

Name of working group/task force: IDEA Youth Task Force

1 How has/is the Global Citizenship Strategy contributing to the five key output areas:

(answer any or all of the sections below with insights, challenges, examples)

- a) **Learners and their Communities:** *Engaging people from the broadest possible range of backgrounds, including those marginalised from mainstream education.*

The **youth work community of practice** which whom Irish Aid funded organisations work includes youth workers and youth leaders, youth work managers, youth work organisations, volunteers, trainers, researchers, educators of youth workers, boards of management, local communities and local government, National Agencies for Erasmus+ Youth, young people, youth work partners, and policy makers at all levels of governance.

The use of consortium groups is providing consistency in reaching learners and communities and in contributing to the achievement of collective impact.

Can you outline any insights, examples, or impact of this output?

- Irish Aid funds organisations with a youth focus to engage with learners from a broad range of backgrounds including those who are often most marginalised from formal, mainstream education and society.
- 10,947 young people accessed GCE through youth organisations in 2023 (Irish Aid report).
- The IA GCE multi-annual funding allows space and time to build relationships to create depth of engagement and opportunities with a broad range of people, from different backgrounds, including those most marginalised and traditionally those most left behind in Ireland and internationally.
- IA funded work supports learners and educators to focus on and learn about the key issues of our time - conflict, climate change, consumption, globalisation, the Sustainable Development Goals, etc and to understand the root causes and consequences of these issues from differing viewpoints - the personal, local, national, and global.
- Learners and their communities are supported to interact with and learn from people from the Global South, creating intentional spaces for cross-community/continent learning, and supporting space and platforms to centralise expertise and experience from the Global South, particularly Africa, in opening up conversations on the legacy of colonialism, racism, participation, youth mobility, globalisation, identity and belonging.
- Youth work values are: Voluntary participation; Empowerment of young people (youth-led engagement); Equality and inclusion; Respect for all young people; Involvement of young people in decision-making; and Partnership.
- Working in smaller groups means learning is targeted and youth centred, looking at issues that young people are interested in, and exploring further and taking action. This minimises duplication.

- The Youth 2030 Global Youth Work Learner's Network holds online sessions for youth sector collaborators in Ireland and in the global south to enhance youth worker's knowledge and participation in issues affecting Ireland and the world.
- **More examples in Appendix 2**

What gaps and/opportunities remain in this area?

- The depth of engagement in non-formal education (NFE) can mean organisations working with smaller groups of young people or adult learners. This depth of engagement and ongoing engagement allows for trust building in safe spaces and supports learners to engage more deeply on issues they feel supported to discuss and learn about.
- GCE work in the youth sector is staff resource intensive owing to the nature of experiential learning and small group learning. It should also be noted that child safeguarding set benchmarks for ratios/gender brings its own demands.
- Some volunteer led youth organisations while very committed to GCE are also under pressure to respond to the ongoing day to day issues that emerge in the youth context. The volunteering context has changed since the Covid pandemic including the challenge to recruit and retain volunteers as well as provide support to them to undertake the work. Flexibility is required when starting and completing projects as well as supporting volunteers to engage in this work.
- It is important to invest in the ongoing education and training of youth workers, leaders, volunteers and youth organisations to enable them to embed the work into their organisations, recognising that they work with multiple groups of young people and learners. This in itself is an example of the multiplier effect. They embed an approach in their practice and therefore all the work with them benefits generations of young people.
- Working in the youth sector - things aren't linear. The diversities of young people in the youth sector is to be celebrated – geographic, gender, identity, etc.
- Small initial engagements, workshops, and mini grants can open up the door to organisations, youth workers and volunteers who go on to engage at a deeper level.
- Supporting this meaningful engagement and learning means that this work is done in small groups, at a deeper level. The depth of engagement in NFE can mean organisations working with smaller groups of young people or adult learners. This depth of engagement and ongoing engagement allows for trust building in safe spaces and supports learners to engage more deeply on issues they feel supported to discuss and learn about. Building trust and safe spaces for young people.
- The sharing of guidelines, guidance and good practice cross-sectorally to support Global South connections is required to ensure it is in line with GCE principles.
- One of the ongoing issues is how to mainstream GYW at Third Level due to structural issues within college programmes. There is strong engagement with the colleges with the opportunity to do more.
- There is an opportunity to enhance financial resourcing for staffing in terms of project and programme delivery with learners and to broaden out this opportunity to more youth organisations – staff and volunteers. Having and retaining skilled staff is important.

What should be prioritised in this area in 2025?

- Greater financial resourcing for the non-formal and youth work education sector to expand on the learners we are reaching.
- Continue to financially resource youth work to ensure learners are supported and facilitated by qualified and skilled staff particularly encouraging ongoing and deeper engagement leading to meaningful and long-term outcomes.
- Annual grants and multi-annual grants are very important to organisations and should continue to support groups to plan and implement quality programmes of work.
- Continue to expand the sector, increasing support to youth sector organisations and seek out opportunities for cross-border partnerships.

b) Policy and Curriculum: Strengthened policy coherence and integration of GCE in key policies and curricula

Can you outline any insights, examples, or impact of this output?

- **Policy**
 - The inclusion of youth work and non-formal education in the *Dublin Declaration on Global Education to 2050 (Dublin Declaration)* [European Declaration on Global Education to 2050 — GENE](#) (NYCI - Youth 2030 Programme involved in Youth Advisory Group informing this work)
 - Recognition of GCE in Ireland's SDGs National Implementation Plan - [gov.ie - National Implementation Plan for the Sustainable Development Goals 2022-2024 \(www.gov.ie\)](#) and in Ireland's SDGs Voluntary National Review - [gov.ie - Sustainable Development Goals: Voluntary National Review 2023 \(www.gov.ie\)](#)
 - SDGs focus in recent new National Strategy for Youth Work and Related Services 2024-2028 - [gov.ie - Opportunities for Youth: National Strategy for Youth Work and Related Services 2024 - 2028 \(www.gov.ie\)](#)
 - *In order to be able to positively shape their own futures and contribute to our shared Sustainable Development Goals, young people must be equipped to navigate a rapidly evolving global context of climate change, digitalisation and demographic shifts.*
 - *Youth services and schemes should reflect and support Ireland's commitments to promoting equality, including gender equality, and to advancing the Sustainable Development Goals.*
 - *A key element of both the international and national policy context is Ireland's commitment to advancing the Sustainable Development Goals, which include an emphasis on the importance of supporting and empowering young people, including through youth*

work programmes.[1] Ireland's ESD to 2030: Second National Strategy for Sustainable Development (2022) includes a priority action area to empower and mobilise young people and notes the important role of the youth work sector in delivering this.

- Vision for Youth Work: [Vision for Youth Work - National Youth Council of Ireland](#)
- NYCI Strategic Plan 2023 – 2027: [NYCI Strategic Plan 2023 - 2027 - National Youth Council of Ireland](#)
- *Climate Action Plan 2024* - Page 112 Inclusion of ESD and importance of developing learners knowledge and skills to promote and advance sustainable development
- Young Ireland policy for children and young people
- National Action Plan Against Racism - [gov.ie - National Action Plan Against Racism \(www.gov.ie\)](#)
 - 2.11: Take measures to ensure the inclusion of minority ethnic young people in mainstream youth work and other State-funded youth initiatives; reinforce support for targeted minority ethnic group youth initiatives; and resource initiatives aimed at empowering young people to understand and challenge racism.

