

The **International Youth Work** module is brought to you by Léargas and the National Youth Council of Ireland in collaboration with Maynooth University, Ireland.



YouthWorkAndYou.org

UNIT 2:

Why Engage in International Youth Work?

Connecting, Learning,
Participating.

OVERVIEW OF MODULE

The International Youth Work module is designed to enhance your understanding of international youth work within the context of European programmes such as Erasmus+ and the European Solidarity Corps. It explores what is meant by international youth work in this context as well as the impact of engagement in these European programmes on young people, youth workers and organisations. The module explores the added value of international youth work and is designed to develop the capacity of those involved in youth work to bring an international dimension to their work within their own specific contexts.

It consists of three units:

UNIT 1: What is International Youth Work?

UNIT 2: Why Engage in International Youth Work?

UNIT 3: How to Engage in International Youth Work.

WELCOME TO UNIT 2:

Please watch the Unit 2 video before proceeding further.

Setting the Scene –

Why engage in international youth work?

What you will learn

In this unit you will learn about:

- The benefits of engagement in international youth work for young people, youth workers and youth organisations.
- The broader impact of international youth work on the community.
- Erasmus+ and European Solidarity Corps as tools for inclusion and intercultural awareness.
- International youth work as a tool to implement policy objectives and strengthen youth work outcomes (introduced here and explored further in Unit 3).

UNIT 2: Why Engage in International Youth Work?

Introduction

This unit primarily focuses on the reasons for engaging in international youth work. In doing so, it highlights case studies of existing projects and practices here in Ireland and documents the benefits of international youth work for young people, youth workers, organisations and the wider community and society.

As noted in Unit 1, the Erasmus + and European Solidarity Corps programmes provide funding opportunities for organisations to collaborate with partners across Europe, to share good practices, create opportunities for learning and skills development and to develop innovative projects that address common issues affecting young people. As outlined in Unit 1, mobility of young people and youth workers is a key focus of these programmes, along with the exploration of larger scale Partnerships for Cooperation and engagement in Youth Participation activities, volunteering and solidarity projects.

When considering involvement in international youth work, and the reasons for doing so, it is important and helpful to consider the impact of such engagement on young people, youth workers and organisations. Such impact is evidenced in a number of ways, including, but not limited to, competence development, professional development, capacity building, greater intercultural awareness and active participation of young people.

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Benefits for Young People

This section provides an insight into the value and unique benefits of international youth work for young people.

As noted in Unit 1, research carried out by the Research-based Analysis and Monitoring of Erasmus+: Youth in Action (RAY) Network (Böhler et al., 2020) demonstrates increased knowledge and understanding of issues and topics such as cultural diversity, personal capacity and development, discrimination, inclusion, and a reaffirmed commitment to active citizenship, following a young person's participation in a European project. Pan-European research involving 23,571 respondents made a number of findings following young people's engagement in Erasmus+, such as:

- 98% were committed to work against discrimination, intolerance, and racism.
- 89% felt that they were better at dealing with new situations.
- 88% felt that they were better at relating to people who were different from them.
- 87% felt more self-confident.
- 84% planned to engage in further education and training.
- 72% had a clearer idea about their professional career aspirations and goals.

For more facts and figures on the impact of the Erasmus+ programme, [please see the RAY website here.](#)



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Similar findings were made by Brunner (2016) who found that engagement in intercultural exchanges strengthened the development of personal skills, intercultural competence and sensitivity as well as openness to other cultures.

As evidenced above, taking part in European projects provides young people with the opportunity to acquire new skills and competences that can play an important role in their personal development.

