



INTERNATIONAL

YOUTH WORK

AMERICA

2022/23



PROMOTING YOUTH DEVELOPMENT  
PROMOTING HEALTHY LIVING  
PROMOTING COMMUNITY ENGAGEMENT

## What is the global Service Learning Program?

The Global Service Learning programme (GSL) is an Education Authority, a youth work programme that aims to develop young people as active citizens. The programme promotes citizenship and encourages young people to make a positive contribution to their own and other communities.

The Global Service Learning programme is aimed at young people age 15 and above and is different from other citizenship type programmes due to there being a significant element of local and global social action and community service.

The Global Service Learning programme has three distinct stages of delivery. Each element of the programme takes young people through a process of critical reflection and experiential learning culminating in a local social action project. The three stages of delivery are explored, experience and social action, as outlined below:

### Pre-Immersion - Explore

#### LOOKING AT YOURSELF?

- Understanding who I am
- What skills do I have?
- What is Citizenship?
- Exploration of own values and beliefs
- Understanding how I work with others
- How are effective are my skills of reflection, communication, planning and presentation skills?
- How do I perceive local and global issues?

#### KEY ELEMENTS OF THE PROGRAM

- Introduction to global service-learning
- Individual assessment and global setting
- Group targets agreed
- Fundraising £3000.00
- Preparation for global service experience
- Development of organisational skills

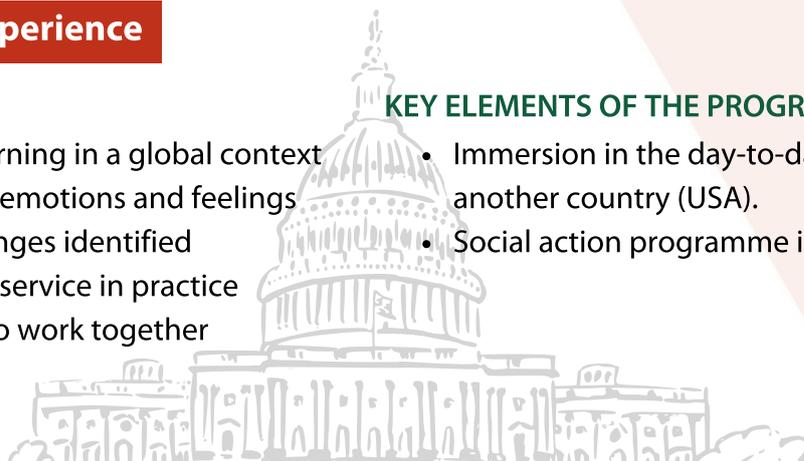
### Immersion - Experience

#### YOUR LEARNING

- Experiential learning in a global context
- Understanding emotions and feelings
- Personal challenges identified
- Understanding service in practice
- Learning how to work together

#### KEY ELEMENTS OF THE PROGRAM

- Immersion in the day-to-day living of another country (USA).
- Social action programme in another country





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## Post-Immersion - Social Action

### AFFECTS ON YOUR COMMUNITY

- Increased awareness of local issues
- Increased development of practical skills
- Understanding impact of service in the
- Exploration of own values and beliefs
- How are effective are my skills of reflection, communication, planning and presentation skills?
- How do I perceive local and global issues?