- **Curriculum**

- At Third Level, Criteria and Procedures for the Professional Endorsement of Higher Education Programmes of Study in Youth Work 2021 – includes focus on and references to Global Citizenship, global youth work, environment, and SDGs: [NSETS-Criteria-and-Procedures.pdf \(youth.ie\)](#)
 - **NSETs Professional Focus Guidance Note:** [NSETS Professional Focus Guidance Note - National Youth Council of Ireland](#)
 - **NSETs Practice Placement Guidance Note:** [NSETS Practice Placement Guidance Note - National Youth Council of Ireland](#)
- Youth organisations do not use the terminology of ‘curriculum’ when talking about their GCE programme of work. However, it is important to point out the planned and intentional learning environment that youth work operates within. It looks different to formal education but there is still a strong learning context to empower youth workers, volunteers, youth leaders and young people to be empowered through GCE/GYW.

- **More examples in Appendix 2**

What gaps and/opportunities remain in this area?

- There is an opportunity to mainstream the GCE and ESD relationship under SDG4.7 and for Irish Aid to work closely and collaborate with DCEDIY, DFHERIS, DES, DECC on advisory groups.
- There is an opportunity to enhance Irish Aid's role in terms of policy coherence with other government policies which GCE practitioners engage with including the National Action Plan Against Racism, Young Ireland, and other strategies.

What should be prioritised in this area in 2025?

- As the current strategy comes to an end, it is hugely important that Irish Aid continues to recognise and support the non-formal youth work sector in terms of GCE. Continued recognition of and support for staff and volunteers in any new strategy will be important.
- Continue to recognise the work of the youth sector and support the values of youth work - starting where young people are at and recognising the voluntary nature of participation - young people participate because they want to. Also, the youth-led nature of the work where topics and issues are explored based on young people's choice to do so:
 - e.g. Tearfund - Global Justice mind map - will explore different themes and see what emerges. It could lead to a deeper dive into migration or gender. The young people in the group decide depending on what they are interested in. Unpacking priorities for the group through flexible and planned learning, meeting the needs and interests of the young people engaging.
 - e.g. Youth for Sustainable Development programme – there are key areas to cover but it depends on the group. Needs assessment – it is a loose enough programme but the deep dive into topics depends on the group and their interests.
- Cross-governmental coherence and communication regarding what is happening regarding the same and how the GCE sector can support/contribute to overall coherence between GCE, ESD, anti-racism education, supporting children and young people etc. More work is required on linking GCE with other strategies including ESD Strategy; Anti-Racism Strategy, Young Ireland: The National Policy Framework for Children and Young People 2023-2028.

c) Institutions: Strengthened institutions and organisations working to deliver quality GCE and strategic and collaborative approaches supported

Can you outline any insights, examples, or impact of this output?

- **Since the beginning of the Strategy, Irish Aid has increased its funding to youth organisations from three organisations to nine youth organisations.** This has been very important in ensuring a stronger Global Citizenship Education/Global Youth Work/ESD focus within and enhanced capacity development of youth organisations and across the sector. We welcome the focus and funding of the non-formal education sector by Irish Aid.
 - Multi-annual funding is now available to youth organisations. This supports youth organisations to plan a longer-term and deeper programme of work up to 3 years. This is very welcome.
 - Digital tools have enabled an expansion in the breadth/depth and reach of GCE work.
 - Irish Aid has partnered with the Irish Research Council to develop a research funding stream for GCE.
 - The Youth 2030 Global Youth Work Strategic Partnership for the Youth sector has played a supportive role in providing information, advice, training, capacity development, coordination, and financial support in growing youth sector involvement in GCE.
 - A new Strategic Partnerships Group has been formed to include all Irish Aid Strategic Partnerships to assist with collaboration, cooperation, cohesion.
 - There is strong collaboration within the GCE sector, between organisations, through working groups and consortia, through the establishment of new strategic partners and the continue work of pre-existing strategic partners.
 - GCE has facilitated partnerships outside of Irish Aid funded work which is invaluable
 - e.g. Youth Climate Justice - ECO-UNESCO and Irish Girl Guides working together outside of IA
 - Tearfund - working with Comhlamh - hugely added value working together.
 - Youth 2030 has worked to support the youth sector grow it's GCE/GYW work and to enhance its visibility
- [5 Ways Youth 2030 Helped Us Grow - National Youth Council of Ireland](#)
 - [Five key outcomes of engaging with Youth 2030 - National Youth Council of Ireland](#)
- **More examples in Appendix 2**

What gaps and/opportunities remain in this area?

- To fully implement the GCE Strategy, it is important that the full provision of €10 million per annum by 2025 to the GCE sector is reached. In addition, as referenced throughout this submission, the global youth work sector (youth sector working on GCE) requires significant additional financial resourcing to maintain and scale up the deep engagement with youth on key global citizenship knowledge, values and skills. Therefore, we recommend increased investment by Irish Aid in GCE in 2025 and beyond meet the SDG target 4.7 by 2030 (3% of ODA as per the European Benchmark).
- New communities initiative - we must continue building relationships and creating new relationships particularly in relation to new communities. With rising racism and far right narratives, GCE has never been more important or central to supporting social cohesion in the country. Irish Aid's commitment to launching a revitalised Community Initiative would be beneficial and welcome.
- Application requirements and reporting requirements should be proportional to the level of funding, in particular for smaller and specialist organisations and for lower grant amounts.
- Support and collaboration - space, time, and funding should continue to be available to support organisations to work collaboratively and connect with each other. Build on tried and tested initiatives and support new collaborations.

What should be prioritised in this area in 2025?

- We would hope to see long-term commitment by Irish Aid to GCE in the youth sector through a new GCE strategy beyond 2026.
- More sharing of information by Irish Aid on what is happening with GCE across the partners and sectors it supports, to strengthen coherence and collaboration.
- Support organisation and GCE grantees to be adequately resourced so that their employees have decent and secure work.
- There are ongoing concerns about the working conditions of GCE practitioners, noting that many experienced practitioners are being lost to more secure positions outside the GCE sector. The specific challenges and needs of small and specialist GCE organisations must be understood and addressed by donors (such as disproportionate administrative burdens to access grants, and difficulty accessing funding for overhead costs including those relating to terms and conditions of employment and short-term contracts). The principle of Decent Work in SDG 8 should apply to all GCE practitioners and precarious conditions disproportionately affect staff in smaller and specialist GCE organisations.

d) Educators: Increasing capacity among educators and practitioners to deliver quality GCE

Can you outline any insights, examples, or impact of this output?

