Global Youth Work in the UK: Research Report

By Nic Cotton of Here and There Consultancy

On behalf of DEA

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Executive Summary

1. Introduction

Global Youth Work is informal education with young people which encourages them to think critically about the links between personal, local and global issues[1]. This report maps the range of Global Youth Work opportunities available in the UK. It identifies the non-formal youth sector, captures a picture of young people's participation in a range of activities in the UK, and highlights some benefits and barriers to delivering good Global Youth Work in addition to identifying some areas for development. It argues that Youth Work is an excellent vehicle for the delivery of global education and that through Global Youth Work Youth Workers can meet a range of mainstream and societal outcomes. It concludes by making a series of recommendations.

2. Methodology

This research used a combination of questionnaires, telephone interviews and desk research to gather the information for this report. As this was intended to be a high level report, strategic leaders of youth organisations were targeted for this research. A numbers of networks were also used to disseminate the questionnaire. A total of 101 responses were received. Of these 87 were questionnaire and 14 were telephone interviews. 74% of responses were from England, 14% were from Wales, 11% from Scotland and 6% from Northern Ireland.

3. Young people and the youth sector

There are approximately 5.5 million young people between the ages of 13 and 19 in the UK. Working with these young people there are two distinct but complementary non-formal youth sectors, the voluntary and statutory youth services. A broad range of non-formal Youth Work opportunities are available to young people through both of these sectors. Provision includes youth clubs, community organisations, Non Government Organisations, churches, mosques, and detached Youth Work in parks and on the streets.

4. Workforce development

Workforce development opportunities for this sector are also outlined, including their contributions to Global Youth Work. Youth Work training in the UK proved difficult to quantify through this research. As a result, the elements of Global Youth Work within this were unclear. It would appear, however, that the inclusion of global issues in the National Occupational Standards for Youth Work in 2007[2] has not yet filtered through into Youth Work training programmes. As a result the inclusion of Global Youth Work in Youth Work training is sporadic.

5. The policy environment

The policy environment for Youth Work varies between England, Wales, Scotland and Northern Ireland, although some common themes run throughout. All policies aim to improve services for young people. Other themes have been identified as: an increased emphasis on government set outcomes, partnership working and working increasingly with targeted groups of young people. While such variation in policy enables services to meet the needs within their area, it makes a clear comparison of services for young people difficult.

6. Benefits of Global Youth Work

98% of all respondents to the research stated that there were benefits to the development and delivery of Global Youth Work with young people. A wide range of benefits were identified, the most popular of which were an increased understanding of the global community, cultural awareness, identifying the link between the personal, local and global, and challenging stereotypes and oppressive attitudes. These benefits are in line with those identified in the literature. They are also consistent with outcomes expected from good Youth Work practice, strengthening the argument for Youth Work being a good vehicle for the delivery of global education to young people.

7. Barriers to effective Global Youth Work

87% of respondents stated that there were barriers to delivering good Global Youth Work. Funding and a lack of staffing was a significant barrier for 58% of respondents. A lack of coordination was also cited as a barrier, as was Global Youth Work being seen as an 'add on' to mainstream Youth Work practice. It was argued that many Youth Workers consider the inclusion of Global Youth Work in their practice as an additional piece of work, as opposed to a means through which their work can be delivered. Similarly, a significant barrier that emerged during the research process was a lack of common understanding or language associated with Global Youth Work. A number of respondents used Global Youth Work and international exchange work interchangeably. Workforce development is therefore central to the development of good Global Youth Work practice. However, a lack of training and a lack of coordination in relation to Global Youth Work workforce development were raised by respondents as barriers to the development of good Global Youth Work.

8. Areas for development

The report calls for a more supportive policy environment for Global Youth Work. It argues that Global Youth Work needs to be 'put on the agenda' through training, the media, sharing good practice and coordination of services. It argues that adequate staffing and funding is required to develop Global Youth Work in the UK.

A series of recommendations are made. These are:

a) That Global Youth Work across the UK is adequately funded

b) That Global Youth Work is coordinated through key organisations across the UK

c) A series of Youth Work resources are developed to support Youth Workers to implement Global Youth Work

d) A common language and common understanding are developed

e) A supportive policy environment for Youth Work and for Global Youth Work is developed

f) Further research into mapping of workforce development for Youth Work and Global Youth Work takes place to ensure training for Youth Workers can be influenced

g) Accessible and affordable Global Youth Work training is made available across the UK to support workers to integrate Global Youth Work into their practice

h) Regional Global Youth Work networks are developed to support Youth Workers locally to develop, deliver and support good Global Youth Work.

Global Youth Work in the UK

1. Introduction

This report maps the range of Global Youth Work opportunities available in the UK. It was commissioned by DEA and carried out by Here & There Consultancy in April and May 2009. Funding for the research was provided by DFID. The audience for this report are DFID, DEA and their partners.

Young people are increasingly connected to the wider world. Decisions made internationally impact on individuals and communities locally and vice versa. Such developments call for a greater understanding of global issues. "Technological change and globalisation demand that young people of today must develop knowledge, skills and flexibility for their world of the future. Society, and the role and structure of the family are changing."[3] Research also shows that "young people feel passionately about key global concerns…however, the majority of young people do not act on these global or local concerns"[4]. Many do not take action because they are either unsure of how to get involved or they do not believe they have anything to offer[5]. Global Youth Work can bridge this gap. It offers young people opportunities to understand the world around them, explore the interconnectedness of their lives and to take action and have a voice locally and globally.

Global Youth Work sits within a Youth Work context. Global Youth Work is delivered through a range of organisations and settings and therefore depends on a quality non-formal youth sector. Without investment, motivation, understanding and engagement from this sector, the growth of Global Youth Work can only be minimal. The aims of this research are to map the non-formal youth sector and contextualise Global Youth Work within it. DEA is aware of a number of examples of good Global Youth Work carried out by a range of organisations. This research considers the potential of the non-formal youth sector to deliver effective Global Youth Work, providing a clear picture of the opportunities and barriers experienced by Youth Workers in delivering effective Global Youth Work.

The aims of this research are therefore to:

a) provide a 'snap shot' of young people in the UK;

b) provide an overview of the non-formal youth sector in the UK;

c) provide an overview of Global Youth Work in the UK, including examples of good practice, gaps and barriers;

d) provide a brief introduction to the policy environment surrounding Global Youth Work in the non-formal youth sector; and

e) make a series of recommendations.

2. Definitions of Global Youth Work

Definitions of Global Youth Work, development education, education for sustainable development, international youth work and international volunteering are contested. However, for the purpose of this research, the following definitions have been developed in negotiation with DEA. These definitions were provided for respondents to support their completion of the questionnaire or telephone interview.

- **Global Youth Work (GYW)** is informal education with young people that aims to encourage a critical understanding of the links between personal, local and global issues. It seeks young people's active participation in bringing about change towards greater equity and justice.

- **Development education** is an approach to learning about global and development issues through recognising the importance of linking people's lives throughout the world. It is also based on an understanding of the importance of critical thinking, the need to challenge stereotypes and to give people the skills and confidence to support change towards a more just and sustainable word.

- **Education for Sustainable Development (ESD)** encompasses the relationship between economic, social and environmental issues with the purpose of '*meeting the needs of the present without compromising the ability of future generations to meet their own needs'.*

- **International Youth Work** includes visiting other countries with young people, hosting young people from other countries, making international links and experiencing different cultures.

- **International volunteering** involves young people volunteering in communities in other countries.

In Wales the Education for Sustainable Development and Global Citizenship (ESDGC) agenda is not a statutory requirement in Youth Work. It is defined in the following way:

- "**ESDGC** in a Youth Work setting starts from the young people's experiences, encourages a critical understanding of the links between their lives and histories with those in their community and others throughout the world, making the connections between society, economy, the environment and politics. It reflects on attitudes and values, and develops skills to enable active participation in creating a more just and sustainable world".[6]

The key focus of this research is Global Youth Work, although definitions of each of the above were made available to recipients of the questionnaire and interviewees.

Global Youth Work has ten key principles as identified by DEA. Global Youth Work:

1. starts from young people's experiences and encourages their personal, social and political development;

2. works to informal education principles and offers opportunities that are educational, participative, empowering and designed to promote equality of opportunity;

3. is based on an agenda that has been negotiated with young people;

4. engages young people in critical analysis of local and global influences on their own lives and communities;

5. encourages an understanding of the world based on the historical process of globalisation;

6. recognises that the relationships between, and within, the North and South are characterised by inequalities caused by globalisation;

7. promotes the values of justice and equity in personal, local and global relationships;

8. encourages an understanding of, and appreciation for, diversity - locally and globally;

9. sees the people and organisations of both the North and South as equal partners for change in a shared and interdependent world; and

10. encourages action that builds alliances to bring about change.

Youth Work is well placed to incorporate these principles. Global Youth Work is, in fact, Youth Work with a specific focus on global issues, developing a critical understanding of the links between personal, local and global issues. The core principles of Youth Work are therefore closely aligned with those of Global Youth Work. For example, Youth Work is based on voluntary relationships between young people and Youth Workers and also encourages their personal, social and political development. Youth Work utilises informal education to engage and develop young people's understanding, skills and attitudes. The four core principles of Youth Work are:

• Education

• Empowerment

• Participation and

• Equality of opportunity and social inclusion[7]

Through a participative and empowering approach to working, young people are able to engage and grow at a rate and direction determined by them. Anti-oppressive practice is also central to Youth Work practice. Youth Work, in the same way as Global Youth Work, is driven by young people's agendas and moves beyond young people's comfort zones to encourage outward, critical thinking[8]. Youth Work also encourages a process of "moral philosophising"[9] for young people, or identifying and scrutinising their value base, who they are and who they want to be.

3. Methodology

3.1 The aim of this research is to provide an overview of Global Youth Work in the UK that will help inform the strategic planning of DFID and DEA. It was therefore important that the methodology of the research targeted strategic leaders of youth organisations and organisations which held a strategic position within the Youth Work sector. A wide ranging perspective was required and therefore this is a high level survey. The most useful forms of methodology were therefore questionnaires and telephone interviews. These were implemented in addition to desk research.

