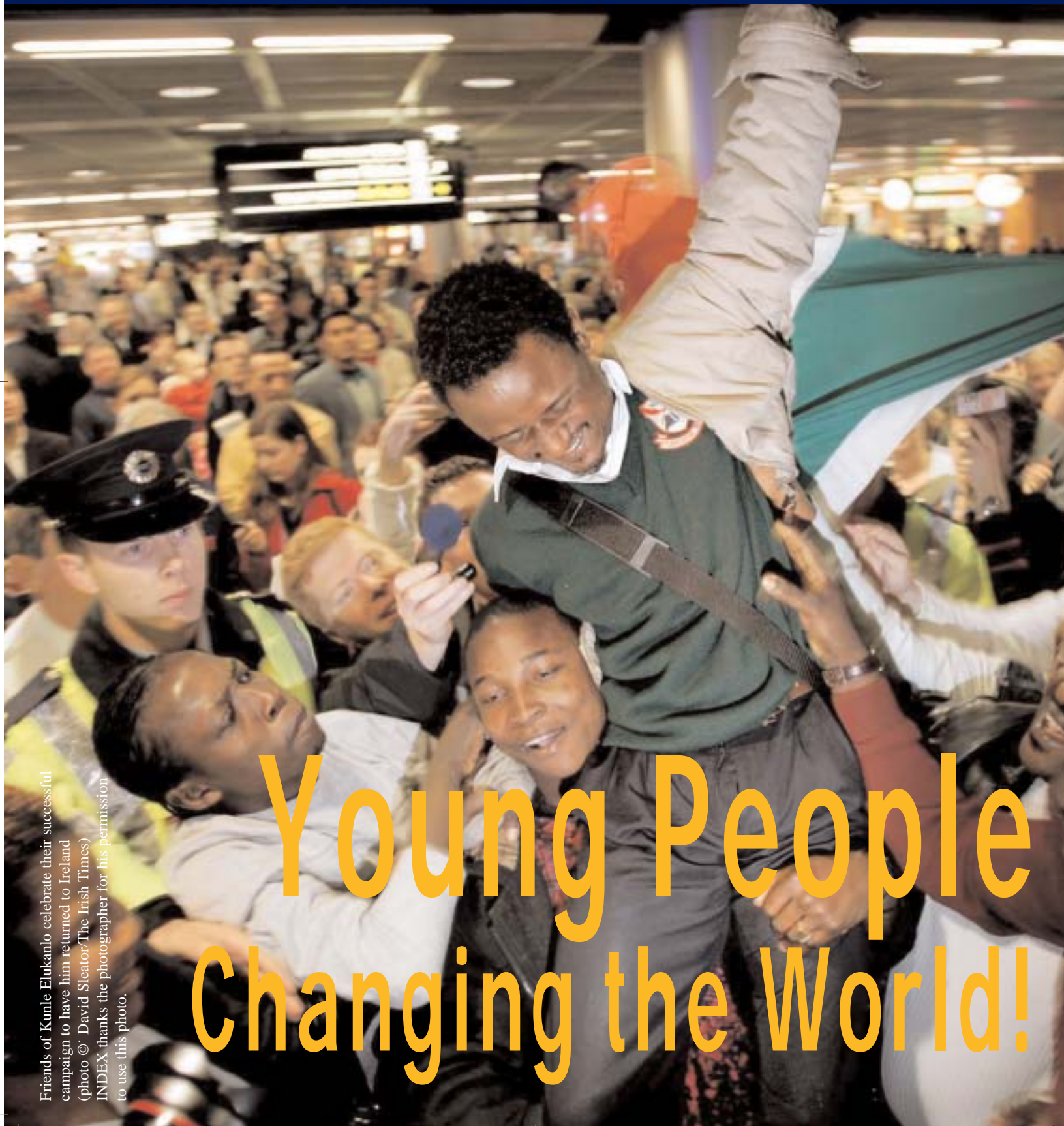


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Issue 10 • December • 2005

Irish Newsletter for
Development
Education Exchange



Young People
Changing the World!

Friends of Kunle Elukanlo celebrate their successful campaign to have him returned to Ireland (photo © David Sleanor/The Irish Times) INDEXX thanks the photographer for his permission to use this photo.

