



Maynooth University
in partnership with Léargas
offer an innovative NUI Certificate



NUI Certificate in European Youth Mobility Project Management 2018-2019

Better Together
Higher Education and NFE in partnership
in youth work education in Ireland

welcome



**Maynooth
University**
National University
of Ireland Maynooth



Department of Applied Social Studies

Our mission:

"To promote human rights, social justice and equality, nationally and internationally, through excellence and innovation in education, research and public engagement that contribute to the development of the social professions and applied social sciences".





An Phríomh-Oifig Staidrimh
Central Statistics Office

APRIL 2017

Population & Migration Estimates

Ireland's Usually Resident Population:

4,792,500

♂ 2,420,400

♀ 2,372,100



Increased by 52,900 since 2016

Nationality

Irish nationals:

4,225,900



88.2% of the population

Non-Irish nationals:

566,600



11.8% of the population

Net Migration of Irish Nationals

(net migration = immigrants - emigrants)



2017: -3,400

-30,800 emigrants
+27,400 immigrants

2012: -29,600

-49,700 emigrants
+20,100 immigrants

85.5% decrease in the net outward migration of Irish Nationals in 2017 compared to 2012

Population of Dublin:

1,350,000

28.2% of Ireland's resident population



Net Migration 2017: +19,800

(net migration = immigrants - emigrants)

Highest net inward migration since 2008



+84,600
immigrants

-64,800
emigrants

Level of Education

Immigrants aged 15+

48,600 (64.1%) had a 3rd level qualification

Emigrants aged 15+

24,900 (44.0%) had a 3rd level qualification



An Phríomh-Oifig Staidrimh
Central Statistics Office

CENSUS 2016

Average Age of Population



up 1.3 years

Population By Age Group

Children



Pre-school

331,515

↓ down 7.0%

Primary

548,693

↑ up 8.8%

Secondary

371,588

↑ up 7.7%

Adults



19-24 years

331,208

↓ down 6.5%

25-64 years

2,541,294

↑ up 1.9%

Over 65 years

637,567

↑ up 19.1%

The number of young people aged 10-24 will

increase by 11.6%

between 2015 and 2025

and will be just over

ONE MILLION

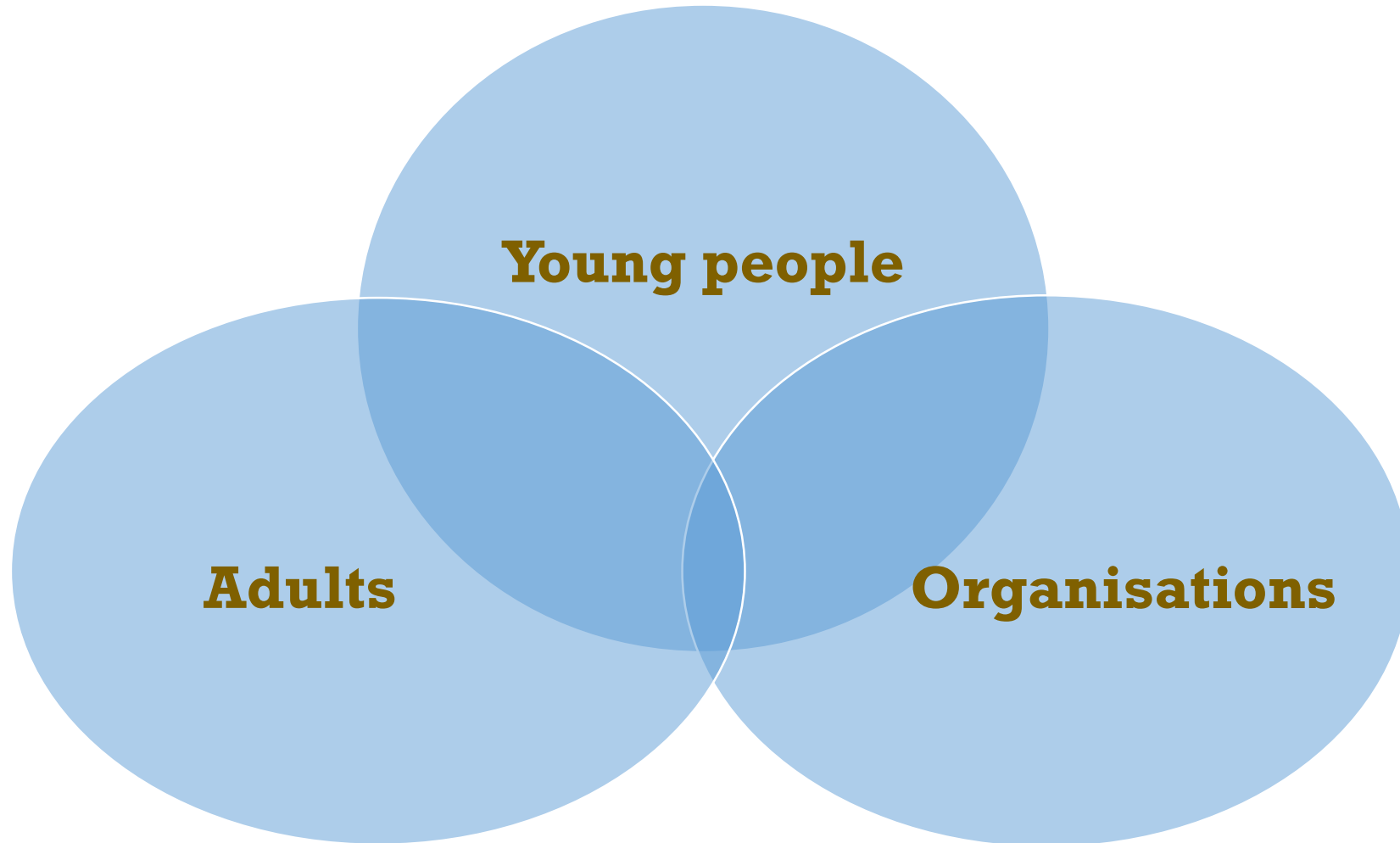
young people by **2025** (1,005,938)