The recognition of skills, competence development and learning outcomes can be supported and captured through a Youthpass. As noted in Unit 1, Youthpass is a tool to document and recognise learning outcomes from youth work and solidarity activities. It is available for projects funded by Erasmus+ and European Solidarity Corps. It is part of the European Commission's strategy to foster the recognition of non-formal learning, putting policy into practice and practice into policy:

- While creating their Youthpass certificate together with a support person, project participants have the opportunity to describe what they have done in their project and identify competences they have acquired. Thus, Youthpass supports reflection upon the personal non-formal learning process and enables young people to identify the outcomes of that learning.
- As a Europe-wide recognition instrument for non-formal learning in the youth field, Youthpass strengthens the social recognition of youth work.
- Youthpass supports active European citizenship of young people and youth workers by describing the added value of their project.
- Youthpass also aims to support the employability of young people and of youth workers by raising their awareness of and helping to describe their own competences, and by documenting their acquisition of key competences on a certificate.

Competences included under Youthpass are:

1. Multilingual competence
2. Personal, social and learning to learn competence
3. Citizenship competence
4. Entrepreneurship competence
5. Cultural awareness and expression competence
6. Digital competence
7. Mathematical competence and competence in science, technology and engineering
8. Literacy competence.



For more information [see the Youthpass website here.](#)

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The video accompanying this unit further highlights the impact of engagement in European programmes on young people, as observed by youth workers who have supported their participation.

For example, Rachel talks about the benefits of such engagement for the young people she works with, such as providing them with the opportunity to step outside their comfort zone and broaden their horizons. Taking people out of their everyday context and into a different setting creates space for them to compare their own situation to that of others, thus enabling deeper contextualisation and understanding of their own environment. This can help to create new possibilities and realities for those involved, as well as making a significant contribution to personal and social development, testing values and beliefs, creating acceptance and understanding of others and accelerating skills development across a range of competences.

Declan shares his experiences of young people developing friendships and connections, establishing a sense of belonging and purpose as well as displaying increased confidence and a greater awareness of our intercultural and diverse world. Importantly, European projects can also provide young people with the space and opportunity to have their voices heard and to explore issues that affect them, as attested to by Kay from Involve.

In summary, significant reasons for engaging in Erasmus+ and the European Solidarity Corps, are that these programmes provide young people with opportunities for exciting new learning opportunities combined with a fun and dynamic learning environment, the chance to build connections and friendship, increased confidence and a greater awareness of an intercultural and diverse world. Young people gain skills and competences that contribute to opening minds and hearts, motivating them to become active and contributing members of local and international communities. Intercultural experiences create an understanding of difference and facilitates the development of empathy. Having this experience in a supportive learning environment can create space for young people to think, observe and reflect differently and more positively about home, family and friends.

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Benefit for Youth Workers

This section explores the benefits and impact of engagement in international youth work, within the context of European programmes, for youth work practitioners.



Young people's participation in European projects and the benefits they experience from such participation is largely made possible by the work carried out, and partnerships created by committed youth workers who value international youth work. Youth workers have articulated the impact that engaging in international youth work has had on them, both personally and professionally, by providing opportunities for learning, skills and competence development, that ultimately strengthens their practice. In this context, the youth worker is also considered a learner and they are supported when sharing knowledge, participating in learning networks and developing communities of practice.

Research carried out by the Research-based Analysis and Monitoring of Erasmus+: Youth in Action (RAY) Network (Böhler et al., 2020) on the effects of engagement in Erasmus+ on youth work competences of project leaders, involving 5,007 respondents, made a number of findings, including but not limited to:

- 95% had learned to better work in an international team.
- 93% had improved their skills to design a project based on interest and needs.
- 93% learned more about how to actively involve young people in youth work.
- 92% were better able to deal with ambiguity and tensions in youth work.
- 91% understood the concept of non-formal education and learning better.
- 91% learned more about how to foster non-formal learning in youth work.

[For more facts and figures on the impact of the Erasmus+ programme see the RAY website.](#)



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The impact of engagement in international youth work on youth workers is attested to by the latter in the video accompanying this unit. Rachel shares her story of how her engagement in European projects has opened a gateway for Finglas Youth Resource Centre into the European field of youth work as well as enhancing her professional opportunities, allowing her to progress within her organisation.