### KEY ELEMENTS OF THE PROGRAM

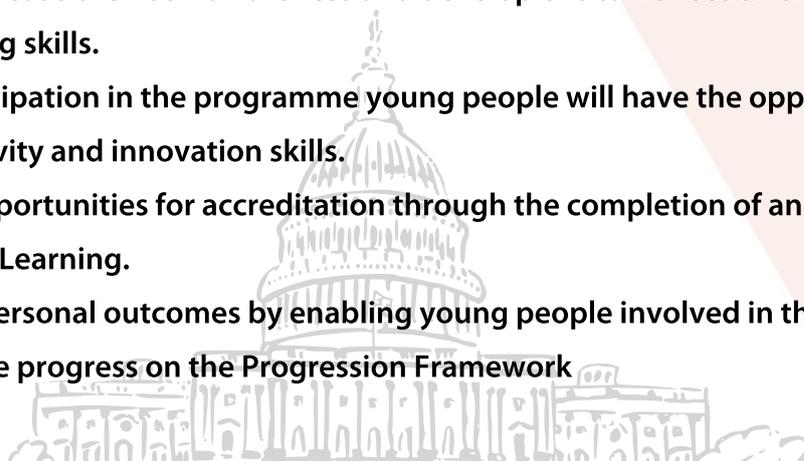
- Introduction to global service-learning
- Individual assessment and global setting
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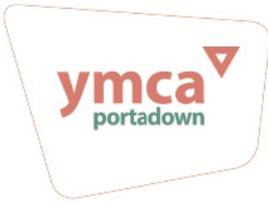
## Aims of the Global Service Learning Program

The aim of the GSL programme is to engage young people in a community service a program that promotes active citizenship and enables young people to make a positive contribution to their own and other communities.

Based upon the aim of the program the following objectives have been identified:

- Through developmental group work sessions and completion of the preparation element of the programme young people will develop an understanding of citizenship.
- Through creative workshops and the service elements of the programme young people will test their own values, beliefs and principles.
- Through the experience and social action elements of the programme young people will have the opportunity to engage in social action projects and build their awareness of civic responsibility.
- Through personal journaling and creative individual and group reflections, young people will increase their self-awareness and develop critical reflection skills and service-learning skills.
- Through participation in the programme young people will have the opportunity to develop creativity and innovation skills.
- To increase opportunities for accreditation through the completion of an OCN Level 2 in Global Service Learning.
- To maximise personal outcomes by enabling young people involved in the youth service to make progress on the Progression Framework





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## Why? Global Service Learning Program

The Department of Education's (DE) Priorities for Youth policy (Pfy) outlines that youth work is an important area of the DE education policy and therefore must directly contribute to its vision 'every young person achieving to his or her full potential at each stage of his or her development and priorities for education. Priorities for Youth firmly sets youth work in the context of the Department's overarching goals:

- Raising standards for all
- Closing the performance gap: increasing access and equality

The GSL programme contributes to the overarching goals through clear learning objectives and outcomes to be achieved by young people.

Priorities for Youth has also outlined a set of core principles to support youth work in education. These principles underpin all aspects of youth work and link directly to the GSL programme as follows:

**Principle 1: Participation is voluntary and should enable young people to develop the necessary knowledge, skills and abilities to tackle the issues that are important to them.**

The GSL programme achieves this by:

- Identifying young people's personal strengths and areas for development
- Developing key skills in communication, presentation and research
- Enhancing Group work skills
- Identification of own issues
- Encouraging young people to be able to articulate their own identity and understanding of citizenship.

**Principle 2: Active participation of young people should be fostered and supported.**

The GSL programme achieves this by:

- Individual and group support, guidance and encouragement
- Providing a safe environment
- Enabling young people to affect positive change within a local and global context
- Encouraging Civic responsibility

**Principle 3: Quality and inclusion should be fundamental to planning and implementation and the values of EDI should be at the heart of the programme.**



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The GSL programme achieves this by:

- Developing young people's understanding of diversity
- Raising awareness of global and community issues
- Inclusive practice
- Challenging young people's values and beliefs

**Principle 4: Young people, families and the wider community should be involved in a meaningful way.**

The GSL programme achieves this by:

- Individual and group support, guidance and encouragement
- Providing a safe environment
- Enabling young people to affect positive change within a local and global context
- Encouraging Civic responsibility
- Developing young people's understanding of diversity
- Raising awareness of global and community issues
- Inclusive practice
- Challenging young people's values and beliefs
- Ongoing engagement with parents throughout the programme
- Delivery of a social action project
- Encouraging young people's engagement with other individuals/organisations and groups in local communities
- Developing more effective partnership working
- Providing access to resources