Editorial

Welcome to the 10th edition of Index, your Development Education Newsletter.

The focus of this edition is on 'Young People changing the World'. Many expectations are placed on the younger generations to change the world but ... can they? What mechanisms are there available for them to do that? To what extent does the 'adult world' enable dissent and the kind of change that is often demanded by young people?

Young people are often seen as problem-makers with no right to a voice and certainly no right when it comes to what education they should be given. They are 'vessels to be filled', have to be 'house-trained' (and too often 'restrained') to fit into our society. But by turning our young people into 'problems', do we not prevent them from becoming part of the solution?

The case of Kunle Elukanlo (see picture on the front-page) brought very public evidence of the impact young people can have when acting together to change their world. Under slogans of 'we will not be silenced!' dozens of young people took to the streets and demanded Kunle's return. Overnight, the Minister of Justice, Equality and Law Reform, Michael Mc Dowell, decided to allow Kunle back in the country. The passion, commitment to justice and energy of so many led to this unprecedented turn-about in the otherwise unchangeable Irish Immigration policy.

This issue of Index is devoted to the passion and commitment to justice found in young people. Many of our contributors are young people writing about their involvement with development education, from early primary school to University level and community projects. Their voices reflect the motivation and enthusiasm of youth, something which we should keep alive for as long as we live!

"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."

Paolo Freire.

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www.comhlamh.org/index

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The Editorial Committee is: Stephen McCloskey (CGE-Belfast), Maria Barry (Trócaire), Barbara O'Toole (DICE Project), Caroline Maxwell (Action Aid Ireland), Michael Doorly (Concern), Johnny Sheehan (NYCI), Astrid Pérez Piñán (Comhlámh) and Heike Vornhagen (Comhlámh).

We welcome your comments about this edition and your ideas about future issues of INDEX at:

INDEX
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10 Upper Camden St
Dublin 2
Tel: 01 4783490
E-mail: developmenteducation@comhlamh.org or
astrid@comhlamh.org

Can Young People Change the World?

The simple answer is probably yes but perhaps the question should be: can anyone change the world?

When we envisage the ‘world’ often we are thinking of the structures and institutions of power, and how we can challenge them to change.

When young people are disempowered and disenfranchised in society by the simple fact of ‘being young’ it is perhaps at best simplistic and possibly even dishonest to expect their enthusiasm, channelled through well marketed campaigns, ‘to change the world’. Events and campaigns in the UK and globally that trigger young people’s interest are the start of a journey for a number of young people, and adults. Development Education in the form of global youth work (GYW) has a history of supporting personal, social and political development through non-formal education. Indeed one of the desired outcomes of GYW is to enable young people to ‘develop the necessary skills, knowledge and attitudes to take action locally to combat the negative effects of globalisation, and enhance the positive, by developing and supporting ethical alliances and partnerships between young people, organisations and networks in the UK and around the world’ (Global Youth Work practice Training and Practice Manual, p. 26 Development Education Association, London 2004).

An estimated 250,000 mostly young people attended the Make Poverty History (MPH) demonstrations, celebrations and educational activities, which created a massive awareness. But the legacy of the campaign and associated activities needs careful consideration. So when we talk of young people changing the world do we expect too much - somehow more than from adults? The Nelson Mandela quote used widely in the Make Poverty History Campaign ‘you can be the great generation’ highlights the expectation that is placed on ‘dynamic youth’ to effect the change that has eluded adults.

Indeed some in the Development Education (DE) sector have felt uneasy with the campaigning focus of the activities throughout the year. One challenge for the DE sector is to deepen the learning that has been begun with this awareness and to ensure that it builds on the links in young people’s lives locally. It can be argued that young people can only change their own worlds, which they inhabit, reflecting on and modifying their own behaviours and attitudes. I would argue that Development Educationalists cannot and should not be training young people to become the ‘great generation’ but instead to take a humanist view of education which facilitates young

people to ‘be the change they wish to see in the world’ (to borrow another slogan, this one from Gandhi). As a result of Global Youth Work young people do change their worlds, they educate their friends and families, they make more informed and ethical consumer choices, and they challenge the attitudes of others. These attitudinal changes are traditionally more difficult to measure when compared to numbers of people on a demonstration, which can be a significant motivating factor in longer term change and activism.