3.1.1 Questionnaires

Four different types of questionnaire and two interview question sets were designed. While the six types of questions had similarities and themes running through them, the language used and the questions were written specifically with the target group in mind. All questionnaires and interview sets can be seen in Appendix 1. The four questionnaires were developed and their respective target groups were as follows:

- Questionnaire 1 – for non government organisations (NGOs)

- Questionnaire 2 – for members of youth sector networks

- Questionnaire 3 – for principle youth officers, heads of youth services, Directors of Education and Children's Services

- Questionnaire 6 – for Development Education Centres

- Following a similar outline to the questionnaires, interview question scripts 4 and 5 were completed as part of telephone interviews with strategic leaders of networks and with national Youth Work bodies respectively.

Each questionnaire was accompanied by an introduction to the research and a brief description of Global Youth Work, development education, education for sustainable development, international youth work and international volunteering.

Questionnaires were sent to all organisations and individuals using email. A range of networks were used to disseminate the questionnaire to a wide range of individuals. While this method ensured the wide dissemination of the questionnaire, it has made it difficult to identify the exact number of questionnaires that were received by those working in the non-formal youth sector.

Questionnaires were sent to 396 individuals, including youth service managers, directors of education and Development Education Centres. In addition to this the questionnaire was sent to 18 different network organisations who agreed to disseminate the questionnaire through their networks.

A total of 87 questionnaires were returned. Of these, 6 were questionnaire 1, 36 were questionnaire 2, 30 were questionnaire 3, and 15 were questionnaire 6. One of these questionnaires was followed up by a semi-structured interview. All respondents can be found in Appendix 2.

3.1.2 Telephone interviews

A total of 14 semi structured interviews were held with key strategic organisations in the non-formal youth sector. The interviews were structured using interview question scripts 4 and 5 for strategic leaders of network organisations and key people in strategic organisations in the Youth Work sector respectively.

The data used throughout this report refers to the combined total of 101 responses from 87 returned questionnaires and 14 telephone interviews.

3.1.3 Geographical and organisational spread of respondents

Of the 101 respondents to the questionnaire and interviews, 74% were based in England, 14% based in Wales, 11% based in Scotland and 6% based in Northern Ireland. 12 of the England based organisations had a UK wide remit, as did one from Wales and one from Scotland.

Approximately 60% of all respondents were from voluntary organisations whereas 40% were statutory organisations.

3.1.4 Desk research

Desk research was carried out to provide a current picture of young people in the UK, to gain an insight into the size and breadth of the non-formal youth sector and to provide an overview of how policy is impacting on the non-formal youth sector. This desk research took the form of literature and internet research and drew upon pervious research findings. This desk research informed, in part, which organisations and individuals would be targeted for the questionnaires and telephone interviews.

3.2 Timing and timescale

There were a number of time restrictions which may have impacted on the number of responses for both the questionnaire and telephone interviews.

3.2.1 *Timing*

The research was carried out in mid April, two weeks of which were during the Easter school holidays. While the number of respondents to the questionnaire was encouraging, the number of telephone interviews completed during these two weeks was less than had the research taken place out of school holidays. This had a significant impact on being able to contact colleagues in Northern Ireland, many of whom were on leave during this period. It also resulted in the questionnaire dissemination through some networks in Northern Ireland being delayed which may, in part, explain the lower response rate from Northern Ireland organisations.

3.2.2 *Timescale*

The research needed to be completed in a relatively short period of time. The impact of this was that the deadline for the questionnaires was short. However, this did not appear to have an impact on those who responded. Since the questionnaire was emailed to recipients and the questionnaires were brief the majority of respondents returned the questionnaire shortly after receiving it. However, it would mean that some recipients who

were on leave would not have had the opportunity to reply before the deadline. Equally, the Association of Directors for Children's Services (ADCS) request that all research is approved by them prior to being disseminated to Director. This process takes four weeks. Therefore, this research was not able to be approved by the ADCS. With approval from the ADCS the response rate to the questionnaires could have been higher.

3.3 The research sample

Dissemination through a range of networks has resulted in it being difficult to identify the exact percentage return on the questionnaires. However a total of 87 questionnaires were returned and a total of 14 interviews were completed. These numbers, given the timescale, are encouraging and demonstrate an interest in this area of research.

The questionnaires were sent through a number of networks, some of which have Global Youth Work as a priority and others that do not. Other organisations were targeted specifically following desk research. Those selected for telephone interview were also selected by the researcher following desk research. Of 33 organisations selected for a possible interview, only 14 were available to provide information. Organisations were selected for interview on the basis of their organisation's strategic position in the non-formal youth sector at either national or regional levels or on the basis of their remit in relation to Global Youth Work.

While the findings from this research may not be statistically significant, they do provide a useful insight into Global Youth Work across the UK, including the benefits and barriers from the perspectives of those practitioners delivering it. The percentages extracted from the data later in this report, then, should be viewed as indicative of the field's perceptions of Global Youth Work as opposed to a reliable sample.

There was some difficultly in extracting certain information from the questionnaires. In particular, organisations were not asked to specify whether they were a voluntary or statutory organisation. This meant that percentages provided in this report are based on an estimation of whether an organisation is voluntary or statutory in some cases. Equally, due to the size of the sample, it has not been possible to extract any meaningful statistics in relation to the variations between England, Wales, Scotland or Northern Ireland.

4. Background

4.1 Young people

Young people make up a large section of society. While they share the common issue of age, they are not a homogenous group. Indeed there is no clear definition of the age at which one becomes a young person. The statutory youth service is required to work with those between the ages of 13 to 19 (with some limited flexibility between 11 and 25, in particular where an individual has a special educational need). Understanding between individuals and organisations of what constitutes a child or a young person varies. We recognise that the organisations involved in this research may not have a common understanding of what a young person, and therefore Youth Work, is but for the purpose of this research we have focused on the 11 to 25 age group. In the questionnaires, however, we did not stipulate an age range in order to capture the broadest range of work with young people as possible.

The statistics in relation to young people in the UK are equally broad ranging. Therefore, where sources have indicated a specific age range this is noted below. This variation, however, does make direct comparisons difficult.

There are approximately 5.5 million young people aged between 13 and 19 in the UK, approximately 51.6 % of which are young men and 48.4 of which are young women[10]. Approximately 1.36 million young people are from Black Minority Ethnic backgrounds[11] and 400,000 are estimated to have a disability[12]. 981,950 children and young people are considered to have special educational needs[13].

In 2006 to 2007, 60,000 children and young people were looked after by the local authority in England[14] and almost 13,000 in Scotland in the previous year[15]. In England the attainment rate of year 11 young people looked after continuously for more than 12 months is considerably lower than that of all year 11 pupils at 14% compared to 65% in 2007 to 2008[16].

It is estimated that only 1% of young people between the ages of 16 and 18 are long term 'NEETs' (not in employment, education or training), that is those young people who were not in education, employment or training at each of the three survey points at 16, 17 and 18. The majority of young people who are classified as 'NEET' are only in this category for a short period of time; therefore the group is not static and is constantly changing[17]. In contrast to 'NEET' figures, 45% (714,000) of 16 to 17 year olds and 73.6% (4,137,000) of 18 to 25 year olds are economically active[18].

In 2006, 17,985 young offenders were sentenced compared to 75,595 adults in the same year.[19]

The approximate numbers of children and young people living in poverty in the UK is 2.9 million[20]. An average of 16% of all children and young people of compulsory school age are entitled to free school meals[21] [22] [23]. 70% of young people between 16 and 18 who are employed are estimated to be earning a 'low income', that is less than £7 an hour[24].

Across the UK, 59% of young people achieve 5 or more grades A* to C at GCSE level or equivalent[25]. Each year, approximately 10,000 young people are permanently excluded from school[26].

4.1.1 Involvement in groups and positive activities

Many young people are involved in a variety of groups and other activities. For example, 86% of 5 to 16 year olds do at least 2 hours of sport each week. 29% of children in 2006 to 2007 took parting club sports, and 17% of young people between 10 and 13 took part in sports volunteering[27]. Membership for Clubs for Young People stands at 400,000[28]. In Scotland alone, almost four in ten young people are involved in youth organisations or take part in Youth Work activities outside school[29] and 20,000 young people work with Clubs for Young People Scotland each year[30].

4.1.2 Representation and Participation

Many young people are actively involved in decision making at local, regional, and national levels. Young people across England, Wales, Scotland and Northern Ireland participate in the UK Youth Parliament with over 450 young people being a Member of Youth Parliament or Grand Council Representative across the UK [31][32][33]. 1,634 young people stood for election in 2008, with 569,935 young people turning out to vote, that is, 16.15% of the eligible population[34]. Young people participate in a total of 639 Youth Councils across the UK[35].

4.1.3 Uniformed groups

Uniformed groups attract a wide age range of children and young people across the UK. For example, the number of children and young people involved with the Scouts across the UK in 2004 was 360,863, and those involved with the Guide movement in 2005 was approximately 477,000. Membership for the Boys Brigade stands at 57,000 and for the Girl Brigade stands at 26,000[36]. 44,803 young people are currently members of the Army Cadet Force[37].

4.1.4 Non-formal Accreditation

Non-formal accreditation provides young people with an alternative and complimentary means of accrediting their learning. For example, in 2007 to 2008, the number of young people participating in a Duke of Edinburgh Award was 275,000, 30,000 of which were considered to be experiencing 'disadvantage'. The total social value of young people's volunteering in 2007 to 2008, through the Duke of Edinburgh Awards alone, is estimated at £13.5 million[38].

4.1.5 Volunteering and concern for causes

In 2001 a report by the Home Office Citizenship Survey (HOCS) found that 40% of young people aged between 16 and 24 had been involved in formal volunteering in the preceding 12 months, and 73% had been involved in informal volunteering[39]. VSO, between 2008 and 2009 had 218 young people under the age of 25 involved in their G Ex programme and an additional 57 involved in their Youth for Development programme[40]. 84% of young people in the UK consider looking after the environment important and almost 79% feel that it is important to understand what is going on in the world[41]. 40% of young people taking part in a BYC mini-poll said that they had contacted a local councillor about an issue they cared about. Of those that had not, 46% said that they would like to[42].

Young people are a broad and inhomogeneous group. Often portrayed as a group who either pose a threat, or who are at, risk[43] and portrayed largely in a negative light in the media[44], there is a danger of perceiving young people as in deficit. However, the statistics

outlined above provide an alternative picture. Young people make positive contributions to communities and the wider society. They are involved with a range of positive recreational and educational activities, they are engaged in decision making and they contribute to the economy through employment and volunteering.