Furthermore, European programmes provide funding that support youth work practitioners to bring project ideas to life, thereby enriching young people's lives in new and exciting ways. In the video, Kay shares her experience of how youth exchanges have helped her to develop relationships with young people that she never thought possible. She refers to their engagement in international youth work as a carrot, which motivates young people to stay involved and supports her in sustaining youth participation. Debbie states that Erasmus+ has created access to funding streams which allow her to bring resources to the young people, supporting the activities that the young people would like to engage in, including advocacy and speaking up for themselves.



Numerous capacity building supports are available for youth workers to engage in international youth work facilitated by Léargas, including Training and Cooperation Activities under Erasmus+ and the NUI Certificate in European Mobility Project Management.

[See the Léargas website for further details.](#)



Supports are also provided by the National Youth Council of Ireland through its International Programme.

[See the NYCI website for further details.](#)



The SALTO-YOUTH Resource Centres also support and promote youth work by offering non-formal learning resources for youth workers and youth leaders as well as organising training and contact-making activities, to support organisations and National Agencies within the framework of Erasmus+, the European Solidarity Corps, and beyond.

[See the SALTO website for further details.](#)

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The Education Training Strategy in Youth Work (2021–2027)

Capacity building and the education and training of youth workers is also supported by the Education & Training Strategy in Youth Work, which provides a strategic framework for the development of youth worker education and training in Europe under the Erasmus+ and European Solidarity Corps programmes. It aims to contribute to the implementation of the European Youth Work Agenda through the Bonn process, the EU Youth Strategy 2019–2027, and the Council Conclusions on Education and Training of Youth Workers. The Strategy sets out a number of goals to support and strengthen the education and training of youth workers.

[For more information see the Salto Education and Training TCA Resource Centre website.](#)

Capacity building opportunities are outlined in further detail in Unit 3.

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Benefits for youth work organisations and the wider community

Engagement in international youth work can provide many benefits to youth organisations. Participating in international youth work provides organisations with the opportunity to internationalise their work, building local and international networks and bringing positive change to their organisation. The expertise and knowledge gained by organisations through international youth work has been outlined in research focusing on the impact of international youth work (Gretschel et al., 2017).

In his interview conducted as part of this unit, Peter Hussey outlines how the expansion of local and international networks leads to the creation of more partnerships, sharing of innovative practices and the creation of more initiatives and mobility projects. This results in organisational strategic development and an increasingly competent and confident workforce with access to new methodologies and approaches.

The impact on organisations is demonstrated by the Research-based Analysis and Monitoring Of Erasmus+: Youth in Action (RAY) Network (Böhler et al., 2020) in its research findings.

For example, organisations surveyed reported:

- Increased competences for the provision of non-formal education.
- Increased commitment to include young people with fewer opportunities.
- Increased appreciation for cultural diversity through their project.

[For further information see the RAY website.](#)



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Further, as noted above, a fundamental benefit for organisations when engaging in international youth work through European programmes is the access to alternative and complementary funding models. Many youth organisations in Ireland are still experiencing the impact of austerity measures imposed during the economic crisis, when cuts of over 30 per cent were made to youth work budgets (Melaugh, 2015). Despite increases to youth work budgets in more recent years, investment is still less than what it was a decade ago despite an increasing youth population and increased demand for youth work services. (NYCI, 2020 Pre-budget Submission)



In her research findings investigating a National Youth Arts Mapping on behalf of NYCI, Hogan, (2020) highlights that European funding schemes, particularly the Erasmus+ programme, are a highly valuable source of funding for the Youth Arts Sector in Ireland. Further, McAleer (2019) states that Youth Work Ireland Tipperary has engaged in the Erasmus+ and European Solidarity Corps programmes to provide an alternative to targeted projects and to ensure that those young people who do not fit the criteria of targeted projects are not excluded from youth work provision. Please refer to Unit 3 for more information on eligibility criteria and how to apply to access these funds.

**YOUTH
WORK
CHANGES
LIVES**

The benefits of international youth work experienced by young people, youth workers and organisations can be closely intertwined, and the multiplier effect it creates can also have an impact on the wider community.

