

KEKS



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A COMPREHENSIVE GUIDE TO TRAINING IN BASIC QUALITY YOUTH WORK.



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KEKS



01

Youth network MaMa

Network MaMa combines and represents youth centres and organizations which are active in the field of youth work in Slovenia for the purpose of supporting young people and their higher quality leisure time and a better life in society. Youth Centre is an organization that works in the local community in order to provide young people associative ways of socializing, encourages participation, volunteerism and non formal education, contributes to social cohesion and social integration of young people, exercises mobility and international integration of young people, providing information for young people and preserves autonomous youth space. Network MaMa currently brings together 52 organizations.

OUR ACTIVITIES:

- connecting youth centres and organizations active in the field of youth work in Slovenia;
- representing the common interests of members;
- informing members of activities and projects that are relevant for their activity and are concerning the youth and youth work;
- organization of members meetings;
- encouraging and assisting in joint projects of the members;
- providing professional support to members;
- trainings for youth workers and other staff in youth centres.

Network MaMa through its work and the work of its members, enables, carries out and develops youth work, encourages the development of youth policy through supporting quality youth programs and programs for young people that contribute to non formal learning, training and acquiring skills and social integration of young people. At the moment there are 4 regularly employed members of staff in our organization who all have many years experience in the youth centres – in various fields – from active youth work to leading projects and managing the organization. We try to involve also extra employees in our work mostly through various measures of employment service where we give priority to young unemployed. Through new knowledge gained in our organization we wish to give those young people better chances for employment in the future.

Primal target groups of our work are organizations which are either youth centres or are active in the field of youth work. In our project which we carry out with cooperation with our members, we often involve young people directly, mostly unemployed youth. Through our members we are active in the local and regional level, the network itself is active also in the national and international level.

02

KEKS

KEKS is a network of municipal departments for youth work and partner organisations from all over Europe.

WE BELIEVE:

- that the overall aim of youth work is to support the personal and social development of young people.
- that the mission of youth work is to stimulate and support activities that are based on and requires young people's active engagement and responsibility.

WE SEE:

- youth work as an arena for informal and non-formal learning.
- youth centres and projects, as well as different kinds of culture and leisure activities, as means for reaching our aims.

WE KNOW THAT IN ORDER TO DO THIS WE MUST:

- base our activities on the needs, interests and experiences of young people as perceived by themselves and meet them as capable individuals and resources.
- be actively inclusive and reach out to and welcome all groups of young people.

WE ARGUE:

- that participation is a process, from creation to evaluation, that should be owned and run by young people.
- that participation leads to health and resilience, to the development of skills, attitudes and values, and to active citizenship.
- We claim that this participatory process and the learning it creates is, and should be seen as, the core outcome and aim of youth work.

BASED ON THESE IDEAS WE HAVE:

- common measurable aims regarding both quantitative outputs and qualitative effects.
- a common web-based system for documentation and follow up (see next page).

THIS MEANS THAT:

- we can show to what degree we reach our aims.
- we have a solid ground for systematic and continuous development.
- we can make knowledge-based advocacy for youth work.

KEKS has been doing competence-, methods- and organisational development related to youth work for 17 years. KEKS has developed different specialized methods for documentation and evaluation of youth work, documentation and recognition of informal and non-formal learning as well as instruments for competence development of youth workers. KEKS is also engaged in research on youth work issues such as participation and non-formal learning and has continuous contacts with researchers, universities and educators of youth workers. KEKS has also published a number of booklets on youth work and youth work methods. KEKS is currently working on an educational on-line platform for the further competence building of youth workers.

The organisation is coordinating a network of 73 local departments for youth work and provides support for quality development. In order to improve quality we have developed a unique model for quality assurance in which we also can set goals and measure to what extent they are achieved. Our ability to satisfy the social needs of young people is here combined with more solid economic figures to give the full picture of our work and how it can be improved. On the basis of this we work with the development of competence, methods and organisation among our member organisations in order to enhance the quality of youth work.



03

Croatian Youth Network

Croatian Youth Network (MMH - Mreža mladih hrvatske) is the largest/most comprehensive alliance of youth organizations in Croatia, currently numbering 77 member organizations; local and national. It is a full-member of the European Youth Forum, being recognized as national youth council of Croatia. MMH is a heterogeneous platform connecting different organizations (those directed towards advocacy, culture, social, minority issues, etc.) which share a joint interest in developing youth policies at national and European level. MMH achieves its goals through networking, advocacy, dialogue and partnerships, informing, non-formal education, research and publishing.

MMH is an association of youth and youth associations that empowers young people for active and responsible participation in society, and contributes to the development of quality policies for youth and civil society. In its work, it represents members and strives to act in the interest of all young people through networking, advocacy, information, non-formal education and research, advocating cooperation with public authorities, educational and scientific institutions, civil society actors and the media.

OUR MAIN GOALS ARE:

- raising awareness among young people about active and responsive participation in society through networking and empowering youth organizations and individuals;
- co-creating and advocating quality youth policies at local, national and international level and putting youth rights on the social agenda;
- contributing to the development of civil society through participation in shaping and implementing policies related to the development of civil society.