4.2 The Youth Sector

The non-formal youth sector in the UK is broad. There is not a homogenous youth sector. Youth Work has a set of values, principles and ways of working that distinguishes itself from other types of work with young people. For example, Youth Work is empowering, participative, educative and concerned with promoting equality of opportunity. It is a voluntary activity that starts with the young person's needs, understanding, interests and agenda. There is a spectrum of activity with young people in non-formal settings. Some organisations would consider themselves to be strongly affiliated with Youth Work, its values and methods. Other organisations may identify with some of the values and principles but not others. For the purpose of this research we will use the term 'Youth Work' but recognise that some work identified below may not fit within a pure 'Youth Work model'. The intention is to provide a broad picture of the non-formal youth sector in the UK.

It is difficult to get a clear picture of the proportion of young people who experience Youth Work. Data for England, Wales, Scotland and Northern Ireland is patchy, as is the data on young people accessing voluntary compared to statutory services. Estimates of the proportion of young people accessing youth services vary from 27% of young people for England (statutory services only) to 61% for Northern Ireland (both statutory and voluntary sectors).

Youth Work takes place through statutory and voluntary sectors. The statutory sector includes local authority led youth services, community learning services and Integrated Youth Support Services. The voluntary sector is a much broader range of organisations that work with young people. These include local community projects, Youth Work delivered through residents' associations and the larger organisations such as the uniformed organisations, NGOs and charities. Both sectors are vital in the delivery of Youth Work across the UK.

Youth Work in the UK supports young people to develop personally and socially, to learn about themselves and the world around them and to have a voice, using a range of methods which are largely driven by the interests and needs of the young people themselves. Youth Work takes place in a broad range of settings including:

- Youth clubs

- Libraries

- Hospitals

- Faith based centres such as churches and mosques

- Parks, bus shelters and the street

- Mobile provision such as buses

- Schools and FE colleges

- Sports and arts and uniformed organisations

- Youth councils

- Information, advice and counselling projects

- Specialist projects for specific groups

- Cross community and international settings.

Youth Work uses a wide range of methods including:

- Small group work

- Individual support

- Learning through experience

- Decision making

- Project work

- Activities

- Music

- Art

- Sport

- Volunteering

- Quizzes

- Drama

- Video.

Youth Work engages with young people from 11 to 25, with a specific focus on the 13-19 age range. However, as mentioned above, what constitutes a young person, and therefore what constitutes Youth Work varies greatly. Therefore, the age range has not been specified for this research to enable a broad range of non-formal youth provision to be captured.

It is difficult to get a UK wide picture of the non-formal youth sector across the UK as a result of different bodies overseeing both statutory and voluntary Youth Work organisations in different parts of the country, and an inconstant approach to data collection and organisational structure. Other research into the voluntary youth sector supports this[45].

4.3 Variations in Governance and Provision Across the UK

4.3.1 England

The Youth Service in England falls under the remit of the Department for Children, Schools and Families (DCSF) and operates across 149 local authorities. Youth Services across England are part of local authority's Children's Services. Youth Services in England are incorporating Integrated Youth Support Services into their working structures. However, each local authority has flexibility on how this is implemented. As a result, different

systems and structures for Integrated Youth Support Services are in place across England.

The voluntary youth sector is separate from the statutory sector although many projects may work in partnership with statutory bodies or be fully or partially funded by local councils.

There are 149 statutory youth services in England, each with a number of youth centres, detached projects, school based projects, outreach workers and a range of other settings through which Youth Work is delivered[46]. The statutory youth services in England have made contact with 1.1 million young people in 2007-2008, that is, 28% of the 13 to 19 population. Local authorities reported that 17% of the population were considered to be participating, that is having an ongoing relationship with a Youth Worker and taking part on a regular basis[47].

In addition, the voluntary youth sector provides a range of provision. Voluntary youth organisations range from small local organisations to large national organisations. It is estimated that the members of the National Council for Voluntary Youth Services (NCVYS) alone have 500,000 paid and voluntary workers who provide direct support to approximately five million young people[48].

The youth service in England has a total of 8,273 paid, full time equivalent staff and 5,447 full time equivalent volunteers. Of these 7% are management, 32% are professionally qualified Youth Workers and 25% are Youth Support Workers.

Total mainstreamed spending on local authority youth services in England in 2007 to 2008 was £316 million, or £2.22 million per local authority. On average, the youth service in England spends £119 per head of the young person population. Each local authority in England spends an average of £63,000 per annum on continuing professional development for its staff.

The average income per local voluntary youth organisation is £700,000, for regional organisations is £2.8 million, and for national organisation is £7.3 million. Approximately 38% of this income is derived from statutory sources[49].

4.3.2 Wales

The Youth Service in Wales is delivered through the Department for Education, Lifelong Learning and Skills of the Welsh Assembly. In addition there is a range of provision offered through the voluntary youth sector in Wales.

The statutory Youth Service in Wales delivers a total of 1292 youth projects over 22 local authorities (2006 to 2007)[50].

The voluntary youth sector delivered 572 projects in 2006 to 2007. Of the 572 projects, 68% were part of a wider network such as the Scouts. 182 local voluntary Youth Work projects operated independently[51]. It is estimated that the total number of young people engaged with voluntary sector youth services in Wales alone is 250,000[52].

In 2006 to 2007 there was a total of 2,656 Youth Service staff in Wales, with 163 in management and 2,493 Youth Work delivery staff. Of these 21% were full time and 79% were part time. 152 members of staff work on a voluntary basis for the statutory youth service[53].

In 2006 to 2007 there were 5,409 people working in voluntary Youth Work projects. Of the 5,409 staff 1,767 (33%) were in management and 3,642 (67%) were Youth Work delivery staff. There were 962 (18%) paid workers and 4,447 (82%) volunteers[54]. Others sources, however, estimate that there are up to 40,000 volunteers working in the voluntary youth sector in Wales[55].

In 2006 to 2007 the spending for the youth service in Wales totalled £37 million, or approximately £1.7 million per local authority. In the same year the total income reported by voluntary Youth Work projects was £34.5 million. Overall the voluntary Youth Work projects reported receiving 32% (£11.2 million) of their income from the Welsh Assembly Government and local authorities together[56].

For the statutory sector, 2% of expenditure of youth service budgets across Wales was on training and staff development in (2006 to 2007)[57]. The statutory youth service in Wales spends £39.03 per head of the 11-25 population.

4.3.3 Scotland

Youth Work in Scotland sits within Community Learning and Development (CLD). Therefore to extract statistics specifically in relation to Youth Work in Scotland has been difficult. CLD operates across 32 local authority areas.

It is estimated that over 80,000 young people in Scotland are involved in local authority Youth Work in a typical week[58]. Approximately 80% of Youth Work in Scotland is delivered through the voluntary sector, and 20% through local councils[59]. Examples of voluntary sector provision include uniformed organisations or those working with special interest groups and statutory youth provision, for example, local youth clubs[60].

A recent survey by Lifelong Learning UK identified 16,556 paid and voluntary staff working in the CLD sector[61]. However, other sources have estimated the paid and voluntary Youth Work workforce in Scotland at 32,000[62]. Youth Workers, it is thought, make up 78% of the CLD workforce[63].

Of the total Youth Work workforce, 4% are in paid, full time positions, 21% are part time or sessional paid workers and 75% are voluntary workers. Youth Workers in the Third Sector are more likely to be voluntary than those in the public, statutory sector. Of those working in the public sector, 10% have a professional qualification endorsed by Community Education Validation and Endorsement (CeVe) [64].

The Scottish Government funds the Youth Work carried out through CLD. In addition to this, 130 voluntary organisations receive a total of £7 million support every year from the Scottish government through the Unified Voluntary Sector Fund[65].

4.3.4 Northern Ireland

The youth service in Northern Ireland comprises the statutory and voluntary sector. Types of provision can be classified into six main groups:

• Uniformed

• Church Based

• Other voluntary

• Controlled (statutory)

- Other.

The data on Northern Ireland includes work with children from the age four to young people aged 25. Where possible the core age range of 13 to 19 has been extracted for the purpose of this report.

The statutory youth sector in Northern Ireland is under the control of the Education and Library Boards (ELBs)[66]. The youth service operates across 26 council areas.

Data collected by Lifelong Learning UK indicates that in 2006 there were a total of 1,983 youth units in Northern Ireland[67]. The total membership of young people aged between 10 and 25 is 110,557, and between 13 and 19 is 59,098[68].

There are estimated to be 23,305 Youth Work staff in Northern Ireland. Of these 8.7% were paid part time or full time Youth Workers or youth tutors. 91.3% were volunteers. 47% of the workforce works in uniformed organisations such as the Scouts, Girl Guides, Guides and Boys Brigade. 6% of the workforce works in the statutory lead youth service. However, it should be noted that the uniformed provision has a much younger age profile with 50% of its membership being children between the ages of 4 and 9. The Church and controlled sectors attracted the highest proportions of young people between the ages of 13 to 15, with 'other' provision attracting the highest number of young people in the higher age brackets[69].

The majority of the workforce are female, who outnumber their male colleagues as both volunteers and part time staff. There are slightly more male full time Youth Workers than there are female.

The majority of Youth Workers in the Youth Service are either unqualified or trainee staff. The statutory sector has the highest proportion of professionally qualified (with a JNC qualification), recognised (locally qualified) and accredited (locally qualified with a proficiency award)[70].

4.4 Workforce Development

Workforce development is central to the understanding, skills and attitudes of those that work with young people and the development of quality Youth Work. It is therefore a key issue for Global Youth Work.

4.4.1 Workforce Development Background

Higher education

There are a total of 51 higher education institutions offering a Youth Work programme at diploma, foundation degree, degree or masters levels. Of these 41 are in England, 4 are in Wales, 4 in Scotland and 2 in Northern Ireland.

Scotland currently has a degree requirement for the professional qualification in Youth Work, with England moving to a degree requirement in 2010. Wales and Northern Ireland currently have a diploma requirement, although it is expected that Youth Work in Wales and Northern Ireland will follow England and Wales to become a degree level profession[71].

