of the key concepts in the methodology - diversity in approach, for example.

OCN accreditation - Glide has written 5 Level 1 OCN units on ESDGC. These Units enable accreditation for informal approaches to learning.



## Achievements

Since 2001, Glide has worked with over 12 groups of young people from Swansea and Neath Port Talbot and has continued to explore new approaches to exploring ESDGC. Each group has made a short film on their experiences and most groups have achieved the John Muir Award.

Glide won the Wales Youth Agency Premier Award for Global Youth Work in November 2005.

Glide was also the first project in Wales to be awarded the Oxfam Tier 3 funding.

Glide has achieved Level 2 of the Green Dragon Award for environmental management.

## WAG key concepts for ESDGC covered

- Interdependence ✓
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- Values and perceptions ✓
- Conflict resolution ✓

# Whole Youth Service Approach to Global Citizenship

## Neath Port Talbot Youth Service

Young people aged 11-25 within the County  
Ongoing

### Themes

A new and exciting programme of global youth work has been enabled by the creation of a Global Citizenship Youth Development Officer post. This helps to establish new initiatives and opportunities for young people that aim to meet the Welsh Assembly Government's nine key concepts.



### Funding

Core local authority budget topped up with small external funding bids such as:

The DFID Mini Grant, Lottery Funding, Communities First, and the British Council.

Education for sustainable development and global citizenship has been recognised as a priority by Neath Port Talbot Youth Service. We operate in a variety of youth work settings.

### Methodology

We use informal youth work methods to deliver an experience that is educative and innovative.

We operate in a variety of settings, including youth clubs, Communities 1st Projects, detached youth work and alternative education programmes.

Groups are usually of mixed gender, and include young people from ethnic minority groups and socially disadvantaged backgrounds.

The next stage in the development of the Global Citizenship Programme is to produce a practical toolkit in conjunction with a training package for both full-time and part-time youth workers to support and broaden the delivery of the whole scheme of work.



### Achievements

The programme of work to date includes the development of a training course for young people aimed at increasing knowledge and skills, improving attitudes and raising awareness relating to a range of subjects such as poverty, trade, racism, refugees, rights and responsibilities and the environment.

Regular taster events to enthuse young people ranging from making bird boxes for a local park to children's rights workshops and games that challenge negative stereotypes.

A well established youth exchange programme with the towns twinned with Neath Port Talbot and various projects that promote tolerance and co-operation on a local level, such as countywide sports events and community exploration projects, are also thriving.

### WAG key concepts for ESDGC covered

- Interdependence ✓
- Citizenship and stewardship ✓
- Needs and rights ✓
- Diversity ✓
- Sustainable change ✓
- Quality of life ✓
- Uncertainty and precaution ✓
- Values and perceptions ✓
- Conflict resolution ✓

# Water Workshop

## Christian Aid

A mixed church based youth group of twenty 11-18 year olds  
May 2005 - one day session



### Themes

Exploring the link between water and poverty, places where there is too much/too little water, comparing the situation here in UK and in the 'developing world' (e.g. flood in Boscastle with floods in Bangladesh; drought in SE England and drought in Ethiopia).

Various activities were used to maintain interest and keep attention. All of the activities were participatory rather than just presenting information.

### Methodology

**Game** - carry water from one bucket to another using a straw. The bucket with the water is a waterhole or pond in somewhere like Mali, the empty bucket on the other side is your village/home which may be 2-3 miles away. It is not unusual to collect water 3 times a day in Mali. A family in the UK uses 10 times more water than a family in Mali, so if you wanted to collect the amount of water your family use you'd have to make the journey 30 times.

### Water based quiz

- answer A, B or C. 3 corners of the room correspond to A, B and C. Stand in the corner which you think is the correct answer. Discuss answers.

**Water calculator** - work out how much water we use each week and compare with usage in other countries.

**Discussion groups** - comparing having too much/too little water in rich and poor countries (how rich countries can cope and survive, but for the poor it is a constant struggle and often results in death).

### Achievements

The group gained an understanding of how fortunate we are in that clean water is readily available on tap and how we take it for granted. Many were shocked to discover that they use more water than the average person in the UK which made them consider their own personal use of water.

The young people all made a pledge to reduce their personal water use in some way. Christian Aid Week campaign postcards were signed calling on Tony Blair to do more on trade justice and bring an end to poverty.



WAG key concepts for ESDGC covered

- Interdependence
- Citizenship and stewardship ✓
- Needs and rights ✓
- Diversity
- Sustainable change
- Quality of life ✓
- Uncertainty and precaution
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- Conflict resolution

# Connecting Youth Abroad and Nationally (CYAN)

## Black Environment Network

Ethnic minority Muslim and Welsh-speaking young people aged 17-25  
April 2005 and ongoing

### Themes

To enable ethnic minority Muslim young people in Swansea to play a positive role in society by first helping them to develop a sense of Welsh, British and European identity through practical environmental projects.

The young people decided they wanted to make contact with their peers in Andalucia, Southern Spain, to get inspiration for a multi-purpose community centre and multi-cultural garden.

Drawing on Moorish design elements of Andalucia the young people hoped to reflect on Europe's common heritage of Islamic influences on the built and natural environment.

### Funding

European Youth Foundation

Our overseas visit by train and bus was much less polluting than if we had travelled by air. This reinforced the principle of sustainable development, particularly in that our flight-less trip greatly cut down on greenhouse gas emissions. Not only this but the travelling overland added a lot to the whole learning experience.