04

Trade Union Mladi plus

Trade Union Mladi plus was formed in June 2011 when two very different groups – students and trade unionists – came together as a result of a campaign against the so-called ‘Mini work’, a form of marginal part-time employment. Six years later, the Union have around 1550 members, who are between 15-35 years old (most of the members are under 30 years old).

One of our biggest successes is that, by leading a broader coalition, we managed to ban unpaid internships in the Slovenian public sector. Trade Union Youth plus has 8 year’s experience with youth advocacy and protecting the rights of young people in particular in the field of employment. In that time, the union became skilled in the field of youth employment and is aware of the needs of young people. We have carried out over 300 workshops and lectures, hundreds of individual counselling and we have been active partners in the Economic and Social Council (dealing with topics that affect young people), the Council of the Government Office for Youth and we have been a part of creating the Youth guarantee scheme in Slovenia from the very beginning.

LIST OF OUR MAIN ACTIVITIES INCLUDES:

- advocating for decent work, quality education (formal and non-formal), quality internships and apprenticeships, recognition of youth work, youth participation, advocating for social rights, etc.
- addressing important issues such as precariousness, poverty, green economy, gender, digitalization;
- organising different educational activities: courses and workshops, trainings, ...) on decent work, equal rights, workers’ rights, future of work, taxations, etc. and empowering and educating our members about trade unionism, concept of decent work, workers’ rights and so on;
- proposing changes of the pension law;
- sharing information about work and employment, while warning of irregularities and breaches of the current system;
- promoting active citizenship among youth and through trade unionism;
- organising different activities, campaigns, public events, round tables, conferences, consultations with young people and stakeholders, etc.

- regularly monitoring job ads and searching for those that indicate different violations. We have noticed numerous job ads on Slovenian job market where a full time employment should be offered but self-employed workers or workers in other atypical forms of employment are wanted instead. Gender and age discrimination are also common. We report these jobs ads to the labour inspectorate and inform the employers about them and share them on our social media channels in order to raise awareness among young people.
- offering individual help to our members: help regarding problems during studies and (un)employment; counselling (legal aid and career counselling); different educational activities

We organise different activities, such as trainings, counselling, public events, round tables, conferences, consultations with young people and stakeholders, etc.



INTRODUCTION TO THE PROJECT

In front of you is a comprehensive guide to training in basic quality youth work. It was developed through the project Youth Worker`s Network, as the consortium noticed that many new youth workers in all of the countries that members of consortium are active in (Slovenia, Croatia and Sweden) start their youth work careers by being active in one of the youth groups, who participate in various projects of youth centres. Specifically in Slovenia they can also be newly employed through the measures of active employment policy. These youth workers, as well as many experienced youth workers who have been active in the youth sector for many years, have developed youth work through their own feelings and some methodology, which was collected on various projects and training. All the competences they developed in those years were mostly unplanned, and by learning certain “tricks”.

Next observation was that youth work in the countries of all three partners has not yet developed an educational program. Youth workers mostly get answers to questions: “How to perform some activity for young people?”, but not also: “Why to perform a certain activity for young people?”

It is hard to find extensive literature that would explain the background and specifics of the target group, professional psychological and pedagogical explanations of learning, motivation, deviant behaviours etc. The whole youth knowledge is based on one’s own experience and on personal feelings, which does not place youth work next to the recognized professions. There are not enough adequately trained youth workers to develop quality youth work with and for young people. Youth sector does not have an adequate scientific basis and support, and therefore faces significantly less value and importance in political decisions. No such holistic training is available. There are some training courses carried out by national agencies or by Salto Youth, but they are available for a small number of selected youth workers who will upgrade their knowledge, while the “elementary school” for youth workers still did not exist.

And finally, organizations also do not have the time and resources to prepare one person for everything they ought to know. This comprehensive guide will enable them to educate their own youth workers on the basis of quality youth work.

MODULES

The holistic overview of quality youth work is assembled from four trainings, which provide us with a comprehensive insight into the course of youth work. The trainings are as follows:

- 1.) What is and what is not youth work? (Policy framework background of youth work)
- 2.) Participation and youth work or youth work as participation? (Participation and inclusion, social and civic responsibility)
- 3.) To learn or not to learn that is the question. (Non-formal learning)
- 4.) Did we make it or didn't we? (Evaluation and follow-up)

In every of the following templates you can see the in-depth background and content of every module, further information links, and the whole timeline of the training with tools needed to execute them.

Module

Training 1:

What is and what is not youth work

Organisation: KEKS

Background and content:

The role of the youth worker is defined not by what he/she is doing but by why he/she is doing it, what is supposed to be achieved. This “why” is determined and described by policy statements. This is why it is crucial for youth work to be aware of and understand the policy framework within which they are supposed to act. In order for this understanding to be genuine they must know not only policy in itself, but also why it says what it does and how it has developed. Only this way can they articulate youth work in relation to themselves and to young people and the world around them. Only in this way can they develop their practice, reflecting on how it corresponds with policy.