Youth Support Worker Qualifications and local Youth Work courses

Youth Support Worker qualifications are a range of qualifications at levels 2 and 3 which provide workers with a vocational qualification in Youth Work. Each local authority is responsible for the development of youth support worker training in their area. A number of awarding bodies accredit Youth Work courses. The key awarding bodies include:

- City and Guilds Affinity

- ABC Awards

- National Open College Network (NOCN)

- Open University.

Youth Work courses in Scotland are subject to approval by Community Education Validation and Endorsement (CeVe).

Little data on Youth Work courses is held centrally; therefore identifying how many courses are in operation is difficult. ABC has 112 centres across the UK who are approved to run their accredited courses and an additional 13 to run 'customised provision' which are generally shorter, introductory courses. Feedback from ABC indicated that other organisations would like to run Youth Work accredited courses, but that funding is a barrier, particularly for voluntary and charitable organisations. In 2007 to 2008 NOCN had 16 centres in England, Wales and Northern Ireland that deliver level 3 Youth Work qualifications[72].

Other coherent data is not available, although a wide range of organisations deliver Youth Work courses. These organisations include local authority youth services, community education centres, further education colleges, YMCA, church and faith groups and national youth organisations.

Continuing professional development

There are a wide range of courses, both accredited and not, delivered to support the development of Youth Workers across the UK and across the youth sectors. These courses are delivered by a broad spectrum of universities, colleges, training bodies, local authorities and voluntary organisations.

4.4.2. Global Youth Work in workforce development

National Occupational Standards for Youth Work.

The National Occupational Standards for Youth Work implemented by Lifelong Learning UK in 2007[73] makes explicit the need for Global Youth Work. Prior to this, Global Youth Work had not been included in Youth Work's standards.

Global Youth Work in Higher Education

A recent study by De Montfort University[74] outlined the inclusion of Global Youth Work in Youth Work programmes in Higher Education Institutions. The study found that while 90% of respondents from Higher Education Institutions said that Global Youth Work was covered in their institutions, this coverage was not necessarily in any depth and may have been equal to mentioning Global Youth Work superficially in a session. Only 42% covered Global Youth Work explicitly and 9% had a dedicated module or half module.

The term Global Youth Work was not a universal one, with a range of terms being used. Some institutions did not have a name for Global Youth Work but covered the key concepts in their teaching.

Global Youth Work in youth support worker courses and local Youth Work courses

A clear picture of the Youth Work courses across the UK is not available and therefore it is difficult to identify the provision of Global Youth Work in local Youth Work courses. While Global Youth Work is now explicit in the National Occupational Standards for Youth Work, it would appear that it has not yet filtered down into the Youth Work courses. While 'understanding international youth exchanges' is included in one course as an option module, the majority of courses appear to be using the previous National Occupational Standards as a framework for their programme. As a result, Global Youth Work is absent from many of the programme units.

Continual Professional development and Global Youth Work.

Local authorities and a number of Youth Work, development and training organisations across the UK offer a wide programme of continual professional development opportunities for Youth Workers. The provision of Global Youth Work training, it would appear from this research, is variable and not coordinated. Development Education Centres play a role in the delivery of Global Youth Work training to Youth Workers in some areas, although others have experienced difficulties with this in relation to funding, priorities and reaching Youth Workers.

48% of respondents to the questionnaire said that they understood there to be training available for Global Youth Work. The reminder stated that there was no opportunity or they were unaware of training opportunities. 27 different organisations were identified through the questionnaire as providing Global Youth Work training opportunities either in house or externally. A list of those identified can be found in Appendix 3.

4.5 The policy environment

Youth Work in the UK has undergone significant transformation in recent years. Key recent policy developments in relation to Youth Work and Global Youth Work include:

• Transforming Youth Work and Resourcing Excellent Youth Services (2002)

• Every Child Matters (2003)

• Youth Matters (2005)

• Children's Plan 2020

• Strategy for the Delivery of Youth Work in Northern Ireland 2005-2008

• Moving Forward: A strategy for improving young people's chances through Youth Work (2007)

• National Youth Service Strategy for Wales (2007)

• Education for Sustainable Development and Global Citizenship (ESDGC) (2008).

There is variation between policies for young people's services across the UK. While such variation in policy enables services to meet the needs within their area, it makes a clear

comparison of services for young people difficult. The wide reaching policies identified above have transformed Youth Work across the UK in recent years. All policies ultimately aim to improve services to young people. Equally, all have been critiqued. Smith (2007)[75] argues that Youth Work policy development in Wales has a firm grasp of the values underpinning Youth Work, in particular active participation and the contribution Youth Work can make. There are a number of themes which have emerged from the range of policies.

4.5.1 Benefits

Each demonstrates a desire to improve the quality of services for children and young people and to create a culture in which young people are able to reach their full potential. They identify personal growth as important elements of work with young people. Strategic direction has been provided to youth services across England, Wales, Scotland and Northern Ireland and as a result, it could be argued that the quality of provision and investment in youth services has increased significantly.

4.5.2 Outcomes

Youth Services have become increasingly outcome driven. Youth Workers are increasingly under pressure to meet targets in relation to participation and accreditation. A range of outcomes for young people are offered through a range of policies. ESDGC has a clear emphasis on how Youth Work can embed Global Youth Work. However, the other policies, whilst making reference to young people living in a global society, are less explicit. Every Child Matters, for example, refers only to creating sustainable communities. However Global Youth Work can address the range of outcomes identified in the policy[76].

4.5.3 Partnership and multi-professional working

Youth services have also become increasingly integrated and are required to work increasingly in partnership with other providers. Recent policy highlights the importance of the contribution made by the voluntary sector in the delivery of quality Youth Work with young people. Such working aims to minimise duplication of provision and increase value for money. It also provides opportunities for sharing resources, staffing and knowledge bases.

4.5.4 Target groups

While services generally work with a wide range of young people, they target their resources to those most in need of those services. Young people who are 'hardest to reach' are a key target group for many of the policies mentioned above. Youth Work aims to reach young people who are 'vulnerable' or have specific needs. This targeted work has become a significant feature of Youth Work in recent years. This is particularly relevant to statutory organisations. However, it is increasingly relevant to voluntary organisations through the requirements of funders.

5. Global Youth Work case studies

A number of organisations play key roles in the development and delivery of Global Youth Work across the UK. Whilst this list is not exhaustive some key organisations include:

- *DEA* – DEA have a Global Youth Action Project which is a national project that supports young people to explore and take action on the global issues that affect them. They do this through a range of long and short term projects.

- *Y Care International* – Y Care International support Global Youth Work through the network of YMCAs through a range of Youth Work projects and training and support for Youth Work staff.

- *Development Education Centres (DECs)* - there are 45 Development Education Centres across the UK which are independent local centres that raise the profile of global learning and encourage positive local action for global change. The DECs define their own areas of work and therefore not all are engaged in Youth Work. This was supported by the questionnaire responses from this group (questionnaire 6).

- *East Midland Regional Youth Work Unit (EMRYWU)* – EMRYWU coordinates a Global Youth Work network for Youth Workers across the East Midlands. Membership includes workers from statutory and voluntary organisations. The group provides funding and project support, shared examples of practice and training opportunities in conjunction with De Montfort University.

- *Cyfanfyd* - Cyfanfyd's Global Youth Work project aims to ensure that global citizenship and sustainable development education form an integral part of Youth Work provision in Wales. They provide specialist support and advice to partner agencies to develop Global Youth Work initiatives.

In addition to these, smaller Global Youth Work projects have been identified through this research. 89 respondents were asked to provide case studies to illustrate good practice in this area of work. Of these 54% did not provide a relevant case study. Of the remaining 45 respondents that did answer this question, 46% gave an example relating to international youth exchanges, international volunteering or international visits. Only 32 of the examples provided could be considered as Global Youth Work. This implies that many workers do not understand the concept of Global Youth Work as separate to international youth exchanges.

Some of the case studies provided did not provide great detail, therefore a selection have been included here.

Global Youth Work examples include:

- Young people, through People and Planet, have worked with their schools and colleges to gain Fair Trade status.

- Young people through Envision have increased their awareness of local and global issues through a project based around the Millennium Development Goals.

- Through Ieuenctid Tysul Youth, young people not in education, employment or training were involved in a woodland project in which they built their own compost toilet and then went onto explore different areas of sustainability.

- In Derbyshire young people engaged in a discussion around 'sweat shops' and the working conditions for young people in other countries. Young people were engaged in conversation by being encouraged to look at their clothing and see if they could have been made in a 'sweat shop'

- Dronfield Youth Club held a fair trade fortnight providing information on products and where in the world they were from.

- The One World Centre in Dundee has an annual youth programme centred around Fair Trade Fortnight and has developed a Dundee Treasure hunt which reveals the links between Dundee and other cultures across the world.

- Young people from Carmarthenshire Youth Service have volunteered abroad and the service holds 'Global Days' which raise awareness of global issues.

- Young people from SVP 1833 in Liverpool, Keele and Oxford have raised funds for people in the Global South. Others have volunteered in their local communities.

- Through the live simply network a group in Palmers Green collected tools for subsistence farmers overseas.

- Supported by CAFOD a group of 50 young people set up their own group to tackle global injustice.   The group has met MPs in the House of Commons, held go green days and set form challenges to raise funds. The group has developed a Mother and Baby Health Pack which has become a popular CAFOD World Gift.

- The Scottish Youth Parliament have engaged over 2000 young people from Scotland and internationally in meaningful learning experiences about global and national social justice issues through their Peer Leadership programme.

6. Global Youth Work – from the respondent's perspective

The findings for this section of the report have been acquired through the questionnaires and telephone interviews conducted as part of this research.

101 responses were received, 87 through return of the questionnaire and 14 through telephone interviews. Approximately 60% of the respondents were from the voluntary sector, and 74% were based in England, 14% in Wales, 11% in Scotland and 6% in Northern Ireland. The majority of returns were from questionnaires 2 and 3 which were from members of networks and heads of youth services or directors of education. The numbers of respondents to each questionnaire can be seen in Table 1.

Table 1

Questionnaire or interview script number	Target group	Number of responses
Questionnaire 1	Non government organisations (NGOs)	6
Questionnaire 2	Members of youth sector networks	36
Questionnaire 3	Principle youth officers, heads of youth services, Directors of Education and Children's Services	30
Questionnaire 6	Development Education Centres	15
Interview script 4	Strategic leaders of networks	11
Interview script 5	National Youth Work bodies	3

6.1 Benefits of Global Youth Work

98% of all respondents considered that there were benefits to delivering Global Youth Work. One respondent stated that they did not know whether there were any benefits. One other did not answer the question.