Origins of Irish Youth Work



Current USA Logo
since July 2010

Voluntary Principle key in Irish Youth Work Practice linked to concept of 'subsidiarity'



The Irish Youth Work 'Sector'



**YOUTH
ORGANISATIONS**
are active in almost
every community
reaching over

383,000
YOUNG PEOPLE



Extent of Volunteering and
Paid Employment in the
Youth Work Sector in Ireland - 2012

Report on the Economic Value of Youth Work (NYCI, 2012)


40,145 Number
of Volunteers

1,397 Number of Persons
in Paid Employment
(Full-Time Equivalents)

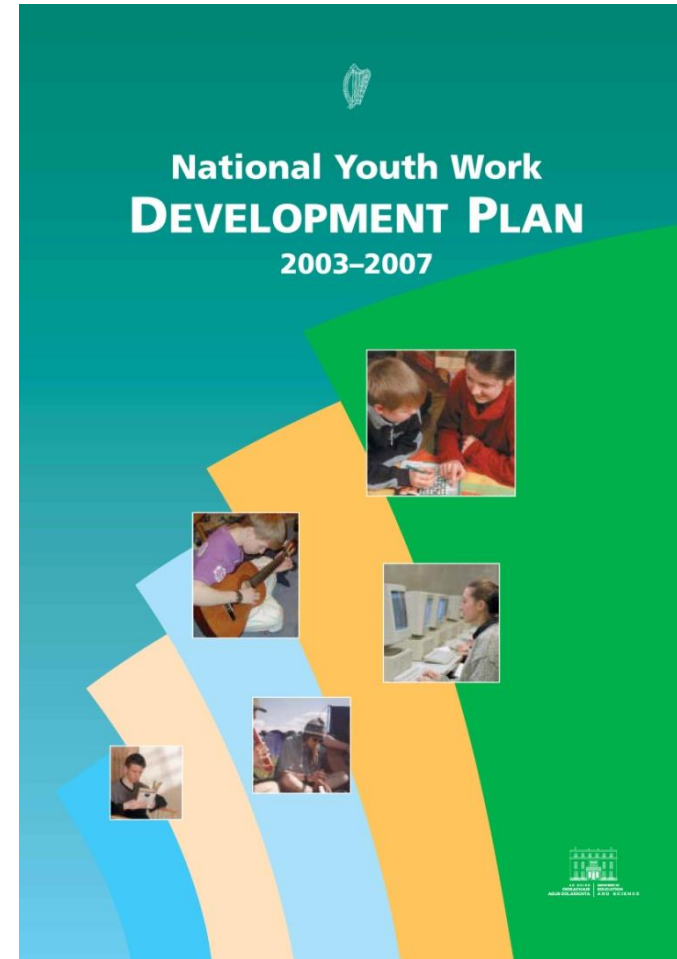
Source: Indecon analysis

Act to Plan - ‘clear definition & direction’

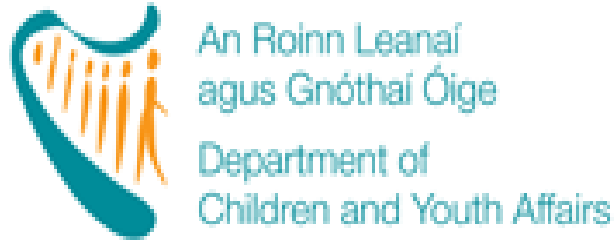
Youth Work Act, 2001


Number 42 of 2001
YOUTH WORK ACT, 2001
ARRANGEMENT OF SECTIONS
PART 1
PRELIMINARY
Section
1. Short title and commencement.
2. Interpretation.
3. Definition of “youth work”.
4. Regulations.
5. Laying of orders and regulations before Houses of the Oireachtas.
6. Expenses of Minister.
7. Repeal of Youth Work Act, 1997.
PART 2
YOUTH WORK FUNCTIONS OF MINISTER AND VOCATIONAL EDUCATION COMMITTEES
8. Youth work functions of Minister.
9. Youth work functions of vocational education committee.
10. Withdrawal or reduction of assistance.
11. Provision of programmes and services where none currently provided.
12. Removal of youth work functions of vocational education committee.

NYDP 2003-2007



First full Gov. Department – DCYA 2011



Youth Affairs Unit

- young people's **personal & social development**
- support **effective** youth work → **consolidate & enhance** existing provision
- **monitor and assess** → **quality** of service & **VFM**
- **alignment - integration - coordinated services**

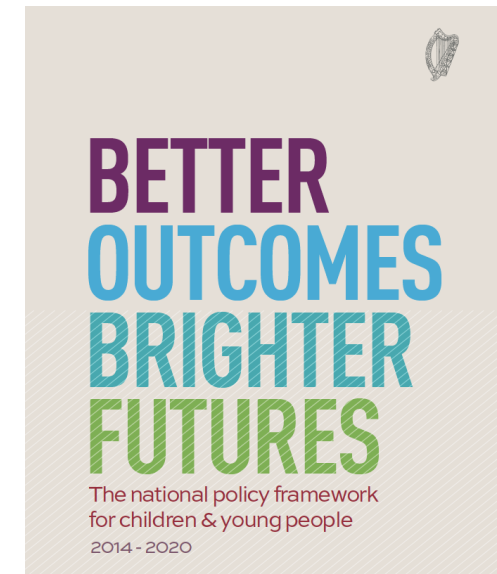
Better Outcomes Brighter Futures (2014-20)

National Policy Framework for Children and Young People

Whole government policy, cross departmental responsibility designed to make **Ireland “one of the best small countries to grow up in and raise a family”**. (Taoiseach Enda Kenny, 2014)