Research has shown the value of learning mobility and its impact on communities, including the multiplier effect and how after an international opportunity, youth participants are likely to return home, and become involved in community-based activities and conversations with newly gained competences, values and knowledge (Garbauskaite-Jakimovska, 2018).

After a young person participates in a mobility activity, they are more inclined towards remaining connected, staying involved and supporting other community-based initiatives. They also share new perspectives and understandings of themselves and others with their peers and family members. The associated benefits to society can include greater openness and understanding of cultural diversity as well as a more positive influence on local people's attitudes towards the EU. For the community, creating more self-aware and informed young people can increase their sense of community pride and engagement as active citizens alongside having more confident, knowledgeable and skilled youth workers, adept at addressing various issues affecting young people.

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For example, a youth worker may act as enabler or consciousness raiser encouraging critical thinking among young people (Young, 2006). This can be facilitated by the safe space provided through non-formal learning environments, providing young people with the opportunity to explore and challenge value systems and to engage in the exploration of issues affecting them. Erasmus+ and the European Solidarity Corps act as a tool to support and enhance such non-formal learning opportunities for young people and also provide opportunities for youth workers to enhance their skills and competences to carry out this work.

The experiences of young people can benefit organisations as it can lead to more sustained engagement by young people in youth services and encourage others to take part.

This is attested to by Kay in the video accompanying this unit, who highlights how mobility opportunities offer a successful strategy in promoting youth participation and in sustaining the participation of the young people she works with. Declan reinforces this in his interview. He notes that visibility and local conversations about trips away attract the attention and curiosity of young people while the younger ones are observing and waiting until they are old enough to take part.

The opportunity that international youth work provides for young people to develop their competences and to explore and critically engage with issues of importance to them can also have a wider multiplier effect on communities.

In the video accompanying this unit, Joe shares his experiences of how the implementation of Erasmus+ projects contributed to the recognition of youth work's importance in the local community.

Engagement in international youth work through European programmes can therefore have multiple and multi-faceted benefits for young people, youth workers, youth organisations and the wider community. Recognising and mapping the impact of such engagement for various stakeholders provides a strong foundation when considering whether, and why, to engage in international youth work.

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International Youth Work: Promoting and Strengthening Inclusion



Erasmus+ and the European Solidarity Corps seek to promote equal opportunities and access, inclusion, diversity and fairness across all actions. The programmes also promote the values of inclusion and diversity, tolerance, and democratic participation. Inclusion remains a key priority under these programmes for the 2021–2027 funding cycle.



Research has shown that engagement in international projects has a clear impact on young people with fewer opportunities. For example, [The Impact of Mobility on Young People with Fewer Opportunities](#) (Geudens et al.) published by the [Salto Youth Inclusion & Diversity Resource Centre](#) and drawing on RAY Network research, found that:

“European research shows that participants in international mobility projects report a clear positive impact of their participation on their competences, their behaviour and their values. But what’s more, these international projects have a significantly higher effect on young people with fewer opportunities (YPWFO). Compared to ‘well-off’ young people with most opportunities (YPMO), those with fewer opportunities systematically rate the effects of an international youth project more positively. The data of the RAY research project indicates that the Youth in Action programme (now Erasmus+ Youth) is a useful tool to reach its ‘equity and inclusion’ aims.” (Geudens et al., p.1)

[Please visit the RAY website for more statistical data relating to inclusion.](#)

[Please visit the Léargas Inclusion and Diversity Project Directory to find case study examples of European projects focused on inclusion.](#)

To implement the inclusion and diversity priority under the Erasmus+ and European Solidarity Corps programmes, specific funding supports are available to enable the participation of those with fewer opportunities or those with special needs.

Furthermore, inclusion and diversity within Erasmus+ and the European Solidarity Corps are underpinned by dedicated Inclusion and Diversity Strategy Implementation Guidelines, which provide an enabling framework for inclusion and diversity projects. The strategy seeks to promote diversity of all kinds as a valuable source of learning and strives to equip programme stakeholders to interact positively with diverse people from different backgrounds, in all types of projects.