A wide range of benefits were highlighted by the respondents all of which can be seen in Appendix 4. A number of themes emerged:

• Understanding the global community and seeing the world differently (46% of respondents)

• Cultural awareness or understanding difference (39% of respondents)

• Recognising the link between the personal, the local and the global, that this is a two way process and therefore we have responsibility towards others (35% of respondents)

• Challenging stereotypes, values and attitudes (18% of respondents)

• Personal development and skills (21% of respondents)

- Taking action and recognising the effectiveness of the taking action (21% of respondents)
- Helping to build relationships and community cohesion and/or challenging inequality and oppression (24% of respondents).

These results, while not statistically significant, indicate some clear patterns. While the sample is not large, a considerable number of responses were received which has informed the research. Therefore, the percentages outlined here should be seen as an indicator of respondents' attitudes towards the benefits of Global Youth Work.

Other key themes emerging from the research can be seen in Table 2. In addition to these, other benefits were identified as increasing critical thinking skills, enabling young people in rural areas make connections with the wider world, and supporting young people to deal with change.

The Benefits of Global Youth Work
Key themes from the research

Table 2
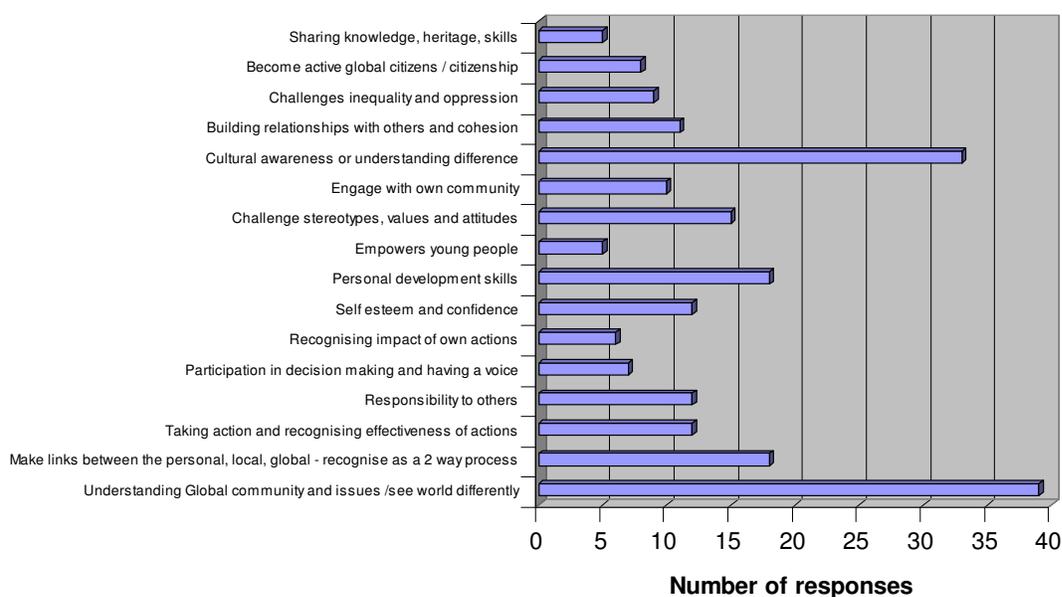
6.2 Organisational priorities and inclusion of Global Youth Work into the Youth Work curriculum.

Organisations were asked whether, in the last 12 months, they had delivered or prioritised Global Youth Work, development education, education for sustainable development, international youth work and international volunteering. Heads of youth services and directors of education or Children's Services were asked whether these were included in their Youth Work curriculum. Each were provided with definitions and asked to tick the areas of work which were a priority for them. Of the responses:

- Global Youth Work was the highest priority with 83% of respondents stating that this was either a priority for them or it was included in their curriculum

- Development education was the second highest priority, with a response rate of 72%

- 70% of the respondents stated that International youth work was a priority area

- Education for sustainable development was a priority of 56% of respondents

- International volunteering was the least priority with 42% of respondents stating that it was a priority or included in their curriculum.

This data conflicts with the data collected in relation to respondents' case studies and the information received through the telephone interviews. It would appear that many Youth Workers misunderstand Global Youth Work to mean international youth exchanges or visits. Global Youth Work is, in fact, very different from both of these. Global Youth Work can involve international work but involves engagement at a local level and developing critical thinking skills about the links between personal, local and global issues. It is clear that there is not a common understanding of Global Youth Work across the sector. Therefore, although definitions were given to respondents, the results shown here may refer to international youth work and not Global Youth Work.

Members of networks (which were mainly from non statutory organisations) were most likely to have Global Youth Work as a priority of their organisation than statutory organisations, whereas statutory organisations were more likely to include international youth work in their curriculum or programme than members of networks.

Key national youth agencies or regional youth agencies, such as the regional Youth Work units, were less likely to prioritise Global Youth Work than members of network organisations or heads of youth services or directors of education. While most said that they recognised the importance of Global Youth Work, other priorities were more dominant. Some organisations felt that the Youth Work sector, both statutory and voluntary was under considerable pressure to meet targets, to gain recognition and, in cases, to survive under the current economic and funding climate. There was one exception to this. The East Midlands Regional Youth Work Unit said that they have a Global Youth Work network which holds meetings once a quarter. For this organisation Global Youth Work was high on their list of priorities.

6.3 Lead workers for Global Youth Work

44% of respondents stated that their organisation had a lead worker or 'champion' who was responsible for Global Youth Work. It is not clear whether this is a sole responsibility or part of a wider role.

*6.4 Training to support Global Youth Work*

48% of respondents who were asked whether training was available to support the development and delivery of Global Youth Work said it was. 17% said that they did not know whether this was available. Training, and affordable and accessible training was also raised as a barrier to developing and delivering effective Global Youth Work and as a suggestion for how Global Youth Work could be better supported.

6.5 Barriers to Global Youth Work

87% of respondent felt that there were some barriers to developing, delivering or supporting effective Global Youth Work. Respondents were asked to list the barriers from their experience. They were not prompted to give specific answers. The full range of barriers identified can be seen in Appendix 5. Key themes emerging were:

- Funding and resources were considered to be a barrier by 58% of respondents.

- Similarly, a lack of time, capacity or staffing was considered to be a barrier by 32% of respondents.

- Other priorities made it difficult to get Global Youth Work on to the agenda for 23% of respondents.

- 25% of respondents stated that a lack of staff understanding or a lack of motivation or commitment from staff made it difficult to develop or deliver effective Global Youth Work. In addition to this another 5% of respondents stated that the name of Global Youth Work presented a barrier as there was little connection with it or understanding of it from Youth Workers or young people. A lack of affordable and accessible training was considered a barrier for a further 9% of respondents.

- 10% of respondents felt that the development of effective Global Youth Work relied heavily on individuals' passions for Global Youth Work, however that this was not supported enough by organisations or managers.

Table 3

Barriers to effective Global Youth Work

Number of responses
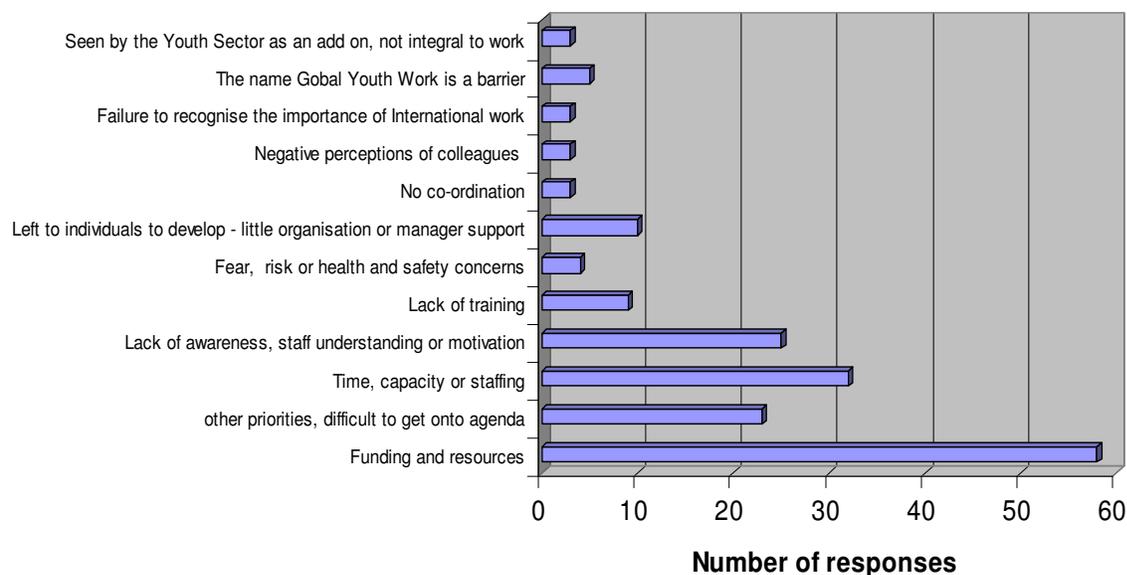
6.7 The role of Development Education Centres

A total of 19 Development Education Centres responded to the questionnaire. 15 of these responded to questionnaire 6, 3 to questionnaire 2 and 1 to questionnaire 1. Of these 5 said that their organisation spent between 21 and 40 per cent of their time developing or delivering Global Youth Work in the non-formal youth sector whereas 11 said that they spent between 0 and 20 per cent of their time on this activity. 3 did not answer this question. A lack of capacity or funding was stated as the main barrier to developing this area of work. One respondent stated that the Development Awareness Fund through DIFD was more suited to the school sector and one stated that the pressures from the formal youth sector left little capacity to develop anything else.

6.8 Suggestions made to further support Global Youth Work both nationally and locally

A wide range of suggestions of how respondents felt Global Youth Work could be better supported were offered. The full range of these can be found in Appendix 6. Key themes emerging were:

• 38% of respondents suggested that Global Youth Work would be better supported through increased levels of easily accessible funding dedicated to Global Youth Work. Similarly, an additional 17% suggested that core designated Global Youth Work staffing would better support its development.