Over the past year there has undoubtedly been a much higher profile in the UK amongst young people and others of major global events and campaigns. There were high expectations of the profile that would be afforded by the publications of Tony Blair’s ‘Africa Commission’, the UK government’s Presidency of the European Union, the review of the Millennium Development Goals and of course the G8 summit.

Unfortunately the energy and enthusiasm of young people for the Make Poverty History Campaign, and the outcomes of the lobbying at Edinburgh, were over-shadowed by the events in London on July 7. Perversely, some of the young men who destroyed their own and other lives purported to be concerned with the issues that are close to development education agendas, specifically the rights of people in Afghanistan, Iraq and Palestine. Their violent political acts reflect a desperate need for development education that emphasises the development of the skills, knowledge and values necessary for peaceful change in the world.

*Paul Adams
Senior Lecturer in Youth and Community Work, University of East London*



A Classroom Challenge to Power, Money and Deceit

Thursday, 23rd June saw the first showing of an extraordinary achievement by a Dublin Primary School. At 8pm, “Stitched”, an original film entirely scripted by Zion Primary School 5th & 6th classes, and starring the pupils in a strong drama dealing with the problem of child labour, had its first screening.

The dramatic tale of a classroom challenge to abuse of power in the pursuit of money via deceit, *Stitched* began life through creative writing work on the theme of child labour. By the end of a twelve week series of sessions involving individual and group work on storyline, plot, sub-plot, character shaping, and dialogue, the film script had emerged. And to everyone’s delight and surprise, the story that emerged integrated local and international aspects of the theme.

The mentoring of this screenplay creation was shared between poet and writer in residence, Seamus Cashman, and the class teacher (poet and school principal) Tom Conaty. This part of the work was a development education project initiated by Poetry Ireland.

However, *Stitched* proved an exciting screenplay, well worth taking further. So, Conaty & Cashman decided to carry on regardless and make the film! They became producer and co-directors overnight. A screening date was set; and thereafter all else had to fall into place.

Classroom auditions were held, cast selected, crewing and production support personnel identified, and rehearsals began in between everyone’s day jobs or school-time. Dun Laoghaire Film School recommended a cameraman, Darragh McCarthy. Darragh, with fellow student JJ Rolf assisting on sound and lighting, shot the film in three days and James Curtin of Children’s Books Ireland, a film graduate, advised on direction and script.

Time and money were hurdles to overcome as volunteer support from school staff, parents and children took over planning and organising for the three-day shoot and the opening night.

Highlight of the shoot was a victory run through the school grounds during a Fete attended by parents, and various local community groups who provided the necessary extras for the scene.

Zion Primary School is a small local school serving the Rathgar and surrounding communities. Attached to the Zion Parish Church of Ireland church, it is housed in a superbly restored Victorian stone structure, which is both homely and elegant. Established in 1863 it has 101 pupils and 6 teachers and support staff. Poet, Tom Conaty is Principal.

Development Education & Literature Project, 2005: a countrywide schools project under the auspices of Poetry Ireland in which creative writing is integrated with development education work. The 5th and 6th classes who wrote *Stitched*, had already met with Suman, Director of the Mukti Ashram rescue centre in Delhi, and had presentations from Trócaire and Concern on their work in this field.

*Tom Conaty, School Principal
Zion Parish Primary School, Bushy Park Road, Rathgar,
Dublin 6. Tel 01 4910065*



Movie making: The Process



Adam, a student at Zion Parish Primary School, talks about his experience and participation in the making of ‘Stitched’.

My name is Adam Heaton, and I am a pupil at Zion Parish Primary School, which has recently made a movie called “Stitched”. It started in early 2005, when Seamus Cashman came to our school to work with 5th and 6th classes on a writing project.

Seamus Cashman established Wolfhound Press Ltd in 1974 as a literary and cultural publishing house, and has won many design, publishing and children’s book awards over the years. A former teacher and book editor, he is the author of two poetry collections, “Carnival” and “Clowns and Acrobats” and editor of “Something beginning with P”.

The theme of this project was child labour and exploitation. We chose this theme because the previous year 5th and 6th class had met with Suman, Director of the Mukti Ashram Rescue centre in Delhi, which frees children from bonded labour.

We started by deciding what we were going to do, a film script or a book. We chose the film script. With Seamus Cashman we discussed the ideas in our heads.