[You can access the guidelines on the European Commission website.](#)

(Note that the Inclusion and Diversity Strategy Implementation Guidelines are a living document and will continue to evolve).

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Léargas

At a national level, a dedicated Inclusion and Diversity Officer works with Léargas to ensure that outreach and communication of Erasmus+ and the European Solidarity Corps programmes are highly supportive and provides tailored support to organisations, depending on their needs, to enable them to access European funding, develop project ideas with an emphasis on inclusion and diversity, build trustworthy and high-functioning partnerships, and engage with the programme in a meaningful way.

See Units 1 and 3 for further details.

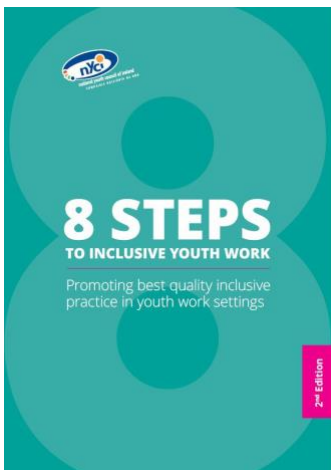
The National Youth Council of Ireland

The National Youth Council of Ireland's Equality and Intercultural Programme supports youth organisations to embed equality, inclusion, diversity and interculturalism. It provides an innovative suite of training programmes, resources, policy development, advice, and networking opportunities to support organisations and youth workers to reflect on their inclusive, diverse, and responsive practice and approach. Their renewed and edited [8 Steps to Inclusive Youth Work](#) (NYCI, 2021) is a useful document for youth workers to acquaint themselves with, allow for a deeper insight into narrative and approach in the Irish context.

See Unit 3 and the [NYCI website for further details and additional resources](#).

In the video accompanying this unit, Kay from Involve Meath reflects on her experience of building the engagement of young Travellers in European programmes and the impact this has had on them. It was through Involve Meath's participation in the NYCI Young Voices programme (explained further in Unit 1), that they were inspired to apply to host their own project at a local level as well as a Youth Mobility project which created new and exciting opportunities for young members of the Travelling community in Meath, allowing them to explore issues affecting young Travellers. Involve Meath has also become involved in the European Solidarity Corps (see Unit 1 and Unit 3) and has started to host and send volunteers.

It is recommended that you [take a look at Youth Work and You Module 4 – Youth Work in Diverse Societies](#) to delve deeper into your understanding of how we define a diverse society, what the term diversity means for us in practice and how we ensure that practice is inclusive for all those with whom we engage, regardless of context, culture, gender, ethnicity, sexuality and ability.



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International Youth Work: Contributing to Intercultural Competence



International youth work provides many opportunities to understand and acquire intercultural awareness and learning or intercultural competence (ICC).

ICC requires an understanding of culture as a complex and multifaceted process that acknowledges and promotes diversity and difference through a fostering of critical thinking, empathy and an acceptance of ambiguity. It aims to raise an awareness and appreciation of one's own and others' values and belief systems. It fosters an active participation in democratic life that challenges discrimination, inequality and social injustice.

[For further information on intercultural competence see SALTO-YOUTH.](#)

Within the context of European programmes such as Erasmus+ and the European Solidarity Corps, intercultural competence is understood as a combination of attitudes, knowledge, understanding and skills applied through action which enables one, either singly or together with others, to:

- Seek to understand and respect people who are perceived to have different cultural identities from oneself.
- Respond appropriately, effectively, and respectfully when interacting and communicating with culturally diverse people.
- Establish positive and constructive relationships with culturally diverse people.

This is demonstrated by RAY research (Karsten et al., 2020) when measuring the impact of international youth work and is further supported by responses from our conversations with youth workers as seen in the video accompanying this unit.

[For further details see RAY Network research findings.](#)



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International youth work opportunities can be a unique way of facilitating the transition between understanding intercultural competence to acquiring it. For example, by participating in mobility activities, young people can develop communication skills and an understanding and sensitivity to different cultures as well as adapting to cultural diversity. Intercultural competence can be developed at local level through intercultural training and in both informal and non-formal educational activities. This learning can be further enhanced through participation in international mobility opportunities whereby young people can personally experience what is it like to live in another country that possibly speaks a different language and has different cultural traditions and norms, which challenges a young person to see the world through a different lens. These opportunities encourage a young person to reflect and think about others both within and beyond their own communities and consider themselves within this context. This process involves being open to, curious about and interested in people with other cultural identities and requires the ability to understand and accept diversity in practices, beliefs, discourse and values.

As noted above, the National Youth Council of Ireland, through its Equality and Intercultural Programme, has developed numerous relevant resources and trainings.

[For more information see the NYCI website section related to Equality & Intercultural.](#)

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International Youth Work: Implementing Policy Objectives and Delivering Youth Work Outcomes

Erasmus+ and the European Solidarity Corps can play an important role in supporting youth workers and organisations to implement policy objectives and deliver focused outcomes for young people.

For example, this includes outcomes and objectives set out in the National Quality Standards Framework (NQS), UBU – Your Place Your Space, Better Outcomes, Brighter Futures (2014–2020) and the National Youth Work Strategy (2015–2020).

[The National Quality Standards Framework NQS](#) was developed as a support and development tool for the youth work sector. It is the current process that aims to support quality youth work.

The NQS is underpinned by 5 core principles which state that all youth work practice and provision is:

1. Young person-centred: Recognising the rights of young people and holding as central their active and voluntary participation.
2. Committed to ensuring and promoting the safety and well-being of young people.
3. Educational and developmental.
4. Committed to ensuring and promoting equality and inclusiveness in all its dealings with young people and adults.
5. Dedicated to the provision of quality youth work and committed to continuous improvement.

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UBU – Your Place Your Space

UBU – Your Place Your Space identifies the social and personal outcomes from youth work as:

- Communication Skills
- Confidence & Agency
- Planning & Problem Solving
- Relationships
- Creativity & Imagination
- Resilience & Determination
- Emotional Intelligence.

Better Outcomes, Brighter Futures BOBF (2014–2020)

is the National Policy Framework for Children and Young People. This government policy is framed around 5 key outcomes:

1. **ACTIVE AND HEALTHY, PHYSICAL AND MENTAL WELL-BEING**
(includes healthy lifestyle, taking part in youth work, arts, sports)
2. **ACHIEVING FULL POTENTIAL IN ALL AREAS OF LEARNING AND DEVELOPMENT** (includes enhancing skills, competencies, and attributes through formal and non-formal education)
3. **SAFE AND PROTECTED FROM HARM**
(particularly vulnerable and marginalised young people)
4. **ECONOMIC SECURITY AND OPPORTUNITY**
(including participating in the labour market, enhancing employability skills, training, entrepreneurship, social inclusion and combatting poverty)
5. **CONNECTED, RESPECTED AND CONTRIBUTING TO THE WORLD**
(including active citizenship, political, social and civic engagement)

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The National Youth Strategy (2015–2020)

The National Youth Strategy has its basis in BOBF and sets out a number of objectives in relation to each of the five national outcomes:

OUTCOME 1: ACTIVE AND HEALTHY, PHYSICAL AND MENTAL WELL-BEING

Objective 1 Young people enjoy a healthy lifestyle, in particular with regard to their physical, mental and sexual health and well-being.

Objective 2 Young people benefit from involvement in recreational and cultural opportunities including youth work, arts, and sports.

OUTCOME 2: ACHIEVING FULL POTENTIAL IN ALL AREAS OF LEARNING AND DEVELOPMENT

Objective 3 Young people's core skills, competencies and attributes are enhanced and promoted through accessible, responsive, formal and non-formal education and learning opportunities.

Objective 4 Young people benefit from strengthened transition supports at all levels as they move through the education system.

OUTCOME 3: SAFE AND PROTECTED FROM HARM

Objective 5 Young people, and in particular vulnerable and marginalised young people, are supported to feel safe at home, in school, in their communities and online, and are empowered to speak out when feeling unsafe or vulnerable.