• 21% argued that accessible and affordable Youth Work training would better support the development of effective Global Youth Work. An additional 6% made the link here with Youth Work programmes in higher education, suggesting that Global Youth Work needs to be better incorporated into these programmes utilising global education organisations, such as Development Education Centres to enhance this.

• 20% of respondents argued that more physical resources being made available, such as activities packs would better support Global Youth Work in their organisations.

• Sharing good practice and the development or support of larger networks was suggested by 21% or respondents as supporting the development and delivery of Global Youth Work.

• Other suggestions included a clear policy framework, local and national government recognition of Global Youth Work and a commitment from the youth sector to integrate Global Youth Work into their practice.

Table 4

Developments required to better support Global Youth Work
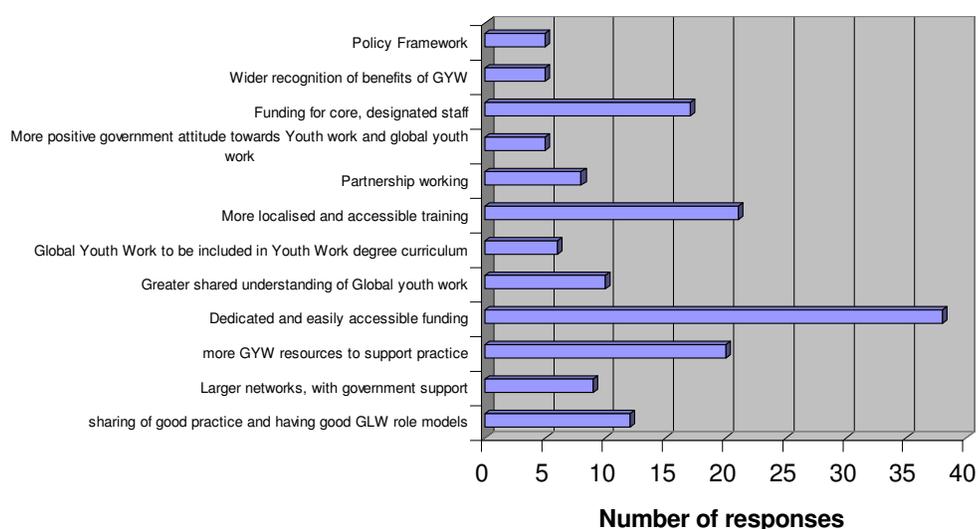
It would be interesting to explore the variations in barriers and areas for development as identified by England, Wales, Scotland and Northern Ireland. However, given the size of the sample for this research, this has not been possible this time.

7. Analysis

7.1 Benefits of Global Youth Work

The NYA state that "The outcomes of this work for the wider community are numerous… Young people with a wider understanding of the world they live in are better able to make decisions about the community they live in. This means better understanding between faith and ethnic communities, greater commitment to environmental sustainability as well as a wider awareness of the way in which our lives are economically and politically tied up with others across the globe".[77]

The benefits of Global Youth Work are broad. Not only do individuals benefit in relation to their development, their resulting actions can have far reaching implications at community and global levels.

The responses from both the questionnaires and the telephone interviews highlighted a range of benefits of Global Youth Work, many of which support the above statement by the NYA. Key themes that emerged from the research include cultural awareness, understanding difference, understanding the link between the global and the local and developing a sense of responsibility to others. Other themes included challenging inequality and oppression, the development of critical thinking skills, becoming effective global citizens and building relationships with others.

These benefits are consistent with outcomes expected from good Youth Work practice. They are complementary to the key policy developments in Youth Work outlined above. Such outcomes clearly support the personal, social and political development of young people and promote the participation of young people and their empowerment through taking action on issues that affect them and their communities. Youth Work works with young people from a range of backgrounds with a range of needs. They are not always the easiest to reach young people and may not regularly attend formal mainstream education. In addition, the principles and values of Youth Work are aligned with the principles of Global Youth Work. Youth Work, therefore appears to be an effective and appropriate vehicle for the delivery of global education to young people.

Equally, through supporting cultural awareness and challenging stereotypes, attitudes and values Global Youth Work can clearly make a contribution to the community cohesion agenda. Indeed, a number of respondents to the questionnaires and interviews directly mentioned this link. The community cohesion agenda aims to develop a sense of belonging, create an environment where diversity is valued and to promote strong and positive relationships between individuals and communities[78]. It is clear that Global Youth Work with young people can promote this. One respondent to a telephone interview argued for the fact that community cohesion should be further embraced by Youth Workers in order to promote Global Youth Work and to increase its visibility in communities and with national and local governments.

7.2 Barriers to effective Global Youth Work

There are many examples of locally and nationally delivered Global Youth Work projects being delivered across the UK. Highlights of some those identified through the research are listed in section 5 of this report.

The research also highlighted that individuals recognised the benefits of Global Youth Work and considered it important. However, a number of barriers resulted in Global Youth Work not being a priority for their practice. These are outlined below:

Funding

Funding was identified as a major barrier by all types of organisations. Development Education Centres, while aware of the benefits of Global Youth Work, feel largely unable to develop this area of work as a result of funding restrictions. Several organisations argued the need for funding to be made available specifically for Youth Work and for this funding to be non-competitive and easily accessible. DIFD, it was argued, is central to the development of this. Whilst global learning in the schools sector is relatively well resourced, Global Youth Work in the non-formal sector is seen as by many as relying on the passions of a few individuals to drive it. Dedicated staffing is a considered a real need by many organisations. Some argued that the current target-led culture of Youth Work and other policy developments, such as the implementation of Integrated Youth Support Services, result in many Youth Workers being simply too busy to prioritise Global Youth Work.

Coordination

There were many examples of good practice, however many of these were largely isolated. There were some areas in which Global Youth Work was supported locally through networks and from individual youth organisations. There were also some larger organisations that were recognised as providing valuable support for Global Youth Work. However, there is not a coordinated approach to Global Youth Work across the UK. This, in part, may be as a result of the non-formal youth sector being extremely diverse. However, several organisations called for an increased level of coordination and for key organisations, such as DEA, some NGOs and Development Education Centres to have a more central, coordinating role in the development of Global Youth Work across the UK. Such organisations also could play a pivotal role in providing support and advice to the non-formal youth sector, including information sharing and Global Youth Work training. It would be vital that this coordination role was able to support and develop Global Youth Work in both the voluntary and statutory sectors.

Common Understanding

In both the questionnaires and the telephone interviews it became apparent that for many the term Global Youth Work was used interchangeably with international youth exchanges. Equally, when asked to provide case studies, a large proportion of respondents mentioned either youth exchanges or visits to other countries. Even when provided with terminology, the two terms were used interchangeably. This resulted in Global Youth Work been seen as large, time consuming and resource intensive projects that work with a relatively small groups of young people. On the contrary, Global Youth Work is Youth Work that takes place locally and widens young people's understanding of their links and impact globally. While international youth work is one way in which Global Youth Work can be implemented, it is not the only way. Indeed, a simple visit to another country that does not explore the young people's critical understanding of the links between the personal, the local and the global is not Global Youth Work in its truest form. A common understanding of Global Youth Work is therefore needed.

Some respondents to the research have argued that the term Global Youth Work is too formal and in itself can create a barrier. In Wales, the implementation of the Education for Sustainable Development and Global Citizenship (EDSDGC) policy[79] has provided Youth

Workers in Wales with a more common language in relation to Global Youth Work. The terminology used here, it could be argued, is also formal. However, it does present a clearer understanding of Global Youth Work being more than just youth exchanges.

Global Youth Work as an 'add on'

Some respondents argued that Global Youth Work is seen as something that is an 'add on' to the Youth Work curriculum. As a result, Global Youth Work is not a priority for some. Both the NYA[80] and the Welsh Assembly[81] argue that Global Youth Work needs to be 'woven into the fabric of Youth Work'. It can no longer be approached as a separate issue. A lack of a common understanding and a misconception that Global Youth Work necessitates an international youth exchange may contribute to this. Youth Workers need support to be able to integrate Global Youth Work into their practice. Several respondents to the questionnaires and interviews argued that easily accessible, ready to implement resource packs would benefit the implementation of Global Youth Work. In addition, Youth Workers need guidance on how to embed Global Youth Work within current policy agendas; as a means of delivery as opposed to an additional inconvenience. The NYA, for example provided guidance on how Global Youth Work can support each of the Every Child Matters outcomes[82]. Similar practical, curriculum guidance would support Youth Workers to identify that Global Youth Work is an effective means of achieving nationally and locally identified targets and outcomes.

Workforce development

Good Global Youth Work relies on good Youth Work. Workforce development is therefore central to the development of good Global Youth Work across the UK. It is commendable that the new National Occupational Standards for Youth Work includes Global Youth Work. However, it is unclear how this is filtering into Youth Work courses at a local level.

Youth Work training across the UK has little coordination. Awarding bodies, local authorities and organisations monitor the access and achievement of Youth Workers on courses at levels 1, 2 and 3. The inclusion of Global Youth Work in these courses is variable. While some key organisations delivering Global Youth Work training have been identified, it has been difficult, through this research, to gain a clear picture of Youth Work training and in particular the inclusion of Global Youth Work in this. Further research into this is required to gain a more in depth understanding of the national picture.

There is also little consistency of Global Youth Work coverage or depth of coverage in Higher Education Youth Work programmes. Less than half of institutions cover Global Youth Work explicitly. There is also the issue of a shared language as discussed above.

Global Youth Work is interpreted differently and has different names across institutions. Given that Global Youth Work is included in the National Occupational Standards for Youth Work, Youth Work programmes in Higher Education require a coordinated approach. In England, recent developments with NYA validation of professional Youth Work courses to include a global dimension in their curricula should improve this[83].

A broad range of organisations deliver Global Youth Work courses. Some large organisations have recently lost funding to continue delivery of these courses. While a number of courses at different levels are offered, again this does not appear to be coordinated at a national level. In Wales, Cyfanfyd hold a key coordination role in the implementation of the ESDGC agenda. This central role, in addition to the ESDGC policy resulted in a higher proportion of respondents in Wales being able to identify training

opportunities for Global Youth Work. Equally, better use of key organisations such as Development Education Centres could be made.