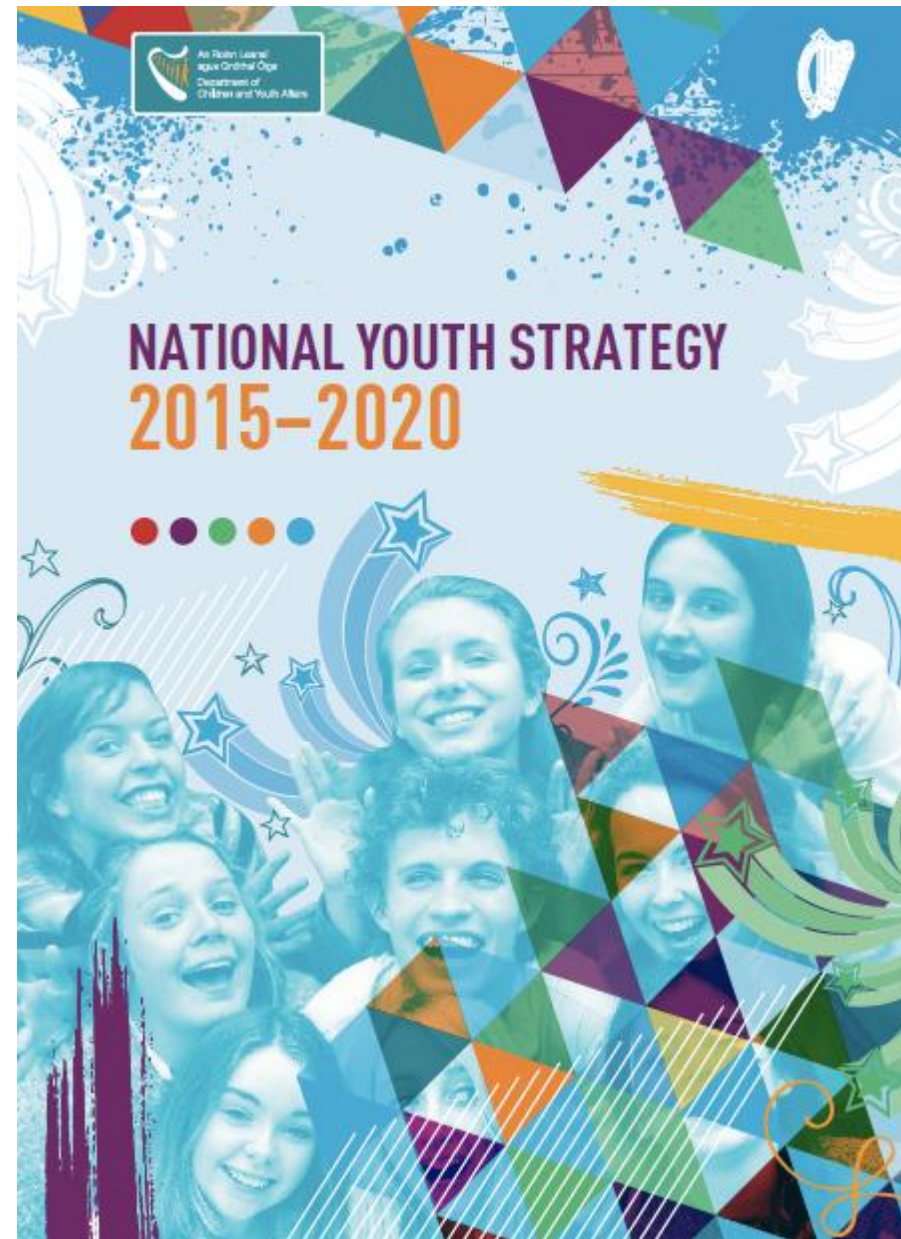
Framed around 5 **Key Outcomes**:

1. Active and Healthy
2. Achieving in all areas of learning/development
3. Safe and Protected from Harm
4. Economic Security and opportunity
5. Connected, Respected and Contributing



One of the principles underpinning the National Youth Strategy is that:

‘Professionals and volunteers working with young people are respected, valued and appropriately supported in their work’. (NYS, 2015:6)