Objective 6 Young people have safe places and spaces where they can socialise and develop.

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OUTCOME 4: ECONOMIC SECURITY AND OPPORTUNITY

Objective 7 Young people are better able to participate in the labour market through enhanced employability skills that complement formal learning and training qualifications and entrepreneurship opportunities.

Objective 8 Young people are a particular focus in policies that address social inclusion and poverty.

OUTCOME 5: CONNECTED, RESPECTED AND CONTRIBUTING TO THEIR WORLD

Objective 9 Young people are included in society, are environmentally aware, their equality and rights are upheld, their diversity celebrated, and they are empowered to be active global citizens.

Objective 10 Young people's autonomy is supported, their active citizenship fostered, and their voice strengthened through political, social and civic engagement.

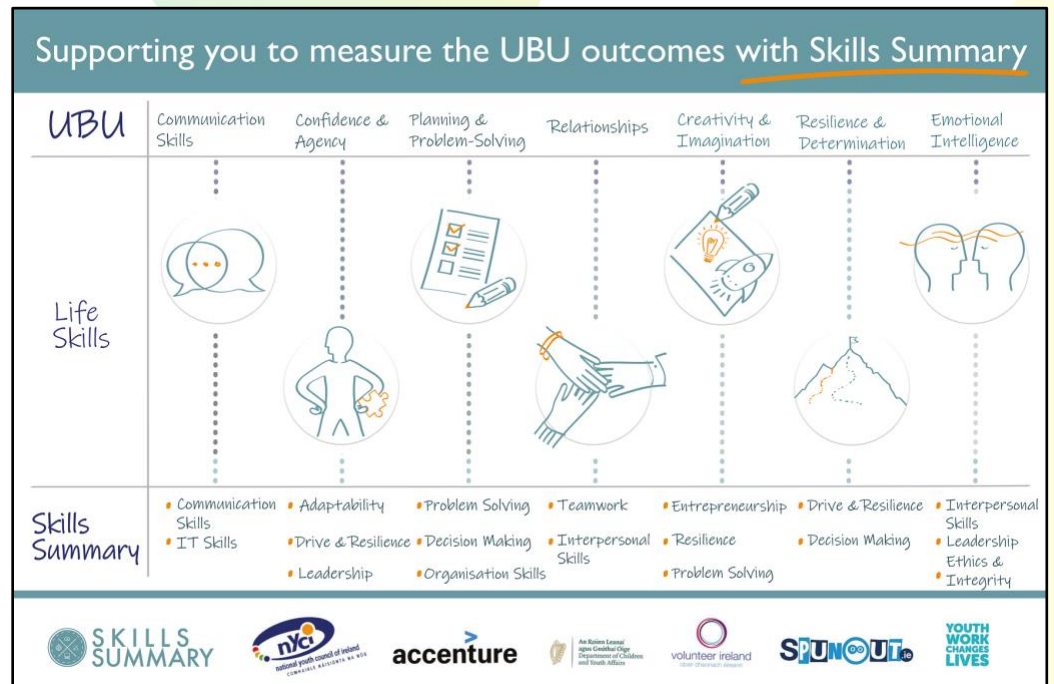
(Note that Better Outcomes, Brighter Futures and the National Youth Strategy are due for review and renewal in 2021).

These outcomes align strongly with international youth work and the Erasmus+ and European Solidarity Corps programmes which can support and strengthen the achievement of same.

The capturing of learning outcomes and recognition of skills and competence development can be supported through tools such as Youthpass and the Skills Summary. See Units 1 and 3 for further information.

[Visit the Youthpass website](#) and [see the specific NYCI resources](#) on measuring UBU outcomes with Skills Summary.

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In the video accompanying this unit, Joe, a youth worker with Youth Work Ireland Cork, describes how Youth Exchanges allow organisations to meet wider policy objectives. This includes, for example, Outcome Five of Better Outcomes, Brighter Futures - Connected, Respected and Contributing to Their World as well as UBU personal and social outcomes. As a result of taking part in a Youth Exchange, young people in Youth Work Ireland Cork were able to contribute to the local community and beyond. Conversations in the local community of young people visiting places like Slovenia 'creates a buzz' within the community and gives visibility and recognition to the importance of youth work.