Networks

A number of respondents discussed the importance of networks. As mentioned earlier, many organisations deliver good Global Youth Work in local, often isolated, projects. The value of these projects and the learning for young people and workers is great. Respondents felt that through sharing of good practice other workers could be motivated to integrate Global Youth Work into their practice. This is increasingly important in response to multi-professional working practices. In the East Midlands, the East Midlands Global Network provides support to Global Youth Workers from a range of statutory and voluntary organisations. They have recently offered training (funded by DFID and supported by Global Education Derby) to Youth Workers in each of the local authority areas to act as 'Global Youth Work champions' for their area. This network developed as a result of a continued interest in Global Youth Work after the regional grants panel for Connect Youth International dispersed. Therefore the network is coordinated regionally in response to a local need. Again, networks such as these are not coordinated at a national level. Support at this level would enable each region to provide an information sharing network to support Global Youth Work at a national level.

Getting Global Youth Work on the Agenda

Global Youth Work is not on the agenda for many Youth Workers. Other priorities in relation to transformation of services and accreditation targets result in Global Youth Work being low on the list of priorities. However, global and sustainability issues are an increasingly important part of young people's lives. One interview respondent in this research stated that they did not understand why Youth Workers were not talking about global issues more. Partly, this may be due to a lack of understanding. Therefore, as mentioned, workforce development is central to increasing this. Equally, Youth Work media which are accessed by Youth Workers, such as Children and Young People Now, can play an essential role in raising awareness of global issues and ways in which Global Youth Work can be integrated into Youth Work practice.

One respondent mentioned including Global Youth Work in the inspection framework in a similar way in which community cohesion issues are inspected as part of schools' Ofsted inspections. While this would ensure Global Youth Work becomes a central element of Youth Work, such a move would need to be supported by policy at a national level. The introduction of a more supportive policy environment for Global Youth Work could help to ensure:

• there is a common language and common understanding of Global Youth Work;

• adequate training and financial support are received;

• Youth Work courses at local, further and higher education levels would include Global Youth Work training;

• key organisations are identified to support Global Youth Work in the UK;

• Global Youth Work is embedded in Youth Work practice;

• organisations have core, designated staffing to develop Global Youth Work;

• adequate and supported networks; and

• recognition of the importance of Global Youth Work across organisations, communities and government.

8. Recommendations

This report makes a number of recommendations based on the findings and analysis of research.

1. One of the largest barriers to the delivery of Global Youth Work is funding. It is recommended that this area of work is adequately supported with funding made available specifically for Global Youth Work.

2. There are pockets of excellent Global Youth Work in the UK. Coordination of this would further support this work and enable other organisations to gain the support they require to develop and deliver effective Global Youth Work opportunities with young people.

3. Youth Workers requested easily accessible curriculum resources specifically for use in informal settings. Some recent progress has been made with this[84], however further resource development, both nationally and locally, and coordination of this would further support Global Youth Work practice.

4. There are some misconceptions of Global Youth Work. A common language and understanding needs to be developed, to ensure that Youth Workers understand the concept of Global Youth Work and recognise it as a means of delivering good quality Youth Work in the local area, and to show how it relates to international volunteering and exchanges.

5. Government support of Youth Work and Global Youth Work is essential to further develop this area of practice. A supportive policy environment for Global Youth Work would provide the non-formal youth sector with a common language, a common understanding and a strategic direction for the development for good Global Youth Work to be integrated into all Youth Work opportunities.

6. Youth Work training in the UK is not easily quantifiable from a research perspective and the Global Youth Work elements of this are unclear. Further research into this is required if a clear picture is to be gained and if Global Youth Work is to be systematically included in the curricula of these courses.

7. A coordinated approach to training ensuring that easily accessible and affordable training Global Youth Work is made available to all Youth Workers would ensure that Global Youth Work can be central to practice. It will also enable Youth Workers to understand Global Youth Work, not as an 'add on', but as a means of achieving mainstream outcomes, such as young people's personal and social development and accreditation of learning, as well as wider societal outcomes such as community cohesion and sustainable development.

8. It is recommended that regional networks are developed to support Youth Workers to share good practice and to increase opportunities to localities. The Regional Youth Work Units could play a central role in the development of these. The East Midland Regional Youth Work Unit is an example of how such a Unit supports the development of good Global Youth Work in the region through the development of projects, training opportunities and providing a support network through which examples of good practice can be shared.

9. The profile of Global Youth Work needs to be raised through publicity and media activity, targeting specifically Youth Work publications which are easily accessible by non-formal youth sector practitioners.

Appendix 1: Questionnaires

Global Youth Work mapping research - Questionnaire 1, NGOs

Thank you for taking the time to complete this questionnaire. The results of this survey will contribute towards a DEA report mapping Global Youth Work across the UK. Your feedback will help to shape a number of recommendations which will be presented to the Government to highlight how work can be developed to support and embed a global dimension into Youth Work.

Name: Organisation:

Contact Number:

	Yes	No
Could we contact you to discuss this further if needed?		

	Yes ✓	No ✓	Don't know ✓
1. In the last 12 months has your organisation worked with young people in a non-formal setting on:			
Global Youth Work			
Development education or awareness			
Education for sustainable development			
International Youth Work			
International volunteering			
2. Do you consider this work to be beneficial to young people?			

2.a. If yes, what are the key benefits of this work to young people?

3. Please tell us of any good practice examples that we might be able to use as a case study, including outcomes and benefits for young people and communities.

4. Does your organisation have a lead worker or 'champion' for Global Youth Work?			
5. Are there barriers to developing, delivering or supporting effective Global Youth Work?			

5.a. If yes, what are these?

6. Please tell us what would make it easier to further develop and deliver Global Youth Work in your organisation.

Thank you very much for your time.
Please return this to nic@hereandthereconsultancy.com by Tuesday 21st April 2009
Please continue overleaf if you have any further comments

Global Youth Work mapping research – Questionnaire 2, Members of networks

Thank you for taking the time to complete this questionnaire. The results of this survey will contribute towards a DEA report mapping Global Youth Work across the UK. Your feedback will help to shape a number of recommendations which will be presented to the Government to highlight how work can be developed to support and embed a global dimension into Youth Work.

Name: Organisation:

Contact Number: Email:

	Yes	No
Could we contact you to discuss this further if needed?	☐	☐

	Yes ✓	No ✓	Don't know ✓
1. In the last 12 months has your organisation worked with young people in a non-formal setting on:			
Global Youth Work (GYW)	☐	☐	☐
Development education or awareness	☐	☐	☐
Education for sustainable development	☐	☐	☐
International Youth Work	☐	☐	☐
International volunteering	☐	☐	☐
2. Do you consider this work to be beneficial to young people?	☐	☐	☐

2a. What are the key benefits of this work to young people and their communities?

3. Please tell us of any good practice examples that we might be able to use as a case study, including benefits to young people

4. Does your organisation have a lead worker or 'champion' for GYW	☐	☐	☐
5. Are there barriers to delivering effective Global Youth Work?	☐	☐	☐

5a. If yes, what are these?

6. Is training available to support Global Youth Work?	☐	☐	☐

6a. If yes, what and where?

7. Please tell us what would make it easier to further develop and deliver Global Youth Work in your organisation.

Thank you very much for your time.
Please return this to nic@hereandthereconsultancy.com by Tuesday 21st April 2009
Please continue overleaf if you have any further comments

Global Youth Work mapping research – Questionnaire 3, Heads of Youth Services and Directors of Education

Thank you for taking the time to complete this questionnaire. The results of this survey will contribute towards a DEA report mapping Global Youth Work across the UK. Your feedback will help to shape a number of recommendations which will be presented to the Government to highlight how work can be developed to support and embed a global dimension into Youth Work.

Name: Organisation:

Contact Number:

	Yes	No
Could we contact you to discuss this further if needed?	☐	☐

1. Does your Youth Work curriculum include any of the following?

	Yes ✓	No ✓	Don't know ✓
Global Youth Work	☐	☐	☐
Development education or awareness	☐	☐	☐
Education for sustainable development	☐	☐	☐
International Youth Work	☐	☐	☐
International volunteering	☐	☐	☐
2. Do you consider this work to be beneficial to young people?	☐	☐	☐

2.a. If yes, what are the key benefits of this work to young people?

3. Please tell us of any good practice examples of this area of your curriculum being put into practice that we might be able to use as a case study, including outcomes and benefits to young people.

4. Does your organisation have a lead Youth Worker or 'champion' for Global Youth Work?	☐	☐	☐
5. Are there barriers to delivering effective Global Youth Work?	☐	☐	☐

5.a. If yes, what are these?

6. Is training available to support Global Youth Work?	☐	☐	☐

6a. If yes, what and where?

7. Please tell us what would make it easier to further develop and deliver Global Youth Work in your organisation.

Thank you very much for your time.
Please return this to nic@hereandthereconsultancy.com by Tuesday 21st April 2009 Please continue overleaf if you have any further comments

Global Youth Work mapping research – Questionnaire 4, Strategic leaders of networks

Thank you for taking the time to complete this questionnaire. The results of this survey will contribute towards a DEA report mapping Global Youth Work across the UK. Your feedback will help to shape a number of recommendations which will be presented to the Government to highlight how work can be developed to support and embed a global dimension into Youth Work.

Name: Organisation:

Contact Number:

Could we contact you to discuss this further if needed?

	Yes	No
	☐	☐

1. Are any of the following a priority for you or your member organisations?

	For you			**For members**		**your**
	Yes	No	Don't know	Yes	No	Don't know
	✓	✓	✓	✓	✓	✓
Global Youth Work	☐	☐	☐	☐	☐	☐
Development education or awareness	☐	☐	☐	☐	☐	☐
Education for sustainable development	☐	☐	☐	☐	☐	☐
International Youth Work	☐	☐	☐	☐	☐	☐
International volunteering	☐	☐	☐	☐	☐	☐
2. Do you consider this work to be beneficial to young people?				☐	☐	☐

2.a. If yes, what are the key benefits of this work to young people?

3. Please tell us of any good practice examples that we might be able to use as a case study, including outcomes and benefits to young people.

4. Does your organisation have a worker whose responsibility is to promote Global Youth Work?   ☐ ☐ ☐

5. Do you think there are barriers to developing, delivering and supporting effective Global Youth Work?   ☐ ☐ ☐

5.a. If yes, what are these?