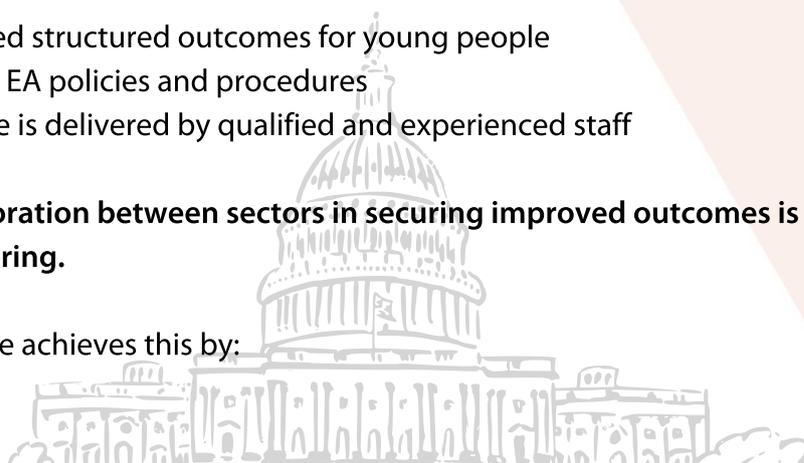
**Principle 5: Young people should expect high-quality services.**

The GSL Programme achieves this by:

- Having identified structured outcomes for young people
- Working within EA policies and procedures
- The programme is delivered by qualified and experienced staff

**Principle 6: Collaboration between sectors in securing improved outcomes is important including volunteering.**

The GSL programme achieves this by:





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- Developing cross-sectoral partnerships
- Encouraging young people to make better life choices
- Developing a greater understanding of community involvement and its impact
- Continued commitment from youth services to local communities

**Principle 7: The contribution of the volunteer should be valued supported and acknowledged.**

The GSL programme achieves this by:

- Providing clear progression pathways for young people
- Creating volunteer opportunities for young people
- Providing training and development for volunteers
- Developing a greater knowledge base across the service

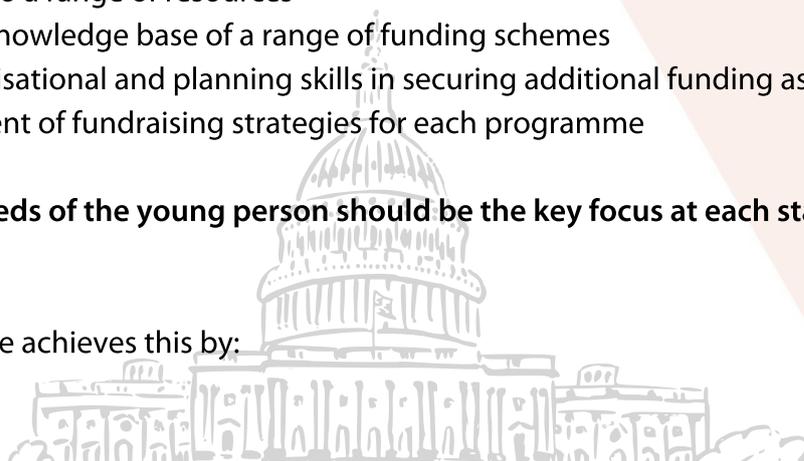
**Principle 8: Resources should be deployed in the most cost-effective way.**

The GSL programme achieves this by:

- Having identified structured outcomes for young people
- Working within EA policies and procedures
- The programme is delivered by qualified and experienced staff
- Developing cross-sectoral partnerships
- Encouraging young people to make better life choices
- Developing a greater understanding of community involvement and its impact
- Continued commitment from youth services to local communities
- Providing clear progression pathways for young people
- Creating volunteer opportunities for young people
- Providing training and development for volunteers
- Developing a greater knowledge base across the service
- Having access to a range of resources
- Developing a knowledge base of a range of funding schemes
- Effective organisational and planning skills in securing additional funding as required
- The development of fundraising strategies for each programme