Through this training the participants will get to know about and discuss the definitions of youth work and youth worker as well as the scope and purpose of youth work, through getting to know and



discussing major European policy documents. They will be able to recognize the core principles of youth work, as well as the differences between youth work and social work, leisure work and cultural work.

The training consists of six sessions, each of them containing presentations followed by questions to be discussed, as follows:

1. “From diversity to common ground”. On the European policy development process, why it was/is needed, what it has looked like, and the outcomes in terms of documents.
- this will help them to see how policy has gradually become more precise
2. The Council of Europe recommendation on youth work. On the scope and purpose of youth work.
- this will introduce them into the, so far, most important European policy document of youth work
3. The European Charter on Local Youth Work, introduction and the core principles of youth work.
- this will show them how political policy documents have been turned into practical guidelines, possible to work with in everyday youth work
4. Summoning up on youth work policy.
- this will help them to draw conclusions from presentations and discussions, to frame their youth work and to put it in relation to other actors and activities in the youth sector.
5. Exercise: Is this really youth work?
- these discussions on some dilemmas will help participants to further deepen their understanding of what is and what is not youth work.
6. Turning policy into practice. Presentation of The European Charter on Local Youth Work Change Makers Kit.
- this will help the participants to turn their knowledge into action.

Further information:

[Council Conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people](#) – was adopted by the EU council of members in 2013 and is one of the mayor EU policy documents on youth work.

[The Council of Europe Recommendation on Youth Work](#) – adopted in 2017, it is the, so far, most important European policy document on youth work.

[The European Charter on Local Youth Work](#) – is developed by the project Europe Goes Local, where 26 National Agencies for Erasmus+ and their partners cooperate in order to support local youth work

[Council resolution on a European Youth Work Agenda](#) – is the latest (2020) mayor European policy document on youth work.

The methodology used in all sessions in the below program is the same; presentations followed by questions to reflect upon and discuss in smaller groups, followed by plenary sessions where the outcomes of the discussions are presented and reflected upon.

Program training 1: What is and what is not youth work

The purpose of the training is for participants to understand the common European ground of youth work. They will get to know about and discuss the definitions of youth work and youth worker as well as the scope and purpose of youth work. They will be able to recognize the core principles of youth work, as well as the differences between youth work and social work, leisure work and cultural work.

To be done by the participants before taking part in the training:

- Read the Council of Europe recommendation on youth work, Scope and purpose, Principles (<https://www.coe.int/en/web/youth/-/recommendation-on-youth-work>)
- Read the European Charter on youth work, the core principles. (www.europegoeslocal.eu)
- Read the Council Conclusion on youth work 2013, short version. (<https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2013:168:0005:0009:EN:PDF>)
- Fill in and return participants presentation form, including three examples where formal or informal expectations on youth work are in conflict with the participants idea of what youth work should be and do. ([Attached](#))
- Read and bring relevant local policy documents to the training



DAY 1

First session:

- Welcome and presentation of participants and their respective organisations. (Based on form for presentation.)
- Presentation of expectations on the training.
- Presentation of the whole concept (four trainings): Background, aims, organizers, etc.
- Presentation of the purpose, content and design of the training and the role of the participants.

DAY 2

Second session

- Questions from yesterday
- Presentation 1: “From diversity to common ground”. On the European policy development process, why it was/is needed, what it has looked like, and the outcomes in terms of documents.

Third session

- Reflections and discussion on presentation 1: Do we recognise the scenery? Looking at our local policy documents; Do we see the need for similar processes on local level?

Forth session

- Presentation 2: The EU Council Conclusion on youth work 2013 and the report from the EU expert group on youth work quality systems. On proposed definitions of youth work and youth worker
- Reflections and discussion on presentation 2: Do we share the ideas on youth work stated in these documents? How to they match the formulations in our local policy documents?

Fifth session

- Reflections and discussion on presentation 2 continued
- Evaluation of the sessions
- Summoning up the day

DAY 3

Sixth session

- Questions from yesterday
- Presentation 3: The Council of Europe recommendation on youth work. On the scope and purpose of youth work.

- Reflections and discussion on presentation 3: Do we share the ideas on youth work stated in the recommendation. How to they match the formulations in our local policy documents? How do they match our everyday practice?

Seventh session

- Presentation 4: The European Charter on Local Youth Work, introduction and the core principles of youth work.
- Reflections and discussion on presentation 4: Do we share the ideas on youth work stated in the core principles. Are there important principles that are missing? How to they match the formulations in our local policy documents? How do they match our everyday practice?

Eight session

- Presentation 5: Summoning up on youth work policy. Drawing some conclusions from presentations and discussions. What is youth work and how to talk about it with others? The difference between youth work and social work, leisure work and cultural work? Promotion or prevention? Rights based or problem solving? Or all and both, in the right order and perspective? How to use European policy documents to strengthen local youth work policy.
- Reflections and discussions on presentation 5: Do we have a common ground?