First we decided to have six characters, three boys and three girls, then we each drew up an idea for a character. Once six characters were picked, we all wrote a story line.

Naoise Dolan’s story line was chosen. This was about a substitute teacher who betrayed and exploited the class. He told them they were making wallets to sell for the Mukti Ashram, but he wanted the money for himself.

We developed the dialogue by suggesting different lines and then deciding on the ones that sounded the best. We also all worked together on where the story would go. It had a happy ending!

If you would like to find out more, log on to www.stitchedthemovie.com

Adam Heaton, pupil at Zion Primary School

In her own words - a 6th class student’s experience in movie-making.

Hi, my name is Chloe. I am in 6th class in Zion Parish Primary. Last year Seamus Cashman came to our school and worked with 5th and 6th class on a writing project. We decided to make a film script based on child labour. When we had finished the script, we decided to make it into a movie. We first had auditions. I tried out for a part but didn’t get it. I didn’t mind as I got a good part back stage as set manager with two other girls. The part of the main teacher went to Seamus. Then there were rehearsals. I went to a few and saw all the characters practising. Everyone got a job like costume, or make up, but because the film was based in school everyone got to be in it. Then came the big day. We had a professional cameraman called Darragh, a soundman called JJ and another man who helped them, called James. I had to make sure that everything was ready on set before the director, my teacher, Mr Conaty would call ‘action’. There were seven acts, each about two minutes long, but because there were so many angles and directions it took a really long time. Sometimes it was a bit boring. One of our big scenes was when the whole school was involved, but our biggest scene was with the whole community. Parents, past pupils, senior citizens, our Parish Rector, and even our local Garda came to be in it. All three of the set managers had to work to keep everyone quiet. It took three days to make the film. It was quite tiring and sometimes hard but great fun and a brilliant experience.

Chloe

Index Links

Courses

LOBBY SKILLS COURSE

This four week course focuses on the skills necessary to campaign effectively on global development issues.

When: Tuesday evenings from 21st February from 7 to 9pm

Where: Comhlámh, Dublin office, 10 Upper Camden Street, D2

Cost: €30 (members) / €40 (non members)
For further information and bookings, please contact Conall on 01-4783490 or conalloc@comhlahm.org

SKILLS IN DEVELOPMENT EDUCATION COURSE

This course will equip participants with the skills and methodologies to work effectively with groups on global development issues.

When: Wednesday evening from 8th February 6.30pm to 9pm.

Where: Comhlámh, Dublin office, 10 Upper Camden Street, D2

Cost: €60 (members) / €100 (non-members)

For further information and bookings, please contact Heike on 01-4783490 or heike@comhlahm.org

COURSE IN 'SUSTAINABLE DEVELOPMENT'

ECO-UNESCO's 10 week FETAC Level 2 accredited course is now enrolling. Starting in late January and running for three hours per week the course will provide learners with a greater understanding of sustainable development via active learning techniques, problem solving and analytical work. This course may be of particular relevance for development education professionals working with young people.

Please contact Rachel Kavanagh at 01 662 5491, visit www.ecounesco.ie or e-mail info@ecounesco.ie for further details.

INTRODUCTION TO GLOBAL YOUTH WORK TRAINING COURSE

This course is aimed at full time, part time and voluntary workers in the youth sector, those who are interested in and new to global youth work and aged 18 and over.

This course consists of 5 one day training events between January and May 2006 and is very practical in its approach. Interactive and experiential learning techniques, including group discussions, case studies, role-play and games will be used.

Enrolment fee is £50 – this includes all training materials, lunch & refreshments and support to gain Open College Network accreditation of learning. Participants will gain free membership of the Centre for Global Education resource library for one year and on completion of the course participants will receive a pack of global youth work resources.

For further information contact Jackie or Clare at the Centre for Global Education, 9 University Street, Belfast BT7 1FY. Tel: 048 902412879 or e-mail jackie@cge.uk.com



Children photographed from Kijiji* Vision - a campaigns for equal indigenous photo (<http://www.kijiji.org>)

D-TALK COURSES

<i>Thinking Strategically</i>	1 - 2 December 2005
<i>Training of Trainers</i>	5 - 8 December 2005
<i>Initial Preparation</i>	5 - 9 December 2005
<i>Management in Development and Emergency Relief</i>	12 - 15 December 2005

Visit our website www.dtalk.ie for further details.