**Principle 9: The needs of the young person should be the key focus at each stage of development.**

The GSL programme achieves this by:





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- Delivering a needs-led programme
- Individual and group needs assessment at each stage of the programme
- Creating youth-led opportunities within the programme and post programme
- Empowering young people to make decisions about themselves

**Principle 10: Activities should be engaging, enjoyable and planned to deliver improved outcomes.**

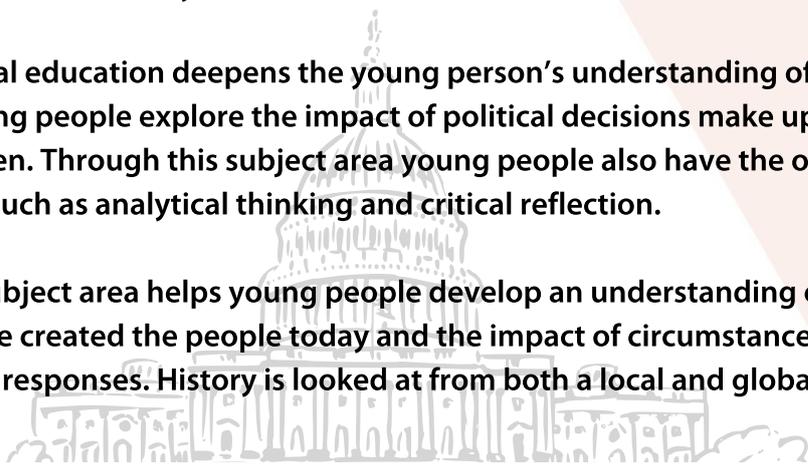
The GSL programme achieves by:

- Individual and group needs assessment at each stage of the programme
- Creating youth-led opportunities within the programme and post programme
- Empowering young people to make decisions about themselves
- Delivering innovative programmes
- Promoting positive engagement with young people
- Encouraging creative learning
- Providing exciting international opportunities for young people
- Ensuring policies are in place e.g. E-Safety (social media), child protection and pastoral care

### Links with formal education

Whilst the youth service curriculum is based on a non-formal education process clear links have been established within the formal education sector and curriculum. The GSL programme links to the school curriculum subjects as follows:

- **Learning for life and work:** LLW prepares young people for life and work. This subject area allows young people to experience first-hand concepts covered within this subject, including volunteering with its emphasis on social responsibility. The subject develops key skills in money management, planning and reviewing as well as understanding the role of government, diversity and inclusion.
- **Politics:** Political education deepens the young person's understanding of power and authority. Young people explore the impact of political decisions make upon ordinary men and women. Through this subject area young people also have the opportunity to develop skills such as analytical thinking and critical reflection.
- **History:** This subject area helps young people develop an understanding of how events in the past have created the people today and the impact of circumstances on human behaviour and responses. History is looked at from both a local and global perspective.





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- **Geography:** The world becomes more tangible through this subject area as participants experience its physical, cultural and political elements. Young people gain an understanding of the impact of behaviour on the planet on a global scale.

## Developing a Global Service Learning Group

A formal recruitment and selection process is required to identify young people for the GSL programme. It is recommended that each programme group should have a maximum of 16 young people aged 15-17. The young people should be assessed regarding their skills and ability to fully engage and understand the experiential learning process in order to gain maximum learning from the programme.

The recruitment process should include a formal application and interview process to select individuals, however, a final review and recommending period is required to be built into the end of the exploration stage of the programme to ensure that each participant is ready for participation in the experience element of the programme i.e international opportunity.

Youth leaders will assess young people's participation and commitment throughout each stage of the programme to ensure that participants are ready to move on to the next stage.

A young person's contract should also be used as a tool to support the group's development and self-management throughout all aspects of the programme.