- An increasing number of organisations working in the youth sector have joined the IDEA Code of Good Practice and this has assisted organisations and educators to build the educational capacity to articulate what we do and the quality of our work.
- e.g. Tearfund have worked with the Church of Ireland Youth Department over the last few years on GCE and Youth Climate Justice. One outcome of this work is that now CIYD takes the lead in the funding process - so the relationship has positively flipped. This is a success story - about ownership and integrating GCE into youth work practice as a group.
- The role of educators is central to engaging, educating, and building solidarity with learners around key Issues of our time.
 - YSD Programme - Youth Worker training on methodologies to use and how to incorporate sustainability into our work.
 - Connections and partnerships at European level have been facilitated by the Erasmus+ Programme with organisations able to explore issues with European counterparts building relationships for short- and longer-term engagements and work.
 - NYCI and the Youth 2030 Programme has developed an e-learning module dealing with Sustainable Development issues: <https://www.youthworkandyou.org/>
- The Youth sector is very diverse and working with INGOs brings a unique learning and educational opportunity.
- The Youth 2030 Programme's [NUI Certificate Global Youth Work and Development Education - National Youth Council of Ireland](#) offers a certified course and continuous professional development (CPD) opportunity for youth work educators.
- **More examples in Appendix 2**

What gaps and/opportunities remain in this area?

- IDEA Code of Good Practice supports us to build our capacity to articulate what we do, to enhance the quality of our work and to plan our work.
- There is an opportunity to provide additional financial support to broaden the engagement by youth organisations and third level institutions in Ireland on GCE issues.

What should be prioritised in this area in 2025?

- Work with and for new communities is increasingly important given the rise of the Far Right and increased negativity played out on social media

platforms. Education will be key to responding to misinformation and fake news. GCE/GYW educators and organisations can play a central role in this work, to produce counter-narratives, address racial justice, and support learning and understanding.

- Resource the youth sector who through their knowledge and skills, are among those working at the coalface with people from very diverse viewpoints and from marginalised backgrounds.
- Recognise the time that must be spent completing application or reporting forms including the IDEA Code of Good Practice. Applications for staff to engage in IDEA initiatives - the code is invaluable, but it takes time to complete and engage. Support engagement by incorporating the time needed into funding provision.
- Overhead 8%-10% is very low. A lot of administrative time as well as management time goes into reporting and reviewing the work. This is not factored in. It is suggested that this be reviewed.
- The work is increasingly demanding as the key issues addressed by GCE educators are increasingly appearing as top news items or more centrally played out in our everyday lives. We must increasingly recognise how this work impacts GCE workers/educators through supervision, health and safety of staff, etc. and provide the additional support. e.g. The trauma-informed context of the work.

e) **Irish Aid Awareness: Strengthened public engagement and understanding of development cooperation, the work of Irish Aid and the SDGs.**

Can you outline any insights, examples, or impact of this output?

- Working alongside the youth sector, we are collectively able to raise the profile of Irish Aid and spotlight the issues around the SDGs and public engagement.
 - e.g. Linking with IA Centre to attend Earth Gala - stand, staff attended, helps them to raise awareness of their work - ECO-UNESCO
 - Inviting Irish Aid to input into the DE and GYW Level 8 Certificate - Youth 2030/NYCI - a good resourcing of workers to engage in this work.
 - Avail of the resources the Centre has - certain props we can use.
- We welcome the continued opportunity to engage with and learn from the global work of Irish Aid and INGOs particularly through Dóchas and IDEA networks and working groups.

What gaps and/opportunities remain in this area?

- The Sustainable Development Goals have still not been adopted by everyone and increasing education and supports are required if we are

to collectively take meaningful and impactful action before 2030. This is an opportunity. Another opportunity comes from the fact that 2030 is not far away and going into whatever is planned for after the SDGs, the groundwork is already being done for wider understanding and buy in to this now.

- Always welcome the opportunity to link in more with the Centre.

What should be prioritised in this area in 2025?

- The new space to house the Irish Aid Centre.
- Continued relationship building and skills sharing between Irish Aid and the broader GCE sector.

2. How has/does the GCE Strategy address immense challenges such as the Sustainable Development Goals (SDGs), climate change, war, poverty, growing inequality and misinformation-fuelled radicalisation?

Global education is designed to dispel myths, encourage critical thinking and engagement, and deals directly with issues of poverty eradication, inequality (local and global) and climate justice. It affirms values of global justice and solidarity and cultivates active global citizenship. Global education also enables civic participation and active engagement with political debate and other vital components of democracy and is essential to countering shrinking civic space.

Global citizenship education and public support in OECD countries | OECD

Can you outline any insights, examples, or impact of this output?

- All programme/orgs funded through the GCE Strategy address the issues of SDGs, climate change, war, poverty, inequality, misinformation-fuelled radicalisation. This work is integrated into programmes we deliver.

- SDG-related resources:

<https://www.youth.ie/documents/?programme=development-education>

- SDG Mapping

<https://www.youth.ie/articles/interactive-map-of-development-education-and-the-sdgs-in-the-irish-youth-sector/> This online resource maps youth organisations and institutions that engage in Global Youth Work and deliver SDG-focused youth work across the country.

- The world has changed hugely since this strategy was agreed - probably one of the greatest upheavals in the history of the planet with a global pandemic, increased conflict, democracy under threat, and climate change causing huge problems and angst for current and future generations. The context continues to change and orgs and GCE has the skilled staff and volunteers who can support and educate learners and policy makers in these areas.
- Youth Work adopts a needs driven approach and always looks at the context. Flexible and ever-changing to meet needs and address the needs.

What gaps and/opportunities remain in this area?

- Continued support for skilled organisations, staff and volunteers who can assist government and Irish Aid in tackling some of the key issues of our time.
- Growing the understanding of the personal, local, national and global connections and particularly grounding this in global south perspectives.

What should be prioritised in this area in 2025?

- Increasing engagement to move closer to achieving the SDGs by 2030.
- Greater collaboration between Irish Aid and funded organisations to deal with controversial issues.
- Discuss and agree a common media strategy for GCE with Irish Aid to enhance public engagement and awareness raising as well as deeper education. The GCE sector have many stories to tell which Irish Aid could benefit from – internally and externally.

3. How is the impact of GCE actions measured by Irish Aid/your organisation?

- Our collective GCE work is measured using a number of different qualitative and quantitative methodologies and tools to capture the results and story of our work and achievements. This includes case study reporting, Results Framework, Survey and Form evaluations including Mentimeter, pre and post-training and events, End of programme evaluation, Reflective practice: Using a reflective practice journal assignment with long term certificate courses; as a staff team, holding reflective sessions within our team stepping back from the work and reflecting on lessons emerging, and to support our own solidarity in the work. Ensuring our work links to our organisation's strategic plan and vision for youth work.
- A greater focus on Qualitative reporting to Irish Aid has meant increased case studies and stories available about the work and its impact.

How can Irish Aid/your organisation improve the ways to measure impact of GCE actions?