In the 2019 ["Talk about Youth"](#) Project, St. Andrews Resource Centre were the lead organisation for a KA2 Strategic Partnership project with partners in Romania, Spain, Portugal Lithuania and The Netherlands. They published a document called ['The Importance of International Youth Work'](#) that captured the valuable contribution that international youth work can make in the development and education of young people, highlighting areas such as change of perspective, an increased understanding of oneself and others, leadership and an increased sense of wellbeing and development of knowledge and skills as some of the key attributes to be gained from participating in international youth work.

It is clear that many of the aims and objectives of the NQSF, national youth policy and youth work outcomes are strongly aligned with the priorities and principles of Erasmus+ and the European Solidarity Corps, including inclusion and diversity, participation and active citizenship, sustainability, the competence development of young people as well as the creation of networks and communities of practice.

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Moreover, they link directly with the key objectives of the European Youth Strategy 2019–2027 “Engage, Connect, Empower” as well as the European Youth Goals (see Units 1 and 3) which underpin both of these programmes.

Engagement in these European programmes can enhance the work of organisations in meeting policy aims and objectives and delivering quality youth work outcomes.

For more detailed information on how to connect policy and practice see Unit 3.

Conclusion

In this Unit we have considered the reasons for engaging in international youth work within the context of European programmes. This includes the unique benefits that international youth work brings to young people, youth workers, youth work organisations and the wider community. Evidence of such benefits is clearly outlined in various research, as referenced throughout this unit and is strongly articulated by the youth workers who have engaged in Erasmus+ and the European Solidarity Corps.

Promoting and raising awareness of the value and impact of European programmes on young people, youth workers, organisations and the wider community is an important way of showcasing the added value of engagement in such programmes.

Many supports are available to organisations interested in engaging in international youth work, including how to build such engagement into their work and strategic plans. Furthermore, ample capacity building opportunities exist for youth workers to enhance their skills and competences and to support them in the creation and facilitation of new opportunities for young people. This is further explored in the Unit 3.

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Links to Further Information and Reading

Below you will find a range of resources to deepen your engagement with the unit's focus on why to engage in international youth work.

UNIT 2: Why Engage in International Youth Work?

Articles/Books/Reports

CoE and EU Youth Partnership (2000), T-Kit 8: Project Management. Available at: <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-3-project-management>

Council of Europe & Don Bosco Youth- NET, A Methodology for International Youth Work: Jabbertalk. Available at: https://www.salto-youth.net/downloads/toolbox_tool_download-file-449/Jabbertalk.pdf

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Steinprinz, G., & Geudens, T. (2019) *How to make European Youth Programmes more inclusive*, Salto Inclusion and Diversity. Available at: <https://www.salto-youth.net/downloads/4-17-3979/Final+report++Inclusive+future+EU+programmes-1107.pdf>

Websites and Web Resources

Youthpass
<https://www.youthpass.eu>

You Train Video Project.
<https://www.youtube.com/yotrainingvideoproject>

Salto European Training Calendar
<https://www.salto-youth.net/tools/european-training-calendar/>

UNIT 2: Why Engage in International Youth Work?

Summary

This unit has demonstrated the potential impact of international youth work within the context of European programmes, on young people, youth workers, organisations working with youth and the broader community. Many opportunities exist for young people to experience transformative life experiences including confidence development, intercultural awareness, friendships and a sense of belonging. For youth workers, embracing Erasmus + and European Solidarity Corps opens opportunities for personal and professional development, building connections and exchanging practices with others working in the field of youth. Intercultural youth work supports organisations to sustain the participation of young people more long term as well as supporting organisations to meet youth work policy objectives and outcomes. Young people, empowered through European programmes, often engage more actively in their community, thus contributing to more inclusive and diverse communities, thereby benefiting society as a whole.

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Available at: <https://www.youthworkandyou.org/ywelp-module-six/>

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