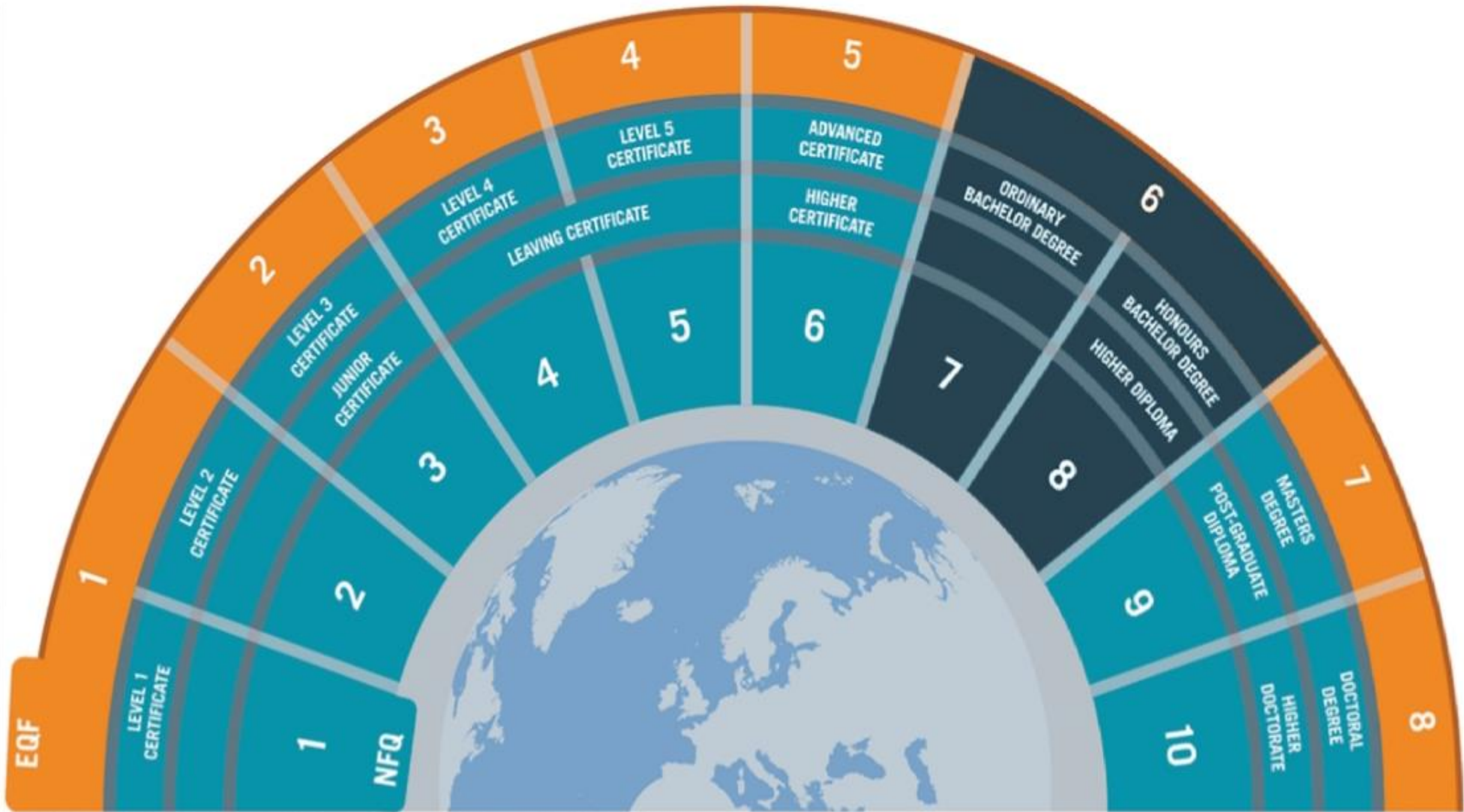




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NUI Certificate in European Youth Mobility Project Management 2018-2019



NUI Certificate in European Youth Mobility Project Management 2018-2019

Aim:

- to develop youth practitioners' knowledge, skills and competence in high-quality, mobility project management in the context of European programmes.

The objectives of the programme are to ensure that students:

- Have detailed knowledge of the national and European contexts of mobility projects
- Understand the principles and practices that underpin European mobility projects
- Can plan, organise and undertake a European mobility project

NUI Certificate in European Youth Mobility Project Management 2018-2019

The Certificate is structured around the following themes:

- The Certificate in European Youth Mobility consists of three modules as outlined below.
-
- Module 1: National and European Contexts [5 credits]
- Module 2: Principles and Practice Skills [5 credits]
- Module 3: Mobility Project Management [10 credits]

What does it look like?

3 modules x **3** day residential each

1 study visit to Finland 1 week

5 assignments

NUI Certificate in European Youth Mobility Project Management 2018-2019

Self
awareness
and personal
effectiveness

Project
management –
stages

Challenges of
youth
mobility

Organisational
opportunities

Assessing
impact

Youth Policy







Impact+ Tool

Use the Impact+ Exercise workshop guide to get the most out of this tool.