- It is important to continue to recognise the value of deeper engagement with smaller groups - facilitates real and in-depth conversations and exploration of issues; supports building of relationships and creation of an environment where individuals can be heard and interact with and learn from others who might be going through similar struggles or situations.
- Continue to value Qualitative M&E. The youth sector needs to represent change happening that reflects the work over-time using a range of qualitative tools, as well as responding with quantitative data. Qualitative tools that document work include: case studies, focus group interviews, reflective padlets/journals, documenting walking debates, interviews conducted at intervals in a project, reflective tools e.g. spoken word pieces, art projects that critically engage and produce pieces that reflect change work. This also importantly allows a way to represent the emotional connection with issues.
- Review the requirements for reporting. The reporting requirements are very labour intensive and require a lot of resources which can take away from the direct work. It is important to reduce the administrative burden on projects while at the same time recording meaningful indicators that can demonstrate impact.
- Measuring long term impact is a challenge. Much of the work is relationship based and because it is education based, it takes time to show impact. However, the depth of the impact is something that cannot be showcased through quantitative data alone and there is an opportunity to address some of this through the provision of long term sectoral research.
- Establish a working group to share the research agenda across the formal and non-formal education sectors and to advise Irish Aid on areas for research within the sector.
- Provide research funding to support and inform third level youth work researchers, third level youth work educators and educational modules, programmes and projects, support Irish Aid to tell their and our story better, and be able to inform the work better at national, European and global levels. We welcome the Irish Research Council funding and would call for additional funding opportunities.
- Commission some longitudinal research on youth pathways - how young people get involved in GCE and where might this take them.

4 Do you have any other comments or suggestions to contribute to this Mid-Term Review of the GCE Strategy?

CONTEXT

We are still recovering from the impact of the Covid pandemic in terms of working practices, use of technology, etc. The impact of the pandemic has brought to the surface inequalities faced by young people all over the world - those impacted by digital poverty and with additional learning support needs; those whose homes are not a safe space and who do not have the escape of school or extra-curricular activities; those whose families are navigating more immediate health and safety issues e.g. lack of appropriate sanitation infrastructure and lack

of space for activities e.g. on halting sites; in addition, for these families, extra resource support would be required to overcome challenges with literacy; the impact of Covid 19 on the mental health of young people, separated from friends and out of normal physical and sporting routines; anxiety arising from the Covid 19 pandemic puts extra pressure on mental health services that are already oversubscribed, the fact that youth workers are picking up this deficit in mental health services and responding to young people who present is an important feature of the present pandemic and highlights the ever present role of the youth sector in responding to societal changes impacting on young people's lives.

- The expansion and further divide of far-right groups utilising online spaces to share their opinions has exacerbated issues for those young people who are vulnerable to online abuse and bullying and influence. At a time where youth are spending even more time online, critical thinking and systems thinking of GCE should be emphasised to encourage objectivity online of what they read and communication skills to equip youth with the skills to understand and speak about what it is they are experiencing and with the skills to have respectful dialogue with groups they are in disagreement with on particular issues.

Sustainable Development Goals

The promise of transforming the world which the SDGs framework was to bring about has been seriously challenged due to the pandemic as well as increasing conflict and climate change in the world. The **Sustainable Development Goals Report 2024** clearly sets the scene for the current state of the world in which we live.

- Acknowledging some progress has been made, the SDGs remain a promise unfulfilled and with just six years remaining, current progress falls far short of what is required. Among the reasons for this being the COVID-19 pandemic, escalating conflicts, geopolitical tensions, and growing climate chaos.
- The world is in great upheaval. Only 17% of the SDG targets are on track
 - There are increasing global inequalities, with an additional 23 million people pushed into extreme poverty and over 100 million more suffering from hunger in 2022 compared to 2019. Global health progress has decelerated.
 - Wars are upending millions of lives. The number of forcibly displaced people has reached an unprecedented level, nearly 120 million by May 2024.
 - Environmental crises are threatening the foundations of planetary ecosystems. 2023 was the warmest year on record, with global temperatures nearing the critical 1.5C threshold. Greenhouse gas emissions and atmospheric CO2 concentrations continue to reach new highs.
- Developing countries face the worst medium-term economic outlook in a generation. The SDG investment gap in these countries now stands at \$4 trillion per year. They

urgently need more financial resources, fiscal space, and adequate representation in global economic decision-making.

- Progress is being made - Since 2015, there have been notable reductions in child mortality, HIV infections, and the cost of remittances as well as improvements in access to water, sanitation, and mobile broadband. In addition, there are remarkable strides in renewable energy deployment and most regions now have gender parity in school completion.
- Governments reaffirmed their commitment to the SDGs at the SDG Summit, agreeing on the need for urgent, ambitious, and transformative efforts to achieve the Goals in full by 2030. The world must now confront head on the multiple crises threatening sustainable development: We need peace, solidarity (particularly to unlock much greater financing and fiscal space for developing countries), and a surge in implementation. Resolving ongoing conflicts through dialogue and diplomacy is essential. Developing countries require more financial resources and fiscal space. Massive investment and effective partnerships are needed.

[SDGs Report Key Messages 2024.pdf \(un.org\)](#)

Global Citizenship Education (Global Youth Work)

Fostering global citizenship, critical thinking and public engagement can provide the antidote to misinformation and lack of information about the challenges and benefits of meeting global ambitions on poverty, inequalities and climate. This is also key to translating broad public support for these goals into willingness to invest public finance resources into achieving them. As noted in a recent OECD report on fighting inequality (OECD, 2024[24]) global education also helps ensure the sustainability of interventions over time.

- Values and vision of GCE

Global Citizenship Education promotes a vision of education that is raising awareness of social justices, as well as human rights, justice equality, sustainability and peace within an international context. It ensures an understanding of the global challenges and of their root causes. It values different perspectives and knowledge of all cultures, and promotes emancipatory, inclusive and participatory pedagogical practices that enable critical thinking and inspire hope. Global Citizen Education empowers people to take action for social, economic, and ecological transformation.

Global education programmes supporting deeper understanding of global problems and engagement of global citizens, encouraging critical thinking and providing avenues for action are increasingly at the heart of education systems and can deepen critical

public support for and engagement with international action towards a more just and sustainable world.

Global citizenship education and public support in OECD countries | OECD

Youth Context

What we do is important.

We work in a unique landscape of volunteer led organisations within the youth sector.

- The scale of this, for example within Irish Girl Guides, is having over 400 Units across the country involving 7500 volunteers with a small paid staff capacity of 20+ staff and 1 GCE officer. They take a train the trainers approach to expand GCE reach and impact and have this implemented within their badge programme but this unique landscape and the challenges that arise must be recognised. Improving confidence of volunteers, meeting them where they are at, also recognition of how these people can be expected to resource themselves, care for their minds with the heavy load of this work and emotions it can bring up, both volunteers and paid staff.

Working in-depthly with smaller groups allows for deeper understanding of the issues in an in-depth way.

Non-formal education spaces can provide a more supportive and targeted space for those who struggle in formal education spaces.

There is a greater need for investment in non-formal education and in youth work to grow this work and to reach those who are the furthest behind.

- e.g. YSD - QQI accredited course - peer education for sd - opportunity to develop this. Young people value this course.

The non-formal education youth sector approach can link into the formal education through its use of non-formal education methodologies.

Recording the testimonies of young people can be very powerful e.g. Testimony of young people in Ini's groups, marginalised migrant communities. This GCE work is opening up to the voices of young people and learning where young people are helping to break down stereotypes. We need to platform this more.

We celebrate the diversity in the youth sector and can use this more to build understanding, learning.

The Green Employability Programme is an example of how Irish Aid could engage to support young people's skills for their future.