Ninth session

- Reflections and discussions on presentation 5 continued
- Evaluation of the sessions
- Summoning up the day

DAY 4

Tenth session

- Questions from yesterday
- Exercise 1: Is this really youth work? Discussions on some dilemmas regarding tasks that youth worker might be appointed to but are in contradiction to our idea of youth work, and how these dilemmas might be solved. Discussions and presentations in small mixed groups + 'plenary' discussions

Eleventh session

- Presentation 6: Turning policy into practice. Presentation of The European Charter on Local Youth Work Change Makers Kit.
- Exercise 2:
 - a) Working with different sections of the kit in small groups (2 – 3 participants), answering the question; Could this help us to turn policy into practice? How could it be further improved?
 - b) Presenting the respective elements for the rest of the group and giving feedback for the further development of the change makers kit.

Twelfth session

- Exercise 2 continued
- Evaluation of the sessions

Thirteenth session

- Presentation 7: Youth work policy and practice in Slovenia



Tools: No specific tools or other support material is needed to run this module.

Link to video:

<http://www.keks.se/ywn/#training1>



Module

Training 2:

Participation and youth work or youth work as participation? (Participation and inclusion, social and civic responsibility)

Organisation: Croatian Youth Network

Background and content:

Call it equal opportunities, social justice or positive discrimination. All young people should get the development chances they deserve.

There are many different ways of being disadvantaged:

- social obstacles: discrimination, limited social skills, anti-social or risky behaviours, precariousness, (ex-)offenders, young and/or single parents, orphans;
- cultural differences: immigrants, refugees, national or ethnic minorities;
- economic obstacles: poverty, low income, dependence on social welfare, long-term unemployment, homelessness, financial problems;
- educational difficulties: learning difficulties, early school-leavers, poor school performance;
- disability (i.e., special needs): people with mental, physical, sensory or other disabilities;
- health problems: chronic health problems, severe illnesses or psychiatric conditions;
- geographical obstacles: remote or rural areas, small islands or peripheral regions, urban problem zones, poorly serviced areas.
- Of course, not everybody with a disability necessarily has fewer opportunities. Similarly, being an immigrant does not necessarily mean that you are at a disadvantage. That's why it is important to see these obstacles in their context.

Another important issue is Active Participation. Young people should have the opportunity to actively shape the society around them and be involved in decisions concerning them.



One type of participation is democratic participation. Young people need to realise the importance of elections and of influencing policy makers at different levels. Youth workers can support young people in making their voices heard.

But participation can also be an educational approach. Youth workers can empower young people to take an active role in the projects they organise with youth. Through their involvement, they can gain skills and the appetite to set up future projects themselves. Participation comes in many different shades. Hart developed a model to classify different levels of participation. He put them on a ladder according to the degree of young people's engagement and adult steering. The image of a ladder also suggests that you can climb it, step-by-step, towards more (or true) youth participation.

During this training, participants explored different aspects of youth participation and how they can improve the conditions of young people to participate in society. Participants worked on creating a joint framework of understanding regarding social inclusion and participation, so that mutual understanding was reached before working on concrete actions that could take place in our communities. Participants were asked to develop tools, methods, and approaches to create opportunities for young people to participate and increase their ability to participate in society.

For preparation for the training, participants were asked to explore positive or negative practices in their communities or organizations regarding youth participation and social inclusion. During the training, participants were expected to know and share such examples as they will be used as a baseline for discussion and activities.

During the training, participants participated in the following activities.

- **Day 1:** Introduction of the training, participants, expectations.
- **Day 2:** Exploring the term “active youth participation”, discussion about own experiences of social inclusion and participation. Participants also tried to identify the crucial area of intervention that would allow more young people to engage with society as empowered and dignified individuals.
- **Day 3:** Participants explored what is necessary and predetermines youth participation and inclusion, explore missing competencies that result in youth participation deficiencies. Participants mapped out essential elements that must be present for youth participation and inclusion to occur effectively.
- **Day 4:** From this point of the training, participants worked in groups to create an impromptu toolkit on dealing with the participation and inclusion of young people. They continued this activity by developing different approaches based on various resources available in different communities.

- **Day 5:** Focus on concluding the training, drawing an action plan on implementing training results in daily lives “back home”. Evaluation process of the training.

Further information:

[Youth Participation Strategy](#) - A strategy for enhancing youth participation in democratic life through the Erasmus+ and European Solidarity Corps programmes.

[Good Practices of Youth Participation](#)

[Revisiting youth participation: current challenges, priorities and recommendations](#)

[Policy Paper on Social Inclusion through Youth Participation](#) – Policy paper by European Youth Forum on the topic of youth participation and inclusion.

[ROGER HART'S LADDER OF PARTICIPATION](#)

DAY 1

First session:

- Welcome and presentation of participants and trainers
- Exchange of experiences, group building activities
- Presentation of expectations on the training
- Presentation of the training *Participation and inclusion*. Background of the trainer, program, and design of the training, the participants' role, etc.



DAY 2

Second session:

- Guided activity aimed at creating a shared understanding of youth participation and its challenges, defining the key terms, and discuss the concepts of “active youth participation” and “youth policy.”

