



Knowledge



Skills



Behavior



Attitude

EDUCATIONAL PRACTICES FOR YOUTH WORKERS



Collection Book of Good Practices

For developing quality youth work and competent youth workers across Europe and beyond.



Project “YOUTH WORK and YOUTH WORKERS across EUROPE – good examples from practice about volunteering, employment, education and training”

2019-1-BG01-KA205-061890

This project has been funded with support from the European Commission.

This publication reflects the views only of the authors, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.

AUTHORS: Liliya Elenkova and Leta Panayotova

CONTRIBUTORS: Nika Stegovec, Maivi Liiskman, Babis Papaioannou, Stefanos Katsoulis, Bojana Stojkovic, Eliana Pitti, Stefania Zajaczkowska, Dario Vrbaslija, Bruno Antonio

COLLECTED AND EDITED by: Leta Panayotova (Bulgaria)

CORRECTED AND REVISED by: Lilia Elenkova (National Youth Card Association – Bulgaria)

GRAPHIC LAYOUT AND DESIGN by: George Merdzhanov (Bulgaria)

The use of the Collection book should be done with the acknowledgment of the work of the authors and contributors and with the correct citation according to the rules. The authors and contributors have made the best efforts to create this content and its authenticity. All requests concerning additional questions should be addressed to National Youth Card Association (office@youthcard.bg).

Contents

Foreword by the authors	4
Context, priorities and topics.....	6
About the Collection book	8
Key definitions	9
COLLECTION OF GOOD PRACTICES in YOUTH WORK DEVELOPMENT	12
Local level	12
Regional level.....	16
National level	21
International level.....	50
IDEAS AND GOOD PRACTICES FOR YOUTH INITIATIVES AND PROJECTS	54
Local level	54
National Level	57

Foreword by the authors

Dear youth workers, trainers, other professionals,
Dear readers,

The Collection book you hold in your hands is a result of a long, active and participatory process which aims to support the access to quality information and additional educational and training opportunities for youth work and youth workers.

We truly believe that the future should be built on a common perspective, shared values and joint forces. Only then we will keep our Europe peaceful, full of respect for human dignity and human rights, free, democratic and following the rule of law. And we know that the time we spend today with our youngsters – how we teach them, how we share with them, how we love them - will outline the overall picture of the future.

We treasure the role of the youth workers and youth work as a catalyst of empowerment for young people and as a force supporting their smooth transition from childhood to adulthood. We see how youth workers build bridges between generations, between communities, between ethnical groups and how they put different social pieces together.

Dear colleagues,

We decided to bring all this knowledge and experience together to better the quality of the information flow and the access to different educational opportunities, and to ensure that there is collection of good practices which will promote the quality, innovation and recognition of youth work across Europe.

Have a nice journey!

Liliya Elenkova
Project manager
National Youth Card Association

Project “YOUTH WORK and YOUTH WORKERS across EUROPE – good examples from practice about volunteering, employment, education and training” was implemented between August 2019 and October 2020 as part of the Erasmus+ KA2 Program. The project was coordinated by National Youth Card Association (NYCA) Bulgaria. Partner organisations took active part in all the project activities. Here is a full list of the participating countries and organisations:

1. National Youth Card Association (NYCA), Bulgaria - Project coordinator
2. National Association of Youth Workers (NAPOR), Serbia
3. National Youth Council (FNG), Italy
4. Association of Estonian Open Youth Centers, Estonia
5. Croatian Youth Hostel Association, Croatia
6. UNESCO Youth Club of Thessaloniki, Greece
7. MOBIN, Slovenia
8. Polish Youth Project Association, Poland
9. APPJUVENTUDE, Portugal

Context, priorities and topics

- Promoting quality, innovation and recognition of youth work;
- Transparency and recognition of skills and qualification;
- Sustainable investment, quality and efficiency of education, training and youth systems.

The cooperation in the youth sector on EU level can make the most of youth potential. It should support youth participation in democratic life, social and civic engagement, but also it has to ensure that all young people have the necessary resources and competences to participate at all possible levels. What is the role of youth work and youth workers in that sense? The project team reviewed various documents concerning the value of youth work in regard to young people's smooth socialization and active participation. Some examples:

The Council Resolution on youth work, 2010, points out 8 fields in which cross-sectoral youth policy initiative should be taken and where youth work can contribute. Other important action fields in this regard are human rights and democracy, cultural diversity and mobility. Youth work activities and processes are self-managed, co-managed or managed under educational or pedagogical guidance by either professional or voluntary youth workers and youth leaders.

The results of the expert group set up under the EU Work Plan for Youth for 2014 – 2015 describe the concrete value of youth work in addressing challenges young people face. The so important youth work approach is a link and “a broker” between young people and different fields, sectors and services, such as local communities, schools, social services, media and police. Also, the report focuses on the importance of the inclusion of youth workers in the youth policy formation - youth work is “like a radar, it is first in line and can pick up early indicators of changes, tendencies and trends among young people and help trigger quicker responses”¹

The new EU Youth Strategy /2019 -2027/ pointed out 3 core areas for the youth sector: Engage, Connect, Empower. These 3 areas cover the general path to engaging young people to be part of the community life and to be creative architects, learning how to work together, to experience solidarity, to share best practices and to further work on effective systems of recognition and validation of gained competences outside the formal education. And last but not least - to empowering young people to take charge of their own life. Youth work is addressed as a catalyst of empowerment. "Youth work brings unique benefits to young people in their transition to adulthood, providing a safe environment for them to gain self-confidence, and learn in a non-formal way. Youth work is known for equipping youth with key personal,

¹ European Commission, Contribution of youth work to address the challenges young people are facing, in particular the transition from education to employment, p. 25
https://ec.europa.eu/assets/eac/youth/library/reports/contribution-youth-work_en.pdf

professional and entrepreneurial competences and skills such as teamwork, leadership, intercultural competences, project management, problem solving and critical thinking. In some cases, youth work is the bridge into education, training or work, thus preventing exclusion”.²

Having in mind that context and the data from “Mapping the educational and career paths of youth workers” /done by Youth partnership/, this project explored youth work activities on different levels deeper, including grassroots, to exchange training and educational programs considered good practices for youth workers and find the way to multiply them within the partnership. Furthermore, the project partners shared proven effective systems for recognition and validation of competences, and all accompanying and necessary documentation.

The main goal of the project “YOUTH WORK and YOUTH WORKERS across EUROPE – good examples from practice about volunteering, employment, education and training” was to explore, describe and exchange good practices concerning youth work in the different countries of the project partnership in order to ensure synchronized information and additional access to education and training for youth workers.

The project had the following main objectives:

1. Exploring different practices of youth work volunteering, employment, education and training in different European countries in detail;
2. Sharing good practices of youth work education and training within the partnership;
3. Exploring possibilities of implementation of the shared youth work educational programs within the partnership;
4. Developing a supportive network to exchange information and experience concerning youth work
5. Better the competences of the partner organisations in project management, achieving common goals and results, and providing quality assurance of a process.

The Future of Europe should be built on common perspective and shared conviction that by coming together, each of us will be better off /White paper on the Future of Europe, 2017/. This sentence underlines why the project was carried out transnationally. We have different experience and knowledge about youth work in the different partnership organisations. We got together these resources, we learned from each other and multiplied the good practices.

These good practices are presented in this Collection book with the permission of all the organizations and related parties.

² Official Journal of the EU, Resolution of the Council of the European Union and the Representatives of the Governments of the Member States meeting within the Council on a framework for European cooperation in the youth field: The European Union Youth Strategy 2019-2027 (2018/C 456/01)
<https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=OJ:C:2018:456:FULL&from=EN>

About the Collection book

The Collection Book is direct outcome from the project “YOUTH WORK and YOUTH WORKERS across EUROPE”. It assembles good practices from all the participating countries on the overall development of youth workers. When constructing the Collection book, the partners agreed on the following organization:

- Practices are divided into two main sections: 1. GOOD PRACTICES in YOUTH WORK DEVELOPMENT and 2. IDEAS AND GOOD PRACTICES FOR YOUTH INITIATIVES AND PROJECTS
- Practices are arranged according to their level of implementation: local, regional, national and international.
- Practices concern at least one of the following topics: advocacy initiatives (how do we make youth work visible and important to society), youth workers’ education and training (formal and non-formal training, curriculum and recognition), youth workers’ employment (volunteering vs payment).
- Practices are accompanied by photos or additional materials and web links. For every practice there is a contact person or organization assigned in case the reader needs further information.
- Some key definitions are presented as foundation for the understanding of the terminology of the Collection book.

The framework uses the following checklist which is based on the stated above points.

- Advocacy initiatives (Youth work value known in society)
- Reaching out to target groups
- Volunteering (How is it structured?)
- Youth worker’s employment (How their employment is structured? – payment, facility, contract)
- Education of youth workers
- Training
 - Digital youth work
- Curriculum
 - Validation
 - Recognition
 - Assessment
 - Short term
 - Long term

The Authors hope that the Collection book will be of good use to anyone on the quest of developing and bettering youth work in Europe and around the world.

Key definitions

YOUTH WORK

What exactly is youth work?

Youth work is a broad term covering a wide variety of activities of a social, cultural, educational, environmental and/or political nature by, with and for young people, in groups or individually. Youth work is delivered by paid and volunteer youth workers and is based on non-formal and informal learning processes focused on young people and on voluntary participation. Youth work is quintessentially a social practice, working with young people and the societies in which they live, facilitating young people's active participation and inclusion in their communities and in decision making.

Source: <https://www.coe.int/en/web/youth/youth-work> - Council of Europe website

Youth work is commonly understood as a tool for personal development, social integration and active citizenship of young people. Youth work is a 'keyword' for all kinds of activities with, for and by young people of a social, cultural, educational or political nature. It belongs to the domain of 'out-of-school' education, most commonly referred to as either non-formal or informal learning. **The main objective of youth work is to create opportunities for young people to shape their own future.**

The range of themes that youth work covers is just as diverse as the types of people and organisations involved. Political activism, street work, sports activities, social enterprise and leisure-time activities can all be termed 'youth work'.

WHAT IS YOUTH WORK FOR?



Source: <https://www.coe.int/en/web/youth-portfolio/youth-work-essentials> - Council of Europe Youth Work Portfolio

YOUTH WORKER portfolio

According to the commonly recognized understanding, designated by the Council of Europe, the Portfolio of the Youth worker includes identified 8 functions and 31 competences. The Portfolio tries to understand better what youth workers should be able to do, in other words, the competences youth workers need to have in order to do youth work.

Functions of Youth workers	Competences of Youth workers
1. Address the needs and aspirations of young people	1.1. Build positive, non – judgmental relationships with young people 1.2. Understand the social context of young people’s lives 1.3. Involve young people in the planning, delivery and evaluation of youth work using participatory methods, as suitable 1.4. Relate to young people as equals 1.5. Demonstrate openness in discussing young people’s personal and emotional issues when raised in the youth work context
2. Provide learning opportunities for young people	2.1. Support young people in identifying their learning needs, wishes and styles, taking any special needs into consideration 2.2. Create safe, motivating and inclusive learning environments for individuals and groups 2.3. Use a range of educational methods, including those which develop creativity and foster motivation for learning 2.4. Provide young people with appropriate guidance and feedback 2.5. Inform young people about learning opportunities and support them in using them effectively
3. Support and empower young people in making sense of the society they live in and in engaging with it	3.1. Assist young people in identifying and taking responsibility for the role they want to have in their community and society 3.2. Support young people in identifying goals, developing strategies and organizing individual and collective action for social change 3.3. Support young people in developing their critical thinking and understanding about society and power, how social and political systems work, and how they can have an influence on them 3.4. Support the competence and confidence development of young people
4. Support young people in actively and constructively addressing intercultural relations	4.1. Support young people in acquiring intercultural competences 4.2. Promote interaction between young people who come from diverse backgrounds at home and abroad so that they can learn about their countries, cultural contexts, political beliefs, religions and so on 4.3. Work creatively on and with conflicts with a view to transform them constructively 4.4. Actively include young people from a diverse range of backgrounds and identifications in youth work activities
5. Actively practice evaluation to improve the quality of the youth work conducted	5.1. Involve young people in planning and organizing evaluation 5.2. Plan and apply a range of participatory methods of evaluation 5.3. Use the results of evaluation for the improvement of their practice 5.4. Stay up-to-date with the latest youth research on the situation and needs of young people
6. Support collective learning in teams	6.1. Actively evaluate teamwork with colleagues, and use the results to improve effectiveness 6.2. Seek and give feedback on teamwork 6.3. Share relevant information and practice in youth work with colleagues
7. Contribute to the development of their	7.1. Actively involve young people in shaping their organization’s policies and programs

organizations and to making policies/programs work better for young people	7.2. Co – operate with others to shape youth policies
8. Develop, conduct and evaluate projects	8.1. Apply project management approaches 8.2. Seek and manage resources 8.3. Give visibility to projects, write reports and make presentations, for a variety of audiences 8.4. Use information and communication technology tools when necessary

Source: Council of Europe Youth Work Portfolio

(<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680699d85>)

Each competence is decomposed into knowledge, skills or/and attitude. More information about the content of each competence and access to the self – assessment tool you can reach here: <https://www.coe.int/en/web/youth-portfolio/home>

NON – FORMAL EDUCATION

Non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places such as youth organisations, sports clubs and drama and community groups where young people meet, for example, to undertake projects together, play games, discuss, go camping, or make music and drama. Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing. Non-formal education should also be:

- voluntary
- accessible to everyone (ideally)
- an organised process with educational objectives
- participatory
- learner-centered
- about learning life skills and preparing for active citizenship
- based on involving both individual and group learning with a collective approach
- holistic and process-oriented
- based on experience and action
- organised on the basis of the needs of the participants.