The youth sector does great work and should be continually supported and resourced to do more in a sustainable and scaled way. Funding is not on par with formal education and we would welcome discussion on how to increase this investment.

Young people aged between 10 and 24 years old who are experiencing marginalisation or are disadvantaged or vulnerable can be from one or any combination of the following groupings:

Young people experiencing economic, social and cultural disadvantages.

- Young people who live in communities with high concentrations of families/individuals who:
 - Are dependent on social welfare or have low incomes, experience intergenerational unemployment.
 - Have high levels of addiction; or come from one-parent families.
- It also includes young people who come from situations of family breakdown and low educational attainment, including young people who live in communities with a deprivation score of below minus ten.

Young people experiencing marginalisation whose specific circumstances limit their opportunities including, but not limited to:

- Young carers¹;
- Travellers & Roma²;
- Immigrants (or migrants);
- Young people with disabilities: The Disability Act (2005)³ defines disability as a “substantial restriction in the capacity of the person to carry on a profession, business

¹ Central Statistics Office (2019) Young Carers. Dublin: Central Statistics Office. Available at: <http://census.ie/and-communities/young-carers/> [Accessed 05/04/2019]. Irish Statute Book (2000) Equal Status Act 2000. Dublin: Office of the Attorney General

² Department of Justice and Equality (2017) National Traveller and Roma Inclusion Strategy 2017–2021. Dublin: Department of Justice and Equality and The European Commission and the Council of Europe tend to use “Roma” as an umbrella term to refer to a number of different groups (such as Roma, Sinti, Kale, Gypsies, Romanichels, Boyash, Ashkali, Egyptians, Yenish, Dom and Lom) and also include Travellers, without denying the specificities and varieties of lifestyles and situations of these groups.

³ Irish Statute Book (2005) Disability Act 2005. Dublin: Office of the Attorney General.

or occupation in the State or to participate in social or cultural life in the State by reason of an enduring physical, sensory, mental health or intellectual impairment”.

- Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI+) young people.

Young people who are vulnerable or at risk of not flourishing including, but not limited to:

- Young people in or leaving care;
- Young people experiencing or involved in substance misuse;
- Young people with little or no formal structure in their lives (for example, young people not in education, training or employment);
- Young people experiencing rural isolation; and
- Young people experiencing homelessness.

There is increasing concern in relation to young people’s exposure and vulnerability to divisive narratives. Analysis of online platforms show that far-right narratives are growing⁴, and there is anxiety about the impact that far-right influencers online can have on young people⁵ Youth work organisations are reporting to NYCI that they are increasingly in a space where dangerous and divisive narratives must be challenged by youth workers, and simultaneously where young people from minority groups are seeking safety and support. In some communities, youth work organisations are promoting social cohesion in increasingly difficult circumstances. The rise of dangerous hate-fuelled narratives, and the increasing economic struggle for young people are not occurring in isolation. The perception that vulnerable new arrivals are to blame for a dearth of affordable accommodation can create tensions with host communities as well as act as a barrier to integration⁶

ESRI 2023 research highlighted the importance of out-of-school structured activities and spaces for young people in promoting civic engagement and strengthening communities - [Volunteering benefits young adults' wellbeing and confidence as adults | ESRI](#) The research institute said youth work also played a vital “buffering” or protective role for young people in areas with “weaker social infrastructures” and reduced the adverse effects on the lives of those youths.

A post-Budget 2024 analysis conducted by the Wheel found that youth organisations were the second-worst affected area, within the community and voluntary sector, since the recession, with a 16% drop in funding since 2008. This was estimated to equate to a shortfall of €15m.

⁴ Institute for Strategic Dialogue. (2023). Uisce Faoi Thalamh.

⁵ Rothut, S., Schulze, H., Hohner, J., & Rieger, D. (2023). ‘Ambassadors of ideology: A conceptualization and computational investigation of far-right influencers, their networking structures, and communication practices.’ Retrieved from SagePub: <https://www.sagepub.com>

⁶ Migration Policy Institute. (2024). ‘Global affordable housing shortages can harm migrant reception and integration’. Retrieved from [https:// www.migrationpolicy.org](https://www.migrationpolicy.org)

The opportunities for personal and social development⁷, a better sense of community and social integration, practical skills, and positive behaviour⁸ are some of the positive outcomes of youth work. Recent polling by Red C on behalf of NYCI found 9 in 10 young people aged 18-29 who are aware of youth services within their area, believe that they conduct important work. This polling also found that there is high familiarity and participation rates within youth work organisations amongst 18–29-year-olds, with over half of 18–29-year-olds having participated in some youth group/organisation.

A powerful testament to the power of youth work for young people is the high number of 18–29-year-olds who would be willing to volunteer within the sector. NYCI's Red C polling found that half of this age cohort would be likely to volunteer with a youth organisation. Youth work clearly matters to young people, and those at the latter end of their involvement are in a prime position to 'give back'; which comes with its own benefits like better life satisfaction and more confidence as they progress to adulthood⁹

While the policy context is ambitious for the youth work sector, it is a sector that is struggling, and which cannot continue to do more with less. A recent survey of NYCI's membership found that just under 90% of services have at least some concerns about whether they will have sufficient funds to provide services over the next 12 months. Most have seen an increased demand for their services, which is not surprising given the 2022 census showed there were 1,018,973 10–24-year-olds in the Republic of Ireland: an increase of 13.7% on the 2016 figure. However, 75% of NYCI members' survey respondents stated that they do not feel equipped to respond to this increase.

The vital role of youth workers - Youth work cannot happen without youth workers. The challenges in retaining staff, at a time when many organisations need additional posts, and are doing 'more with less', along with external factors relating to accommodation and the cost-of-living are placing even more pressure on a highly skilled and in-demand workforce. Recognition of the valuable skillset of youth workers is resulting in the loss of qualified workers to other sectors with more attractive terms and conditions. Recruitment and retention continue to be a significant challenge for the sector, with 75% of NYCI's members who responded to a recent survey saying that they had difficulty filling a vacant post, and 75% have had a vacant post for over a month within the last year.

The 2030 agenda, which Ireland is committed to, works off a principle of 'addressing the needs of those furthest behind'¹⁰.

Summary

1. We would ask Irish Aid to honour their commitment to spending at least 10 million Euro on GCE in 2025 towards achieving most of the commitments under the current Strategy. However, as per IDEA's Vision 2025 and IDEA's pre-budget submissions for Budget 2023, Budget 2024, and Budget 2025, we still believe that the level of ambition of the Strategy does not match the current investment. We reiterate IDEA's recommendation for 3% of ODA to be allocated to GCE, in line with the European benchmark.