Third session:

- Worldcaffe method with questions directed at exchanging experiences and exploring different realities, and creating understanding about different backgrounds of youth participation experiences, to explore advantages and boundaries facing participants to explore different positive approaches in cooperation between youth and policymakers
- Reflections and discussion on the presentations and following activity

Fourth session:

- Based on previous activity, participants will be asked to identify crucial weaknesses in their realities that are either specific or joint among participants, preventing young people from thoroughly engaging. Key emphasis will be placed on identifying the stakeholders and their responsibility/circumstances that facilitate the current situation
- Reflections and discussion on the activity

Fifth session:

- Participants will be faced with a role-play scenario to experience and explore inclusion from the perspective of different young people, including those with fewer possibilities and from the perspective of those who should support them in participation with varied success.
- Reflections and discussion on the activity

DAY 3

During day 3, participants will explore necessary predeterminants for youth participation and inclusion, observing the issue through layers resembling the structure of competencies. They will explore what values, attitudes, actions, and resources a community has to invest/develop to achieve satisfactory participation levels among different youth profiles. Through this exploration process, they will construct several societal/community competencies, mapping out necessary elements that have to be present as vital elements of youth participation and inclusion.



Sixth session:

- Most important value sets are defined through an interactive process loosely based on the snowball method

Seventh session:

- Discussion and presentation about attitudes towards participation drawing from the previous session

Eighth session:

- Actions and resources – a moving debate exercise that will help participants identify and reach a consensus on what would constitute enough action and sufficient resources and discuss the lack of effort.

Ninth Session:

- Competences and circumstances – Using the previous sessions, participants will create a simulacrum of idealized environments that facilitate participation and inclusion and individually assess how far their realities are from such a situation. Upon establishing the distance, a discussion will be moderated on the steps that would reduce that distance.

DAY 4

From this point of the training, participants will work in groups to create an impromptu toolkit on dealing with the participation and inclusion of young people. They will continue the training by developing different approaches for a different set of circumstances based on various resources. These value and attitude realities were explored in the previous sessions. Use of youth exchanges and youth-led education processes to facilitate this process will be emphasized.

Tenth session:

- Introduction to the concept of youth exchanges
- Case study on the use of YE in various fields

Eleventh session:

- Tool factory (creation of actions and instructions, based on a template, on how to move young people towards participation and inclusion)





Twelfth session:

- Mini tool fair session with participants presenting their ideas and realities they are supposed to take place. Trainers will show positive practice examples based on the needs of the participants assessed in the previous sessions.
- Reflections and discussion on the activity, individual evaluations of proposed solutions, creation of personal best practices guide

DAY 5

Thirteenth session:

- What to do with this training - Creation of personal(organizational) action plans on how to implement training products into everyday youth work

Fourteenth session:

- Qualitative and quantitative evaluation

Tools:

Worldcafe method, presentations and group discussion, group work, debate

Materials:

- Flipchart papers
- Markers multicolored
- A4 multicolored papers
- A3 paper white
- Pastels, ordinary pencils
- 4 tennis balls
- Twine ball
- crepe tape

Link to video:

<http://www.keks.se/ywn/#training2>



Module

Training 3:

To learn or not to learn that is the question.

Organisation: Youth Network MaMa

This training course is offering participants to understand the non-formal learning concept and to develop skills and competences to support non-formal learning of the young people they work with.

- The need for non-formal learning in youth work.

Non-formal learning is an essential part of youth work. It provides opportunities for young people to learn new skills and develop their competence in various areas. It also helps young people to connect with other people and build relationships. The idea behind non-formal learning is that it's intentional but voluntary. You can learn in various settings and situations where there isn't always an emphasis on teaching/training with this type of activity. Non-formal education at its core refers to any activities which provide opportunities for individuals who may not otherwise have access or resources like education due to their location, social status (finances) to engage themselves actively participating fully.

- The importance of recognising the learning process.

Engaging in reflection is essential for learning. Through reflection, we can examine our thoughts and experiences more deeply, fostering greater understanding and integrating new information. By reflecting on what we have learned, we can make more meaning of our experiences and connect them to what we already know, allowing us to learn more effectively and retain information more successfully. Ultimately, engaging in reflection can help us become better learners overall.

- The importance of the supporting role of the youth worker.

The supporting role of the youth worker is essential in the learning process. They help to guide and motivate young people as they learn new things. Without their support, it would be harder for young people to reach their full potential.



Further information:

<https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=celex-%3A42006X0720%2801%29>

Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on the recognition of the value of non-formal and informal learning within the European youth field

<https://rm.coe.int/2012-compendium-non-formal-education/168077c10b>

Non-formal education has a long and lively tradition in Europe, a tradition that is widely acknowledged to have been spearheaded and shaped by the Council of Europe, in particular its youth sector. It has been the core methodology and philosophy of the Council's youth programmes, although the term "non-formal education" as such was only introduced in the 1990

<https://education.ec.europa.eu/focus-topics/improving-quality/about/key-competences>

The European Commission works with EU Member States to support and reinforce the development of key competences and basic skills for all, from an early age and throughout life. Key competences include knowledge, skills, and attitudes needed by all for personal fulfilment and development, employability, social inclusion and active citizenship.