### Methodology

The young people explored the key themes through a number of workshops using materials created by the Council of Europe and DEFRA's 'Taking it On' community activity pack.

The young people then travelled overland to Southern Spain on a fact-finding and networking visit to Cordoba, Seville and Gibraltar.

The young people met with Spanish counterparts and discussed, in English and Spanish, influences on design of buildings and gardens.

They recorded their experiences using video diaries, which they edited to make a short film that they presented directly to decision-makers and policy-makers at a public seminar in Wales.



### Achievements

The CYAN project has gone some way towards changing perceptions of Muslim presence in and contribution to European culture by introducing young Welsh Muslims to Moorish Spain.

Their hands-on exposure to the heritage of the region as an example of a racially and religiously tolerant society, and a society that witnessed great scientific and technological advances benefiting Europe as a whole, has motivated the young people to be equally hands-on in the transformation of their own neighbourhoods.

They brought back with them the inspiration of lessons in environmentally, socially and economically sustainable design.

In the future they hope to collaborate with the Olive Garden, a twinning of peace gardens projects linking Wales and Spain.

WAG key concepts for ESDGC covered

- Interdependence ✓
- Citizenship and stewardship ✓
- Needs and rights ✓
- Diversity ✓
- Sustainable change ✓
- Quality of life ✓
- Uncertainty and precaution ✓
- Values and perceptions ✓
- Conflict resolution ✓

# Involving International Volunteers in Global Youth Work

## UNA Exchange

Average group size: 15. Age range 9-18, but most were between 12 and 16  
January to April 2006

### Themes

Celebrating cultural diversity and the idea that people from different cultures can learn a lot from each other. The sessions explored how people's lives in Africa are connected to people in Wales and vice versa (through international trade and global environmental issues).

Positive steps that young people can take were highlighted throughout the sessions – looking after the local environment (think global, act local), buying ethical / fair trade products.

### Funding

Funding for the international volunteers to come to Wales was obtained through both the European Voluntary Service (EVS) and through CCIWS (a network of international voluntary service organisations).

While in the UK they were part of a bigger international volunteer programme supported by Carmarthenshire County Council.

There are a number of ways youth projects can involve people from other countries and/or cultures in global youth work. It is a good way of personalising complex problems, generating interest in global issues, develops positive attitudes towards cultural diversity and challenges stereotypes.



### Methodology

Three volunteers from different African countries used interactive, participatory (and fun!) approaches throughout the sessions. Music was used as a tool to build rapport between the session leaders and the young people. This proved very popular and was a successful method to engage interest and enable the group to relax and start interacting informally with the session leaders. The young people were asked to think about all the things they knew about Africa and share them with the group. The session leaders then gave brief snapshots of their own lives along with some basic information about their home country. This enabled the session leaders to broaden the young people's understanding of the diversity

of the continent and encourage them to question their ideas about African life and culture. The young people were also asked to present what they thought were important aspects of Welsh life and culture.

A number of activities were run during the sessions to explore themes of interdependence and global citizenship, focusing on trade justice and environmental issues. The activities that were run depended on the size of group, length of session etc, but included an activity looking at trade justice issues with cocoa production in Togo, a quiz on deforestation in West Africa and a role-play on reducing your own environmental impact.

### Achievements

Around 350 young people were involved throughout Carmarthenshire during visits to youth clubs. The benefits to the young people have been:

To interact in a relaxed informal way with volunteers thereby giving them a positive experience of working with people from different cultures and challenging common stereotypes.

To learn more about African countries and cultures, and to explore environmental and trade justice issues in a fun and accessible way.

To enable them to think about how they could take positive actions in Wales to make a difference to the 'global' issues explored in the sessions (for example looking after their local environment, or buying fair-trade products).

We found that it was better if the volunteer visited several times rather than just as a one-off.

### WAG key concepts for ESDGC covered

- Interdependence ✓
- Citizenship and stewardship ✓
- Needs and rights ✓
- Diversity ✓
- Sustainable change ✓
- Quality of life ✓
- Uncertainty and precaution ✓
- Values and perceptions ✓
- Conflict resolution ✓

# HIV/AIDS and Peer Education

## Urdd Gobaith Cymru and Christian Aid

Aimed at all young people aged 16+  
One day seminar - project ongoing



### Methodology

Young people were invited to the HIV/AIDS seminar entitled 'Breaking the Silence'.

During the seminar participants were able to meet prominent speakers in the field of HIV/AIDS and able to deliver their presentations in Welsh.

*"I enjoyed the informal atmosphere of the seminar, and it was good to hear real experiences by the speakers"*

There was also a Wales perspective to the presentations in addition to an international perspective, thus strengthening the key Welsh Assembly Government links.

### Achievements

Through working with Christian Aid, the Urdd were able to deliver a powerful seminar for young people on an issue that is not normally found to be 'comfortable'.

Following the seminar the young people were expected to carry out a follow-up peer education project. These projects were of the highest standards and ranged from:

- Organising information stations on HIV/AIDS;
- Organising workshops to raise awareness about HIV/AIDS;
- Organising services on the issue.

*"Made me realise the scale of HIV/AIDS. I would like to see more activities so we can do something about."*

### Themes

The main theme for the seminar was HIV/AIDS - an issue that young people had shown considerable interest in learning more about and a direct response by the Urdd to young peoples requests.