⁷ Department of Children, Equality, Disability, Integration and Youth. (2023). Young people's perspectives on youth services: Desk review of consultations with young people

⁸ Devlin, M. (2009). The benefits of youth work: Young people's and youth workers' perspectives

⁹ Economic and Social Research Institute. (2023). Civic and political engagement among young adults in Ireland. Retrieved from <https://www.esri.ie>

¹⁰ United Nations Development Programme. (n.d.). Leaving no one behind. Retrieved from https://www.undp.org/sites/g/files/zskgke326/files/publications/Brochure_LNOB_web.pdf

2. Specific commitments that seem to be outstanding according to our information and which we recommend prioritisation of in 2025 are:
 - a. "develop a new strategic partnership for the third level sector and for Initial Teacher Education (ITE) in post-primary education - building on our work with DICE, SUAS and the Ubuntu programme"; (p.3)
 - b. "we will launch a revitalised Community Initiative to engage people from the broadest-possible range of backgrounds, including those marginalised from mainstream education" (p.3),
 - c. "We will engage with IDEA on the establishment of a new research working group within the Association and encourage collaboration with HEIs and other partners to agree a research agenda for the sector" (p.31)

If there has been work advanced by Irish Aid on these commitments that we are unaware of, we would appreciate inclusion of an update on their progress in the Mid-Term Review report.

APPENDIX 1 - Irish Aid Funded Organisations focusing on Youth

Organisation	Link to Organisation
Scouting Ireland	https://www.scouts.ie/
Irish Girl Guides	https://irishgirlguides.ie/
ECO-UNESCO	https://ecounesco.ie/
Youth Work Ireland Tipperary	https://youthworktipperary.ie
Youth Work Ireland Galway	https://www.facebook.com/youthworkirelandgalway/
YMCA	https://ymca-ireland.net/
Cork Diocesan Youth Service	https://cdys.ie/
Ard Family Resource Centre	https://www.instagram.com/ardyouthproject/
Gaisce	https://www.gaisce.ie
Tearfund Ireland	https://www.tearfund.ie
Plan International	https://www.plan.ie
Creativity and Change	creativityandchange@cit.ie
Friends of the Earth	https://www.friendsoftheearth.ie/
Concern Worldwide	https://www.concern.net
Trócaire	https://www.trocaire.org
NYCI - Youth 2030 Programme	https://www.youth.ie/programmes/global-youth-work-and-development-education/

Appendix 2 - Case Studies

Learners and their communities

CASE STUDY: ECO-UNESCO - To celebrate World Water Day on the 22nd March, 13 of our young people came together to complete a river clean-up along the grand canal in Clondalkin. The young people had decided themselves that a river cleanup was a collective action they wanted to take. This site was chosen as many of them are locals of the area, and so are interested in protecting it and keeping it clean. It also allowed us to collaborate with Ronanstown Youth Service for this event, and several of their young people joined us to take action. The group dedicated a couple of hours to pick up litter in the river and surrounding area with their litter pickers and gloves, filling 7 full rubbish bags. We linked in with the County Council for this project and left them at a designated spot for collection. The canal is home to a huge variety of plants, wildflowers and wildlife, including kingfishers and dragonflies in spring. We had an engaging discussion all about the importance of clean waterways and the positive impacts we can have when we take actions to protect them and the beautiful wildlife they harbour. We also discussed the theme of SDG 4: Clean Water and Sanitation, and why it is important on a global level, as well as how local actions can have far-reaching repercussions. Throughout the day, we discussed the impact waste has on the local area, and spoke about the changes that could be made – e.g. more bins, better understanding of local biodiversity in schools, etc. Our young people were excited to make a positive impact to celebrate 'World Water Day' and we were very proud of the time they volunteered towards protecting their local environment.

Case Study: Cloyne Diocesan Youth Service - One World Week Cork plays a pivotal role in fostering global awareness and understanding among young people, serving as a catalyst for positive social change. We have established this as an annual event now, and a model for other services to engage with. We advertise this throughout the region and invite wide participation from different youth organisations. Its recurrence is essential as it provides a consistent opportunity for young people to engage with pressing global issues, develop empathy, and cultivate a sense of responsibility towards creating a more just and sustainable world. With the pre-activities leading to OWW, we aim to foster collaboration, dialogue, and collective action to address the complex challenges of our interconnected world. We also aim to inspire others in our network, by engaging with a very wide group of stakeholders, and using multi-media forms of communication, from art, to spoken work to case studies. All of these are shared as part of the messaging for this event. Collaborating with young people on development education initiatives before One World Week serves as a crucial foundation for their engagement and participation in the event. This is done by providing educational activities; interactive workshops and discussions focused on global issues. We employ a multifaceted approach to deliver development education/ a critical global youth work approach, leveraging the PLNGs (personal, local, national, global) compass, the Sustainable Development Goals (SDGs), and case studies as effective tools and frameworks. Young people and youth workers alike explore diverse perspectives, challenge stereotypes, and act on issues such as poverty, inequality, climate change, and human rights. OWW impact extends beyond the week itself, inspiring participants to become active global citizens who are committed to making a difference in their communities and beyond. We do observe an increase in advocacy of young people beyond their own realities. For example, the strong participation of the LGBTI+ youth group in the Cork Anti-Racism Youth led Summit, 2024. As such OWW, as a recurrent event, directs them to other related events and resources, deepening their involvement in global issues and expanding their perspectives. This dedicated platform amplifies their voices, allowing them to share their unique perspectives and insights

on global challenges, fostering a sense of ownership and agency in addressing these issues within their communities. We believe this is an important example of a youth participation model, with a local to global context.

Policy and Curriculum

CASE STUDY: Youth Work Ireland Tipperary has a new strategic plan, 2024-2028. Under the Goal: To deliver a quality integrated youth work service to young people across Tipperary and East Limerick - a key strategic objective is supporting young people to connect with the local and global influences that impact their lives and their communities taking account of the Sustainable Development Goals.

CASE STUDY: Irish Girl Guides have a 'Global Citizenship Education (GCE) Policy. This is in place since October 2022 which was approved by IGG's Executive Committee (Board). The policy outlines our commitment to GCE and specifically outlines how youth work Guiding Methods align with Development Education, hence helping us achieve IGG's overall Mission: 'to enable girls and young women to develop to their fullest potential as responsible citizens of the world' and our Vision: 'a future which is sustainable, diverse and equal where girls and young women are empowered to advocate and lead the way'. GCE has also been integrated into our strategic plan for 2023-2028 aiming to "promote and support learning on the SDGs and global citizenship development within the organisation". This is a key strategic objective which is actively being worked on evident by our recent appointment as SDG Champions by the Department of Environment, Climate and Communications.

Institutions

Case Study: Friends of Africa (FOA) received an Innovation Fund Grant and training from Youth 2030 to help FOA on its journey to a more solidarity-based model. This initiative was designed to embed a decolonial practice in the work of FOA. 25 young people, members of FoA, were involved in the training which aimed to achieve a more racial justice conscious membership, and to centre the voice of young people from the Global South. With the emergence of a local African diaspora in Belfast through the International Protection system, the organisation saw this as an opportunity to diversify the membership base as well as empowering the current membership with the skills to integrate an understanding of oppression and inequality into their voluntary commitment to FOA. Feedback from participants included a sense of increased confidence in understanding racism, a collective energy to do more practical things, a better insight into knowledge of racial awareness and justice and feeling more inspired to get actively involved.