Formal, non-formal and informal education are complementary and mutually reinforcing elements of a lifelong learning process.

Source: Council of Europe – European Youth Foundation - <https://www.coe.int/en/web/european-youth-foundation/definitio>

COLLECTION OF GOOD PRACTICES in YOUTH WORK DEVELOPMENT

Local level

-1-

React as a human – raise your voice against violence

Organization Status M

Croatia

- Reaching out to target groups
- Education of youth workers
- Training
- Recognition

AIMS AND OBJECTIVES: The general objective of the project was reducing the violent, harmful, risky and criminal behaviors of young people.

The specific objectives were:

- To develop social skills of high school children and Roma youth through workshops on non-violence, gender equality and healthy lifestyles by implementation of workshops from international and scientifically approved methodology: Program Y
- To minimize occurrence of new criminal or recidivistic, harmful and violent behavior through developing (new and positive) attitudes about non-violence
- To increase capacities of experts from the fields of early education and education, public health, social work and related professions as well as to increase skills and knowledge of students of related professions for implementation of Program Y
- To advocate for intersectoral cooperation between governmental and public institutions and civil society organizations for the purpose of the promotion of non-violence, gender equality and healthy lifestyles

DESCRIPTION: The aims of the project were tackled with two different types of activities:

- 1) **Direct work with young people** who demonstrated violent, harmful, risky and criminal behavior on the topics of violence, discrimination, gender inequality, consequences of peer and gender-based violence, discrimination and stigmatization, with advocacy and promotion of non-violent conflict resolution, healthy lifestyles and active social participation
- 2) **Training youth workers** and other experts who work with youth in the system of education, public health and social welfare with the aim of building their capacities to implement the Program Y methodology in their work with their people.

Target groups of the project: Roma youth, young men in juvenile detention centers, youth workers and other experts.

During the project 60 young people participated in long-term youth work programmes, 15 youth workers and other experts, as well as 20 students in related study fields, were trained to implement the Program Y youth work methodology.

EVALUATION: The evaluation was carried out after each activity verbally, and at the end of each workshop cycle in written form too. Youth workers used short, playful, youth-friendly methods for verbal evaluation and for written evaluation they employed a more formal evaluation form.

status-m@status-m.hr

[Public Campaign](#)

[Video made with the participants](#)

-2-

The Saue Youth Center

Local Government

Estonia

- Reaching out to target groups
- Volunteering (How is it structured?)
- Youth worker's employment (How their employment is structured? – payment, facility, contract)
- Long term

AIMS AND OBJECTIVES: Creating an atmosphere and place where young people can be happy and develop themselves.

DESCRIPTION: The Saue Youth Center is the main youth work institution in the Saue Parish, run by the Saue Municipality Government, which supports community and young people. It is a center of experimental learning for young people, whose role is to provide young people with the best conditions for self-development in order to become successful members of society, based on their wishes and needs.

Employed as youth workers in youth centres are from local municipalities or NGOs, depending on who is responsible for youth work development in the region. Their everyday work is financed by the budget of local municipalities.

There are approx. 280 youth centres in Estonia, 5000 youth workers are working directly with young people. Youth workers are working not only in youth centres but also in hobby schools. 73% of the youth workers are with higher education, 2 people have PhD. They are educated by universities. There is youth work curriculum in the University of Tartu and University of Tallinn. Further trainings are organized by Estonia Youthwork Centre and SA Archimedes. The promoters of the training course are different NGOs found by open procurements.

AEYC as umbrella organization is offering to youth workers conversions, supervisions, counselling and training courses. The amount of services and training courses depends on the finances given by the

state government or procurement processes to umbrella organizations. AEYC has everyday contact with youth workers and youth centres by social media group and e-mail lists, also direct calls and consultations.

The main activity of the Saue Youth Center is to **provide young people with the opportunity to participate in open youth work**, which is a free service for all young people and does not set preconditions for their gender, age or other characteristics. **Youth work is done for and with young people.**

In addition to **spending free time in a youth center, young people have the opportunity to participate** in various youth projects and programs; participate in various hobby groups, including open theme days, which are free for participants; get involved in youth activities, training, camps, chess and organize something for other young people.

EVALUATION: Thanks to Saue Youth Centre, Saue Parish has a place where young people can get together and spend time by doing different activities.

Saue`s Youth Centre has been working since 1998.

<https://www.sauenortekeskus.ee/meist/>

-3-

THESS_DIKTIO- Thessaloniki Voluntary Organizations' Network

UNESCO Youth Club of Thessaloniki

Greece

- Advocacy initiatives (Youth work value known in society)
- Long term

DESCRIPTION: 2011 was crucial year for the city of Thessaloniki. The new city administration promised cooperation with civil society organisations, full and free access to all municipal infrastructures and the creation of a framework for cooperation on local level. The idea for **THESS_DIKTIO** came from the need for advocacy activities with the municipality, creation of a regulation mechanism and at the same time an open discussion space among civil society organisations with a focus on youth.

The Voluntary Organizations' Network is a non-formal Network of the voluntary organizations of Thessaloniki which has been founded in 2011. Its main goals are collaboration and networking in local and regional level, exchange of ideas and good practices and the promotion of value of volunteering, active participation and youth work in social actions. The organizations of this network have no partisan, racist, xenophobic or dogmatic behavior and they engage in issues related to the environment, humanitarian aid, human rights, immigrants, refugees, minorities, people with disabilities, youth and kids, quality of life, creative leisure time, culture, cultural heritage and etc. It collaborates with local authorities and organizes social actions in the city. This network has been the basic partner of the municipality of Thessaloniki for the claim of the title of "European Youth Capital 2014" and during the implementation of the programme of actions of the event.

EVALUATION: The evaluation of that initiative is positive. The cooperation with the Municipality of Thessaloniki is improved and we have national good practice for cooperation between different stakeholders.

Babis Papaioannou

babis@unescoyouth.gr

<http://www.thessdiktio.gr/?lang=en>

-4-

Municipality of Thessaloniki, Youth Directorate

UNESCO Youth Club of Thessaloniki

Greece

- Reaching out to target groups
- Recognition
- Long term

AIMS AND OBJECTIVES: To activate, cooperate and co-manage youth policy at local level.

DESCRIPTION: Since 2011 the Municipality of Thessaloniki has Vice Mayor on Youth, Youth Directorate, local youth action plan, and youth budget. After the closing of European Youth Capital 2014 the Municipality started to invest more in youth work at local level and created Municipal Youth Council. In 2018 they adapted the Participatory Budget on Youth. The Municipality is the leader in local youth policy in Greece and part of that success is because of the **active cooperation with youth workers at local level**, the financial support of youth NGOs and, of course, the large youth community of the city. The Municipal Youth Council has 4 youth workers as support, thanks to the project for the Participatory Budget on Youth it hires another 4 and the Youth Directorate of the Municipality employs 2 extra youth workers for the management and the financial support of them.

EVALUATION: The Municipality of Thessaloniki is **exporting the method of cooperation in the youth sector also to other municipalities in Greece** and that creates a very positive environment for youth policy and youth work all over the country. At the moment, around 40 municipalities are in progress to establish their Municipal Youth Council and many others are considering the Participatory Budget method. That creates a lot of opportunities for youth workers but also an extended network of people and cities with active youth policy.

Babis Papaioannou

babis@unescoyouth.gr

<http://www.kedith.gr/en/youth/>

Participatory Observation- New Experiences and Higher Qualifications

Higher School of Agribusiness in Lomza, Bildungsverbund Thuringer Unternehmen e.V.

Poland

- Education of youth workers
- Training
- Validation
- Short term

AIMS AND OBJECTIVES: The goal of the project is to provide higher qualification for teachers of practical knowledge in vocational schools in Lomza and Ostroleka and maintain employment (first group). The second group are employers and employees of the local business. The goal is to **give them the pedagogical training they need to work with youth.**

DESCRIPTION: The participants are divided in two groups:

Group 1: Teachers from vocational schools from cities: Lomza and Ostroleka

Group 2: Local employers and employees who want to be **youth instructors** and have the right job qualifications but they need pedagogical training and validation required by the Polish Ministry of Education to work with youth.

The training is organized with a partner from Thuringia (Germany)- Bildungsverbund Thuringer Unternehmen e.V. During the training the participants take part in a participatory observation organized by the firms associated in the Bildungsverbund Thuringer Unternehmen.

Tasks during the project:

1. Pedagogical course for Group 2 (70 hours of lectures and 10 hours practice) - validation by the Ministry of Education
2. Mobility - the participants from Group 1 and 2 will take part in participatory observation the institutions in Germany.

The goal of the mobility is the participants to gain knowledge about **the methods of working with youth** and the practical solutions of the dual system of vocational schooling (both lectures and practical lessons).

After taking part in the project the teachers will have the knowledge and skills in the area of different types of teaching in the dual system and the participants from the local business will have the validation, knowledge and skills needed **to work with youth and train them for the job they want to get.**

EVALUATION: Bildungsverbund Thuringer Unternehmen is an association of local business in the region of Thuringia, Germany. The associated companies, accept their core activities, specialize in training specialists in the areas of expertise of the particular organizations.

The project is funded by the Polish Government and the European Commission through the European Social Fund.

The organization of the mobility:

- visit to Erfurt in groups of 5 participants
- the training is held in 5 working days (8 hours per day)
- the groups are selected by trade

Validation of the gained skills is certified by the Ministry of Education and by the Higher School of Agribusiness in Lomza, Poland.

Polish Youth Projects Association,

Stefania Zajackowska, s.zajackowska@euro26.pl

Bildungsverbund Thuringer Unternehmen e.V.:

[https://www.bvtu.de/index.php?id=293&tx_indexedsearch\[sword\]](https://www.bvtu.de/index.php?id=293&tx_indexedsearch[sword]) (page only in german)

Higher School of Agribusiness in Lomza: <https://wsa.edu.pl/en/>

-2-

School of Youth Trainers of Lower Silesia

Social Education Institute

Poland

- Education of youth workers
- Training
- Validation
- Recognition
- Long term

AIMS AND OBJECTIVES: The concept of youth work as it is in this project defines it as an active and responsible support of youth development through non-formal education.

The goal is improve the competences of youth workers from Lower Silesia qualifications in the areas of:

- group work,
- active methods of non-formal education,
- supporting the development of youth,
- building the educational situation that supports effective learning,
- coaching methods
- building good contact with youth,
- understanding and using the group process in youth work.

DESCRIPTION: The Social Education Institute is an NGO initiative **focusing on youth work and youth workers**. Keeping in mind that there are no academical ways to get youth work training in Poland, except during pedagogical studies, these initiatives are very important for youth workers to get qualified and their competences to be validated. **Regional training is one of the ways to raise**

qualifications or to get the first training in youth work. The programme is opened for all interested to get the training who work, live or study in the region of Lower Silesia and are under 30 years of age.

The subjects of training are divided into 6 main sections:

- introduction of youth work and working in local societies (history of youth work, health, safety and law considering youth work, the meaning of equal chances and personal abilities, education and work forms)
- interpersonal communication and group process (psychology of change, coaching, psychological help and intervention)
- youth characteristics in educational context (development needs, learning process, need diagnosis, educational goals, choosing work methods)
- handling crisis
- acquisition of financial resources (from the public and private sector, how to work without financial resources, business cooperation, law on competitive bidding, donation, sponsoring)
- project management useful in non-formal education.

The course is meant for people who live, work or study in the region of Lower Silesia. The course is divided into 6 2-day meetings including lectures and workshops.

Polish Youth Projects Association

Stefania Zajackowska

s.zajackowska@euro26.pl

-3-

Civil Society Observatory of Central Macedonia

UNESCO Youth Club of Thessaloniki

Greece

- Advocacy initiatives (Youth work value known in society)
- Recognition
- Long term

AIMS AND OBJECTIVES: The organisation is a network of NGOs active in the Region of Central Macedonia who have as clear aim and objective advocacy with local authority and the state.