6. How could Global Youth Work be supported at local and national levels?

a. Local:

b. National:

Thank you very much for your time.
Please return this to nic@hereandthereconsultancy.com by Tuesday 21st April 2009
Please continue overleaf if you have any further comments

Global Youth Work mapping research, Questionnaire 5, National Youth Work bodies

Thank you for taking the time to complete this questionnaire. The results of this survey will contribute towards a DEA report mapping Global Youth Work across the UK. Your feedback will help to shape a number of recommendations which will be presented to the Government to highlight how work can be developed to support and embed a global dimension into Youth Work.

Name: Organisation:

Contact Number:

Could we contact you to discuss this further if needed?

	Yes	No
Could we contact you to discuss this further if needed?	☐	☐

1. Are any of the following a priority for you or the organisations which you support?

	For you			**For members**	**your**	
	Yes ✓	No ✓	Don't know ✓	Yes ✓	No ✓	Don't know ✓
Global Youth Work	☐	☐	☐	☐	☐	☐
Development education or awareness	☐	☐	☐	☐	☐	☐
Education for sustainable development	☐	☐	☐	☐	☐	☐
International Youth Work	☐	☐	☐	☐	☐	☐
International volunteering	☐	☐	☐	☐	☐	☐
2. Do you consider this work to be beneficial to young people?				☐	☐	☐

2.a. If yes, what are the key benefits of this work to young people?

3. Do you support youth services to develop, develop and evaluate Global Youth Work?	☐	☐	☐

3a. If yes, please tell us the support you offer.

4. Does your organisation have a worker whose responsibility is to promote Global Youth Work?	☐	☐	☐
5. Do you think there are barriers to developing, delivering or supporting effective Global Youth Work?	☐	☐	☐

5.a. If yes, what are these?

6. How could Global Youth Work be supported at local and national levels?

a. Local:

b. National:

Thank you very much for your time.
Please return this to nic@hereandthereconsultancy.com by Tuesday 21st April 2009
Please continue overleaf if you have any further comments

Global Youth Work mapping research – Questionnaire 6, Development Education Centres

Thank you for taking the time to complete this questionnaire. The results of this survey will contribute towards a DEA report mapping Global Youth Work across the UK. Your feedback will help to shape a number of recommendations which will be presented to the Government to highlight how work can be developed to support and embed a global dimension into Youth Work.

Name: Organisation:

Contact Number:

Could we contact you to discuss this further if needed?

	Yes	No

	0-20 ✓	21-40 ✓	41-60 ✓	61-80 ✓	81-100 ✓
1. What percentage of your organisation's time is spent developing Global Youth Work with the non-formal sector?					

3. Please tell us of any good practice examples in the non formal sector that we might be able to use as a case study, including outcomes and benefits to young people

5. Are there barriers to developing, delivering and supporting effective Global Youth Work?

5.a. If yes, what are these?

6. How could Global Youth Work be further supported at local and national levels?

a. Local:

b. National:

Thank you very much for your time.
Please return this to nic@hereandthereconsultancy.com by Tuesday 21st April 2009
Please continue overleaf if you have any further comments

Appendix 2: Organisations participating in the research

- SPW UK
- Tzedek
- Lincolnshire County Council TS e2e Project
- People & Planet
- Envision
- Harambee
- Lambeth Connexions
- Tower Hamlets Summer University
- NewCEYS
- Ieuenctid Tysul Youth
- Yellow Wales
- The Environment Centre – Swansea
- Carmarthenshire Youth Service
- LB Merton Youth
- One World Centre, Dundee
- RBKC
- Salford Youth Service
- Gunjur Project
- Youth A.I.D, Lewisham
- London Youth
- Red Cross
- Oldham Integrated Youth Service
- PEDEC
- Agapao International
- Youth and Community Service, Gwynedd Council
- NCVYS
- Youth Empowerment Scheme
- The Bytes Project
- SVP 1833
- Youth Council for Northern Ireland
- Leicestershire Youth Service
- Voice of Young People in Care
- Connexions, Cheshire and Warrington
- CISV Great Britain
- The livesimply network
- Youth 2 Youth
- CAFOD
- Myddelton Grange Youth Retreat House

- Reading Borough Council
- GLADE
- RCT Youth Service
- Medway youth Service
- DMCB
- Bolton Youth Service
- Bury Youth Service
- Cambridgeshire CYPS
- Richmond YS
- YMCA Scotland
- Bexley Youth Service
- Bournemouth Youth Service
- Brent Youth Service
- The Iona Community
- Fife Council
- Trafford Youth Service
- Scottish Youth Parliament
- Nottinghamshire Youth Service
- Monmouthshire Youth Service
- Connexions Southend
- Angus Council
- North East Lincolnshire Young People's Service
- Hartlepool Youth Service
- East Riding of Yorkshire Youth Service
- LGBT Youth Scotland
- Wirral Youth and Play Service
- North Lincolnshire Council
- Cornwall Youth Service
- London Borough of Hounslow, Integrated Youth Support Service
- Commonwealth Youth Exchange Council
- Shropshire Council
- Sheffield Futures
- Torbay Youth Service
- British Youth Council
- Youth Scotland
- SW Regional Youth Work Unit
- Cyfanfyd
- London Regional Youth Work Unit
- East Midlands Regional Youth Work Unit
- Y Care International
- UK Youth Parliament

- Muslim Youth Foundation
- Welsh Local Government Association
- Youth Link Scotland
- National youth Agency
- Centre for Global Education, Northern Ireland
- WEDG
- GEMK
- Craven DEC
- NEAD
- Montgomery DEC Aberdeen
- Pestalozzi International Village Trust
- Global Education Derby
- Lancashire Global Education Centre
- Leicester Masaya Link Group
- Cumbria DEC
- Cheshire DEC
- RISC
- Kent and the Wider World
- Bridges

Appendix 3: Organisations identified by the questionnaire as providing opportunities for Global Youth Work training

- Y Care international
- NewCEYS
- Cyfanfyd
- One World Centre
- Youth AID
- Global Youth Network
- DEA
- NWRYWU
- Agapao
- The Bytes Project
- CISV
- CAFOD
- The livesimply network
- GLADE
- EU Salto & Youth in Action
- HARAMBEE
- British Council
- Iona Community
- MUNDI project
- Global education Derby
- Monmouthshire
- Connect Youth International
- East Riding of Yorkshire YS
- EVS
- Amnesty International
- Wirral youth and Play Service
- Local DEA [sic]

Appendix 4: Benefits of Global Youth Work

Findings from research

Understanding Global community and issues /see world differently
Links between personal, local and global - 2 way process
Taking action and recognising effectiveness of actions
Responsibility to others
Participation in decision making or having a voice
Recognising impact of own actions
Encourages self awareness
Self esteem or confidence
Personal development skills
Empowers young people
Challenges stereotypes, values or attitudes
Encourages engage with own community
Critical thinking skills
Engagement of hard to reach young people
Cultural awareness and understanding difference
Peace between countries, creating a better, more sustainable future
Taking young people out of comfort zones
Building relationships with others, creating cohesion
Social and political education
Raising aspirations
Challenges inequality and oppression
Ownership of learning
Identifying own issues as young people, identifying what affects them
Become active global citizens /or citizenship
Increased awareness of potential
Sharing knowledge, heritage or skills
Live in a different environment
Awareness of rights and responsibilities
Understanding the nature of resources
Language skills
Travel
Dealing with change
Essential education
Making best use of the digital age
Importance to rural areas, gives young people something to do, helps to make
links with other parts of the world
Caring for environment
Provides a different or life changing experiences
Peer education
Fundraising
Putting faith into action
Links with Every Child Matters outcomes
Raises profile and positive image of young people
Accreditation

Appendix 5: Barriers to effective Global Youth Work

Funding
Resources
Other priorities, make it difficult to get onto agenda
Practical application of GYW
Lack of role models or shared case studies
Time, capacity or staffing
Lack of awareness, staff understanding or motivation
Lack of training
Target culture of Youth Work
Not being listened to by global organisations
Small networks
Proving to young people they can make a difference
GYW needs to be more comprehensive and integrated through training
GYW training post - ended and not replaced
Lack of commitment to Youth Work
Sharing information
Short term nature of funding or projects
Fear, risk and health and safety
Too much jargon
It is not fun enough
Left to individuals to develop - little organisational or manager support
No co-ordination
Negative perceptions of colleagues – thought to be 'jollies' or benefiting a minority
Failure to recognise the importance of International work
Stressful
The name GYW is a barrier - little connection with it or understanding
Focus on international exchanges
Location (London)
Credit crunch
Common strategy that all buy into
Accreditation agenda
Not matching like for like young people when doing international exchange work
Lacking a policy framework
Different skills needed
Funding favours school based work
Lack of support agencies
Suitable sites for hosting
Numbers of young people
Making local non-international links
Getting interested young people
Not seen by youth sector as important
Seen by Youth Sector as an add on
Higher importance of GYW in major publications
International strategy for education
NGOs and youth sector do not support each other
Cultural issues
We do not recognise that we all have links

Appendix 6: Developments needed to support Global Youth Work

Getting young people's voices heard
More accountability needed by multinationals
Sharing of good practice and role models
Government supported, larger networks
More GYW resources, for example an young activist pack
Easily accessible, dedicated funding
Sustainability
Time to develop
Greater shared understanding between Youth Workers, teachers and managers
Ensuring it is engaging for young people
Greater links with GYW in HE Youth Work degrees
More localised and accessible funding
Partnership working
Local solutions given, links with other country
Fundraiser
More positive government attitude towards Youth Work, learning and Global Youth Work
Funding for core workers and designated staff
Flexibility within budgets
Easier visa access to foreign nationals
Wider recognition of benefits of GYW
Advice
Publicity
Feasibility study into international dimension of youth engagement
Local elected member support
Better use made of DEC's to develop GYW
Emphasise the link between the local and global
Key players are DIFD, DCSF, DEA
Learn form NYA mistake - support is needed at local level. Coordination role is too large for one person
Communication
Co-ordination
Clear safeguards in place
Need to influence how EU spends money
Policy Framework
Transparency from DIFD
Increase funding for DECs
The DIFD project led by GED, LMLG and MUNDI
Commitments from the youth sector to integrate GYW into core practice
Further research into benefits of GYW
Increased profile in major Youth Work publications
Make GYW part of senior manager role in youth services
Link GYW into inspection framework
Need something to attract young people to GYW

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