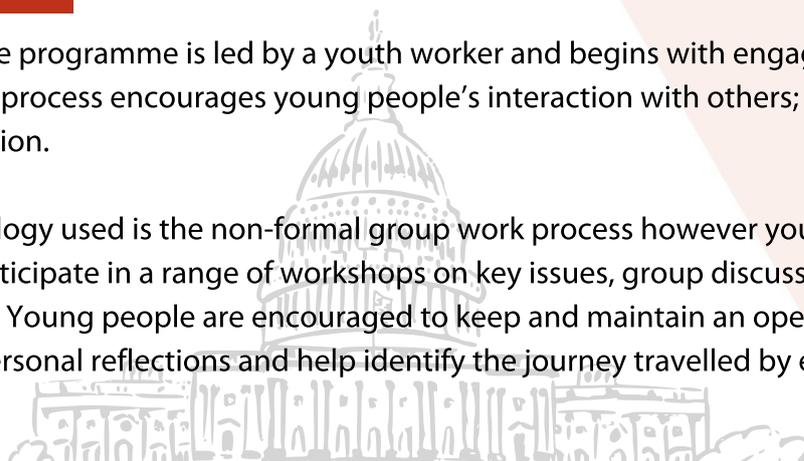
It is essential that the youth workers leading the programme maintain good communication with parents throughout to ensure that young people are supported to progress through each stage on to the completion of the programme.

It is recommended that there be at least three formal meetings with parents, preferably at each stage of the programme.

### Stage 1: Explore

The first stage of the programme is led by a youth worker and begins with engaging young people. This process encourages young people's interaction with others; experiential learning and reflection.

The main methodology used is the non-formal group work process however young people also can participate in a range of workshops on key issues, group discussions and structured debates. Young people are encouraged to keep and maintain an open dialogue with peers to support personal reflections and help identify the journey travelled by each





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individual. Presentations and journal recordings are also used as discussion igniters, exploring individual and group experiences.

The completion of individual/participant journals functions as a tool for the young people to reflect on the session content, learning and experiences, as well as developing their own writing skills and reflective and analytical skills. The journal will merge learning with personal reflection in order to deepen knowledge about the topic at hand and the interaction with self and others. Participants are also expected to record personal learning and impact using video equipment. The next page outlines the key activities for the explore stage.

## ACCREDITATION

As part of stage one participants on the GSL programme have the opportunity to achieve an OCN Level 2 Certificate in Global Service Learning; a silver award (100+ hours) in Volunteering within the YMCA. The accreditation aspect of the programme is embedded throughout the three stages of the programme however enrolment and initial engagement on the accredited courses begin at the start of the programme during the Explore stage.

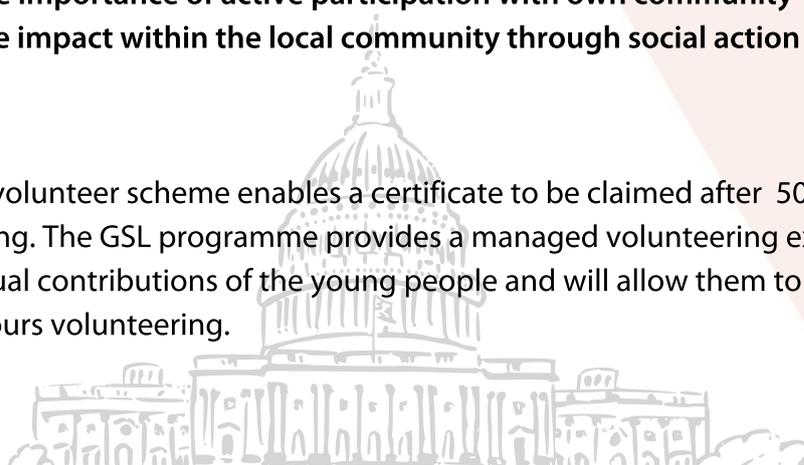
All accredited programmes will promote self-reflection, personal learning, self-awareness and understanding of others in a local and global context.