DESCRIPTION: From 2012 the Observatory is active at regional level proposing ways of cooperation between the state and the civil society movement. Presenting good practices from Europe and especially from Germany, organising events, trainings and open days. A clear priority is **the recognition of youth work** in Greece. The Observatory was active also in the public dialogue for the law on volunteering in Greece.

The Observatory is a network of NGOs in the region of Central Macedonia. It is based in Thessaloniki but has been active all over the area of the region. It has **developed youth work through seminars and training activities for its members and the civil society activists working on youth**. The team has organised thematic activities on issues like environment, advocacy, cooperation with local authorities. A recent highlight is to focus outside Thessaloniki in the rural areas where there are NGOs but they need more information about networking and fundraising.

The initiative proves to be a good example of cooperation, advocacy and network between civil society organisations.

Babis Papaioannou

babis@unescoyouth.gr

<https://paratiritiriokmblog.wordpress.com>

-4-

Outside the Box – Introducing Urban Street Youth Work to the Youth Workers of Serbia

Sombor Education Center

Serbia

Training

Long term

AIMS AND OBJECTIVES: The aim of the project is to introduce the concept of **street youth work methodology** to youth workers and youth activists from Vojvodina. 20 youth workers and activists tested the concept through designing, planning and delivering different youth work activities to the street in local communities they come from. The activities addressed both mainstream and vulnerable groups of young people who live, spend time on the streets and public areas of Vojvodina.

The project aimed to empower youth workers and activists to implement independent street youth work activities within their community. The project tried to support participants to build the competences and design youth work programs on streets, for different youth groups, and offer those groups of young people youth programs, and better and more inclusive opportunities for participation.

DESCRIPTION: The project was planned for the period of six (6) months

I phase:

1. Preparation meeting –realized through Skype, and two meetings in regard to the designing of the program.
2. Preparation activities for the implementation of the training course (call for participants, promotion of the project, selection of participants; preparation of promotional and working materials with the logo of EYF and project’s visual identity). The preparation lasted for almost two months.

II phase:

1. Seven days training course
2. Inclusion of youth work - Detached and Outreach youth work.
3. Second meeting of the project team – reflection/evaluation of the course
4. Skype meeting - the project team started developing the guidelines which will later be finalized.
5. Mentoring phase– implemented online; participants received forms for the preparation phase and were able to consult the trainers for each step. They were expected to implement the entire process on their own (get permissions from the local administration, work on the promotion, etc.); applicant purchased the materials needed for the practices in accordance with the prepared list.

6. Implementation of street youth work activities in communities, with and for young people - practical work implemented in pairs; trainers visited each activity.

Participants gave their contribution to the Guidelines designed. The applicant and the author/ senior trainer designed the form that was disseminated among participants who used it to provide useful information.

7. Reflection and follow up meeting and Public conference – meeting was implemented before the final conference; it was useful to reflect on the work participants implemented in their communities and hear challenges each pair faced. In addition to the project participants, the final conference was attended by other youth activists, leaders, and workers from Serbia. The final result, the Guidelines and Recommendations for the Street Youth Work Curriculum were presented and disseminated among the attendees.

EVALUATION: The project activities were developed in a way that enables full participation in each project stage, with the assistance of the project team. Participants were asked to share experiences, ideas and give examples of good and challenging practices, and help each other understand the key values for working with youth and with marginalized groups. Each participant was given the opportunity to create new ideas for programs, develop their skills and knowledge within the field of street youth work during the training course and the practical work implemented during the practical phase of the project.

Developmental program, the training course, consisted of various non formal methods of learning and tried to empower youth workers and activists, as well as young people to be actively enrolled in their NGOs and local communities. Participants were provided with the competences in Street Youth Work through different educational methods, reflective meeting on the practical phase, designing the publication with recommendations, set of competences and methodology for Street Youth Workers.

Used tools and methods:

- Interactive games; Group, pair and individual work; lectures.
- Several methods such as Cafe, Puzzle, Role Plays, mapping, etc.
- Multimedia tools; board games; etc.
- Support and mentoring – within the preparation phase of the practical works.
- Moderation of conference – within the presentation of the project results.

Sombor Education Center

Srdjan Vlaskalic, executive director

soeducentar@yahoo.com

<https://sec.org.rs/2017/08/01/3291/>

<http://infopolis.rs/konferencija-omladinski-rad-na-ulici-smernice-i-primeri-dobre-prakse/>

<https://sec.org.rs/2017/12/26/smernice-i-preporuke-za-omladinski-rad-na-terenu/>

<https://www.youtube.com/watch?v=xyfpqd5tUmA>

<http://sec.org.rs/2017/12/01/u-somboru-odrzana-konferencija-omladinski-rad-na-ulici-smernice-i-primeri-dobre-prakse/>

National level

-1-

Association of Estonian Open Youth Centres (AEYC)

Estonia

- Advocacy initiatives (Youth work value known in society)
- Reaching out to target groups
- Volunteering (How is it structured?)
- Youth worker's employment (How their employment is structured? – payment, facility, contract)
- Education of youth workers
- Training
- Digital youth work
- Curriculum
- Validation
- Recognition
- Assessment
- Short term
- Long term

AIMS AND OBJECTIVES: Aim is to create a Network of youth centres in Estonia.

DESCRIPTION: **Association of Estonian Open Youth Centres (AEYC)** is a nationwide umbrella organisation which connects youth centres from all over Estonia. AEYC was founded on 9th November 2001. Currently, the association has approximately 188 youth centres which, in Estonia, are considered the main youth work service providers in the local municipalities from all over the country.

AEYC aim is to create a network of youth centres in Estonia, support the activities on the local level and partnership activities between members on the national level. AEYC cooperates with state and local governments, youth organizations in Estonia and abroad, and other institutions involved in youth work.

The association **is supporting new and existing youth centres, analysing current situation and needs of youth centres, supporting youth workers, organizing seminars and trainings, introducing new methods in youth work, arranging information exchange between different actors, sharing ideas and inputs for national youth policy.**

AEYC develops local and international projects and partnership shaping youth policy at national and local level. Since 2015 AEYC is EVS hosting, sending and coordinating organisation and is currently actively taking part in international collaborations within Erasmus+ and European Solidarity Corps, mainly strategic partnership projects, youth workers mobilities, and volunteering activities.

In the daily work of developing youth work, European values and good practices learned from other countries are strongly considered in addition to the framework documents regulating Estonian youth work. We value the opportunities to continuously learn, exchange and share ideas and good practices as well as strengthen our partner network. We aim to provide international youth work experience, opportunities to learn from and to be inspired by different practices, to more and more youth centres, youth workers and young people.

For young people interested in non-formal education and work with children and youth, we provide opportunities for long-term voluntary service in youth centres in Estonia. We also support Estonian young people willing to embark on a volunteering journey abroad. Association has created important **standards for youth centres and self-evaluation model.**

Supporting new youth centres and youth workers. Analysing situations and needs of youth centres. Organizing seminars and trainings. Introducing new methods in youth work, sharing ideas.

Association of Estonian Open Youth Centre since 2001

ank@ank.ee

<https://www.youtube.com/watch?v=BO1c6TfLKAY>

-2-

Legal basis of youth work

Estonian Youth Work Centre

Estonia

- Advocacy initiatives (Youth work value known in society)
- Youth worker's employment (How their employment is structured? – payment, facility, contract)
- Validation
- Recognition
- Assessment
- Long term

AIMS AND OBJECTIVES: Provides the legal bases for the organisation of youth work.

DESCRIPTION: Youth Work Act consists of five chapters.

1. Chapter General Provisions. It includes definitions in youth work. For example what age is considered a young person, explanations of youth programmes, youth projects, youth council ext.
2. Chapter Organisation of Youth Work. The chapter includes functions of the Ministry of Education and Research, of country governors and functions of rural municipality and city councils. It also consists rights of youth councils, requirements for youth and project camp manager. Administrative supervision over youth camps and project camps.
3. Chapter Financing of Youth Work. It includes financing from state budget, annual grants for youth associations, additional support for hobbies and recreational activities to rural municipalities and cities.
4. Chapter Liability
5. Chapter Implementing Provisions. Validity of youth camp activity license.

Youth Work Act was passed and became active on 01.09.2010.

<https://www.riigiteataja.ee/akt/104072017039?leiaKehtiv>

The education of youth workers in Estonia

University of Tartu Narva College, University of Tartu Viljandi Culture Academy, University of Tallinn

Estonia

- Advocacy initiatives (Youth work value known in society)
- Education of youth workers
- Training
- Curriculum
- Validation
- Recognition
- Assessment
- Short term
- Long term

AIMS and OBJECTIVES: Aim is to provide higher education for youth workers.

DESCRIPTION: In Estonia, there are three schools where you can get higher education in youth work. University of Tartu Narva College, University of Tartu Viljandi Culture Academy, University of Tallinn.

Youth workers are able to get vocational training which lasts for 5 years. Vocational trainings are divided into different levels. For example level 4, level 6, level 7.

For development of youth workers, there are different kinds of trainings which are organized mostly by SA Archimedes Youth Agency. There are four groups of training activities:

- long-term development programs;
- thematic training activities;
- training activities that support regional development in the youth field;
- training activities to support internationalization.

<https://www.ut.ee/et>

<https://www.tlu.ee/>

<https://www.narva.ut.ee/et>

<https://noored.ee/>

<https://www.kultuur.ut.ee/et>

<https://entk.ee/noorsootoo-korraldamine/noorsootoo-kvaliteedi-arendamine/noorsootootaja-kutse/kutse-andmine/>

Youth Centres Logbook

Association of Estonian Open Youth Centres

Estonia

- Digital youth work
- Validation
- Recognition
- Assessment

AIMS AND OBJECTIVES: To enable youth centres to collect daily statistics concerning the work with young people

DESCRIPTION: Logbook is an **electronic youth centre monitoring system** established in 2013 which enables youth centres to collect daily statistics. Logbook is located on a server where all entered data are saved and is thus not dependent on the capacity of the user's computer. The personal details of youth centres can be accessed with a password; general information, including an overview of the best practices, can be accessed by the Association of Estonian Open Youth Centres. The idea of the Logbook is to enable all youth centres collect data in the same manner. As a result, the data can also be processed similarly and **the outcome consist of evidence-based statistics.**

In order to analyse the Youth Prop Up service, case files were added to the Logbook in 2015. Based on the case files, it is possible to analyse the portrait of the youth participating in the programme (gender, age, region, background, obstacle, desired result and the need to study, duration of the process, selected activities, cooperation, and efficiency), the dynamics of the service (background, duration of the process, selected activity, efficiency, etc.), and the impact on the challenges faced by the youth and those found in the society.

The logbook is used for statistical conclusions at local and country level. The logbook logic was analysed by University of Tartu in 2016.

Tested by Association of Estonian Open Youth Centres since 2013.

ank@ank.ee

<https://ank.ee/noorsootoo/noortekeskuste-logiraamat>

Creation of a training module (targeted to youth workers)

Association of Estonian Open Youth Centres

Estonia

- Education of youth workers
- Training
- Curriculum
- Validation
- Recognition

AIMS AND OBJECTIVES: Aim is to provide quality and professional youth work in Estonia by training youth workers.

DESCRIPTION: The training module is created by cooperation between Ministry of education and research and Association of Estonian Open Youth Centres.

AEYC evolves training module by searching information about observations and advice from youth workers. Module is work out by practitioners who share their long term experiences. **Two different modules - for beginners and for more experienced group.** Training module trains youth workers to do professional work at youth centres which assures high quality work all over the country.

Training courses are not obligatory. Training courses are free for participants, the finances are coming from the state government, Ministry of Education and Research.

The example of 2 modules, I example for beginners and II example for leaders and more experienced youth workers.

1st example:

	Open Youth Work ABC
.. :..	Role of youth worker, finding and involving young people
.. :..	Youth initiative, community and networking
	Lunch
.. :..	Business administration and short-term planning including the use of ICT tools in one's work Smarter
.. :..	Methodologies, Importance of Youth Feedback
	Coffee break
.. :..	Methodologies, Importance of Youth Feedback

2nd example:

	ABC analysis of open youth work
.. :..	Business administration and long-term planning
.. :..	Creating a non-formal learning environment
	Lunch
.. :..	Specialization and support for youth workers
.. :..	Involving young people, parents and the community
	Coffee break
.. :..	Use KT tools to make your work smarter and more diverse
.. :..	Evidence-based youth work

EVALUATION: The effects of these training courses is not evaluated yet. The feedback has been positive so far. As any training course it should help participants to be more professional in their work. Training courses are also good situations to meet other colleagues and share ideas and experiences.

Tested by Association of Estonian Open Youth Centres.

ank@ank.ee

Youth Workers' Workshop

Change Lab Foundation, Stefan Batory Foundation

Poland

- Education of youth workers
- Training
- Short term

AIMS AND OBJECTIVES: The goal of the workshops is to raise competence of youth workers and train new youth workers how to organize lessons/lectures and other activities for young people.