Case Study: Gaisce has been engaging with Global Citizenship Education in a proactive way since 2019. At first, it was to address some identified needs in the support we offer to partners delivering the Gaisce Award. As the demand increased there was a need for us to structure our support and that was when we looked at IDEA for guidance. From our involvement in the IDEA network, it was clear that participating in the code of Good Practice would be useful. Initially it was to look at learning from best practices in designing support/resources and so focused on the Principles for Educational Practice., Principles 1 -9. This was mainly managed by a small number of people in the Organisation who had a specific interest or experience. However, it was clear from our first steps that Gaisce needed to look at some fundamental bedrock components to build on the Organisational principles such as having a DE Strategy and Action Plan. For this, Gaisce integrated reflecting on GCE best practices into regular meetings of not just the Development Officers but to the wider staff and Council. The key focus

for our CoGP is on Principles 6,9,10 as they can support Gaisce in building a reflected experience as well as a better Organisational Capacity. Since signing up to the Code the main challenge is on ownership as there has been a few personnel changes in the last two years. This highlights the need for an even greater Organisational understanding and involvement by a bigger number of staff.

Educators

Case Study: Scouting Ireland has three staff members equipped in Global Youth Work skills, including completion of the NUI Certificate in GYW and DE and has financially supported two volunteers participation in the current NUI Cert in Global Youth Work certificate and DE.

Case Study: ARD Youth Project peer learning sessions: We run monthly peer learning sessions with the aim to support staff, placement students and volunteers to reflect on issues presenting within the local community/communities and to identify how these issues connect on a global context. This space aims to include diverse perspectives from both local and global contexts. The intention is to use the monthly space to provide opportunities to unpack learnings and to enable critical exploration of how local and global justice issues are linked. Some recent topics we have explored are the genocide in Palestine and community-led initiative which build solidarity, and how climate change is impacting locally and globally. Our organisation, staff and volunteers have undertaken intercultural and diversity training through the Intercultural and Equality programme at NYCI, and core staff have also undertaken racial justice training. We are also members of the Global Youth Work Learner's Network and the Making Links network in NYCI/Youth 2030 Programme.

GCE Strategy Addressing Global Issues

Case Study: YMCA is a key organisation in the NYCI Climate Justice Future Generations consortia. This includes involvement of scientists and experiential marine learning within YMCA Youth Information service (Cork Region) which is a YMCA programme with GCE fully embedded, consistently delivering GYW since 1997. Separately, YMCA Ireland Global Justice and International Development Committee are a key strategic element in our embedding of a local-global focus across our work. Importantly, we are resourced through relationships with NYCI, IDEA, Irish Aid and Dóchas, while our partnerships with Y Care International, YMCA Europe, strategic partnership with YMCA Kosovo, and with YMCA Worldwide, and specifically YMCA Columbia all help us in resourcing a GYW approach.

Case Study: Youth Work Ireland Galway/World Vision Tanzania-Sauti (Sustainable Accountability Uniting Tanzanian and Irish Youth) SAUTI-Youth was a youth-led monitoring of local government commitments on climate action linking Youth Work Ireland Galway (YWIG) and Tanga (Tanzania). The project aimed to meaningfully engage young people in the governance process in relation to climate adaptation and mitigation policies. Young people were provided with skills to monitor their local government's climate action commitment and spending. They also were empowered to dialog with local authorities so that young people were considered active contributors in shaping the society we live in. A particularly innovative point of SAUTI-Youth was the collaboration between Irish and Tanzanian youth, where climate issues and action were addressed from a Global North and a Global South perspective looking at what unifies us from young people's point of view. The exchange of knowledge and experience between the youth was at the core of the project. However, but this didn't happen overnight. The first step was to create a meaningful collaboration between the organisations implementing the project on the ground (Youth Work

Ireland Galway and World Vision Tanzania) facilitated by World Vision Ireland. We had monthly meetings and ongoing communication. This was very important to create mutual trust and understanding of each other's core values underpinning our work with young people. The exchange between the young people had some initial difficulties due to language barriers and issues with internet connections, we then used other methodologies such as letter writing (pen pals) and video making to encourage communication. However, what really made the difference was the physical youth exchange. Five young people from Ireland had the chance to visit Tanzania. We had field visits to all the different groups involved in the project and we had shared activities with the counterpart's youth committee (CVA focal points) and local government. This experience had a great impact on the Irish young people as they realised how much these communities were directly affected by climate change but also how passionate and active they were in climate action. From then on, the two groups really worked well together.

Case Studies from new Good Practice Guidelines:

<https://www.youth.ie/programmes/global-youth-work-and-development-education/good-practice-guidelines/>

Appendix 3 - Youth Work

Youth Work

Introduction

Youth work has been enhancing the lives of young people and adults in Ireland for more than 100 years. It was given formal statutory recognition in the [Youth Work Act 2001](#), which defines youth work as:

A planned programme of education designed for the purpose of aiding and enhancing the personal and social development of young people through their voluntary involvement, and which is complementary to their formal, academic or vocational education and training and provided primarily by voluntary youth work organisations.

The **youth work community of practice in Ireland** includes youth workers and youth leaders, youth work managers, project carriers, youth work organisations, volunteers, trainers, researchers, educators of youth workers, boards of management, local communities and municipalities, National Agencies for Erasmus+ Youth and the European Solidarity Corps, young people, youth work partners, and policy makers at all levels of governance.

Youth work is above all an educational and developmental process, based on young people's active and **voluntary participation** and commitment. It is often defined as non-formal education:

***Non-formal education and learning**, within the educative, participative, empowering, expressive and inclusive values of **youth work**, provides young people with a sense of agency. Youth work, as one of the facets of civic education, should also focus on power relations, intersectionality, social justice, emancipation and true engagement of young people. It should be a guide to addressing inequalities, putting young people into focus and giving them opportunities to be competent co-creators of the European polity. By reclaiming its civic mission, youth work helps in creating critical youth citizenship that can competently respond to contemporary challenges Europe as a democratic project is facing.*

[EN_3rd EYWC_final Declaration.pdf \(eywc2020.eu\)](#) 2020: 3

What are the values of youth work?

The values of youth work match the purpose of education and are fundamental to the process, raising the confidence of individuals, their contribution to society, and their value as citizens. These values are:

- Voluntary participation.
- Empowerment of young people (youth-led engagement).
- Equality and inclusion.
- Respect for all young people.
- Involvement of young people in decision-making.
- Partnership.

Youth work is for all young people, with particular focus on those aged 10 to 25 from all aspects of Irish life, urban, rural, all nationalities and social classes. The **young people involved in youth work** may include young people who are facing major challenges with their well-being, education, family situation, etc. Young people may be presenting with questions about newly arrived asylum seekers, refugees or migrants in their schools or communities, young people who are themselves from a migrant background, young people who are experiencing poverty or homelessness, young people who face daily challenges because of a disability, young people who are in the care of the state, or young people who want to go to a youth club or hold a youth activity/event because they are interested in an issue/specific focus of an organization, or want to have fun and see their friends. Youth work is provided primarily by voluntary organisations, with statutory support from the Department of Children Equality, Disability, Integration and Youth; and the ETBI.

Youth work engages with young people within their communities; it acknowledges the wider networks of peers, community, and culture; it supports the young person to realise their potential and to address life's challenges critically and creatively; it takes account of all strands of diversity.