PARTNER ORGANISATIONS

léargas
increased youth work skills
more understanding of youth work
new partnership development
www.legargas.ie/youth
social enterprise project services

léargas
organisational growth & development
www.legargas.ie/youth
up and independent
up can build, be in, maintain relationships
www.legargas.ie/youth

léargas
Youth work seeking work with 18-24's is better informed / influenced / guided
Best practice example in innovation in work with excluded 18-24's
www.legargas.ie/youth

LEARNERS

- What change will occur for learners as a result of your activities?
- What new skills or competences will they gain?
- How will their attitudes, opinions or dispositions change as a result of the project?

PROJECT STAFF

- How will your activities affect staff working on the project?
- What new experience, skills and competences will they develop?
- How will involvement in the project support staff in their continuing professional development?

SYSTEMIC

Impact+ Terms

OUTPUTS

Outputs are the direct products of your activities. Counting them helps quantify your outcomes and impact.

Examples include the running of events or the number of people undertaking a training course.

OUTCOMES

Outcomes are the changes, benefits, learning or other effects that occur as a result of your activities and outputs. Short-term outcomes should occur within 1-3 years and longer-term outcomes in 4-6 years.

Examples include people improving their communication skills or organisations improving their training provision.

IMPACT

Impact is the fundamental change that happens as a result of an activity. It will generally occur in the long term, often after the activity has finished.

INDICATORS

Indicators are measures that allow progress towards a goal to be tracked. For example, a project seeking to improve the quality of their training may measure student satisfaction or student employment as potential indicators.

ERASMUS+ EU
ERASMUS+ is the European Union's flagship programme for education, culture, sport and youth.

BRITISH COUNCIL **SCORUS** **Erasmus+**



What's the difference between this programme and a training course?



- Line between
- Inkjet + inkjet
- CMS on
Citizens

Chapter 3

Youth and politics: towards a new model of citizenship in advanced democracies

Anne Muxel

Transformations in the relationships between young people and politics are obvious in all Western democracies. In all established democracies, their engagement in traditional political institutions has declined in recent decades, leading to what some have seen as a crisis in citizenship. What are the most characteristic transformations? And what is so special about young people's politics?

Our democracies have become more reflective and the links that ordinary citizens establish with the political system have become more individualised than in the more recent past. Partisan allegiances have become looser in the same way that social allegiances have. The great political narratives have faded and no longer provide a readable map of systems of belonging to which individuals can attach themselves and become involved. In terms of social politicisation, experimentation has won out over identification and affiliation among the younger generations. More and more, political involvement takes place by means of many different types of expression and action. The civic norm linked to the duty to vote has weakened and abstention continues to become more widespread acquiring a certain level of democratic legitimacy as it does so.

The new tools of communication and information available to all have also changed the framework for political and civic engagement. As an instrument for the acquisition of knowledge and a facilitator of exchanges, the Internet provides a stage for anyone who wishes to denounce or publicise a given subject or cause, thus fostering new ways for ordinary citizens to be involved in the world around them. It encourages collective mobilisation in real time, entertains a culture of derision and a critical stance towards politics and politicians. The ever-present image and instantaneous availability of information has created a need for transparency and authenticity that reinforces the requirements of democracy. These new parameters have changed both the demands young people make on the political classes and also the expectations they have of them, thus giving rise to new types of behaviour among young people.

What type of citizens do we have in Europe? And what type of citizens do we want?

Professor Bryony Haskins, Roehampton University, UK

Acknowledgements

This paper has been developed, presented and refined in response to two European youth activities: the seminar "Young people's citizenship and Europe: which ways forward?", organised by the partnership between the European Commission and the Council of Europe in the field of youth, 2-4 May 2018, Strasbourg, and the Forum "Raise your voice for tomorrow's Europe" on education for democratic citizenship with a European dimension, organised by SALTO SEE, the National Agencies of Slovenia, Austria, Germany and Poland, and the partnership between the European Commission and the Council of Europe in the field of youth.