DESCRIPTION: The cycle of workshops was organized to help **youth workers with handling** difficult topics with young people. The topics are:

- Stereotypes and prejudice
- Assertiveness
- Interpersonal communication
- Stress management
- Discrimination
- Hate

The topics have been selected according to the current situation in schools, the internet and social media, mainly what young people are struggling with. It has been estimated that youth workers are struggling with how to talk to young people and raise awareness about the modern problems society is facing. Youth workers aside from their main activities, often have to help with many things that trouble the young person and it is crucial that they know how to help properly. Also, in the times that the media (especially social media) is booming young users with all sorts of content, it is hard for them to find themselves and what to think of themselves as well as of the others. There is a great need to organize lectures, meetings and other activities to handle modern issues and the workshops are preparing the youth workers to talk about the subtle topics listed above.

The workshops were organized in four consecutive 2-day camps in the city of Ozimek. The classes were given by specialists: youth workers, psychologists, pedagogues, youth trainers, social skills trainers. The participants received certificates validating the gained knowledge.

Polish Youth Projects Association
Stefania Zajaczkowska
s.zajaczkowska@euro26.pl

“Youth Worker” Expertise Document

Ministry of Labor and Social Policy

Poland

- Education of youth workers
- Curriculum
- Validation
- Recognition
- Long term

AIMS AND OBJECTIVES: The goal of creating the document was to establish the ground rules of youth work in Poland.

DESCRIPTION: In 2014 the Polish Ministry of Labor and Social Policy created an **Expertise on youth workers in Poland**. The document explains what is youth work, who are the youth workers, what kind of qualifications and education they need according to the Polish law, systematization of professions linked to youth work, regulations, references to law acts. There was no such profession as a youth worker authorized by the government but the expertise concluded that there is a need of authorization. The professions that existed were linked to youth work but there was no formal recognition of a youth worker as a profession. After the Expertise, summing up all the previous efforts and with the involvement of the Polish Organization of Youth Workers (now Polish Council of Youth Organizations - PROM) the **profession was included in the National Classification of Professions**. However, the specification focuses only on disadvantaged youth. The Expertise clearly says that it is important to establish the rules and add to the classification the profession of a youth worker in general.

The Expertise is a result of the State Strategy for Youth for 2003-2012.

Polish Youth Projects Association

Stefania Zajaczkowska

s.zajaczkowska@euro26.pl

If you are interested you can check out the document provided by the European Council in 2017 about youth policies in Poland, to get more info on the general situation:

<https://eacea.ec.europa.eu/national-policies/sites/youthwiki/files/gdlpoland.pdf>

CAPACITY BUILDING - TRAINING for TRAINERS AND YOUTH WORKERS

National Youth Card Association

Bulgaria

- Education of youth workers
- Training
- Validation
- Short term

AIMS AND OBJECTIVES: The main goal of the training was more practitioners (trainers and youth workers) to get familiar with the Recommendation of the European parliament and of the Council on the establishment of European Credit System for Vocational Education and Training (ECVET). More practitioners to discover new solutions **how to formulate, validate and recognize Learning outcomes while delivering youth training and youth work** activities and how to link them to NQF (National Qualification Framework).

DESCRIPTION: The adoption of the National Qualifications Framework in 2012 in Bulgaria is in fulfillment of Bulgaria's commitment and accordance with the Recommendation of the European Parliament and of the Council establishing a European Qualifications Framework (EQF) for lifelong learning. The EQF is a common European reference framework designed to provide a common European basis (reference point) to synchronize the different qualification levels of national qualification systems. The EQF contributes to improving the transparency and comprehensibility of qualifications in Europe, supports the **mobility of learners and workers** and the recognition of qualifications. It also promotes the provision of quality training, validation and recognition of non-formal and informal learning, and the development of national qualification frameworks. The development of national qualifications frameworks, in accordance with national laws and practices in individual countries, aims to establish consistency between their national qualification systems and the EQF by aligning their qualification levels in a transparent and comprehensible manner with the relevant EQF levels.

The National Qualifications Framework (NQF) covers the whole education system and all qualifications in it. It includes nine levels, including:

- Level 0 - zero (preparatory) level.
- Levels 1 to 4 correspond to the stages of training and the qualifications acquired in the school education system (general and vocational).
- Level 5 covers post-secondary vocational college education for a fourth level of vocational qualification.
- Levels 6 to 8 are intended for the qualifications acquired in the higher education system - Bachelor's, Professional Bachelor's and Master's Degrees and Doctoral degrees.

All these levels are based on a learning - oriented approach and are described in: knowledge (theoretical and/or factual), skills (cognitive and practical) and competencies (personal and professional).

The mandatory requirements for results in the system of pre-school and school education and the conditions and processes for achieving them are included in the state educational standards (SES).

Following the Recommendation of the European parliament and of the Council on the establishment of European Credit System for Vocational Education and Training (ECVET), the National Agency for VET starts to rewrite the State Educational Standards using the ECVET principles – based on Unit of Learning outcomes. So, every SES includes several Units, every Unit includes defined LO (learning outcomes), and every LO has knowledge, skills and competence (attitude). This change allows recognition of LO gained outside the formal educational system.

The training was designed, first, **more practitioners (trainers and youth workers) to get familiar with the Recommendation** and the change that happened on national level. Second, more practitioners to discover **new solutions how to formulate, validate and recognize Learning outcomes and how to link them to NQF.**

The trainer was an expert from National Agency for VET, who together with the participants developed some examples of LO. The trainer presented the mechanism of formulating LO and Units and how they could be validated formally and to be officially recognized as part of SES.

National Youth Card Association

<https://www.youthcard.bg/news/obuchenie-doo>

Liliya Elenkova, lili@youthcard.bg

-9-

Youth Development Academy

National Youth Council, Portuguese Institute of Youth and Sports, National Federation of Local youth associations, National Agency of Erasmus + youth and sports & other partners.

Portugal

- Education of youth workers
- Training
- Recognition
- Short term

Youth Development Academy

AIMS AND OBJECTIVES:

- Development of capacity and training for youth workers, youth organizations and youth leaders;
- Promotion of exchange of good practices between youth organizations and institutions that work with and for young people, promoting intercultural dialogue and solidarity, facilitating the process of implementing youth activities and developing a space for political debate and structured dialogue between young people and policy makers.

DESCRIPTION: The Youth Development Academy (ADJ) is a joint initiative of the National Youth Council (CNJ), the Portuguese Institute of Sport and Youth (IPDJ, IP), the National Federation of Local youth associations, the National Agency of Erasmus + youth and sports & other partners which aims to be a

moment of meeting, learning, debating and exchanging knowledge and experiences **in favor of youth work**. This event is intended to be held annually.

Under the broad theme “Youth Participation and Democratic Citizenship”, the Academy’s first edition (pilot experience) took place in May 2015. About 100 participants - youth, youth leaders, youth workers, youth workers (from municipalities and other public and private bodies) - had access to a range of activities that promoted specific skills needed for youth workers. In addition to being a space for training young people, youth organizations and public bodies working with and for youth, ADJ is also a space for networking and cooperation, providing space for reflection and structured dialogue.

The methodology used in ADJ is non-formal education (NFE), as a tool for capacity building and development of values and soft skills necessary for global and active citizenship. NFE assumes that participants are actively and voluntarily involved in the training process. The methods used to develop their skills and attitudes based on the 'learn by doing' principle. NFE contributes to the holistic development of participants both in their personal development and as active citizens in society, promoting their social inclusion and developing crucial tools for a successful working life.

As main activities, ADJ had the advanced course of socio-educational work in youth areas (ECOS), information and communication course for young people (IPDJ), Hate Speech seminar (IPDJ), CNJ trainers for trainers course (CNJ), NFE training course for the promotion of youth participation (CNJ) among other training activities.

Each activity used their own evaluation materials, such as evaluation forms and feedback sessions. However, a general evaluation questionnaire was distributed to all the participants of the event.

The main organizers had also an evaluation meeting to review main achievements and learning from the different activities and to incorporate the such feedback in future editions of the Youth Development Academy.

National Youth Council of Portugal

Sara Amaral, sara.amaral@cnj.pt

Youth Work Vocational Training Course

National Agency for Qualification and Vocational Training (ANQEP) with the support of Portuguese Institute of Sport and Youth (IPDJ)

Portugal

- Education of youth workers
- Training
- Recognition
- Long term

AIMS AND OBJECTIVES: The aim of the creation of the course and official curriculum to train Youth Workers was to further the **recognition of the Youth Work profession as a legally recognised professional activity and an academic subject** in the formal education system in Portugal.

The objectives of the creation of the course were:

- Establishing the ‘state of the art’ and a situational analysis of the work with young people;
- Recognition of the legal status of the Youth Worker profession
- Cooperation in designing and implementing projects with and for youth on the national and international levels;
- Promotion of the international dimension of youth within Europe, the Iberian-American scope and in the Portuguese speaking countries.

DESCRIPTION: The course for “Youth Workers” started with a joint initiative proposed by the Secretary of State of Youth and Sports that gathered other actors such as the Portuguese Institute for Employment and Professional Training (IEFP), the Portuguese Institute of Sport and Youth (IPDJ, IP), the National Agency of Erasmus +, the National Agency for Vocational Training and experts on the youth field. This initiative aimed to correct the lack of recognition of the Youth Work profession in Portugal. Before the creation of this course, there was no professional status associated with youth work in Portugal. It was neither legally nor socially recognised as a profession. Youth Work was also not associated with a specific kind of educational route, since there was not such an academic programme in formal education. For these reasons, Youth Work practitioners were not officially recognised.

With the political support from the XIX, XX and XXI Governments (dating from 2011 until the present day), an Intersectoral Working Group was established. These organisations had the support of the civil society, namely a select group of Youth Work experts, the National Youth Council (CNJ) and the National Federation of Youth Associations (FNAJ).

The course has two different modalities leading either to a Level 2 professional training qualification (9th grade) or a Level 4 professional training qualification (12th grade, for which the completion of the 9th grade is required). They are vocational courses, meaning they lead both to professional and academic certification. Therefore, a graduate of this course would be considered apt to work as a “técnico da juventude” (Youth Worker).

The **specific modules of the course directly linked with youth work**, which has a total duration of 3650 hours, are as follows:

- 1) Youth Worker – Contexts and Practices (25h)
- 2) Youth Culture: youth nowadays (25h)
- 3) Methods and instruments for participation and action with young people (25h)
- 4) Youth Associationism and Citizenship (25h)
- 5) Management of Youth Associations (50h)
- 6) Work methodologies with youth through sports (25h)
- 7) Methods and Techniques for Non-formal Education (50h)
- 8) Youth Volunteering (25h)
- 9) Opportunities for Young People (50h)
- 10) Information to Young People: context and practices, national and international (25h)
- 11) Prevention and Intervention with Youngsters (50h)
- 12) Youth Policies in Portugal (25h)
- 13) Youth Policies in the World and International Relations (25h)
- 14) Education and cooperation for development in the area of Youth (25h)
- 15) Animation and Coordination in summer camps (50h)

Besides these specific modules, students also have to complete other subjects related to sociocultural (Languages, Personal and Social Development and IT) and technical training (math, psychology and sociology), besides the completion of an internship.

The evaluation of graduates is done continually via exams and an internship at the end of the course. An overall evaluation of the course itself was still not done since is quite a recent process (starting the first courses in 2016-17).

Conceptualization: ANQEP (National Agency for Qualification and Professional Teaching)

Tried out in vocational and high schools around Portugal.

IDPJ (Portuguese Institute of Youth and Sports) - cjlisboa@ipdj.pt |

http://juventude.gov.pt/eventos/educacaoformacao/paginas/curso-tecnico-de-juventude_cjl.aspx



-11-

CAPACITY BUILDING TRAINING for TRAINERS AND YOUTH WORKERS

National Youth Council of Portugal (CNJ)s

Portugal

- Education of youth workers
- Training
- Short term

AIMS AND OBJECTIVES:

- Promote non-formal education by developing a capacity building and training for youth workers, youth organizations and young leaders;
- Encourage the exchange of good practices between youth organizations and institutions working with and for young people;
- Create a wider understanding of the role of “training” and “trainers” in the Portuguese context of youth work;
- Empower participants - within the framework of the Portuguese youth council - CNJ, its member organizations and other youth associations - to competently prepare, implement and evaluate training activities through Non Formal Education (NFE).

DESCRIPTION: CNJ's School of Youth Development (EDJ) has been providing training courses for trainers and youth workers since 2006, and is one of the most recognized spaces in the area of Non Formal Education in Portugal.

These residential trainings for trainers and youth workers, inspired by the University of Youth Development, gathered different trainings with different topics using NFE as a base to deliver content related to Human Rights Education, Non-Formal Education and Health Education.

Three editions were held by CNJ as School of Youth Development and another one, in partnership with Portuguese sports and Youth Institute (IPDJ) and the Portuguese National Agency for Erasmus +, integrated in the Youth Development Academy. These initiatives became spaces of excellence and an

opportunity to create a network among youth workers and to share experiences and synergies between youth structures.

It addresses youth workers from various structures and regions of the country. The courses, targeting young people and youth workers who are willing to build a plural and inclusive democracy, provided joint sessions where participants could exchange experiences, knowledge and methods.

The trainings were also an opportunity to increase the proximity of networking between the CNJ, the youth workers, student associations, as well as the public institutes responsible for youth, education and health.

In the end of the trainings, participants were able to apply and integrate in the Pool of Trainers in Non Formal Education regarding their motivation and experience.

In order to expand the event to the wider community, the three programmed training actions include a set of free admission sessions.

The courses held simultaneously were:

- Training for trainers and youth workers in Non- Formal Education
- Training for trainers and youth workers in Health Education
- Training for trainers and youth workers in Human Rights Education

Each training course was held in residential format and had the duration on 40 working hours.

This intense learning experience help to create not only an amazing learning experience but allowed people to connect, exchange and this way contributing to create a community of practices. There organizations and practitioners continue exchange tools, knowledge and supporting each other long after the duration of each edition of the School of Youth Development.

Besides the daily and final evaluation with the different groups analyzing several aspects, after the training the participants could integrate the pool of trainers of the national youth council as a follow up of the trainings, continuing their learning process and implementing the new methods and knowledge learnt.

CNJ – Conselho Nacional de Juventude

http://juventude.gov.pt/eventos/cidadania/paginas/escola_desenvolvimento_juvenil.aspx

[Facebook](#)



Social Dynamo

UNESCO Youth Club of Thessaloniki

Greece

- Education of youth workers
- Training
- Short term

AIMS AND OBJECTIVES: Social Dynamo is a space for civil society capacity building, offering learning, professional support and networking. It is a joint initiative of the Bodossaki Foundation and the City of Athens and Thessaloniki, providing comprehensive support to civil society actors in Greece.

DESCRIPTION: Social Dynamo is a service started in 2015 in Athens and move in 2019 in Thessaloniki provided monthly seminars for civil society actors' focus on youth and youth workers.

✓ Learning: We offer educational events and training seminars to civil society organisations and groups, with the assistance of our pro bono partners' network. Education does not stop here: the e-learning platform "We are all citizens", developed by Bodossaki Foundation within the framework of EEA Grants, is open to everyone!

✓ Professional support: We provide free of charge professional support to active citizen organisations and groups, offering consulting, mentoring and coaching by experienced professionals. Examples of areas of support:

- fundraising techniques;
- communication and marketing;
- human resources management;
- leadership and management issues;
- financial management; and
- legal issues.

✓ Networking: Social Dynamo encourages networking and the exchange of information among civil society, scholars and the public and private sector. Such networking is achieved through events organised on a regular basis.

✓ Co-working space: Our team hosts informal and formal new and developing active citizen groups, offering a co-working space in the fastest-developing and most modern hub in Athens, the Serafio Sports, Culture and Innovation Centre. Our warm and friendly space hosts up to 15 groups for 6 months, while the hosting can be renewed according to the needs and the progress of the group. This space can also be used to host events organized by civil society organisations/groups.

Social Dynamo is probably the most successful **training process for youth workers** in Greece. It's not only for youth workers but in general for social activists. It is on the level of non-formal education. On the level of formal education there is a Masters' Degree in the University of Macedonia (see Practice 14 of this Collection Book). The evaluation until now is totally positive and there are a lot of new materials and tools for everyday use.

Babis Papaioannou

babis@unescoyouth.gr

<https://www.socialdynamo.gr/en/>

-13-

Hellenic Youth Workers Association

UNESCO Youth Club of Thessaloniki

Greece

- Reaching out to target groups
- Recognition
- Long term

AIMS AND OBJECTIVES: The creation of the Association was a discussion in between youth workers the last 20 years. Before this final success in 2014 there were 3 unsuccessful attempts. More than 50 youth workers from all over Greece joined the Association under a stable framework bringing on the table the topic of recognition, description and regulation of youth work in Greece.

DESCRIPTION: The Association has 3 priorities.

1. To find all youth workers active on national level.
2. To start a debate with the government on the topic of recognition of youth work on national level.
3. To participate in the international dialogue for youth work.

It's a legal entity based in Athens and it brings together around the 1/4th of the youth workers for the moment. It's an official partner of the government on those topics. It creates at the same time training opportunities for its members. Its representatives are members of the National Working Group on Structure Dialogue for Youth and the initiative Europe Goes Local.

The whole initiative is at the very beginning and the debate with the government is moving very slowly. There is a need to speed up because of the European similar initiatives and priorities and the need for regulation on the topic on national level.

Babis Papaioannou

babis@unescoyouth.gr

<https://youthwork.gr>

Master's Degree in European Policies on Youth, Education and Culture. University of Macedonia, Thessaloniki

UNESCO Youth Club of Thessaloniki

Greece

- Education of youth workers
- Long term

AIMS AND OBJECTIVES: That Masters' degree started in 2010 and was the first step for **training and certification of youth workers** in Greece. It was proposed by the Youth Secretariat of the Ministry of Education and it was and still is the one and only way to certify youth workers in Greece.

DESCRIPTION: The Postgraduate Program entitled 'European Youth Policies, Education and Culture' aims to provide postgraduate education so that its graduates gain a strong scientific background in European Union policy planning and management issues, youth, education and culture, as well as serious academic and career prospects. In particular, the objectives of that Master are as follows:

- Providing high-level postgraduate studies, planning and management knowledge of European Union youth, education and culture policies,
- Preparation for postgraduate doctoral studies,
- Synthetic approach to theory, methodology and policies for the production of integrated solutions, research proposals, exploitation of educational material and the promotion of actions related to youth, education and culture,
- Training scientists with the skills required for successful careers in the private, public and academic sectors.

The last 3 years this Master program stops to have youth work as a priority and adapts also other topics like education and culture.

Babis Papaioannou

babis@unescoyouth.gr

<https://www.uom.gr/epnep>

WORLD YOUTH ALLINACE CROATIA

- Advocacy initiatives (Youth work value known in society)
- Volunteering (How is it structured?)
- Youth worker's employment (How their employment is structured? – payment, facility, contract)
- Education of youth workers
- Training
- Digital youth work

AIMS AND OBJECTIVES: The World Youth Alliance Croatia is a community of friends who strive to live the experience of human dignity in their own lives and bring that experience to society through an active commitment to the good. The WYA Croatia seeks to create an enabling environment for the holistic development of the human person and to create content that will enable the formation of young people in intellectual, psychological, social and spiritual aspects and enable them to assume responsibility for the good of the community and to build civilization in accordance with basic human values. Since 2012, they operate in three cities: Osijek, Split, and Zagreb, with more than 130 members and 7 employees. In their work, they are trying to bring additional quality. All their projects are based on three fields: Education, Advocacy, and Culture.

DESCRIPTION: They work with young people from 18-30 years old. In Croatia, they are gathering more than 140 members, and are expanding their membership.

Their membership is divided into teams like the Educational team, Advocacy, or Cultural Team. All together they have 9 teams, and 2 offices in Zagreb and Osijek.

All of their projects and programs are based on 3 topics – Education, Advocacy, and Culture.

Their core projects are – Certified Training program, Human Dignity Curriculum, and FEMM.

They also do Advocacy projects like Cooperation against Apathy, which aim to **educate and enable young people for active citizenship**. Especially considering the demographic situation in Croatia. Also, they have project Compas, which goal is education of young people in areas like employment and advocating for better working conditions for young people in Croatia.

They have two annual advocacy programs – Human Rights Slam and Advocacy Academy.

Some of their cultural projects are Cultural boat, Prirok, or Cupola.

In all their projects and programs, their goals are to connect young people with experts, decision-makers, academic, and civil society to educate them and enable them for active participation in society.

Their approach is person-centered. They want young people to have holistic and fulfilling experience in nonformal education, also through volunteering and working for WYA Croatia. Everything they do is based on the idea that people are their most precious source and that the well-being of an individual is more important than any project.

They have Human Resources team which is in charge of taking care of employees and members. They also do an evaluation with participants on every project, workshop, and program they do.

They are always trying to have professionals to conduct the questionnaires for evaluation so they can gather valuable information about participants' experience. The evaluation helps to improve their work and make it more satisfying for young people.

Svjetski savez mladih Hrvatska

Vlaška 31.

Zagreb

Jelena Slavić Miljenović

<https://www.facebook.com/WorldYouthAllianceHrvatska/?ref=bookmarks>

<https://www.facebook.com/suprotiva/>

<https://www.wya.net/get-involved/chapters-committees/wya-croatia/>

-16-

University course “Leadership and Developmental Youth Work in the Community”

Center for Youth Work

Croatia

Education of youth workers

Curriculum

Long term

AIMS AND OBJECTIVES: Intended learning outcomes are:

- Students will attain basic knowledge, skills, and attitudes of leadership and community youth work;
- Students will explore the role of community youth work in reconciliation and conflict transformation;
- Students will have opportunities for personal and social development and will develop a reflective, analytical and professional approach to their work;
- Students will develop work with young people and will have opportunities to be active in the development of their communities and to contribute to the development of community youth work structures and policies.

DESCRIPTION: University course “Leadership and developmental youth work in the community” (hereinafter: the course) is **one-year university course conducted by Center for Youth Work** which is licensed by the Jönköping University from Sweden.

As with social education or informal education the course recognizes that there are number of ways in which people learn. The course reflects some of these ways and includes: individual and small group study, practical work, recordings, written work, self-assessment, role plays, study blocks and residential.

The Course obtains 6 modules within the 4 sub-courses, practical placement and mentorship support:

- Sub-course I: Community Youth Work and Adolescence
- Module 1: Introduction to community youth work and personal development

- Module 2: The life stage of adolescence
- Sub-course 2: Working with Individuals and Groups
- Module 3: Working with individuals
- Module 4: Working with groups
- Sub-course 3: Working with Conflict and Management
- Module 5: Working with conflicts and differences
- Module 6: Management in community youth work
- Sub-course 4: Practical placement

During the practical placement, students are expected to: 1) Engage in practical community youth work as a means of grounding theory and acquiring skills throughout the course practice; 2) Complete 25 sessions of direct, face to face practical work each session consisting of 2 hours face to face work and 2 hours needed for planning, preparations, evaluation and reporting; 3) Keep up to date diary or recordings of practical placements that will be used for analysis of skill acquisition; 4) Attend trainings and meetings between modules related to practical placement such as: Introduction to Practical Placements, Practical Placements Project Proposal Writing, Session plans and Recordings Writing, First Aid Training, Introduction to Facilitation Skills, Child Protection training and other relevant trainings.

EVALUATION: Assessment and evaluation are continuous throughout the course. The process has two purposes:

- to enable students to identify their knowledge, skills and attitudes and to comprehend and assimilate any changes in these and to assist students to develop the ability to assess their own learning and performance in a realistic manner.
- to enable the examining board to assess whether an individual student has reached the required standard to allow him or her to pass the course.

Each student is fully involved in the assessment process and informed of any decisions made by the examining board. At points formal assessments are undertaken. Evidence upon which assessment is based is made available to the student.

In order to pass the course, the students have to pass each module, pass each module assignment and practical placements.

All written work, self-assessments, tutors' comments, tutors' assessments, practical work reports and academic record are made available to the examining board for the decision-making process

Organization: Center for Youth Work

Period: 2001 - 2020

e: czor@czor.org

t: +381 21 261 85 97



Professionalisation of youth workers

NAPOR – National Association of Youth Workers

Serbia

- x Education of youth workers
- x Curriculum
- x Validation
- X Long term

AIMS AND OBJECTIVES: To ensure quality youth work programmes and competent youth workers that are needed to implement them.

DESCRIPTION: NAPOR created a **Curriculum for education of youth workers**, which contains a training program for two vocational levels (Youth Leader and Youth Worker) and a mechanism for validation of previously attained competences in youth work. Validation process is intended for persons who implement youth work in practice and continuously work on self-improvement, but have no deep formal or non-formal education in youth work. For those practitioners it is possible to prove the competences that they gained through experience and different training courses in front of board of experts, in order to gain certificate for one of 2 vocational levels.

For those who don't have enough experience for validation, the training program is more suitable. It consists of several thematic modules and practices in youth work. Thematic modules, with defined learning outcomes, cover competences defined in Vocational Standard and contain theoretical basis of youth work that is acquired through online learning, as well as practical skills, attitudes and values, which are developed and practiced through direct work of trainers with group of participants. Practice in youth work, as a part of training, is continuous program of youth work with a group of young people which each participant implements in their local community or within his/her organization.

Implementation of Curriculum is coordinated by NAPOR, or any of the member organizations. In both cases NAPOR issues certificates for all the participants who fulfil the set of competences needed for the vocational level they are trained for. NAPOR certificate is recognized by member organizations, as well as by Ministry of Youth and Sports.

YOUTH LEADER CURRICULUM

Introduction in youth work	Communication and acceptance of differences	Basic project management	Leadership and activism in youth work	Informing youth
+ Practical placement			+ Mentorship and supervision	

YOUTH WORKER CURRICULUM

Community youth work and adolescence	Individual and group work	Leadership in youth work and conflict transformation	Project management and voluntary management
+ Practical placement		+ Mentorship and supervision	

Participants are continuously mentored during the process. Essays are done after each module and based on that final commission is giving decision if the youth worker or youth leader will be certificated. Each module is evaluated by participants, trainers and coordinator. The curricula is also revised according to the needs and trends in youth work. Revision is done based on data analyses, recommendation of working group and it is voted during the GA.

NAPOR

bojana.stojkovic@napor.net

<http://www.napor.net/sajt/index.php/sr-yu/>

-18-

Recognition, Validation and Certification of Competences Process (RVCC)

National Agency for Qualification and Professional Teaching (ANQEP) and Portuguese

Institute of Employment and Professional Training

Portugal

- Education of youth workers
- Validation
- Recognition
- Long term

AIMS AND OBJECTIVES: The aim of the process is, as its name suggests, to recognize, validate and give proper certification to competences that youth workers have because of their previous working

experience as way to improve their place in the labor market and provide them with the proper scholar certification.

- Improve the marketability of youth workers without school certification
- Recognize the competencies acquired through previous work
- Emphasise the value of lifelong learning and knowledge acquired outside of the school context
- Promote a greater investment by young adults in pathways of education and training

DESCRIPTION: The evaluation is done internally by the officers of “Centros Qualifica” to assess its effectiveness. An evaluation of the process itself by the users was still not done.

The RVCC (Recognition, Validation and Certification of competences) process is realized in “Centros Qualifica” (“Qualify Centers”) of the Institute of Employment and Professional Training and it is based on the National Catalogue of Qualifications. **In the case of youth workers, the Institute of Employment and Professional Training refers to those professionals who “intervene in the conception, organization, development and evaluation of projects, programs and activities with young people, using methods in the field of non-formal education, facilitating and promoting citizenship, participation, autonomy, inclusion and personal, social and cultural development”.**

In order to complete their RVCC process, aspiring youth workers are welcomed into the “Qualifica” centres where they can request the recognition, validation and certification of their professional pathways and get a scholar and / or professional certification. First, they need to fill up a form stating their personal data and job situation. After and with the support of an officer, they are informed and guided through the process. The officer also examines their professional career and current situation is assessed to see if a process of RVCC (Recognition, Validation and Certification of Competences) is possible. This is the process of diagnostic of the competences of the youth worker. In case it is indeed possible to go through with the process, the youth worker is asked about his professional career and formal, non-formal and informal learnings in a process to identify and validate their competencies.

Subsequently, in order to get certified level, **the youth worker demonstrates his/her capacities through oral, practical or written examination. If the examination is successful, the youth worker receives a partial or a complete certification.** In case it is only a partial recommendation, the youth worker is guided to complete more training that can provide him/her the required level.

Overall, this is a process that can support not only youth workers, but any professional who wishes to improve their marketability, their position in the working place and, most of all, get a second chance to use their competences acquired through lifelong learning.

Conceptualization: ANQEP (National Agency for Qualification and Professional Teaching),

Portuguese Youth and Sports Institute and other partners..

Applied in “Centros Qualifica” (from the Institute of Employment and Professional Training) around the country, all year round.

National Network of “Centros Qualifica”:

<https://www.qualifica.gov.pt/#/pesquisaCentros>

Leaflets and Posters:

<https://drive.google.com/file/d/1CoHu6rjgxcZqm8tvYpJuate0mxK-wq9n/view?usp=sharing>

Validation

NAPOR – National Association of Youth Workers

Serbia

Validation

AIMS AND OBJECTIVES: Validation is a process of validation of skills and knowledge previously gained. This opens the door to anyone who has the competencies they need, regardless of the way they have been acquired, to validate their knowledge and skills and for the first time to receive the appropriate confirmation that they possess them. Possibility of validation helps to retain professional staff in the field of youth work, and therefore the knowledge and experience we need to create the theoretical framework necessary to recognize youth work as an applied academic discipline. At the same time, competency testing of youth workers leads to quality assurance and prevention of bad practices within youth work programs, thus contributing to the protection of children and young people. Finally, by highlighting the expertise of youth workers, validation of previously acquired competences contributes to the placement of youth work side by side with other related occupations/professions, where appropriate.

DESCRIPTION: The mechanism for validation of previously acquired competences is designed as an educational process through which interested candidates are guided for the purpose of formal validation of competences. At the same time, this process provide to all candidates with quality feedback and support them in professional development. Each candidate through the process have a mentor who support them throughout the process of the validation. In this process, it is very important to emphasize the importance of using a different methodology (portfolio, written work, practical work, interview) as this provides quality and comprehensive coverage of the various aspects necessary for successful validation, which no single element of the mechanism could take individually.

The validation mechanism consists of the following segments:

1. Candidate Application - NAPOR (Candidate is applying NAPOR for validation of competences for the desired level of qualifications)
2. Interview in order to check whether the candidate meets the possibility of entering the validation process (general assessment of competences and making a recommendation for which profession to validate - youth leader or youth worker)
3. Assigning a mentor to guide the candidate through the entire validation process
4. The candidate is provided with a validation guide
5. The candidate completes the portfolio for a youth leader or youth worker
6. The candidate writes an essay on a given topic and according to given criteria by the mentor
7. Assessment day (3 committee members: interview, practical work, final interview and feedback to the candidate)

Each validation is evaluated by participants, trainers and coordinator. The curricula are also revised according to the needs and trends in youth work. Revision is done based on data analyses, recommendation of working group and it is voted during the GA.

NAPOR – National Association of Youth Workers

www.napor.net



-20-

Recognition of NFE and Youth Work – Working Group

CNG

Italy

- Advocacy initiatives (Youth work value known in society)
- Recognition
- Long term

DESCRIPTION: Evaluating the Italian current situation concerning the recognition of youth work and non-formal education

In 2018-2019, the Italian Youth Forum/CNG set up a working group with youth associations belonging to the platform, in order to work on research on the issues of non-formal education and youth work.

The working group met 3 times to discuss its objectives, structure and desired output. Our commitment was to give continuity to the work carried out in the previous years by the CNG, through the implementation of various activities aimed at creating awareness on what Non-Formal Education and youth work are, and on the skills that it is possible to acquire through them and their methodologies. In particular, the CNG had promoted a position paper on non-formal education addressed to Italian institutions, as envisaged in the context of the European strategy for the dissemination of the Italian version of the publication of the European Youth Forum "Recognition of

non-formal education in the youth sector: recommendations and success factors", and it had conducted a survey on the correlation between non-formal education and skills that can be spent in the workplace.

After two years of work, the working group managed to:

- Draft a research on non-formal education and youth work,
- Draft a position paper addressed to Italian institutions,
- Organise a conference at the Italian Ministry of Education premises, with representatives of Italian institutions and in collaboration with ESN Italy,
- Start a collaboration with the Italian Minister of Education on how to validate the skills acquired through formal education and youth work.

Trainers and youth workers from the CNG Pool of Trainers worked on the draft research and on the policy paper. They also facilitated the meetings of the working group and the national conference.

Italian Youth Council - CNG, in 2019

Federica Celestini Campanari

sg@consigli nazionale-giovani.it



#DecidiamoNoi (OurChoice): the CNG campaign for the Italian elections in 2018

CNG

Italy

- Advocacy initiatives (Youth work value known in society)
- Recognition
- Long term

AIMS AND OBJECTIVES: Recognition of youth work and non-formal education

DESCRIPTION: #DecidiamoNoi is the title of the campaign that the Italian Youth Forum/FNG launched in 2018 to encourage young people to be active protagonists during the political elections of 2018 and avoid the high rate of youth nonparticipation.

In that occasion, CNG wrote to the secretaries and presidents of the main political parties. The objective was to ask them to consider 11 program points, developed by Italian youth associations, and to include these issues in their political programs. One of the program points concerned the **recognition of NFE and youth work**.

During the Italian elections period in 2018, the Italian Youth Forum, together with its Member Organizations, developed 11 program points, focused on young people, their needs and their requests. Our objective was to make politicians running for the elections aware of Italian youth issues, make them support our requests and include them in their political programs.

During this activity, youth workers, coordinated by the members of the Italian Pool of Trainers, worked on the draft of a proposal about the recognition of NFE and youth work, and the validation of skills acquired in non-formal contexts, such as volunteering. A particular concern was raised by Erasmus Student Network Italia. In fact, ESN volunteers, especially those working in the organization of social and cultural activities for incoming students, face many issues when they try to engage in the recognition process for their non-formal learning outcomes since, at the end of their volunteering experience, they don't receive any document widely recognized in the labor market.

Some politicians supported this requests and, at a conference organized during the campaign, the Minister for Education and a Senator showed their interest in working together the Italian youth organizations in the development of a law proposal. Today, we are working in collaboration with the Ministry of Education and we are drafting this proposal.

At least one representative of the main Italian political party replied to our letters and some of them decided to take part in the campaign by wearing our campaign wristband and taking into account our request.

Trainers and youth workers from the CNG Pool of Trainers worked on the draft of the program points.

Italian Youth Forum - CNG, in 2018

Federica Celestini Campanari

sg@consigli nazionale-giovani.it



National Youth Debate “Youth Worker” Varna

Youth Society for Peace and development of the Balkans

Bulgaria

- Local
- National
- Advocacy initiatives (Youth work value known in society)

AIMS AND OBJECTIVES:

- To promote youth work as an essential part of the development of young people as active citizens and community leaders
- To establish a concrete link between government officials, youth workers and youth organizations with the end result to develop a Political consensus document defining youth work and its key components. Also further future policies that can bring quality of youth work in the country.

DESCRIPTION: Known as the "National Youth Debate", the event aims to bring every year together over 120 active young people - representatives of youth organizations, as well as experts, trainers, youth workers from different institutions at European, national and regional level, and working together to develop challenges to the youth sector in the country.

The National Meeting in Varna *Youth Worker* is the sixth consecutive event organized by the Youth Association for Peace and Development in the Balkans and the Municipality of Varna, Directorate "Education and Youth Activities", in partnership with the National Youth Forum and the Association "Varna - European Youth Capital". The topic is part of a broader initiative discussing the necessary tools, infrastructure and skills youth workers need to have, how to implement and practice their “job” and to be effective. The events are as follow:

- The importance of **non-formal learning** methods (2013)
- The role of the **youth worker** as a profession handling these methods (2015) – the above mention good practice;
- The places where the youth workers operate, namely the **youth spaces** (2017)

THE TOPIC

Youth work is commonly understood as a tool for personal development, social integration and active citizenship of young people. Youth work is a ‘keyword’ for all kinds of activities with, for and by young people of a social, cultural, educational or political nature. It belongs to the domain of ‘outofschool’ education, most commonly referred to as either non-formal or informal learning. The main objective of youth work is to create opportunities for young people to shape their own futures. The range of themes that youth work covers is just as diverse as the types of people and organizations involved. Political activism, street work, sports activities, social enterprise and leisure time activities can all be termed ‘youth work’.

MAIN AIM OF THE MEETING

- To establish a dialogue between youth representatives and decision makers in different ministries and directorates concerned with the development, implementation and formulation of policies for youth.
- The event lays ground for discussion and joint work on topics concerning youth. It brings constructive dialogue combining political decision makers and youth workers from all over the country.

EVENT RESULTS

- Essential result of the event is the Joint political statement that was developed by the stakeholders during the 5 days National Youth Debate.
- Further advocacy campaigns to promote the documents and its content to relevant stakeholders (*Ministry of Youth and Sport, Ministry of Education, Ministry of Social Policy, National agency of professional education and etc.*)

The Political document consists of:

- Definition of Youth Work in Bulgaria;
- Definition of Youth Worker;
- Target groups;
- Where Youth workers implement their work;
- Tools and methods of Youth Work;
- Role of the Youth organizations as providers of youth work;
- Benefits of Youth Work;
- Challenges in front of Youth Work in Bulgaria
- Recognition of Youth work

The political document was adopted by the General Assembly of the National Youth Forum Bulgaria as official paper (<https://nmf.bg/resources/>)

Year: June 2015

Duration: 5 Day Event

Representative: Daniel Dzhinsov, President YSPDB, yspdb2001@gmail.com

info@yspdb.org,

<https://yspdb.org/ys/>

[2017 Youth Spaces Event](#)

[2015 \(Bulgarian Language\) Facebook Event Page](#)

International level

-1-

Digital youth work seminar

Zavod Mobin

Slovenia

- Education of youth workers
- Digital youth work
- Short term

AIMS AND OBJECTIVES: The Aim was to create a space where youth workers gain new competences in the digital youth work area.