Another theme was linking local and national issues of sexual health to global issues.

Young people in Wales have shown that they do wish to know more about HIV/AIDS and recognise the importance of taking individual responsibility and action to make the world a better place.



WAG key concepts for ESDGC covered

- Interdependence ✓
- Citizenship and stewardship ✓
- Needs and rights ✓
- Diversity ✓
- Sustainable change ✓
- Quality of life ✓
- Uncertainty and precaution ✓
- Values and perceptions ✓
- Conflict resolution ✓

# “Feed the World” Workshop for Young Youth Workers

## Conwy Youth Service

Young people aged 15-21 (homeless, in care, in school, not in employment or training)  
Spring and Summer 2005

### Themes

The stimulus for this “Feed the World” workshop was taken from a resource developed by Reading International Solidarity Centre ([www.risc.org.uk](http://www.risc.org.uk)) This workshop tied in closely with the key themes of the Curriculum Statement for Youth Work in Wales.

### Funding

Conwy Youth Service training budget.

Refreshments and travel from JEDI.



As some members of the group had themselves experienced homelessness and poverty, they could contrast their personal experiences with experiences of poverty in other parts of the world. Starting the session with making our own meal was a very visual way of looking at not only how much rubbish we had produced from packaging etc. but also how easy it had been to source and pay for the food.

### Methodology

The ‘Feed the world’ session can be broken down into lots of different sub-sessions.

We used a lot of open debate with everyone accepting that it was OK not to be an expert on the topic, and that they were free to challenge each other constructively.

We promoted discussion of ‘feelings’ - their right to be heard. The group came up with some ‘provoke a debate’ questions such as:

- Does the image of children and animals starving affect you?
- Why did people say that they had Tsunami charity fatigue?
- Is AIDS a local issue?

We also looked at packaging when preparing the group meal for the tea time session and kept all the packaging. We weighed it and looked at the information gained from it (i.e. fat contents, was it biodegradable?).

When we discussed walking 5 miles for food or water, we used local examples for the group i.e. from Denbigh to St.Asaph. None of the group could drive so what is ‘5 miles’? What does 2 litres of water look like – how heavy is it? Using local distances when trying to get across how far people in other parts of the world have to walk for food and water helped to make it real for the young people.

Reflective journals were made as part of the learning outcomes.

### Achievements

Excellent debates on poverty, the role of the media, and on packaging and on litter.

The session stimulated and challenged the group, taking them out of their ‘comfort zone’ (for example when discussing disability).

This workshop showed the young youth workers how sessions we take part in can generate interest and lead onto future themes, thereby impacting on their planning. For example attitudes and debate on AIDS locally and globally could lead to a future session on sexually transmitted infections and homophobia. Another example is personal experiences of homelessness which could lead onto a session on ‘what is a refugee?’

This session underpinned the Curriculum Statement for Youth Work in Wales, which was part of the learning outcomes for the Open College Network Level 1 - the accreditation unit for the course.

### WAG key concepts for ESDGC covered

- Interdependence ✓
- Citizenship and stewardship ✓
- Needs and rights ✓
- Diversity ✓
- Sustainable change ✓
- Quality of life ✓
- Uncertainty and precaution ✓
- Values and perceptions ✓
- Conflict resolution ✓

# Faith and Belief

## Peace Mala

Young people of any age started after 9/11 and is ongoing

### Themes

Contribute to education for global citizenship through promoting understanding, respect, tolerance, and peace between communities, cultures and faiths.

Support human rights and confront bullying and all forms of prejudice.

Promote awareness of issues of global interdependence and encourage young people to display active compassion which can facilitate change both locally and globally.

### Funding

Sale of Peace Mala products, sponsorship and donations.



### Methodology

The 'Peace Mala' is a symbolic rainbow bracelet, with the different coloured beads representing world faiths. The bracelet is a simple but effective idea that engages the minds of young people in the diversity of spiritual paths and their common peace messages for the world.

The young people make their own Peace Mala. Youth leaders use the Peace Mala Guide, which comprises an interactive explanatory colour booklet, CD Rom Power Point presentation and activities for different age groups.

Many of the activities encourage exploration and research of the Peace Mala website and its links.

The Peace Mala National Awards for Youth Competition is aimed at 2 age groups, juniors (5-11) and seniors (12-18). Projects applying for the Awards are presented through a variety of media such as literature, art, music, dance, drama, ICT, media and photography.

The Peace Mala National Awards for Youth Competition is an excellent way of rewarding young people who have explored these issues in depth and have produced projects that support the aims and objectives of Peace Mala. The direct approach and fun activities motivate young people to find out more about the key issues involved.

### Achievements

Peace Mala encourages young people to learn that:

Diversity is to be celebrated and not feared;

All forms of bullying, prejudice and intolerance are to be confronted;

Human rights are for everyone without exception;

Bridges of peace can be built between faith communities and diverse cultures when people are prepared to listen to each other and explore opportunities for friendship;

Our world would be a better place if everyone kept the golden rule that all faiths share: "treat others as you would like them to treat you";

We are all members of the same human family and are globally interdependent;

Compassion and justice must always be shown to those who are suffering both locally and globally.