Within European youth work and more widely across European education programmes there has been an ongoing struggle with the concept of European citizenship and how it can be applied in practice. In this context, there has been a reflection on the legal notions of EU citizenship, the rights and boundaries with regard to who can access them and more open and participatory understandings of the concept. Rather than repeating these same debates, this paper will turn the question regarding understanding the concept of European citizenship around and ask what type of citizens there are in Europe and what type of individuals do we need to maintain and develop democracy, human rights and social inclusion.

Citizenship historically has referred to the legal rights and obligations bestowed on an individual by the state in which they are citizens, denoted by their nationality (Marshall 1950). In this paper we will begin by establishing some of the different ways that people understand their rights and responsibilities in relationship to the state; and more broadly to the world as a whole as well as the other people who live there. Some of these concepts are more typically understood as citizenship than others. I then note the recent trends in policy and practice towards developing these different forms of citizenship. Building from this I argue for a new understanding of European citizenship as a hub for global citizenship and provide recommendations towards policies and practices that would enable this reality.

The liberal democratic citizen and the neoliberal market global citizen

There is a long history of a liberal citizenship concept in the Anglo-Saxon countries of Europe. In its original meaning, liberal democracy is typically considered "thin" democracy. This means that citizens' involvement in public life is minimal and is primarily enacted through the vote (Delli Carpi and Keeter 1996). In such an environment, citizens are encouraged but not obliged to vote. Education for active citizenship is focused on creating autonomous citizens who can act to support

Assignments (formative)

European Youth
Policy Essay

Ka1 Application
Form

Study Visit
Learning
presentation

- Organisation
European
Development
Plan

Reflective Journal

Evaluation

- Mid way
- End of programme
- 6-12 months after the end of the programme

How did the students use their learning?

“Since doing the course I feel like an expert”

“Understanding policy, practice and implementation, and now I have broadened knowledge of theory – before it was hands practice and not much theory”

“A clearer knowledge of how youth work strategies align with national and local strategies and how European work can assist in the delivery of local objectives”

How did the assignments support their learning?

“Actually I think the highlight of the whole course in hindsight, was the terrible reflective essay. I really struggled with it, I really hated it and realise now why it was important and halfway through I really began to question myself”

How did the assignments support their learning?

“ The last part of the programme was developing the EDP so that puts you in a different chair when your sitting down with the board and saying that’s what I think we should do...people are buying into it”

What did participants say

- “ I found the academic parts of the course, the most helpful”
- So, from talking to my manager, we’re going to make it part of everyone’s workplan – to do European work. This is all new.... So I’ll coordinate that and help people get through the admin side of things....it’s not just me in a corner doing it any more”

What did participants say

“ Having done the course I wasn't going to be doing things for the sake of doing things for the sake of it, I wanted to do projects that are going to further the organisation, there's a big market for poor quality projects and we're not interested”

What did their organisations say?

“Prior to the programme, I would have seen youth mobility as a bit of a luxury, now I see them as an opportunity”

“We want to push ourselves to bring people with more complex organisational needs and go outside of our own comfort zone...we will see a higher impact”

What did their organisations say?

“We’re coming to the end of our strategic plan.
European Youth Work will be in the next strategic plan”

Case Studies....

Partnership (Estivall, 1994)

- 1. A period of time during which a process takes place** moving from the idea of partnership transforming into a structure which supports and enables partnership
- 2. A mechanism** through which that process happens
- 3. A need and willingness** to be involved and use outcomes
- 4. Involvement of different agencies/stakeholders**
- 5. Internal and external** discussions
- 6. There should be individual and collective benefits** from participation.

Themes

- Personal learning and organisational learning
- Formal and non formal learning
- Higher Education and Youth work sector
- Recognition and/or accreditation

Sources and Resources

Partners Organisational Websites

Leargas

<https://www.leargas.ie/>

<https://www.leargas.ie/news/leargas-and-maynooth-university-launch-new-nui-certificate-in-european-youth-mobility-project-management/>

Department of Applied Social Studies Maynooth University

<https://www.maynoothuniversity.ie/applied-social-studies>

Documents and Reports

[National Youth Work Development Plan \(2003-07\)](#)

[Better Outcomes, Brighter Futures \(2014\)](#)

[National Youth Strategy \(2015\)](#)