The purpose of youth work:

- To build young people's self-esteem and self-confidence.
- To develop their ability to manage personal and social relationships.
- To offer worthwhile and challenging new experiences.
- To provide learning opportunities to enable young people to gain knowledge and develop new skills.
- To support young people in developing skills that will enhance their educational, and training experiences and to assist in expanding the labour market creating economic opportunities for young people including increased employment prospects.
- To build young people's capacity to consider risks and consequences and make informed decisions and take responsibility.

- To help young people to develop social awareness, a world view, and a sense of social solidarity which widens horizons and invites social commitment.
- To give young people a voice in decision-making which affect their lives.
- To enhance young people's role as active citizens.
- To listen to and hear what young people have to say.

How does it happen?

With a focus on process in which the active and critical participation of young people is essential, the methods adopted, and the programmes and activities engaged in by youth workers and young people are very diverse, including:

- Recreational and sporting activities and indoor/outdoor pursuits, uniformed and non-uniformed.
- Creative, artistic and cultural or language-based programmes and activities.
- Spiritual development programmes and activities.
- Programmes designed with specific groups of young people in mind, including young women or men, young people with disabilities, young people who are homeless, young Travellers or young people in other ethnic groups, young asylum seekers, young migrants, young LGBTQI+ people.
- Issue-based activities (e.g. justice and social awareness, the environment, development education, Sustainable Development Goals, etc).
- Activities and programmes concerned with health, welfare and well-being (health promotion, relationships and sexuality, stress management, youth information).
- Intercultural and international awareness activities and exchanges.
- Programmes and activities focusing on new information and communication technologies (ICTs) and digital youth work.
- Informal learning through association, interaction and conversation with youth workers and other young people.

(based on Devlin 2017: 85)

Youth Work has three essential and definitive features

1. Young people choose to participate

The young person takes part voluntarily. They choose to be involved, not least because they want to relax, meet friends and have fun. The young person decides whether to engage or to walk away.

2. The work must build from where young people are

Youth Work operates on young people's own personal and recreational territory – within both their geographic and interest communities. The young person's life experience is respected and forms the basis for shaping the agenda in negotiation with peers and youth workers.

3. Youth Work recognises the young person and the youth worker as partners in a learning process

The young person is recognised as an active partner who can, and should, have opportunities and resources to shape their lives. The relationship and dialogue between the young person and youth worker is central to the learning process.

Appendix 4 - Global Youth Work

Global Youth Work

Across Europe, societies are experiencing a rise of anti-democratic tendencies coupled with shifting and shrinking spaces for civil society and violations of human rights. There is a creeping disappearance of trust in public authorities. Emerging gaps in societal architecture are shaking the stability and legitimacy of democratic institutions. Societies largely polarise as populism and fake news grow. All this is taking place within a climate crisis of which young people are acutely aware, which undoubtedly endangers social cohesion and diminishes the quality of life (presenting, ultimately, an existential threat), and a digital realm that is becoming overwhelmingly present, at times also with negative personal and social consequences, in everyday life.

[EN 3rd EYWC final Declaration.pdf \(eywc2020.eu\)](#) 2020: 3

The Council stresses that young people are important change makers and essential partners in the implementation of the European Consensus on Development, the 2030 Agenda for Sustainable Development and the Paris Agreement on climate change and recognises their creative and innovative potentials and abilities. Investing in, and working with, by and for youth, is of paramount importance to build stronger, more legitimate, peaceful and democratic societies, where human rights and the rule of law are respected and where no one is left behind. The Council highlights the importance of ensuring the meaningful inclusion and active participation of youth at all levels of society, the economy and politics.

By 2030, the world's youth population aged 15-24 will have grown to nearly 1,3 billion; which corresponds to just over 15% of the projected total world population of 8,5 billion. Currently, over 60% of the world's youth live in the Asia-Pacific region. While the share of youth in that region is expected to decline, it is increasing in Sub-Saharan Africa; from 19% of the population in 2015, youth is expected to account for 42% in 2030 in that region. By 2055, the number of youth in Sub-Saharan Africa will have more than doubled. It is estimated that, within the next 15 years, some 375 million young African people will reach working age. The Council highlights that large generations of youth represent a valuable demographic dividend that has the potential to contribute to economic and social development.

[pdf \(europa.eu\)](#)

Global youth work aims to empower young people to develop the knowledge and skills to tackle global issues and explore their own values, beliefs, and connections with the wider

world. Young people are supported to see themselves as agents of change, empowered to be active **global citizens**. For young people involved in Global Youth Work, their enhanced attitudes, knowledge, and skills **contribute towards building a world of justice, equity, and dignity**.

Global youth work is centrally placed to make a contribution to tackling some of the key global issues the world faces today. Among the aims and roles of youth work are:

- Advancing democracy and human rights, citizenship, participation, equal opportunities and voice.
- Promoting peacebuilding, tolerance and combating radicalisation.
- Dealing with social change.
- Strengthening positive identity, agency and autonomy.
- Upholding civil society.
- Engaging in partnership.

[YWeLP-Mod-2-Unit-1-TU-Non-formal-learning-1.pdf \(youthworkandyou.org\)](#) – The 2nd European....

The 10 key principles of global youth work

1. Starts from young people's experiences and encourages their personal, social, emotional, and political development.
2. Works to non-formal education principles and offers opportunities that are educational, participative, empowering and designed to promote equality of opportunity.
3. Is based on an agenda that has been negotiated with young people.
4. Engages young people in critical analysis of local and global influences on their own lives and communities.
5. Encourages an understanding of the world based on the historical process of globalisation.
6. Recognises that relationships between, and within, developing and developed countries ('global north' and 'global south') are characterised by inequalities caused by globalisation.
7. Promotes the values of justice and equity in personal, local, national, and global relationships.
8. Encourages an understanding of, appreciation for, diversity, locally and globally.
9. Sees the people and organisations of all countries (developing and developed; 'global north' and 'global south') as equal partners for change in a shared and independent world.
10. Encourages action that builds alliances to bring about change.

Global Youth Work, DEA, 2004

A quality global youth work approach to the youth sector seeks to:

- Create opportunities where the knowledge, values, attitudes and skills related to social justice and global youth work are explored in a holistic and engaging process.
- Provide educational opportunities to empower young people to act on social justice and global youth work issues by building self-confidence and developing skills such as critical thinking, and systems and power analysis.
- Build young people's capacity to work from their own reality, to consider oppression and discrimination as having local, national and global interdependence.
- Recognise that knowledge is generated between youth workers and young people.
- Support young people to develop social, environmental, sustainable development, and global awareness, a sense of solidarity, and commitment to action.
- Give young people a voice in decision-making which affect their lives.
- Enhances young people's role as active global citizens and as changemakers.
- Work collaboratively within the youth sector and across sectors to achieve better outcomes for young people.
- Build capacity of youth work educators to deliver global youth work and to become active global citizens aware of their roles and responsibilities as educators and as individuals.
- Build on key social justice, sustainable development, and global youth work activities, innovations, programmes, and events in the youth sector.
- Offer opportunities to develop links with young people and others from other countries, both virtually and through international volunteering experiences and working abroad.

[Global Youth Work and Development Education - National Youth Council of Ireland](#)