<https://www.youtube.com/watch?v=XElBmd8Agow>

Learning Power Approach – discovering your learning process.

https://www.youthpass.eu/downloads/13-62-512/Youth-passStrategy_OnlineSinglePage.pdf

Youthpass is a certificate and an educational approach that helps young people and youth workers who participate in the EU youth programme activities become more aware of their learning and develop their ability to learn. It is a recognition and validation instrument that helps participants to document the competences they have acquired and in turn present them in relevant contexts.

<https://europa.eu/europass/en/validation-non-formal-and-informal-learning>

Validation of non-formal and informal learning - The European Union supports actions to give visibility and value to skills acquired through non-formal or informal learning. Validation of skills allows people to be able to use the full range of their skills for their careers and further learning.

DAY 1

First session:

- Welcome and introduction of the trainers and participants. Introduction to the programme and the facility.
- Recap of the previous training course and Homework.
- Teambuilding activities.

DAY 2

Second session:

- We will prepare an experiential workshop for participants to experience the difference between formal learning, nonformal learning and informal learning.
- Following the experiential workshop, participants will be guided to think about the differences between the formal learning, non-formal learning and informal learning and their relation.
- We will finish this session with the debriefing and reflection.

Third session:

- Participants will be invited to learn a new skill. This experience will give them an opportunity to reflect on Who am I as a learner? They will be given a possibility to learn from (1) the tutor, (2) via video tutorials, (3) individually, or (4) by helping each other – peer learning.
- Following the experiential learning experience, participants will be invited to form pair and reflect on their experience.
- Following their reflection in pairs, participants will be guided to the debate on following questions:
 - How much were satisfied with your learning progress?
 - What were the major emotions you have experienced during the learning?
 - Which sort of the learning you preferred (tutor, tutorials, individual, peer) and why?
 - When was the last time you have learnt something for the first time?
 - ...
- Participants will be guided to raise awareness about the emotional elements of the learning (vulnerability in the learning process - fear of being the worst, shame, anger for not being smart enough), element of time (as we get older, we don't learn faster), preferences in learning (I love to learn differently as I thought) etc.



- Participants will be guided to reflect (1) who they are as learners, (2) how that (being a learner) influences who they are as youth workers.
- Debate will also be guided into talking about following:
 - How much is expected from a youth worker to know? Does youth worker need to know everything?
 - What if the personal values of the youth workers don't match the values of the European Union or the financier?
 - ...
- We will finish this session with the debriefing and reflection.

DAY 3

Fourth session:

- We will make a presentation on different elements of the learning:
 - Awareness
 - Understanding
 - Experience
 - Repetition/practice
 - Change
 - Reflection
- We will present the models such as Kolb Cycle and Moore's Taxonomy and other similar models.
- Participants will be invited to think and share how often each element is performed in nonformal learning and how?

Fifth session:

- Participants will be invited to research the difference in following types of learning:
 - Self-directed learning
 - Accidental learning
 - Planned learning
 - Experiential learning
 - ...
- They will think of examples for each type – when and how it should be used the most efficiently.
- We will finish this session with the debriefing and reflection.

Sixth session:

- Participants will be invited to debate on what is the role of the youth worker (this part will be connected to the seminar 1)
- We will discover the difference between the youth worker, mentor, trainer, couch, facilitator.
- They will be introduced to the competence model for the youth workers and make a self-reflection about which competences are well developed and which competences they still would love to work on and how.
- We will finish this session with the debriefing and reflection.

DAY 4

Seventh session:

- Participants will be invited to learn more about the reflection and recognition of the learning outcomes.
- We will introduce the 8 Key Competences for young people and the Competence model for youth workers.
- Participants will be invited to think and talk about the following questions.
 - What do we reflect on?
 - How do we reflect?
 - How and where to write our reflection?
 - How much from the reflection is or can be personal and what is public?
 - Is the NFL just for employability? What do we do with the reflection?
 - The role of the youth worker in reflection.
- Participants will also be introduced to results of the two different EU researches (one on the competences and the other on employability), and will comment on them. We will use the activity AGREE – DO NOT AGREE to introduce the statements from both researches and debate on it.
- We will finish this session with the debriefing and reflection.



Eight session:

- We will arrange a Tool Fair with the presentations of different reflection tools, validation programmes and similar tools such as:
 - Youthpass
 - Nefix
 - Logbook (if it makes sense)
 - Self-assessment questionnaires
 - Portfolio
 - Reflection diaries
 - Badges etc
- We will invite participants to try them out and comment on their applicability, usefulness, efficiency etc.
- We will later invite them for an open debate about each reflection tool.
- We will finish this session with the debriefing and reflection.

DAY 5**Ninth session:**

We will introduce the Homework for the participants. (If it makes sense)

- We plan to explore what was useful from this training course, what and how will they be using new acquired knowledge in their lives and at work.
- We plan to make an evaluation of this training course.