### WAG key concepts for ESDGC covered

- Interdependence ✓
- Citizenship and stewardship ✓
- Needs and rights ✓
- Diversity ✓
- Sustainable change ✓
- Quality of life ✓
- Uncertainty and precaution ✓
- Values and perceptions ✓
- Conflict resolution ✓

# I'm a Teenager... Get me out of here!

## Swansea Detached Youth Work

Young people living in Graig Felen and Clydach aged between 14 and 19  
Project started in November 2005, with a 4 day residential in May 2006

### Themes

The project aimed to develop a space for young people to experience & explore:

- Teamwork and communication
- Self-reflection
- Environments
- Tolerance
- Attitudes, values and beliefs.

A basic level of exploration of most of the ESDGC Key Concepts.

### Funding

The group applied for & secured £5000 of funding for the project to take place.

The project was funded by the Big Lottery Fund 'Making it Happen'.

Let young people lead the project; they normally come up with the best ideas! Organise support for staff to recharge their batteries. The combination of skills of all three partners was the key to the success of the project.



### Methodology

Detached youth work was the method primarily used throughout the project. Through street sessions young people were engaged, relationships & trust were developed and the basic concept of the project was conceived, loosely based on the television series, 'I'm a Celebrity... Get me out of here!'.

A four-day residential experience away from where the young people lived lay at the heart of the project. This allowed for numerous practical and experience-based workshops to take place in a variety of outdoor learning environments and for co-operation throughout the whole of the programme to meet basic needs (warmth, shelter, food, water). Examples of workshops include teambuilding, outdoor pursuits, green woodwork, hill-walking, bushcraft, camp craft, drumming, and conflict resolution.

Experiential learning was the key for the educative element of the project and by having a four-day residential it allowed for young people to constantly explore how they worked and lived together. To aid this process, the whole experience was filmed and video diaries recorded every day for reflection on individual and group experiences. The young people followed this up by participating in four workshops where they explored the video footage and reflected on the consequences and impacts of their actions, as well as identified future learning.

### Achievements

14 Young People took part in a challenging, exciting and unique learning experience.

Each completed an interview for a place.

Personal development: reliance on self & others. Skills for the outdoors: fire making, shelter making etc.

Awareness of the environment, sustainability & interdependence.

Personal and group reflection and analysis in order to challenge attitudes, values & beliefs  
Videoing & editing skills.

1 Open College Network accredited module - to be completed

The project was a piece of partnership work carried out between Swansea Youth Service, Glide and Dryad Bushcraft. Combining the skills of all three partners was key to the success of the project.

WAG key concepts for ESDGC covered

- Interdependence ✓
- Citizenship and stewardship ✓
- Needs and rights ✓
- Diversity ✓
- Sustainable change ✓
- Quality of life ✓
- Uncertainty and precaution ✓
- Values and perceptions ✓
- Conflict resolution ✓

# Conclusions

The many issues and concepts within ESDGC do not stand alone. They are all intricately inter-related. The global youth work case studies on the previous pages have shown that complicated concepts can be explored in ways that are simple but not simplistic. They also show that this work doesn't require significant resources or depend on high levels of literacy, numeracy, or English language competency.

The full breadth of ESDGC does mean that no one organisation can fully span the continuum from sustainable development education to global citizenship education. Partnerships are therefore fundamental to successful learning in ESDGC and many of the case-studies worked in partnership to use experience and expertise from different youth work sectors. The pages that follow this conclusion should help you to identify organisations that could help to support global youth work practice in your area.

Here within Wales the signs of our interconnected world are all around us and we feel the local impact of global concerns daily. We also are faced with the facts, that our current rate of development is unsustainable. If everyone in the world consumed and polluted as much as the populations of wealthier countries, then we would currently need around 4 new planet Earths in order to survive. We also know that the gap between the rich and the poor worldwide is getting wider. It is too simplistic to say that

the rich and privileged populations of the world are only found in the 'North', and that the poor, marginalised and underprivileged are only found in the 'South' (see 'Definitions' pg 4). Injustice and unequal distribution is a worldwide phenomenon, and the rich-poor divide applies not just between, but also within countries. This means that marginalised communities in Wales can find solidarity with others in similar situations, wherever they may live in the world.

Global youth work is ultimately about developing knowledge and skills to understand the world around us. It is also about developing attitudes and values, based on this knowledge, that will help drive individuals and groups to want to take action to make the world more just and more sustainable. At times this can feel like a huge, unachievable task. However, as adults we cannot feel what it is like to grow up in the shoes of a young person today, with young people becoming more and more aware and literate of many of these issues as a normal part of their everyday lives.

So it is important to remember that just because as workers we may find it hard to get our heads around the world-wide web of action and reaction, cause and effect; how our lives are caught up with others across the globe economically, environmentally, and culturally, this possibly won't be true for the young people we work with. They may well find it easier to see the connections and to envisage them-

selves as citizens beyond our national borders, with both rights and responsibilities as global citizens. They may well already feel members of global communities thanks to communication technology (for example international chat-rooms such as 'My Space'), and they may be already acting in solidarity with people millions of miles away. All of this backs up the value of peer education in this area of work.

One of the main skills in global youth work is critical thinking. In order to think critically about what has influenced our own perceptions and beliefs (about both local and global issues) we need to not only look 'out there' at the world around us, but we also need to look inside, to be self-critical of our own values and attitudes and engage in self-reflection. This applies to young people, but also to us as workers. We may find that in the process of challenging misconceptions and stereotypes held by young people, we end up having to challenge our own personal misconceptions and prejudices.