Index Links

Events & Social

COMHLÁMH IN ASSOCIATION WITH BEWLEY'S CAFÉ THEATRE PRESENTS: 'THE FIRST WEDNESDAY DEBATES'

A series of debates on the first Wednesday of each month, from 6.15pm to 7.45pm at Bewley's Café Theatre, Grafton St. Come along, get involved, or just find out about the various issues while meeting a couple of people over a cuppa!

December 7th:
Free Trade: a prescription for poverty?

January 4th:
Can GM foods end famine?

COMHLÁMH'S OPEN EVENING

Come along and find out about Comhlámh, what we do and how you can get involved!

When: Thursday, January 26
2006 from 7pm to 9pm

Where: Comhlámh, Dublin office,
10 Upper Camden Street, D2
Contact: heike@comhlamh.org

led by Mohamed Mambo
n - an organisation that
qual opportunities for
s photographers.
w.kijjivision.org)

VITAL VIEWING: 'THE FUTURE OF FOOD'

Part of the 10th Convergence Festival. This new film offers an in-depth investigation into the disturbing truth behind the unlabeled, patented, genetically engineered foods that have quietly filled U.S. grocery store shelves for the past decade. The film will be followed by a discussion facilitated by the GM Free Ireland Network.

When: 1st December 2005 from 7.30pm to 10pm

Where: Cultivate Sustainable Living Centre, 15-19 Essex Street West, Old City Temple Bar, Dublin 8.

Cost: €5.00

CHRISTMAS ART AND ECO-CRAFT FAIR

Cultivate teams up with NCAD to bring you a selection of art and green gift ideas that are locally produced or fairly traded. Traders with a green or ethical product should contact davie@sustainable.ie to secure a stall. This event is free of charge.

When: 4th December 2005 from 11am to 6pm

Where: Cultivate Sustainable Living Centre, 15-19 Essex Street West, Old City Temple Bar, Dublin 8.

International Dates to Remember

25th November

International Day for the Elimination of Violence Against Women

29th November

International Day of Solidarity with the Palestinian People

1st December

World Aids Day

2nd December

International Day for the Abolition of Slavery

10th December

Human Rights Day

18th December

International Migrants Day

Does University broaden Students' Knowledge of Development Issues?



“Students’ exposure to and their understanding of development issues at University varies greatly. Depending on personal interests, subject choice and peers, the level of interest in development issues can differ hugely”. Laurie Buchanan, a young student at Queen’s University Belfast, explains.

As a Geography graduate with extensive experience volunteering in developing countries my definition of development would be along the lines of Amartya Sen (1999:3): “development can be seen as a process of expanding the real freedoms that people enjoy”. These freedoms include freedom of choice, freedom from poverty, etc.

Within Geography I studied four modules that touched on development issues. These included a look at ethical trade and the injustices of the apparel industry and a theoretical approach to development. The experience of a year in South America combined with this basis drove me to select as much study of development as possible in my final year. I chose to focus my dissertation on the United Nations’ Declaration on Human Security by applying it to the recent situation in Argentina. Within a Queen’s University ‘Geography at Work’ module, I was placed with the Centre of Global Education to consider the changing policies of the European Union towards the developing world. The majority of these opportunities had to be actively selected throughout my academic study at University.

In other subjects development is often marginalised and therefore many students have smaller exposure to the issues. From a survey of fifty students at Queen’s University Belfast from a range of different disciplines, I discovered that there were many different views of development. 37 per cent viewed development as a better future for people; 27 per cent saw it as a measure of progress. The other main definitions were the industrialisation of the third world, the gain of freedoms and the increase in higher standards especially within technology, industry and wealth. Two-thirds of those interviewed have studied development formally at University and from these 75 per cent said that this study changed their knowledge and perception of development issues, through a better and more realistic insight and understanding.

In my own experience, international volunteer trips to developing countries have made the issues more real. These trips have inspired me to get involved with the issues in the academic realm. One third of the students interviewed have been on an international trip and all felt that their perception of development had changed mainly by making it more real and highlighted how grassroots style projects based in local communities made a huge impact. The chaplaincies at Queen’s have promoted these trips and I feel they are an invaluable experience for all young people to see development issues in action. By working through organisations such as Habitat for Humanity they get an understanding of the issues and learn how to be a link in the chain of the solution.

Within University development issues are often marginalised and bracketed within certain disciplines such as Geography, Politics or Sociology. However all students need to be educated and given opportunities to increase their awareness of development issues at tertiary level. Campaigns in the last year outside University have improved students’ understanding of these issues as well as the opportunities to go on international trips. It has been said that what you listen to you forget, what you read you remember but what you do you understand, and this is the case with development issues so students will benefit more from experiential learning which will impact on all areas of their study and future careers.

1) Sen, A. (1999) *Development as Freedom*. Oxford University Press, Oxford.

Laurie Buchanan is a PhD student at Queen’s University and member of the Centre for Global Education’s Management Board, Belfast.

From 'Send a Friend' to the Millennium Development Goals: Development Education in Ballyfermot

Janice Mc Garry, a youth worker at Ballyfermot, explains how a group of young people there got involved in development education.

In September this year after our participation in the 'Send a Friend' action during One World Week we decided to introduce development education (DE) through youth and community arts within our Youth Club. Before we got involved in One World Week we had never done DE programmes before and I wasn't sure the young people would find it exciting enough to want to participate in a full programme. When I consulted them about it, they said they enjoyed the 'Send a Friend' action so much, that they would give it a go. We planned a programme together with the young people, based around the 8 Millennium Development Goals and decided to make all of the activities fun and interactive while raising awareness of the goals e.g. a canoeing activity was planned in relation to the diseases and the water goal, where the young people had to remove large inflatable objects from the water which represented elements of the disease. We are six weeks into our programme now and the young people are having great fun while learning, and it has opened my own mind as a youth worker never to underestimate what the young people can and will do.

In my opinion, participation in DE activities provide opportunities for young people at all levels to develop their knowledge and understanding, in relation to hunger, poverty, disease and inequality, which they can pass on to their peers whilst raising awareness in their own community. Through their participation on this programme young people have had an opportunity to express their own cultures and voices, and have explored their own identity through a variety of mediums such as art, dance, recreation and drama, while increasing confidence and self esteem.

From experience with my group, I would recommend that anyone thinking about implementing DE within their youth club would make the activities as fun as possible with an educational aspect. Now is the ideal time for groups to get involved in DE through participating in initiatives such as One World Week. These activities give young people the basic understanding of development education and open the door to new and exciting opportunities for them.

'Send a Friend' was a worldwide by the Global Campaign for Education to campaign for the right to education by 2015.

Development Education in our club

Luke, from the Development Education Project in Ballyfermot, tells us how development education helps him make the world a better place.

My name is Luke and I am 11 years old. I became involved in a development education programme in September this year with my two leaders Janice and Sharon. I got involved in the programme because it's about young people all over the world and in my area where I live in Ballyfermot. The programme is about important things that have to happen for young people all over the world by 2015 (more food, better education for everyone especially girls, more medicine for sick babies and mothers, and cleaner water).

I really enjoy the club because it's something new to get involved in. It gives us a chance to talk about problems that effect all young people in a fun way through art, canoeing,



cooking for our whole group with each of us having only 70c each. These are only a few of the activities but every activity is about one of the 8 goals. We each have a pretend name in the group - Conor Lenihan, George Bush, President Hu - this makes the group more fun because we have to call each other by these names, which help us to remember who the leaders of different countries are and which countries have more money than others.

I think that by us doing development education in our youth club, we can make a difference in our world, because we can help other people to learn from what we learn and help make our world a better place to live in for everybody.



News & Notes



DEVELOPMENT EDUCATION GRANTS SCHEME 2006

Development Cooperation Ireland, the Government's official development assistance programme, invites applications from voluntary organisations and educational bodies for grants for development education projects, which are designed to increase awareness and understanding of development issues. Funding guidelines and forms are available on the DCI website at www.dci.gov.ie

Enquiries: 01 4082096 e-mail: developmenteducation@dfa.ie

**Closing date for applications is
5pm, Friday 27 January 2006**

BANÚLACHT

Banúlacht have launched their new website on the 24th November 2005. Visit: www.banulacht.ie for full details of Banúlacht activities.

Two new Banúlacht briefings will also be available for download – a briefing on the World Trade Organisation has been launched in November and one on the Millennium Development Goals will be available in January.

CONNECTING COMMUNITIES: A PRACTICAL GUIDE TO USING DEVELOPMENT EDUCATION IN COMMUNITY SETTINGS

This guide by Helena Mc Neill of Lourdes Youth and Community Services (LYCS) was launched on 18th October 2005 and consists of issue-based workshops and background information that can be used and adapted in community settings.

It contains ten workshops on issues such as debt, housing, drugs, gender, racism and health, and has been specifically designed for use with groups seeking to explore both local and global aspects of these issues.

For more information or to purchase a copy, contact Helena Mc Neill or Riona Rochford at LYCS on 01 - 8363416 / deved@lycs.ie

ARE YOU OR YOUR ORGANISATION INVOLVED IN EDUCATING PEOPLE ABOUT GLOBAL ISSUES IN IRELAND?

IF SO, WE WANT TO HEAR FROM YOU!

The Development Education Group in Comhlámh is commencing a project to strengthen the reach of development education in Ireland by finding ways to collaborate and share experiences among organisations and individuals who are currently working on development issues – whether through dance, art, music, media, in the classroom, community or with the wider public.

If you or your organisation has something to share or believes it can benefit from this collaboration, we would welcome your involvement. **We would especially like to hear from people from developing countries based locally who are sharing their experiences and knowledge here in Ireland.**

Please contact us to tell us about your activities, as well as your perspectives and experiences in this area.

Contact: Heike on 01-4783490 (Wednesdays or Thursdays)
E-mail: developmenteducation@comhlamh.org



Young Citizen's Award

Global Development and Development Education Initiatives

2005 is the European Year of Citizenship through Education and the President of Ireland, Mary McAleese, is delighted to mark this important year by endorsing and presenting the Young Citizen's Award.

Development Cooperation Ireland is proud to support the Young Citizen's Award, which recognises the contribution made by young people towards active citizenship.

Active Citizenship is about people acting or participating in a socially responsible way in their different communities. It is about people learning more about the world and their communities by 'doing'. Development education activities linking the local and global and support for developing countries are all examples of 'active citizenship'.

Young people, between the ages of 12 and 25, who are participating in formal (school) or non formal (e.g. youth organisations) education and who are involved in voluntary (unpaid) active citizenship initiatives can nominate themselves or be nominated. Nominations will be accepted from or for groups as well as individuals.

Closing date for receipt of applications: 19 December 2005

Development Cooperation Ireland
Department of Foreign Affairs
Bishops Square
Redmond Hill
Dublin 2

Telephone: 353 1 4082000 / Fax: 353 1 4082880
E-mail: dci@dfa.ie / Web: www.dci.gov.ie



The YOUTH Action Programme of the European Community offers funding for a variety of opportunities for young people aged between 15 and 25 years who are resident in 30 countries (the 15 Member States of the European Union and other countries within the programme).

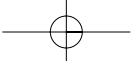
The programme covers a seven-year period (2000-2006) with an overall budget of €520 million and brings together the former Youth for Europe and European Voluntary Service programmes.

The YOUTH Programme strives to provide young people with opportunities for travel and the chance to participate actively in an ever-changing Europe. It aims to foster co-operation in the area of youth policy, based on non-formal education and training, through experiences and exchanges of young people and youth workers across the European Union, the Programme Countries and Third Countries.

The YOUTH Programme and its Actions are in keeping with a general framework of measures taken by the European Member States designed to benefit and develop young people, and which aim to:

- enable young people to acquire the knowledge, abilities and skills which may help them in their future development;
- encourage young people's initiative, enterprise and creativity;
- enable young people to take an active part in society and to become responsible citizens;
- encourage young people to make an active contribution to the building of Europe, and to strengthen their sense of solidarity;
- help to promote respect for human rights and to combat racism and xenophobia;
- strengthen co-operation in the field of youth, enabling young people to view the European Union as an integral part of their historical, political, cultural and social environment.

Youth Work Service, Léargas - The Exchange Bureau,
189-193 Parnell Street, Dublin 1, Ireland.
Tel 01 8731411 / Fax 01 8731316 / E-mail: youth@leargas.ie
Web: www.leargas.ie/youth/index.html



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