Main goals

- Participants gained new quality knowledge, skills, methods, tools and values.
- Participants increased the quality of work in the field of digital youth work.
- Participants strengthened their capacities in the field of youth work.
- Participants exchanged and developed effective methods for reaching young people through digital media.
- Participants understood what digital youth work is and were involved in further disseminating and developing digital youth work, through findings, new skills and good practices that were presented at the seminar.
- Participants took part in the establishment of competence model for digital youth work, which was presented in the publication as single framework describing the competences, tools, relationships and methods for quality digital youth work.

DESCRIPTION: Digital competences have an important role in our lives in general and especially in the quality of our performance at work. With the project “Competences of the digital worlds” the organizers want to create a space, where youth workers, youth leaders and other individuals or groups that are working with youth, would be able to present good practices, which are needed to empower youth through the virtual environment. Since more and more youngsters are spending their time online, they want to develop a competence model, which can help all youth workers to improve their work in virtual area.

With different (EYCA) partners working with young people, they want to check and discover the areas of improvement and how successfully to offer useful experiences, information, challenges and rewards for social, political and local participation of youth in virtual space. The debate was steered towards the question which are those **digital competences, which can help youth workers to build safe and useful tools and virtual places**, which will empower youth to be more creative, active, mobile etc. The main product of this seminar was a publication in which they presented their discussions and the competence model. Publication will be published until the end of the 2020 in English and Slovenian language – weather it will be printed or virtual, we would leave the participants to decide.

Zavod Mobin

Trainer: Nina Kapelj (nina.kapelj@noexcuse.si)

-2-

Training course for youth workers on emotional intelligence

Grupa "Hajde da..."

Serbia

- Training
- Short term



AIMS AND OBJECTIVES: To provide youth workers with an opportunity for positive personal and professional development while exploring the topics of feelings and emotions in learning processes and when working in multicultural groups, in order to become more aware of emotional states and how to work through/with emotions in training contexts, with both participants and trainers.

- To improve knowledge and skills of youth workers and trainers and enable them to deliver trainings of better quality
- To empower and teach youth workers how to deal with emotions, i.e. how to become aware of their own feelings that are difficult to handle, how to be creative when addressing participants' emotions and how they could work with the emotional responses of the participant and for the learning process of the group.
- To introduce the concept of emotional intelligence and its relevance for training, professional and personal development of youth workers and participants
- To develop and to integrate the **L2L** competences from more emotional perspective in training approaches.
- To create space where youth workers feel comfortable to be transparent, honest, open and explicit about themselves and their practice.
- To develop the self-awareness of the participant and/or youth worker regarding his/her own limits, character & personality, and its impact in their own training process, learning preferences, and challenges in life.

DESCRIPTION:

The main topics in this training are:

- Introduction to the topic of emotions – notion, theoretical aspect, physiology and psychology
- Researching the universe of feelings (developing emotional language, and differentiating between similar and different feelings).
- Becoming aware of their personal strategies for dealing with different emotions (happiness, fear, sadness, anger...)
- Transforming mental representations of emotional experiences into creative actions
- Fostering inspiration and different ways of acting through creative and artistic forms (music, painting, choreography...) that can be helpful in emotional management.
- How the main theme reflects the interests and needs of participants

An intensive training such as this will provide participants with variety of experiences, skills and tools that will complement their existing knowledge. This experiential knowledge will be available for them to draw on in their professional development and behavior as youth workers/leaders, and not least as people that would like to address relevant social issues when working with groups of young people or youth workers.

On the other hand the completion of the training would definitely guarantee to all participants better understanding of developing creative emotional and stress management skills in order to better perform both as humans and trainers within training contexts with youth.

All the participants in the project have detailed evaluation procedures in place for evaluating and monitoring training courses.

The evaluation consists out of:

- Before the activity, as the participants will be asked to describe their organisational commitment – meaning what they as organisations wish to get out of participating in the training. The trainers will use this information to develop the experiential and situated learning-elements and to fine-tune the programme according to the real needs of the group

- Each evening, during the training there was constant process-evaluation, for each group a trainer is appointed, with whom participants can evaluate the day. Moreover the participants were asked to give constructive feedback to the trainers about the content of the programme – whether it is understood and if it is going well regarding the needs and expectations.

During the last day the whole training was evaluated. Moreover there were a short introduction to the learning approaches used, as well as a reference list with more information on the subjects, in order to support further multiplication. The report can also be used as inspiration for youth workers who would like to continue working on the issue and share ideas with their organisations and in their training activities.

Grupa "Hajde da..."

+381 11 32 33 634

kancelarija@hajdeda.org.rs

-3-

Non-formal Learning for Employability (training course)

NC Future Now 2006

Bulgaria

Training

Short term

AIMS AND OBJECTIVES:

- Improving the knowledge and skills of trainers and youth workers in the field of working with groups;
- Ability to set and achieve educational goals;
- Development of competences for understanding and facilitating individual and group learning processes;
- Development of skills to design training programs based on the principles of non-formal learning;
- Development of skills for managing the process of self-directed learning;
- Development of skills for successful interaction and teamwork;
- Development of skills for effective communication in learning environments;

- Development of skills to use non-formal learning and interactive teaching methods as tools for training

DESCRIPTION: The general framework of the Model developed within the project is based on the following steps:

- Analysis of areas where formal education doesn't provide practical skills but young people need such skills for employability or social sufficiency – study, research or observation;
- Development of methodologies, manuals and training programs based on non-formal learning to provide relevant competences;
- Support Youth workers in their direct work with young people;
- Preparing Youth workers to provide training programs for young people;
- Support processes at each level by methodologies and guidelines concerning NFL, modern pedagogy and interactive teaching.

The project started out with an analysis of two sets of surveys conducted in Bulgaria and Romania. The surveys aimed at studying the attitudes of the business on the one hand and of young people on the other hand. Both groups were asked what competences and skills they find necessary but lacking in the process of finding employees and respectively finding a job. It turned out that there are 11 traits that overlapped in both groups, for example creativity, communication skills, team work, industriousness, skills to learn, etc. Young people pointed out that they miss those and the business pointed them out as crucial for employing young people.

The project training team conducted two methodologies for working on the above-mentioned topics and precisely for equipping trainers and youth workers with methods and tools for working with young people for the development of the needed competences.

There was one training for trainers and two trainings for youth workers. The trainees from the TOT had the chance to practice right away by assisting in the TOYWs.

There was an extended phase of follow-up activities in which the youth workers conducted programs and activities with young people on the topics pointed out in the research. During this phase every youth worker was paired up with a trainer (trained in the TOT) in order to get mentorship and support.

The whole project process proved to be very successful as it created long-term professional bonds between trainer, youth workers and youngsters. Although the project took place in 2015-2016, the teams still work together and develop trainings according the Model created during the process.

NC Future Now 2006 (Bulgaria)

leta@qudevica.org

teodor@qudevica.org

Learning for Change Foundation (Bulgaria)

ogi@learningforchange.org

Dreams for Life (Romania)

<https://qudevica.org/2020/02/27/methodology-training-of-trainers/>

<https://drive.google.com/file/d/0BwL6ilsSicjrVOVCVllrYThiMEU/view>

IDEAS AND GOOD PRACTICES FOR YOUTH INITIATIVES AND PROJECTS

This section gathers some of the most successful initiatives for youth that were developed and implemented by the youth organizations participating in the project and their partners in recent years. They could be used to stir the imagination of the reader and find support from the organizations in organizing similar activities.

Local level

-1-

European Youth Card EURO26 My City Kwidzyn

Polish Youth Projects Association (PYPA), Educational Association of Kwidzyn

Poland

- Advocacy initiatives (Youth work value known in society)
- Long term

AIMS AND OBJECTIVES: Engaging local teachers, business, organizations and parents in non-formal youth work/volunteering. Getting teachers and parents involved in after school activities which make students participate in the life of the local society.

DESCRIPTION: The project EURO26 Kwidzyn My City Card is dedicated to students of primary schools (classes 7-8th). Students receive the Cards for free at the start of their 7th grade and become users for two years. During the participation in the program the students take part in initiatives in their city. They become volunteers, scouts, organize events for others. For every participation they receive points, collected on the Card, which they can use to get awards.

All of the activities are co-organized by teachers and parents with the support of an NGO and local business. In a local society it is very important to stimulate the sense of belonging and making sure that after class hours the relation between teachers and students does not evaporate. The project also assumes that parents should take part in their children's development outside the household. During the two years of participation, kids have organized UE picnics, volunteered at a local hospice and a local social assistance center, competed in contests and every year there is a location-based game.

The adults participate as caregivers, guides, mentors and tutors. Thanks to the project strong bond between the NGO, teacher staff, residents, youth and local business was built.

The local society sees that youth work is valid part of the city's life. Youth workers from schools and other facilities prove that it's worth to encourage young people to become active citizens.

Polish Youth Projects Association

Stefania Zajackowska

s.zajackowska@euro26.pl

EURO26 Kwidzyn My City Card's FB page:

https://www.facebook.com/KartaEURO26/?epa=SEARCH_BOX



-2-

Volontiram, srce diram

Društvo "Naša djeca" Slatina/Society "Our Children" Slatina

Udruga mladih Krik, Slatina/ Youth Association Krik, Slatina

Croatia

- Advocacy initiatives (Youth work value known in society)
- Volunteering (How is it structured?)

AIMS AND OBJECTIVES: To involve elementary and high school students in volunteering and familiarize them with the ways and opportunities to volunteer in the local community as well as international volunteering opportunities.

Encourage children and young people to volunteer and participate actively in the life of the local community, as well as cooperate with one another to develop tolerance.

One of the goals is to encourage children and young people to spend quality free time in local community.

DESCRIPTION: With the implementation of the project "Volontiram, srce diram" in the city of Slatina, 3 volunteer clubs were established in two primary and one secondary schools. Children and young people are encouraged to spend their leisure time in a useful and organized way, to volunteer in our city, and thus to actively participate in the life of the local community.

Through the implementation of the project, the participating schools have received 3 active volunteer clubs which, through their work and activities, connect, solidify, and make the school collective a socially responsible member of the local community. Through friendly relationship, teachers encouraged students to make independent decisions and think critically, which, with better communication between teachers and students, motivates students to learn.

By connecting elementary and high school volunteer clubs with volunteering actions, long-term friendships and partnerships are built between different generations of children and young people. The establishment of volunteer clubs has created a better connection between teachers from different schools.

Also, the implementation of the project resulted in the cooperation between schools and civil associations of our city, which has continued to this day in the form of voluntary engagement of students in various volunteer actions in the organization of civil associations.

Through the project trainings and project activities, participants were encouraged to manage and record volunteer hours and to report to the Ministry of Demography, Family, Youth and Social Policies.

Through a project in 3 school volunteer clubs, students and volunteers, together with their teachers, completed 614 volunteer hours.

Evaluation of project activities was carried out by holding monthly meetings with volunteer club leaders. Also, volunteers from primary and secondary schools held meetings where, in addition to evaluating their work so far, they discussed the possibilities of volunteering in our city.

Also, each of the volunteers filled out a volunteer application form, and each of the activities was documented with photos and signature sheets.

- *Društvo „Naša djeca“ Slatina/Society "Our Children" Slatina*
(dnd.slatina@gmail.com)
- *Udruga mladih Krik, Slatina/Youth Association Krik, Slatina*
(jasenka.plantak@gmail.com)

Links:

1. <https://www.radioslatina.hr/zavrsnom-konferencijom-zakljucen-projekt-volontiram-srce-diram/>
2. <https://www.icv.hr/2018/06/edukativni-volontiram-srce-diram-kviz-znanja-u-slatini/>
3. <http://www.glas.hr/366938/4/Najmladji-izlaqali-na-temu-Volontiram-srce-diram>
4. <https://www.virovitica.net/medugeneracijska-solidarnost-u-domu-zdenka/30857/>
5. <https://blog.dnevnik.hr/zelimzivot/2018/04/index.html>
6. <https://lokalni.vecernji.hr/zupanije/povelja-za-naj-akciju-2018-u-rukama-gradonacelnika-12851>
7. <http://virovitica-nature.hr/2018/05/28/fotogalerija-u-dravskoj-prici-protekli-vikend-odrzan-volonterski-kamp-drustvo-nasa-djeca-slatina/>
8. <http://www.glas-slavonije.hr/371403/4/Projektom-pokazali-kako-se-organizira-i-zivi-volontiranje>
9. <http://www.glas-slavonije.hr/354844/4/Volonteri-posjetili-Vretence>
10. <https://www.radioslatina.hr/odrzan-humanitarni-buvljak-projekta-volontiram-srce-diram/>

National Level

-1-

MYSTERY SHOPPING

Youth network No Excuse

Slovenia

- Advocacy initiatives (Youth work value known in society)
- Short term

AIMS AND OBJECTIVES: Aim of the project is to advocate for better control of Tobacco law and to raise awareness among shops and shop managers, while also make a research on current situation with active involvement of young people.

Since the tobacco products are still widely available to minors (although it is prohibited to sell to them) and most long-term smokers started smoking before they were 18, the project team decided they can do change in smoking prevalence by just obeying the law. Minors are the main characters that help implement the project, since they are the ones trying to purchase the cigarettes. After few purchases they see by themselves just how bad the compliance is and how easy it is to get to cigarettes.

DESCRIPTION: The project started with training of activists about the process of the Mystery Shopping and the project team asked about parents' approval (from minors). Since they do field work and are directly involved sometimes in stressful situations, they have to be well prepared and they have to understand what the objective is and why it is important do to it. The participants received one year and they have follow ups after each purchase. During the project they worked with mentor in their company to give them support and help them with the purchases.

On the field, minors went to a shop and tried to buy a pack of cigarettes. There was a person of age (mentor) that accompanies him, but acted like they do not know each other. This kind of purchases were repeated many times all over Slovenian cities in order to get a bigger sample, which helped us conduct a research of the current state.

In the second phase we introduced a social-marketing intervention to store employees and their managers in order to help them understand why selling tobacco products to minors is such a big issue. The project team also introduced a support booklet to them, which would empower them to follow the law and to find the time and energy to be consistent and careful with cigarette sales. Employees are many times under time pressure to work as fast as possible and sometimes they do not know how to calculate from an ID if a person is of age or not. Showing the understanding and support goes a long way. In certain shops we purchased cigarettes in the company of public authority in order for them to see the seriousness of the situation.

The final results of the project are the following:

- a research that shows us current situation and helps us to advocate for changes for better compliance of law
- a strong and powerful message to be shared on press conference and on media (as additional support for policy changes)

When it comes to youth, they become empowered through the project, become more self-confident and brave, they start understanding why selling cigarettes to minors is a problem, while they also gain substantial advocacy skills.

The evaluation has two parts – evaluation of the process with actively involved young people in order to make the process as smooth and less stressful for them as possible; evaluation in groups the logistics execution and what to address in the next stage – where is the sales to minors most problematic.

Youth Network No Excuse Slovenia

Nina Rogelj: nina.rogelj@noexcuse.si

The research is not yet published, and since we do our work “undercover”, we do not have photos from the field. We are adding comic we did for the stores as part of raising awareness among store employees.

-2-

Proactive cafes on Environment and Health

Institute for Youth Participation, Health and Sustainable Development

Slovenia

- Advocacy initiatives (Youth work value known in society)
- Training
- Recognition
- Long term

AIMS AND OBJECTIVES: The practice aims to raise awareness of young people about the health effects of environmental pollution and effective remediation while empowering them to participate in decision-making processes.

With the organization of methodologically interactive events called Proactive cafés, we wanted to create a proactive environment for young people, where could have opportunity to criticize, suggest and then act on local environmental and health issue.

DESCRIPTION: The National Plan for Implementation of the Strategy of the Republic of Slovenia for Youth and Adolescence Health in the relation of Environment 2012 – 2020 adopted in 2015 attribute important role of the young people. Within Partnership for Environment and Health, coordinated by the Institute for Youth Participation, Health, and Sustainable Development, we organized methodologically interactive Proactive Cafes (PAK) in different parts of Slovenia. In the local environment, we brought together young people, local decisionmakers and policymakers with other potentially relevant stakeholders.

PAK has 3 phases: During the first phase, participants define key local issues in a field of environment and health. In the second phase, they discussed a potential solution with the help of internal and local recourses (not necessarily financial). Finally, in the last round participants and the most relevant stakeholders planned the next steps for addressing the local issues. With this process we were raising

awareness, educating and changing attitudes towards a healthy environment. The final Proactive Café was organized in Ljubljana and visited by European Commissioner Violeta Bulc and State Secretary on the Ministry of Health.

After PAK events, Partnership for Environment and Health offered financial and mentoring support for local young people for the implementation of the initiative.

During this participatory process, we involve hundreds of participants and implemented 12 local initiatives. Young people organized mobility festivals; established bicycle-sharing system, built green walls on the school to decrease heat island affect, cinema evening with debates, workshops, etc.

As organizers, we learned that there are knowledge gaps among young people about environmental health. They have a positive attitude but lack activation and participation. By promoting health and wellbeing through the prism of a clean and safe environment, we educated, empowered, motivated and activated young people.

We used various evaluation tools measuring the process of PAK and the impact of the implementation of the local initiatives. We were collaborating with professional youth workers, entrepreneurs, and NGOs. This project was also listed among good practices and was presented on the EUPHA Conference on Public Health in Ljubljana (2018).

Institute for Youth Participation, Health and Sustainable Development,

Tomaž Gorenc, tomaz.gorenc@imztr.si

https://academic.oup.com/eurpub/article/28/suppl_4/cky213.291/5187142

<https://www.okolje-zdravje.si>



European Parliament Office

Croatia

- Advocacy initiatives (Youth work value known in society)
- Reaching out to target groups
- Volunteering (How is it structured?)
- Recognition
- Long term

AIMS AND OBJECTIVES: General aim and objectives of EPLO Zagreb in the field of youth are to educate and involve as many young citizens as possible, into various democratic and decision making processes and to empower them through various education activities and initiatives.

DESCRIPTION: The European Parliament Ambassador School Programme is a network of schools across the EU raising awareness of European parliamentary democracy and European citizenship values. Over 50 schools in Croatia are taking part this year. Senior Ambassadors (teachers) took students through the Ambassador School workbook provided by the European Parliament. Junior Ambassadors set up an EU Info Point that may be web-based or on school premises. Junior Ambassadors organise a various events and schools are encouraged to E-Twin with other schools in the programme across the EU. Teachers received training and an EPAS Handbook that introduces them to the role. The training days were an opportunity to network with other teachers in the programme. External evaluator carried out school evaluations and each successful school was awarded an EPAS plaque presented by an MEP.

Another strong tool is program Euroscola. Euroscola offers an immersive experience in the Chamber of the European Parliament in Strasbourg, allowing high-school students to learn about European integration by experiencing it first-hand. Students from the 28 EU Member States were selected through various competitions (knowledge, creativity...) to become Members of the European Parliament for one day. They **took the floor in plenary and committee sessions to debate and vote** on resolutions on current affairs, all the while practicing their language skills and making friends with fellow students from across Europe. Teachers also have the opportunity to meet their colleagues and exchange feedback about their own classroom practices & experiences.

Besides above-mentioned activities EPLO Zagreb organizes very wide range of youth events, as young citizens and youth NGOs are in the focus of our work (by the means of strategic priorities, budget allocation...).

One remarkable and really important initiative mobilized more than 30.000 citizens in Croatia, mostly young people, which created a big network of activists and volunteers active in the field of youth participation in decision making processes and citizenship education in general - "This time I'm voting" campaign prior to the European election in May 2019. Network will transform to the Together.eu campaign and it will stay a platform for a dialogue, exchange of knowledge, skills and good practices and new activities aimed to empowering young citizens in the EU and all processes linked to the understanding and upgrading EU.

All above-mentioned campaign and activities are being evaluated by external partners or in house, as they are all measurable by a set of various KPI's.

European Parliament Office in Croatia, DG COMM of the European Parliament, Forum for Freedom in Education (fso.hr)

https://www.europarl.europa.eu/croatia/hr/za_mlade/skola-ambasador.html

https://www.europarl.europa.eu/croatia/hr/za_mlade/euroscola.html

<https://www.europarl.europa.eu/croatia/hr/ovaj-put-glasam/europski-izbori-2019./dru-enje-mladih-na-proslavi-dana-europe-mi-smo-budu-nost-i-glasat-emo-za-prijateljstvo-putovanja-i-zaposljavanje.html>

<https://www.europarl.europa.eu/croatia/hr/ovaj-put-glasam/europski-izbori-2019..html>

-4-

Structured Dialogue in Secondary Schools

Croatian Youth Network

Croatia

- Reaching out to target groups
- Education of youth workers
- Training
- Recognition
- Long term

AIMS AND OBJECTIVES: The goal of the project was to use the principles and methods of structured dialogue to further democratise secondary schools in Croatia. The specific goals of the project were to raise capacity of student councils to implement structured dialogue in their work and in internal decision-making processes in the school and to raise capacities of the school staff working with student councils to give them support.

DESCRIPTION: During their work on the structured dialogue in Croatia, through many of the public consultation processes with young people, the topic of improving democratic decision making in schools came out quite strongly, and through focus groups with young people on one of the key issues to achieving that was the lack of support from school staff to the work of student councils. As such, the concept for this project, funded by the Croatian youth ministry came together.

The project was based on educational exercises for schools by CYN trainers in 2015. The project tested the exercises with two four-day workshops. The workshops were attended by one teacher/school staffer and one student member of the school council, from schools that applied, from all over Croatia. This method ensured that implementing the exercises as part of the structured dialogue was done cooperatively between school staff and student council members, and that knowledge could then be disseminated within to schools to both school staff and council members.

With the feedback attained from these sessions CYN designed a handbook for student councils that combines these exercises, good practices and instructions on how to setup a more cooperative relationship between student councils and school administration.

At the end of the project principles from the schools whose staff and students participated in the workshops to talk about how new approaches can help schools foster better support and more involvement for student councils, and how student councils can help improve work and conditions in the school and further democratise them.

At the end of the workshops, the participants (school staff and students) evaluated the process using verbal evaluation and written form evaluations, and the feedback gained stated that everyone was quite satisfied with the knowledge and skills they attained, and were excited to try to implement this in their schools. After the workshops, several schools reported initial success in implementing more elements of structured dialogue in their schools, and we continue to stay in contact with them to informally monitor the implementation.

Croatian Youth Network

Jovana Kepčija Pavlović (project coordinator)

jovana@mmh.hr

[Handbook for working with student councils through structured dialogue](#) (Croatian only)

[Handbook for working with student councils](#) (2015. Croatian only)

[Example of exercise for student councils](#) (Croatian only)



Towards a Youth Manifesto on Alcohol

International Youth Health Organization

Slovenia

- Advocacy initiatives (Youth work value known in society)
- Recognition
- Long term

AIMS AND OBJECTIVES: The main purpose was to prepare a youth manifesto on alcohol in Slovenia and Lithuania.

DESCRIPTION: Project Towards YMA (Youth Manifesto on Alcohol) encouraged a structured dialogue.

This was achieved through training in advocacy for effective public policies, gathering youth opinions on the future of alcohol policy in Slovenia and Lithuania, in collaboration with experts, policy makers and decision makers.

The first and last meeting was attended by alcohol policy experts and policy makers who shared their experiences in policymaking and advocacy with young participants.

The main purpose was to prepare a youth manifesto on alcohol.

We have achieved this through several methods.

- Organize an introductory three-day bilateral meeting in Slovenia with 10 young people from Lithuania, 10 young people from Slovenia and 10 experts / representatives of public institutions.
- Organize 10 one-day regional meetings with at least 300 young participants in Slovenia and Lithuania (5 meetings in each country), with the participation of representatives of NGOs and the health experts working on alcohol. The product of the meetings was regional youth alcohol manifest.
- Organize a final three-day bilateral meeting in Lithuania with 20 young people from two partner countries and at least 10 experts / representatives of public institutions.

At this meeting, the youth commission analysed the results of the online voting, agreed on a format for the two manifestos and prepared final version of Slovenian and Lithuanian youth manifesto on alcohol.

The final manifestos were first presented at the final plenary lecture of the 4th European Youth Conference on Alcohol Policy, attended by experts, representatives of the Lithuanian Ministry of Health and World Health Organization offices, and later at several events and meetings with decision makers and experts in both countries.

The evaluation had two parts – evaluation of the process with actively involved young people in order to make the process as smooth and less stressful for them as possible; evaluation in the coordinating group as how the logistics were handled and what to address in the next stage.

International Youth Health Organization
president@apyn.org

<https://yho.network/>

Project “YOUTH WORK and YOUTH WORKERS across EUROPE – good examples from practice about volunteering, employment, education and training”

2019-1-BG01-KA205-061890

This project has been funded with support from the European Commission.

This publication reflects the views only of the authors, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.

COLLECTED AND EDITED by: Leta Panayotova (Bulgaria)

CORRECTED AND REVISED by: Lilia Elenkova (National Youth Card Association – Bulgaria)

GRAPHIC LAYOUT AND DESIGN by: George Merdzhanov (Bulgaria)



Knowledge



Skills



Behavior



Attitude

EDUCATIONAL PRACTICES FOR YOUTH WORKERS

Co-funded by the Erasmus+ Programme of the European Union



Eesti Avatud Noortekeskuste Ühendus



APPJUVENTUDE