Taking action is a key aspect of global youth work. It is important that young people don't end up feeling helpless and disempowered in the face of what they've learnt about the world we're living in. Their learning should lead to action; whether that's personal action, community action, national and/or international action. There are numerous charities that offer membership and campaigns to get involved in, and references to some of these can be found in the following pages. There is

a huge amount of evidence of young people caring, and being very active. Our role is to work with young people to help them to imagine a better world, and then to feel empowered to take action to make this better world a reality.

So how do you measure whether you're getting it right, how do you measure success in global youth work? As with other areas of youth work practice measuring impact can be difficult and can be contentious. A couple of pointers; beware of not just focusing on the outcomes of global youth work, the 'what', but also of the learning process, the 'how'. Global youth work isn't just about 'talking the talk' it is also about 'walking the walk'. Youth organisations will have to be prepared for young people to start asking questions about, for example, what the youth organisation buys, and why not buy fair trade, or maybe what the organisation does with its waste, and what does it re-use or recycle?. Therefore global youth work, if effective, could affect the whole organisation; for example its structure, its procurement policies, its work-plan priorities, and its training programme for workers.

To sum up global youth work or ESDGC in youth work isn't about a radical change of direction, and it isn't a bolt-on subject. It is about a shift in approach and should complement and enhance existing youth work practice, shedding new light on issues that affect young people, contributing to their personal development, and increasing their confidence and self-esteem.

## Contact Details

for further information about featured projects

### Climate Change Project

Wales Youth Forum on Sustainable Development  
Emily Ashton Hughes: emilyashton89@hotmail.com  
Anna Bullen: lbb00@aber.ac.uk, 01970 610095  
WYFSD office: 0845 456 5453

### A Piece of Peace

Gwerin y Coed (Woodcraft Folk in Wales)  
fayfayleonie@hotmail.com  
luluthesheep@hotmail.com  
Gwerin y Coed office: 0845 458 9560

### One World Week

Global Connections  
info@globalconnections.org.uk  
www.globalconnections.org.uk

### Down to Earth Project

GLIDE  
Mark McDonald  
info@downtoearthproject.org.uk  
07900 077 122

### Whole Youth Service Approach to Global Citizenship

Neath Port Talbot Youth Service  
Emma Culleton  
e.culleton@npt.gov.uk  
01639 861 900

### Water Workshop

Christian Aid  
Aled Pickard  
apickard@christian-aid.org  
029 2084 4646

### Connecting Youth Abroad and Nationally (CYAN)

Black Environment Network  
Mike Cherry  
mike@ben-network.org.uk  
01792 462 990

### Involving International Volunteers in Global Youth Work

UNA Exchange  
Sam Powell  
sampowell@unaexchange.org  
029 2022 3088

### HIV/AIDS and Peer Education

Urdd Gobaith Cymru and Christian Aid  
www.urdd.org.uk  
Branwen Niclas  
Bniclas@christian-aid.org 01248 353 574

### “Feed the World” Workshop for Young Youth Workers

Conwy Youth Service  
Ann Smith  
ann.d.smith@conwy.gov.uk  
01492 535 961

### Faith and Belief

Peace Mala  
Pam Evans  
info@peacemala.org.uk  
01792 774 225

### I'm a Teenager... Get me out of here!

Swansea Detached Youth Work Team  
Gavin Evans  
gavin.evans@swansea.gov.uk  
01492 535 961

# Supporting Organisations & Useful Contacts

## IN WALES

### *Cyfanfyd*

Cyfanfyd is a national membership organisation that works to develop global citizenship and sustainable development in all sectors of education throughout Wales.

Temple of Peace  
Cathays Park  
Cardiff  
CF10 3AP

Phone: 029 2066 8999  
Fax: 029 2064 0333  
Email: [info@cyfanfyd.org.uk](mailto:info@cyfanfyd.org.uk)  
Web: [www.cyfanfyd.org.uk](http://www.cyfanfyd.org.uk)

Cyfanfyd co-ordinates a Global Youth Work Network for Wales which sends out regular email up-dates about new developments, resources, training courses, projects, events and funding opportunities within the field of Global Youth Work in Wales. This Network operates Wales-wide and members have the opportunity to meet and share information with each other twice a year. If you would like to join please email [sophie@cyfanfyd.org.uk](mailto:sophie@cyfanfyd.org.uk).

The Cyfanfyd youth work pages can be found at: [www.cyfanfyd.org.uk/global](http://www.cyfanfyd.org.uk/global)

The Cyfanfyd membership numbers over 100 individuals and organisations from throughout Wales. Some of these are campaigning organisations, some are educational charities and some are international linking organisations. Many work with a number of ESDGC themes and may be able to support your work in your area.

See the full Cyfanfyd membership list: [www.cyfanfyd.org.uk/membership](http://www.cyfanfyd.org.uk/membership).

The following are a few examples of Cyfanfyd members:

**Black Environment Network (BEN)** works across diverse sectors throughout the UK for full ethnic environmental participation. Black Environment Network uses the word 'black' symbolically recognising that the black communities are the most visible of all ethnic groups. They also work with white, black and other ethnic communities  
[www.ben-network.org.uk](http://www.ben-network.org.uk)

**The Centre for Alternative Technology (CAT)** is based near Machynlleth, Powys and aims to "inspire, inform and enable people to live more sustainably by offering practical solutions". Some of CAT's priorities include renewable energy, environmental building, energy efficiency, organic growing and alternative sewage systems. There is a visitor centre open 7-days per week, a free information service, residential courses and CAT publish books.  
[www.cat.org.uk](http://www.cat.org.uk)

**Cymru Cuba** is the Cuba Solidarity Campaign in Wales.  
[www.cymru-cuba.cjb.net](http://www.cymru-cuba.cjb.net)

**Cymdeithas y Cymod** is the Fellowship of Reconciliation in Wales, an international spiritually based movement committed to active non-violence working for peace.  
[www.cymdeithasycymod.org.uk](http://www.cymdeithasycymod.org.uk)

**Dolen Cymru** is an organisation that promotes friendship and understanding between the peoples of Wales and Lesotho.  
[www.dolencymru.com](http://www.dolencymru.com)

**Down to Earth Project** is based on Gower, Swansea and is a not-for-profit organisation that offers a diverse range of experiences in sustainable and simple living from learning how to grow food organically, to building with earth, staying in yurts and tipis, baking organic bread and working with animals. Down to Earth is based on an awareness that positive and real-life examples of "sustainable living" are few and far between and contrasting the negative publicity surrounding environmental concerns, their aim is to provide engaging and simple approaches to which anyone can learn and anyone can apply in their own lives.  
[www.downtoearthproject.org.uk](http://www.downtoearthproject.org.uk)

**Global Connections** is a World Studies Resource and Training Centre that is based in Pembrokeshire and works to develop the skills, attitudes and values which enable people to work together to build a better quality of life for everyone now and in the future. Global Connections has previously worked both in schools, and in the youth and community sectors.  
[www.globalconnections.org.uk](http://www.globalconnections.org.uk)

**Gwerin y Coed (the Woodcraft Folk in Wales)** is an educational movement for children and young people, which aims to develop self confidence and activity in society, with the aim of building a world based on equality, friendship, peace and co-operation. The Woodcraft Folk organisation produces resources on a range of subjects, they have a range of projects, they hold major international events, and they have a network of local clubs and centres.  
[www.woodcraft.org.uk](http://www.woodcraft.org.uk)

**Peace Mala** is a symbolic bracelet that promotes friendship, respect and peace between faiths and all people in the world. The aim of Peace Mala is to contribute to education for global citizenship through promoting understanding, respect, tolerance and peace between communities, cultures and faiths. Their wish is for people, animals and the environment to be at peace.  
[www.peacemala.org.uk](http://www.peacemala.org.uk)

**Powys Environment and Development Education Centre (PEDEC)** works to advance the education of the public in subjects concerned with the knowledge and understanding, skills, attitudes and values that enable people to become aware of issues related to development, environment and sustainability. PEDEC does not have focused projects in the youth work sector, but they have a resource centre and may be able to offer advice and support.  
[www.pedec.org.uk](http://www.pedec.org.uk)

**Small World Theatre (SWT)** is an educational charity that promotes the use of performance, digital and visual arts to help often disadvantaged and marginalised groups to find means of expression and develop their communities. You may have heard of their project 'Diogel/Safe', a drama-based partnership project focusing on encouraging host communities to support refugees. SWT is also due to open a Resource Centre for ESDGC near Cardigan.  
[www.smallworld.org.uk](http://www.smallworld.org.uk)

**UNA Exchange** is based in Cardiff and is a non-governmental, non-religious organisation that is also a registered charity. UNA Exchange aims to: promote international understanding and cultural exchange; encourage voluntary service as a means to encourage peace, equality and democracy; support community development and bring an intercultural dimension to community projects; and offer people in Wales direct contact with people from other countries as a way to understand international issues.  
[www.unaexchange.org.uk](http://www.unaexchange.org.uk)

**Wales Youth Forum on Sustainable Development (WYFSD)** is a youth led organisation for young people interested in creating a secure and sustainable future for all. WYFSD seeks to achieve this by working on three main principles: Empowerment, Education and Action. WYFSD are open to all young people in Wales aged 0 - 25, and always welcome new members to join and get involved.  
[www.wyfsd.org](http://www.wyfsd.org)

**World Education Centre (WEC)** is a Development Education Centre based in the University Of Wales, Bangor. WEC currently only work with the formal schools sector and in higher and further education to promote the global dimension and sustainable development. However they do have a range of resources available for loan from their resource centre in the university's normal site library.  
[www.bangor.ac.uk/addysgbyd](http://www.bangor.ac.uk/addysgbyd)

The following statutory and voluntary organisations all work to support youth services in Wales. They are all aware of global youth work and should be able to help you in developing your practice.

**Welsh Assembly Government Youth and Adult Learning Opportunities Division (YALO)**

The policy context which drives the work of YALO is derived mainly from Extending Entitlement and 14-19 Learning Pathways which is underpinned by a number of strategies which would include 'ESDGC - A Strategy for Action'. Current priorities include raising awareness of Extending Entitlement with young people, workers, and organisations across Wales, consolidating local and national arrangements to support children and young people's participation in decision-making on issues which affect their lives, and the development of a National Youth Service Strategy for Wales.

Tel: 01443 663932

[www.wales.gov.uk/extendingentitlement](http://www.wales.gov.uk/extendingentitlement)

**Council in Wales for Voluntary Youth Services (CWVYS)**

CWVYS is the umbrella organisation for the Voluntary Youth Sector in Wales. The aim of CWVYS is to represent, support and give a collective voice to its diverse membership of national and local organisations in their work with over 200,000 young people in Wales.

Tel: 02920 473498

[www.cwvys.org.uk](http://www.cwvys.org.uk)

**Youth Cymru**

Youth Cymru supports youth workers, club leaders and their management committees in developing their programmes and meeting the priorities of the young people they work with. Additionally Youth Cymru promotes projects that respond to the specific needs of young people both locally and nationally throughout Wales.

Tel: 02920 616123

[www.youthcymru.org.uk](http://www.youthcymru.org.uk)

**Urdd Gobaith Cymru**

The Urdd aims to ensure that all young people in Wales are given the opportunity, through the medium of the Welsh language, to develop into mature individuals, and to empower them to play a constructive role in the community, by encouraging personal and social skills.

[www.urdd.org](http://www.urdd.org)

## UK WIDE

**Development Education Association (DEA)**

An umbrella organisation involved in a range of activities to support development education in general and also specifically the development of global youth work in England; including development of policy and practice, development and delivery of training in global youth work, provision of information and support.

Tel: 0207 812 1282

[www.dea.org.uk/youth](http://www.dea.org.uk/youth)

**National Youth Agency (NYA)**

The National Youth Agency is based in Leicester and supports those involved in young people's personal and social development and works to enable all young people to fulfil their potential within a just society. The NYA has an on-line resource and information service and a site dedicated to global youth work.

Tel: 0116 242 7350

[www.nya.org.uk/globalyouth](http://www.nya.org.uk/globalyouth)

International Non-Governmental Organisations sometimes provide dedicated education staff and specific grant aid to enable the effective delivery of global youth work, for example:

**Action Aid** - [www.actionaid.org/deved](http://www.actionaid.org/deved)

**CAFOD** - [www.cafod.org.uk](http://www.cafod.org.uk)

**Christian Aid** - [www.christian-aid.org/ukireland/wales](http://www.christian-aid.org/ukireland/wales)

**Oxfam** - [www.oxfam.org.uk/about\\_us/cymru](http://www.oxfam.org.uk/about_us/cymru)

**Save the Children UK** - [www.savethechildren.org.uk/wales](http://www.savethechildren.org.uk/wales)

**UNICEF** - [www.unicef.org.uk/education](http://www.unicef.org.uk/education)

**Methodist World Action** - [www.mayc.info](http://www.mayc.info)

**Y-Care International** - [www.ycare.org.uk](http://www.ycare.org.uk)

**Voluntary Service Overseas** - [www.vso.org.uk/globalxchange](http://www.vso.org.uk/globalxchange)

Voluntary youth work organisations sometimes offer training and workshops on global issues for their young members, volunteers and paid staff including:

**Woodcraft Folk** - [www.woodcraft.org.uk](http://www.woodcraft.org.uk)

**Boys Brigade** - [www.boys-brigade.org.uk](http://www.boys-brigade.org.uk)

**British Red Cross** - [www.redcross.org.uk](http://www.redcross.org.uk)

**Girl Guiding UK** - [www.girlguiding.org.uk](http://www.girlguiding.org.uk)

**Scout Association** - [www.scoutbase.org.uk](http://www.scoutbase.org.uk)

**Methodist Association of Youth Clubs** - [www.mayc.info](http://www.mayc.info)

## Activity Packs & Resources

There are extensive resources available to support global youth work including activity packs, simulation games and web-based resources.

**The Young Global Citizens Passport Scheme by Global Connections**, based in Pembrokeshire, is a good starting point. This Passport Scheme details a programme of activity-based learning to explore 5 main topics; the environment, children's rights, fair trade, identity and globalisation and diversity. It is available in both English and Welsh from [info@globalconnections.org.uk](mailto:info@globalconnections.org.uk)

A database and directory of global youth work resources is available online at [www.nya.org.uk](http://www.nya.org.uk) - follow links to the 'Electronic Information Centre', then to 'Global Resource'.

Your local youth service will have a lending library and should have some of these global youth work resources.

Also the Welsh Assembly Government's Youth and Adult Learning Opportunities Division lending library operate an inter-library loan service, so any global youth work resources that they hold can be sent to your local library and borrowed from there. Contact Phil Sebury: 029 2080 1111 [phil.sebury@wales.gsi.gov.uk](mailto:phil.sebury@wales.gsi.gov.uk)

Online resources are available from some of the larger charities. Many have websites with sections for downloadable educational resources. Some have distinct resources for the youth work sector, but even those aimed at more formal education can be adapted for youth work settings. For example:

### **Oxfam**

[www.oxfam.org.uk/coolplanet](http://www.oxfam.org.uk/coolplanet) (though produced for teachers this web-site has resources relating to many themes)

### **Christian Aid**

[www.christian-aid.org.uk/learn](http://www.christian-aid.org.uk/learn) or [www.christian-aid.org.uk/mpower](http://www.christian-aid.org.uk/mpower)  
There is a dedicated section of the web-site for youth workers with downloadable topic sheets and the option to sign up for free resource mailings. For details in Welsh visit [www.cymorthcristnogol.org](http://www.cymorthcristnogol.org)

### **The Red Cross**

[www.redcross.org.uk/education](http://www.redcross.org.uk/education)

Though again aimed at schools-based education this website has resources on-line covering topical issues to spark debate and is up-dated regularly.

Websites for/by young people

**Taking IT global** - [www.takingitglobal.org](http://www.takingitglobal.org)

**BULB magazine** - [www.bulbmag.com](http://www.bulbmag.com)

**Student Action for Refugees** - [www.star-network.org.uk](http://www.star-network.org.uk)

**Anti-racist site for young people** - [www.eurokid.org](http://www.eurokid.org)

**Young Citizens in Action** - [www.youngcitizens.org.uk](http://www.youngcitizens.org.uk)

**Oxfam 'Generation Why'** website - [www.oxfam.org.uk/generationwhy](http://www.oxfam.org.uk/generationwhy)

Campaigns/issue-based websites

Campaign organisations often have pages devoted to educational resources, details of how to get involved in campaigns, news of events and areas aimed specifically at young people. For example:

**Make Poverty History Wales** - [www.makepovertyhistorywales.org.uk](http://www.makepovertyhistorywales.org.uk)

**Keep Wales Tidy** - [www.keepwalestidy.org](http://www.keepwalestidy.org)

**Wales Fair trade Forum** - [www.walesfairtradeforum.org.uk](http://www.walesfairtradeforum.org.uk)

**One World Week** - [www.oneworldweek.org](http://www.oneworldweek.org)

**Amnesty International** - [www.amnesty.org.uk](http://www.amnesty.org.uk)

**Fairtrade Foundation** - [www.fairtrade.org.uk](http://www.fairtrade.org.uk)

**Labour Behind the Label** - [www.labourbehindthelabel.org](http://www.labourbehindthelabel.org)

**Make Trade Fair** - [www.maketradefair.com](http://www.maketradefair.com)

**Clean Clothes** - [www.cleanclothes.org](http://www.cleanclothes.org)

**Greenpeace UK** - [www.greenpeace.org.uk](http://www.greenpeace.org.uk)

**Human Rights Education Associates** - [www.hrea.org](http://www.hrea.org)

**WWF** - [www.wwf.org.uk](http://www.wwf.org.uk)

**People and Planet** - [www.peopleandplanet.org](http://www.peopleandplanet.org)

**Trade Justice Movement** - [www.tradejusticemovement.org.uk](http://www.tradejusticemovement.org.uk)

**Campaign for Education** - [www.campaignforeducation.org](http://www.campaignforeducation.org)

**Ireland based Development Education** - [www.developmenteducation.ie](http://www.developmenteducation.ie)

**New Internationalist magazine** - [www.newint.org](http://www.newint.org)

**UN Millennium Development Goals** - [www.un.org/millenniumgoals](http://www.un.org/millenniumgoals)

Annual Events

These can highlight justice and global issues, and help to focus attention on specific themes, for example: **One World Week**, **Fair Trade Fortnight**, **World Children's Day**, **International day Against Racism**, **World Refugee Day**, **World AIDS Day**, and **International Day of Peace**.

## Prospects for Training & Accreditation

There are several routes to accredit learning in global youth work or ESDGC.

Initially, you can approach your local youth service and/or local and national voluntary youth organisation for training opportunities.

The following organisations offer specific training courses in global youth work:

### **Cyfanfyd**

Introduction to Global Youth Work	-	OCN level 1
Introduction to Global Youth Work	-	OCN level 2

### **GLIDE - Down to Earth Project**

Interdependence and Diversity	-	OCN level 1
Introduction to the Key Concepts of Sustainable Development and Global Citizenship Values, Perceptions and Conflict Resolution	-	OCN level 1
Citizenship and Sustainable Change	-	OCN level 1
Needs, Rights and Quality of Life	-	OCN level 1

### **Development Education Association (DEA)**

Principles of Global Youth Work	-	OCN levels 2 & 3
Understanding Globalisation	-	OCN levels 2 & 3
Information, Resources & Support for Global Youth Work	-	OCN levels 2 & 3
Understanding Global Youth Work Practice	-	OCN level 2
Applying Global Youth Work Practice	-	OCN level 3
Applying Evaluation to Global Youth Work	-	OCN level 3

### **NEWI (North East Wales Institute)**

Optional module in Global Youth Work as part of Youth & Community Diploma Course (offered at course in Wrexham and also in some areas of Wales through franchise arrangements)

### Universities

Several universities in Wales offer modules or whole courses relevant for Education for Sustainable Development and Global Citizenship: **University of Wales Bangor, University of Wales Newport, University of Wales Swansea, Swansea Institute of Higher Education, and Trinity College Carmarthen.**

## Funding Opportunities

A small number of organisations and government departments provide specific funding for global youth work.

**The Department for International Development (DFID)** have a Development Awareness Fund (DAF). DAF provides major grants (£10,000 - £100,000 per year for up to 3 years) and mini-grants (under £10,000) to a range of organisations who want to undertake development education (ESDGC) work.

- Major grants are administered by DFID  
[www.dfid.gov.uk/aboutdfid/intheuk/development.asp](http://www.dfid.gov.uk/aboutdfid/intheuk/development.asp)
- The mini-grant is administered by Cyfanfyd in Wales.  
For more information contact [info@cyfanfyd.org.uk](mailto:info@cyfanfyd.org.uk) or 029 2066 8999  
The deadline for applications is October of each year for work to begin the following April.

**For other sources of funding** visit [www.nya.org.uk/globalyouth](http://www.nya.org.uk/globalyouth) under 'sources of funding'.

**For sources of funding specific to Wales** contact [info@cyfanfyd.org.uk](mailto:info@cyfanfyd.org.uk) or 029 2066 8999.