The OCN Level 2 in Global Service Learning involves the completion of a student workbook (appendix 8) which supports young people to complete the eight learning outcomes which are detailed below:

- 1. Demonstrate increased awareness of Global Service Learning**
- 2. Understand personal values and beliefs and develop an increased awareness of self**
- 3. Understand local and global citizenship and how to create change**
- 4. Communicate effectively and develop research and presentation skills**
- 5. Make a positive impact on a global community through social action**
- 6. Understand critical reflection and the impact on personal learning and development**
- 7. Understand the importance of active participation with own community**
- 8. Make a positive impact within the local community through social action**

## VOLUNTEERING

YMCA Portadown volunteer scheme enables a certificate to be claimed after 50, 100 or 200 hours of volunteering. The GSL programme provides a managed volunteering experience that records the individual contributions of the young people and will allow them to claim the minimum of 100 hours volunteering.



The opportunity to build further hours is available to the young person after the completion of the programme. The YMCA Volunteering Program can benefit young people when completing their CVs to apply for jobs or can be used in a personal statement for a university application.

## Stage 2: Experience

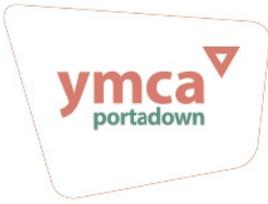
The second stage of the programme centres on young people carrying out service experience in the United States of America, specifically Washington DC. This residential service experience normally last's 7 days and will provisionally take place in August 2022.

It is important that the young people contribute to the planning of this residential; prepare themselves for the cultural experience and research the various service sites to be visited.

Young people will be working in service organisations in the host country based on the theme of the overall programme.

During this Experience stage a cyclical review model is used by youth work staff to reflect on the engagement with others; activities; events; service and feelings and is demonstrated in the diagram below:





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here are incremental challenges for young people as they volunteer and deliver a 'service' to others. Young people develop an understanding of service-learning, widening their horizons and increasing their awareness through exposure to political and cultural experiences in another country. The service-learning sites, in which the young people will engage, have been researched by EA staff. EA staff have engaged in preparation and planning visits completing risk assessments for all areas of the visit.

Youth work staff support young people to evidence the individual and group learning using a variety of creative methods including journal writing, video diaries and creative art and encourage young people to take responsibility for their own learning and document their experiences. A collaborative group journal is also kept during the experience element of the programme or where the youth worker may find this method of recording useful.

Participant journals form the core of evidence for the OCN accreditation along with the individual journal recordings. Young people are expected to use an iPad throughout the programme to record events and these will then form part of the participant's personal written reflections. These recordings will help participants examine the learning and how this learning impacts on self and others.

At the end of the experience young people are supported to reengage within their own communities in return for the international experience. Staff are aware of the impact the experience element of the programme can have on young people and ensure the safety of the young people through delivering a comprehensive debriefing to help young people deal with their emotions and feelings.

### Stage 3: Social Action

Key Learning for young people emerging from this phase: increased awareness of local issues and the development of practical skills, the understanding impact of service in the local community and the value of young peoples personal contribution alongside critical reflection and evaluation on service.

Key Elements for this programme phase: delivery of a social action project within their own community, completion of accreditation, final assessment and review, identification of leadership pathways and celebration of learning. Each stage of the programme takes young people through a process of critical reflection and experiential learning culminating in the planning and delivery of a local social action project.

**Each stage of the programme takes young people through a process of critical reflection and experiential learning culminating in the planning and delivery of a local social action project.**



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## Key definitions

**Pre-immersion** refers to the time of focused preparation leading up to a learner's language immersion experience. It is a time of the study, preparation, and readiness training.

**Immersion** means you accept your surroundings for the good, the bad, and the weird. It means not projecting expectations or stereotypes onto your observations.

**Post-immersion** reflection is a key element in the service-learning which includes the condition that young people reflect on service delivery in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and enhanced series of civic discipline.





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## YMCA PORTADOWN GLOBAL SERVICE LEARNING PROJECT OUTLINE

There is an expected commitment time of 18 months, whereby the project of its entirety, that includes the immersion trip to be completed within this time frame:

- Provisionally the project will run from March and will run no further than summer 2023 while all the elements of the project will be completed within this time.
- The immersion trip will take place in August 2022 and will be delivered in partnership with Amizade.
- The trip will last between 7/10 Days based on Flight times.
- There will be a weekly session that focuses on the key elements of this project (to be confirmed).
- Volunteering Hours will be discussed with successful applicants.

### DESTINATION & FEES

- The core destination for this project will be in the United States of America specifically Washington DC.
- The cost of the project will be covered through the grant award of £30,000.00 & £3,000.00 that will be collectively raised by the participating young people through fundraising

### WHAT IS COVERED?

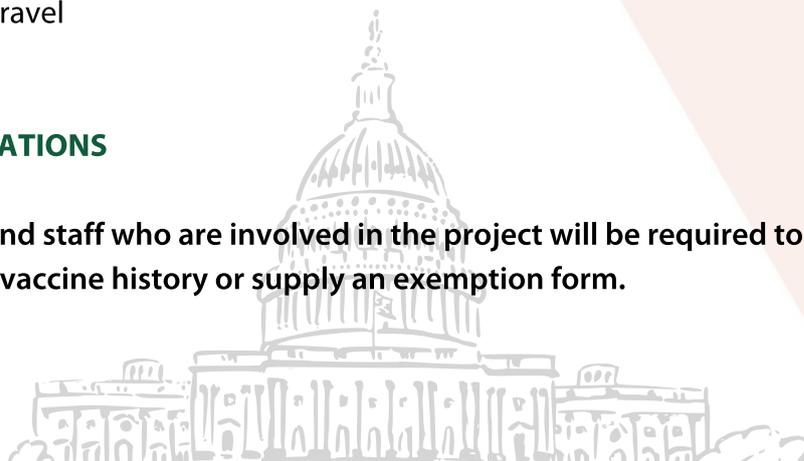
- Travel Insurance
- Electronic System for Travel Authorization (ESTA) Visa
- Return Flights
- In-land travel
- Accommodation
- 3 Meals per day
- Project cost & Travel

### WHAT IS NOT COVERED?

- Passport cost including renewal
- Pocket Money
- Cost for flight in event of being sent home
- Additional entrance fees not incurred within the project

### COVID-19 VACCINATIONS

All young people and staff who are involved in the project will be required to demonstrate an update-to-date vaccine history or supply an exemption form.





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## **PARTICIPANT REQUIREMENTS FOR THE GSL PROJECT**

Young people who are successful in applying for this project will be required to commit to several elements of this project, prior to the immersion trip:

- 1. An expectation is to attend weekly informal workshops aimed at supporting and developing young people on outcomes identified. (80% attendance requirement)**
- 2. Commit and sign a youth contract that highlights organisational policy and guidelines that all young people must adhere to.**
- 3. Be an advocate for their peer groups and community.**
- 4. Position themselves within roles of leadership within their youth organisation or community group in a volunteering capacity.**
- 5. Collectively commit to raising £3,000.00 that will go towards their project.**
- 6. The completion of an OCN II accredited course.**
- 7. Participation in all elements of service-learning i.e. foodbanks, homeless shelter etc**
- 8. Adhering to the delivery of social action on return from The United States**
- 9. Being a catalyst of change within your community through the creation of a Youth Forum & A youth charter.**
- 10. Completion of Vlogging, Journals and other administrative elements of the project**



**"Just to travel is rather boring; but to travel with a purpose is educational and exciting."**



**Global Service Learning Project**  
2022/23