Link to video:

<http://www.keks.se/ywn/#training3>



Module

Training 4:

Did we make it or didn't we?

Organisation: KEKS and Croatian Youth Network

Background and content:

Follow up and evaluation is crucial if youth work should be able both to see for itself what it achieves and for showing this to the world outside. This becomes extra important since youth work has a very weak tradition in relation to follow up and evaluation and that the follow up and evaluation that has actually been done has had a predominantly quantitative focus, counting 'heads' and hours, and mainly has been used for monitoring purposes. When qualitative follow up and evaluation has been done it has most often been done in relation to time limited projects and activities, not in relation to everyday ongoing youth work, having a more holistic approach.

At the same time it is commonly understood that a reflective practice is of crucial importance for practitioners being able to provide quality youth work. For this reflective practice not to be synonym with pure speculations and guesses it needs to be based on the systematic, continuous and structured gathering of information, that is then turned into knowledge through analysis.

If we want youth work to be knowledge based, holistic follow up and evaluation is a necessity.

This training will give the participants the knowledge, skills and mindset they need to be able to carry out follow up and evaluation in a way that helps them to further develop their youth work and to show their outcomes to others. They will also, during the training, create (the embryo of) their own quality assurance system.

The first and most basic aim of evaluation part of this training was to learn and adjust the experience to participants context. The aim is the learning of all actors involved: their access to additional knowledge and to a new learning opportunity. While evaluating, the participants learned to understand, to give a value and to draw conclusions on their own experiences.

All of the participants involved in educational evaluation learn to express their knowledge: knowledge not of "topics" but of the relevance of their experience to their own realities.



A certain activity might seem to be very good from a lot of points of view but in reality it might be disconnected with the life of participants, and vice versa. This relevance, and connection between youth work and the lives of young people, is probably the most important “knowledge” in youth work. Very often it is learned during the evaluation process.

Participants also learn while sharing and confronting their judgments with those of their colleagues. During the evaluation process, different interpretations, meanings and interrelations are raised and debated. Very often participants involved in evaluation ask themselves: What does it mean? How should I interpret this or that result? What are the implications?

When evaluation and learning take place at the same time, the participants create, imagine, analyse, contrast, elaborate answers, formulate questions, come up with doubts, search for other sources.

Further information:

More information about KEKS web based system for documentation and follow up, The Logbook, can be found at: www.keks.se/eng

Module program:

The methodology used in all sessions in the below program is the same; presentations followed by questions to reflect upon and discuss in smaller groups, followed by plenary sessions for the outcomes of the discussions are presented and reflected upon.

To be done by the participants before taking part in training:

- Read your local policy documents and identify eventual measurable indicators and aims. Bring your conclusions to the training.

DAY 1

First session:

- Check in – what has happened since last time?
- Reflections on previous trainings and eventual questions, needs for clarifications, etc.
- Presentation of expectations on the training.
- Presentation of the training. (Program and design. Why focus on follow up and quality assurance. Role of the participants, etc.)

DAY 2

Second session:

- What does policy say on follow up (a short reminder)
- On what should we do follow up, and why? (On monitoring vs development, follow up vs evaluation, projects vs long term, ...)
- What do we mean when we say quality? (On traditional follow up and key figures. On quality vs quantity. On quality of outcomes, work processes and preconditions. On quality indicators, measurable aims and objectives.)
- Reflections and discussion on presentation: (Do we recognise the scenery? Do we see the need for quality indicators?)

Third session:

- The process of quality assurance (On the quality development circle. On what do we need to know.)
- Inspiring Quality Youth Work. (On how to set quality indicators.)
- Different methods for follow up. (On statistics, questionnaires, focus groups, etc.)
- The art of setting quality indicators – Work shop we build (the embryo of) a quality assurance system together.

DAY 3

Fourth session:

- The Logbook – KEKS web based system for documentation and follow up.
- Reflections and discussion: Do we see the benefits of the system? What prevents us from establishing such a system, what would help?

Fifth session:

- Analysing youth work. (On the difference between speculations and reflections. On turning information into knowledge, analysing the results. On analysing everyday practise.)
- Making change (On using the results. On knowledge based youth work.)
- Summoning up and conclusions





DAY 4

Sixth session:

- What have we done: the timeline retrospective
- Interactive session to collect main learned lessons from participants

Seventh session:

- Pillars of internal and external retrospective
- Practical use of learned in youth work -

Eighth session:

- How did I benefit from this process?
- My best and my worst

Ninth session:

- Where will this take me?

DAY 5

Tenth session:

- Quantitative and qualitative evaluation - valuation of the whole learning process – 4 educational trainings - aim of this session is to collect impressions on whole educational process – participants give feedback on organizational aspects, learning methods, relevance, group atmosphere and trainers.

Eleventh session:

- Creative evaluation

Link to video:

<http://www.keks.se/ywn/#training4>



Tools:**THOR – The heart of reflection**

The aim of using the THOR tool is that user become aware about inner state, personal expectations, to conduct quality self-reflection and reflection of both the individual and the teams by creating a visual mental map.

Also by using the third tool THOR The house of reflection provides you with support in the implementation of quality debriefing.

The THOR tool can be used to reflect on the past or plan the next steps, projects, goals, strategies.

Link to all the videos:

<http://www.keks.se/ywn/>



TESTIMONIALS OF THE PARTICIPANTS OF THE PROJECT TRAINING

Few of the testimonials

Training 1:

“Throughout this training we covered a lot of official policy documents regarding youth work in the European Union. My experience until now is actually that most of the youth workers maybe are not really aware of them. Not just the youth workers, but political level, local level institutions and associations.”

“No matter what, we are preparing, or making a safe space for young people, that they need to be included in all stages of activities of the project.”

Training 2:

“For me it was surprising that all the new models that we learned, for example models that we haven’t used before in our line of work. I think everybody should use it, especially as a youth worker, because youth participation and social inclusion is so important in what we do.”

Training 3:

“I actually think that this training focuses on youth work in practice. It focused on learning in youth work, not only the learning process of youth, but also the learning



process of youth workers. I find that so interesting and I got so many new ideas and lots of methods and tools that I will surely bring back home.”

“What I learned here in this training is that fun is really important when we are educating our youngsters and working with young people, because through fun we are learning a lot and example is here. We had through four days a lot of fun, the activities were fun, funny and through this experience we learned a lot. From every activity I could take something that I can share with my colleagues and youngsters.”

Training 4:

“We sorta tied up the bundle of knowledge, because this was the last training of this program. I really liked the program this week, as it summed up everything. It is a bit sad to leave all these amazing people that we got to know. I knew from the start that they have a vision to make youth work and youth workers even better.”

“It woke me up to the importance of use of analysis, analysis tools to heighten the quality level of youth work.”

Reflections:

<http://www.keks.se/ywn/#reflections>



CONCLUSION

Through the use of this handbook, reviewing the interconnected materials, and watching videos with practical examples of training, every youth worker can take their work to a higher level of quality.

The handbook enables youth workers to place practical experience gained from the experience of working with young people in the context of understanding the quality of youth work at the European level. The collected knowledge also enables them to take the next step in the professionalization of their work, as it enables them to have a comprehensive overview of all policies and the most current trends in the field of youth work. At the same time, the collected contents enable the further building of the quality of youth work through the established training methodology, which is fully prepared for further implementation in local environments.

The participants' responses in the pilot implementation of the project clearly showed that the knowledge gathered in the form of four intensive, weekly training is urgently needed. The participants highlighted the acquired knowledge as the first competence they took away from participating in the process. Furthermore, live implementation and full participation in the process of all four trainings is also crucial, as the next benefit highlighted by the participants is in the connections between them.

Participants confirmed to us the need identified when planning the project. Through participation in trainings, they gained new perspectives on the work they do and tools on how to address them. They were provided with starting points to reflect on their own work and the work of their organizations. They deepened their awareness of what quality youth work is, at what levels of their everyday work they already achieve, and where they can upgrade and optimize their work processes. They talked about the vital aspect of youth work, the participation of young people, focusing on young people with fewer opportunities in all steps of youth work, and learned new ways to promote it. Through learning about learning, they acquired a new outlook on non-formal education. They recalled the challenges of developing new skills, a sense of satisfaction with success, and frustration with failure. Finally, in the last training, they gained in-depth insight into the importance of follow-up and evaluation. They directly applied this knowledge to evaluate the process they participated.

The key added value of the prepared handbook is that it reflects the knowledge of outstanding youth trainers from all over Europe, presented in both written and video form, ensuring a comprehensive transfer of accumulated knowledge with insight into the practical experience of implementing the programs.

A comprehensive guide to training and essential quality youth work is, therefore, a fundamental guide for all those who are just getting acquainted with quality youth work and for all those who are engaged in youth work in the long run. It shines a light on a crucial part of ensuring the quality of youth work: projects and programs co-designed by young people and responding to the needs expressed by young people themselves. Next to this is guides youth workers throughout the whole process that they have to be aware when planning youth activities; fun ones, like what can we learn when juggling, and administrative ones, as to how to ensure the follow up of our actions.

Therefore, the manual is not intended only for one-time use but will become a constant companion of every youth worker, who can regularly reflect on their work through a regular reminder of the presented content.

With the process of follow up and regular reflection on how we youth workers work and why we can ensure the growth of the quality of work of every professional youth worker, as well as a great traveler for those who are just on the way to professionalizing their work.

Let's ensure that all youth workers can always guarantee their work's quality!

Participants form

Name:

Educational background:

Years as a youth worker:

Type and name of organisation: (NGO or Municipal)

Current work place:

My main tasks as youth worker are:

I think the main challenge of youth work as a sector is:

My main personal challenge as a youth worker is:

Any other relevant information about me as a youth worker or my organisation:

Examples on work tasks that I am supposed to perform that does not match my ideas on youth work and the role of the youth worker: