



»Lets train: Recognition of non-formal learning in youth work«

Milocer, Montenegro, 8th-14th November 2010.

Course documentation



Table of Contents

Background Documents about the Seminar

- | | |
|---|--------|
| 1. TC Programme for participants | page 3 |
| 2. List of Participants | page 4 |
| 3. Background and practical information | page 5 |
| 4. Pre-course assignment | page 8 |

08/11/2010, Monday

- | | |
|--------------------------------|--------|
| 1. Recognition Welcome Evening | page 9 |
|--------------------------------|--------|

09/11/2010, Tuesday

- | | |
|---|---------|
| 1. Quizz about Montenegro | page 10 |
| 2. Introduction to the training course | page 14 |
| 3. "Recognised and Inspired" | page 16 |
| 4. What's the value of youth work for me? | page 18 |
| 5. Youthpass - process and certificate | page 19 |
| 6. "My recognition statue" | |
| 7. Reflection groups | |

10/11/2010, Wednesday

- | | |
|---|---------|
| 1. Educational value of youth work (The Gods have gone crazy) | page 22 |
| 2. What do we mean by recognition? | page 23 |
| 3. European policies and practices | page 24 |
| 4. Intercultural evening | |

11/11/2010, Thursday

- | | |
|---|---------|
| 1. Networking and partnership building | page 25 |
| 2. Outside view on recognition of non-formal learning | |
| 3. Excursion to Kotor | |

12/11/2010, Friday

- | | |
|---|---------|
| 1. How do you want youth work to be valued? | page 26 |
| 2. 42 Ideas for Recognition Action | page 27 |
| 3. Recognition Strategy: Project Lab | page 29 |
| Lab1: Identifying the Issue | page 29 |
| Lab2: Identifying Aims and Objectives | page 29 |
| Lab3: Stakeholder Analysis | page 30 |
| Lab4: Planning | page 31 |
| Lab5: Dissemination | page 31 |

13/11/2010, Saturday

- | | |
|---|---------|
| 1. Feedback on projects | page 32 |
| 2. Unfinished buisness reports | page 33 |
| 3. Evaluation of the course (questionnaire) | page 34 |
| 4. Recognition party | |



"Let's Train: Recognition of non-formal learning in youth work"
Milocer, Montenegro 8th – 14th of November 2010
Programme

	08/11/2010, Monday	09/11/2010, Tuesday	10/11/2010, Wednesday	11/11/2010, Thursday	12/11/2010, Friday	13/11/2010, Saturday
09:30 11:00	Arrival of participants	Official opening Introduction to training	Educational value of youth work	Networking and partnership building	How do you want youth work to be valued Good practices	Feedback on Project planning
11:00		Break	Break	Break	Break	Break
11:30 13:00		Recognized and Inspired	Educational value of youth work	Outside view on recognition of non- formal learning	Recognition strategy: Context analysis	Feedback on Project planning
13:00		Lunch	Lunch	Lunch	Lunch	Lunch
14:30 16:00		What's the value of youth work for me	What do we mean by recognition?	Excursion to Kotor	Recognition strategy Project Lab	Action planning and further steps of the course
16:00		Break	Break		Break	Break
16:30 17:30		Youthpass - process and certificate	European policies and practices		Recognition strategy Project Lab	Evaluation of the course
17:30		My learning moment... Reflection groups	My learning moment... Reflection groups		My learning moment... Reflection groups	
18:30	Dinner	Dinner	Dinner	Dinner out?	Dinner	Dinner
20:00 21:30	Recognition welcome evening	My status	Intercultural evening		Recognition strategy: Preparations for feedback	Recognition party

“Let’s Train: Recognition of non-formal learning in youth work”
Milocer, Montenegro 8th – 14th of November 2010

List of participants

Country	Name	Organisation
Azerbaijan	Yusif Abasov	Transparency International - Azerbaijan
Croatia	Ivana Azenic	Brave phone
Egypt	Ahmed Elawady	Helwa Ya Balady
Former Yugoslav Republic of Macedonia	Vaska Bojadji	Youth Group – Helsinki Committee for Human Rights of Macedonia
Germany	Markus Rebitschek	Culture Goes Europe (CGE) – Soziokulturelle Initiative Erfurt e.V.
Israel	Wasim Abbas	Physicians for Human Rights
Israel	Roi Silberberg	School for Peace
Kosovo (under UNSC Resolution 1244/1999)	Dea Spahiu	Youth Centre Fisniket
Moldova	Mihaela Babici	AIESEC
Montenegro	Ana Skoflek	Association for Democratic Prosperity - ZID
Netherlands	Eline Roelofs	Steunpunt Scouting Gelderland
Poland	Magdalena Kowalewska	Pomeranian Association Common Europe
Poland	Monika Olszewska	Association of International and Intercultural Exchange "ANAWOJ"
Poland	Jakub Skrzypczyk	Family Planning Association
Portugal	Sergio Xavier	Dínamo
Russia	Olga Tarasova	"Opora" Republic of Mariel Youth Social Organization
Slovenia	Stasa Barbic	Društvo mladinski ceh
Slovenia	Mojca Galun	Zveza tabornikov Slovenije
Slovenia	Rok Primožic	National Youth Council of Slovenia
Turkey	Neslihan Demirel	Ömerli Girişim ve Kalkınma Derneği (Ömerli Initiative and Development Association)
Turkey	Serap Yeter	Akdeniz University International Relations Office-Part time Youth Worker
Ukraine	Julia Sakunova	The Center for European Initiatives

Team

Country	Name	Organisation / Function in the activity
Slovenia	Maija Lehto	SALTO South East Europe Resource Centre see@salto-youth.net
Turkey	Gulesin Nemutlu	Trainer
Serbia	Darko Markovic	Trainer
Montenegro		Association for Democratic Prosperity- ZID / logistic support

Background and practical information for participants

WELCOME



The training course “Let’s Train: Recognition of non-formal learning in youth work” will begin in Milocer, Montenegro very soon. We hope that the activity will be interesting and enjoyable for you, and fruitful for your organisation! With this document we would like to provide you with some background information on the activity, as well as clarify some practical and logistic details. We would ask you to read it carefully and get back to us should you have any further questions.

BACKGROUND, AIM AND FOLLOW-UP OF THE TRAINING COURSE

The training course is a part of the long-term strategy of the regional SALTO Resource Centres (South East Europe, Eastern Europe and Caucasus and Euromed) and their hosting National Agencies in Slovenia, Poland and France to promote quality cooperation with the neighbouring regions of the European Union in the field of youth, in particular within the Youth in Action Programme.

The framework for this cooperation is the European Union’s Enlargement policy for South East Europe http://ec.europa.eu/enlargement/index_en.htm and the European Neighbourhood Policy for the regions of Eastern Europe and Caucasus and Euromed http://ec.europa.eu/world/enp/index_en.htm as well as the policies and priorities of the European Union in the fields of youth and non-formal education http://ec.europa.eu/youth/index_en.htm.

The long term training course “Let’s Train: Recognition of non-formal learning in youth work” consist of three phases: A residential training course is held in November 2010 focusing on one hand the recognition of youth work as educational activity, and on the other hand, the recognition of the learning outcomes in youth work. The training course is followed by a coaching phase of participants’ related projects in 2010 and 2011. In October 2011, participants who realise(d) a project are invited to evaluate and share the outcomes in Poland. The event will gather the participants of three parallel training courses on different topics, held in 2010 in the frame of “Let’s Train”:

- “Let’s Train: Civil Society, participation and democracy”, organised by SALTO Euromed, SALTO Participation and the French National Agency,”
- Let’s Train: Peace Education” organised by SALTO Eastern Europe and Caucasus, SALTO Cultural Diversity and the Polish National Agency

- “Let’s Train: Recognition of non-formal learning in youth work”, organised by SALTO South East Europe, SALTO Training and Cooperation and the National Agencies of Slovenia and Turkey.

BOARD AND LODGING

The training course will take place in Hotel Residence Milocer <http://www.hecmontenegro.com/> The participants will be provided with accommodation in double rooms with full board. You were asked to indicate in the application form any dietary etc. special need that you might have. We have taken them into consideration. If you have any additional request, please let us know as soon as possible.

LOCAL TRANSFERS

Arrival of participants is foreseen on Monday 8th of November. Departure of participants is foreseen on Sunday 14th of November. The participants arriving by plane to Podgorica will be picked up from the airport. There will be a person waiting in the arrival hall with a sign “Let’s Train”. The participants arriving by bus will be given instructions individually in the following days. The need for a stay for an additional night in 7th or in 14th has been negotiated individually with the participants concerned.

FINANCIAL ARRANGEMENTS

The organisers cover the board and lodging of all participants.

Travel costs of participants from South East Europe, Eastern Europe and Caucasus and Euromed: The SALTO South East Europe Resource Centre reimburses your travel costs in line with the terms and conditions stated in the form “Request for reimbursement of travel costs” (sent to you along with the first notification on your selection).

The travel costs will be reimbursed in EUR. The exchange rate local currency / EUR used for calculation will be the exchange rate of the European Commission. For more information on the exchange rates, please consult:

<http://ec.europa.eu/budget/inforeuro/index.cfm?Language=en>. The total costs below 100 EUR will be reimbursed during the training course, either on the basis of a return ticket, or doubling the amount of a one-way ticket. Costs over 100 EUR will be reimbursed after the activity via bank transfer.

Travel costs of participants from Youth in Action Programme Countries: Your National Agency will cover your travel costs according to your mutual agreement.

WHAT TO BRING?

Please bring with you:

- The outcome of the pre-course assignment;
- Information about your organisation and working context in general;
- Something that inspires you; can be an object, a picture, a song, a book etc.
- Cold food (things that do not need to be cooked) and drinks related to your cultural background for the intercultural evening

WEATHER

We foresee an excursion to Kotor. The weather at the Montenegrin coast can be cool in November, so we advice you to take warm clothes with you.

CURRENCY

The currency used in Montenegro is EUR.

MORE INFORMATION ABOUT MONTENEGRO

Below are some links for general (touristic) information about Montenegro:

www.montenegro.travel

www.visit-montenegro.com

FURTHER INFORMATION ABOUT YOUTH IN ACTION PROGRAMME AND RECOGNITION OF NON-FORMAL LEARNING

For further information on the Youth in Action Programme in general, and cooperation with South East Europe / Eastern Europe and Caucasus / Euromed in particular, please consult the relevant page on the web site <http://www.salto-youth.net/rc/see/> / <http://www.salto-youth.net/rc/eeca/> / <http://www.salto-youth.net/rc/euromed/>

For information on the Youth in Action Programme in detail, please consult the Programme Guide: http://ec.europa.eu/youth/youth-in-action-programme/doc443_en.htm
For information on recognition of non-formal learning, in particular in the field of youth, SALTO South East Europe Resource Centre has collected documents and links: <http://www.salto-youth.net/rc/see/resources/resourcesnfl/> (will be functional 1st of November 2010)

CONTACT FOR ENQUIRIES

For all enquiries, please contact:

Maija Lehto, SALTO South East Europe Resource Centre

Maija.Lehto@mva.si

Pre-course assignment - My recognition context



As part of your own preparation for the course and your future project on recognition of youth work and non-formal learning in your country, we would like to ask you to do a ***small research about the current situation***. For the guidelines, see questions below.

Finally, your task will be to ***prepare the presentation of your results*** either as a power point presentation or as a poster and bring it to the training course.

Guiding questions:

- What is the status of youth work in your country? Is it more a voluntary work or more professional work? If there are professional youth workers, how do they become “professionals”?
- How is youth work supported financially or in-kind (e.g. providing working rooms and space) by the local/regional/national government?
- Are there any laws on youth and/or youth work in your country? What do they say about youth work and non-formal education?
- Are there any strategies dealing with youth (e.g. national youth policy or local youth strategy) where you live? How is youth work treated in those documents?
- Are there any national/regional/local policies dealing with “non-formal education” or “non-formal learning”? What is the understanding of these terms in those documents? Is youth sector seen as one of the providers of non-formal learning?
- Is there any cooperation between the formal education sector (e.g. schools) and youth workers? If yes, how is the work of youth workers perceived by the schools? Do schools see any educational value of youth work? Do you get any “additional points” when enrolling a school/university for being involved in youth work?
- Is there any connection between youth work and the public social work sector? If yes, how it looks like?
- Is there any connection between youth work and the employment sector? Would a youth work experience help you get a job? Do employers see benefits of skills gained in the youth sector?

- Are there any national/regional/local mechanisms and tools for recognition of learning outcomes (e.g. knowledge, skills, attitudes) that took place in a youth activity? If yes, how much are these instruments used by young people?
- Have you been using any of the European recognition instruments in your context (e.g. Youthpass or European Portfolio for Youth Workers)? How do you see the value of these instruments in your context?
- Finally, to what extent youth workers themselves (including yourself) are aware of the “educational value” of youth work? How would they describe it? What are the main benefits for young people?

08/11/2010 Monday - Recognition Welcome Evening



09/11/2010 Tuesday

Official opening

Serious Quiz about Montenegro



Quiz Rules

- You play in **4 teams**
- There are **10 questions**
- Each question has **4 possible answers**
- Only **one answer is correct**
- Each correct answer = **1 point**
- Bonus question = **2 points**
- **Write down** your answers as a team
- The answers will be announced at the end

1. How did Montenegro get its name?

- a. Thick black forests at mountain Lovcen
- b. Burned mountains during the summer days
- c. Given by the Italian conquerors
- d. Regular wars waged in its "black" mountains

2. If someone addresses you as "Đetiću" it means:

1. Respectable gentleman
2. Dearest neighbour
3. My favourite cousin
4. Young man

3. Bojana river is famous about

1. Its rare kind of fish living in the river
2. Longest river in Montenegro
3. Only river that flows up stream
4. Deepest canyon in Europe

4. Montenegro is the first

1. Tax free country in the world
2. Ecological state in the world
3. Free fishing policy state
4. UNESCO protected state

<p>5. “Shut up” in Montenegrin slang is:</p> <ol style="list-style-type: none"> 1. “Šedi!” 2. “Muči!” 3. “Đe si!” 4. “Ižedi!” 	<p>6. When someone asks you “Čegovića si ti?” it means:</p> <ol style="list-style-type: none"> 1. What's your name? 2. What is your family origin? 3. How are you? 4. What is your political option?
--	---

<p>7. In Kotor when people burn “Krnjo” during the carnival, they...</p> <ol style="list-style-type: none"> 1. Burn broken hearts 2. Fight against evil spirits 3. Burn all misfortunes in the previous year 4. Make sacrifice for the calm sea 	<p>8. There are two cows in the field and one lying and the other standing.</p> <p>Which is one is Montenegrin? And why?</p> <p>Bonus question for 2 points!</p>
--	--

<p>9. If you drive VW Golf 5 in Budva, it is considered:</p> <ol style="list-style-type: none"> 1. That you were not good enough in school 2. That you are rich and young 3. That you are modern and famous 4. That you keep to traditional values 	<p>10. Why Montenegro uses Euro even if it is not in the EU?</p> <ol style="list-style-type: none"> 1. It was easier for citizens from the EU to invest in the real estates 2. Politicians could not agree which people should be on the banknotes 3. The country is too small to be the threat to Euro stability 4. As means of supporting European economy
---	---

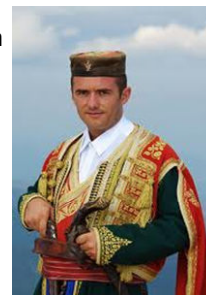
<p>And now the answers!</p> <p>:D</p>	<p>1. How did Montenegro get its name?</p> <ol style="list-style-type: none"> a. Thick black forests at mountain Lovcen b. Burned mountains during the summer days c. Given by the Italian conquerors d. Regular wars waged in its “black” mountains
--	--



2. If someone addresses you as “Đetiću” it means:

1. Respectable gentleman
2. Dearest neighbour
3. My favourite cousin

4. **Young man**



3. Bojana river is famous about:

1. Its Rare kind of fish living in the river
2. Longest river in Montenegro
3. **Only river that flows up stream**
4. Deepest canyon in Europe



4. Montenegro is the first:

1. Tax free country in the world
2. **Ecological state in the world**
3. Free fishing policy state
4. UNESCO protected state

5. “Shut up” in Montenegrin slang is:

1. “Šedi!”
2. **“Muči!”**
3. “Đe si!”
4. “Ižedi!”



6. When someone asks you “Čegovića si ti?” it means:

1. What's your name?
2. **What is your family origin?**
3. How are you?
4. What is your political option?



7. In Kotor when people burn “Krnjo” during the carnival, they...

1. Burn broken hearts
2. Fight against evil spirits
3. **Burn all misfortunes in the previous year**
4. Make sacrifice for the calm sea



8. There are two cows in the field and one lying and the other standing.

Which is one is Montenegrin?
And why?

**The one which stands, because
it's too lazy to lie down 😊**



9. If you drive VW Golf 5 in Budva, it is considered:

1. That you were not good enough in school

2. That you are rich and young
3. That you are modern and famous
4. That you keep to traditional values

10. Why Montenegro uses Euro even if it is not in the EU?

1. It was easier for citizens from the EU to invest in the real estates
2. Politicians could not agree which people should be on the banknotes
- 3. The country is too small to be the threat to Euro stability**
4. As means of supporting European economy



THE END!

**LET'S SEE
WHO ARE THE WINNERS!!!**

Introduction to the training course

Let's train with our Neighbours: Recognition of non-formal learning in youth work: Context, process, objectives

A long-term cooperation...

- ...between the Regional SALTO Resource Centers (South East Europe, Euromed and Eastern Europe and Caucasus) and their hosting National Agencies (Slovenia, France, Poland)
- ...to promote the exchange and cooperation with and across the three Neighbouring Partner Regions of the Youth in Action Programme.
- ...within the political framework of the European Neighbourhood Policy –ENP for the regions of Eastern Europe and Caucasus and Meda, and the EU Enlargement policy for South East Europe.

A bit of history and progress

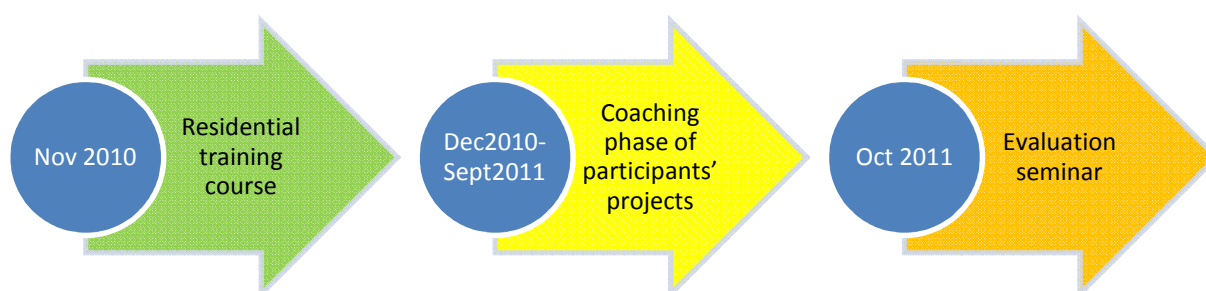
- “Let's meet with our neighbours” (France, 2007)
- “Let's cooperate with our neighbours” (Slovenia, 2008)
- “Let's evaluate with our neighbours” (Poland, 2009)



2010 – 2011

- “Let’s train: Civil Society, participation and democracy” organised by SALTO Euromed, SALTO Participation and the French National Agency
- “Let’s train: Peace education” organised by SALTO EECA, SALTO Cultural Diversity and the Polish National Agency
- “Let’s train: Recognition of non-formal learning” organised by SALTO SEE, SALTO Youthpass and the National Agencies of Slovenia and Turkey

Three training course phases



The aim of the training course

To support the development of competences of youth workers and youth leaders for increasing recognition of non-formal learning in youth work.

Objectives

Obj1: Increase understanding of what is non-formal learning/education in the context of youth work

Obj2: Raise awareness about different levels of recognition of youth work in society

Obj3: Build capacities for developing and implementing projects aiming to increase the recognition of youth work

Obj4: Explore possible links between recognition of youth work and employability/employment of youth people

Obj5: Share and discuss experiences, examples and possibilities of working towards recognition in different societies

Obj6: Developing partnerships for future action in this field

Obj7: Linking projects developments with the European policies

Programme of the training course

	08/11/2010, Monday	09/11/2010, Tuesday	10/11/2010, Wednesday	11/11/2010, Thursday	12/11/2010, Friday	13/11/2010, Saturday
09:00 10:30	Arrival of participants	Official opening Introduction to training	Educational value of youth work	Networking and partnership building	How do you want youth work to be valued Good practices	Feedback on project planning
10:30		Break	Break	Break	Break	Break
11:00 12:30		Recognized and inspired	Educational value of youth work	Outside view on recognition of non-formal learning	Recognition strategy: Context analysis	Feedback on project planning
12:30		Lunch	Lunch	Lunch	Lunch	Lunch
14:00 15:30		What's the value of youth work for me	What do we mean by recognition?	Excursion	Recognition strategy Project Lab	Action planning and further steps of the course
15:30		Break	Break		Break	Break
16:00 17:30		Youthpass - process and certificate	European policies and practices		Recognition strategy Project Lab	Evaluation of the course
17:30		My learning moment...	My learning moment...		My learning moment...	
18:30	Dinner	Dinner	Dinner	Dinner out	Dinner	Dinner
20:00 21:30	Recognition welcome evening	My statue	Intercultural evening		Recognition strategy: Preparations for feedback	Recognition party

Recognized and inspired

Art Café

Welcome to the Art Café!

This is the place where people get to know each other while ***drawing each other's portraits***. So, find a partner in the group and do the portraits.



When you finish drawing, ***write the name of your partner as you hear it***. Then exchange portraits and ***share with the “artist” how your name is written in your own language***.

Now, keep your portrait and bring it to the next steps in this adventure.

Your task will be to write your findings and discoveries on the paper with your portrait. Finally, it will become a part of the lovely exhibition.

Passion corner

Welcome to the Passion corner!

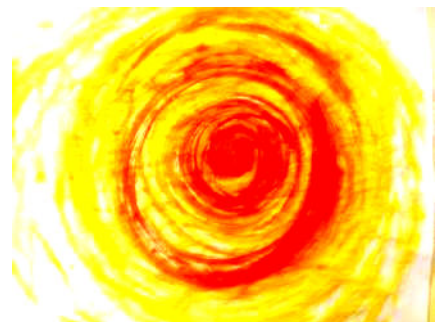
In this unique space people come to share their stories about:

What are you passionate about?

What inspires you in life?

Enjoy sharing in your small group.

Please, write down your major discoveries and reflections on the paper with your portrait.



Game shop

Welcome to the game shop!

In this game shop, the most common game to play is called **“6 sentences”**. Your task is to roll the dice and according to the number you got, you need to finish one of the following sentences:



- 1. If I had a million Euro, I would...*
- 2. Arriving to Montenegro, I was thinking...*
- 3. If I could change one thing in the world, it would be...*
- 4. One thing I am worried about is...*
- 5. My dream is...*
- 6. My life motto is...*

Play it as long as you have time to play.

Please, write down your major discoveries and reflections on the paper with your portrait.

Youth Worker Club

Welcome to the Youth Worker Club!

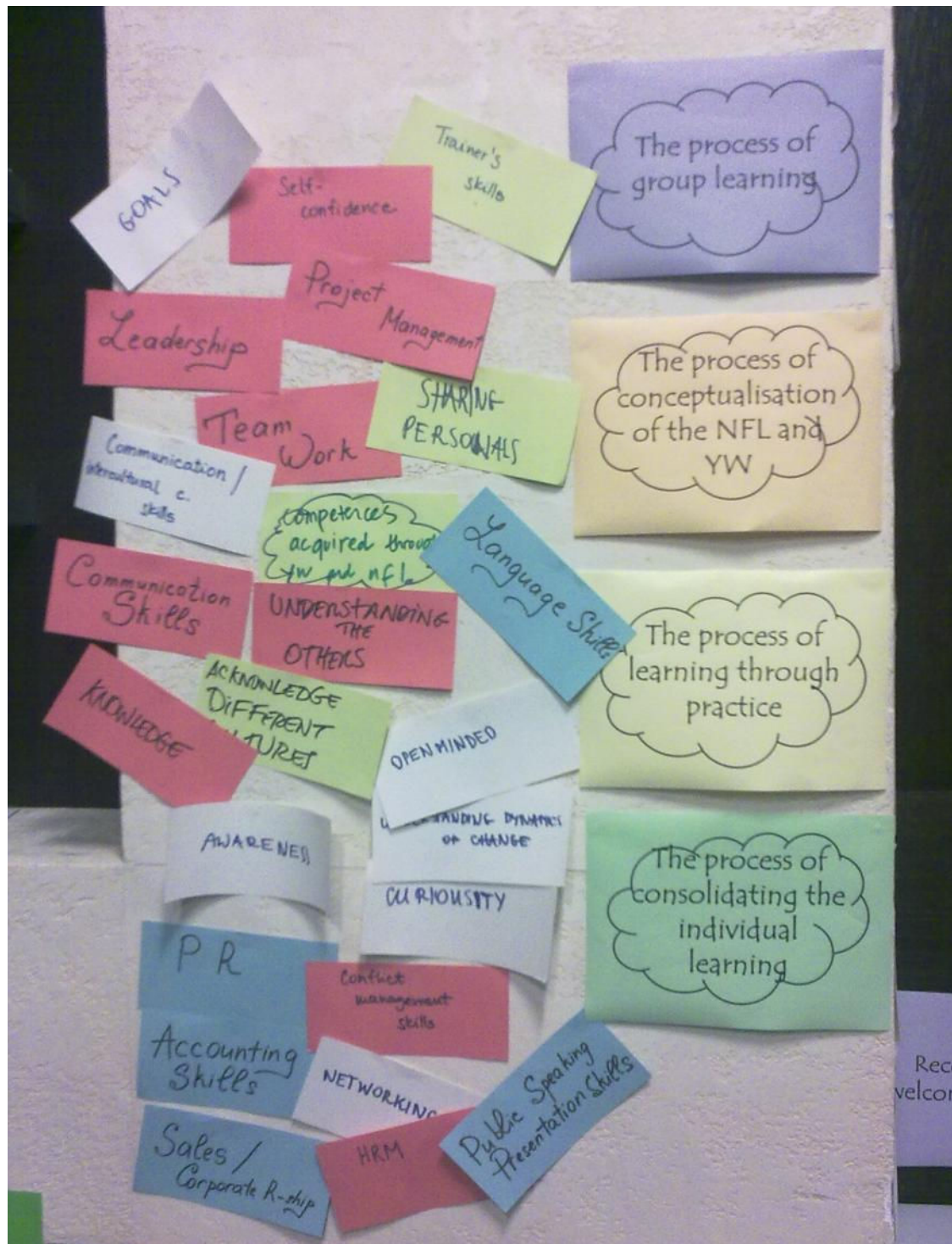
This is the place where youth workers all over the world meet to discuss relevant topics around youth work practice. So, for the sake of getting to know each other, we would like to ask you to share your story about:



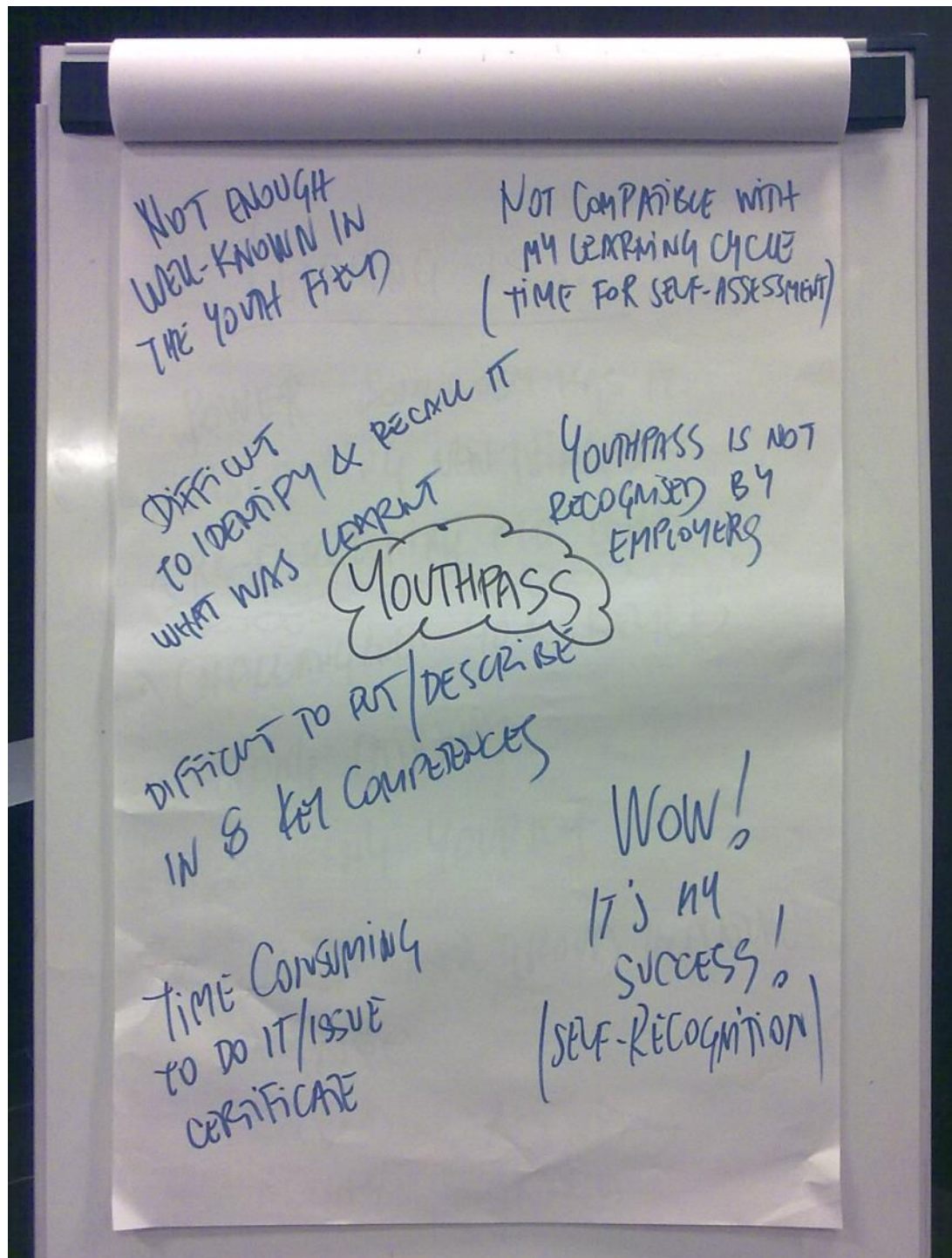
- How did you get involved in youth work?*
What do you actually do in your organization?
Who are the young people that you work with?

Please, write down your major discoveries and reflections on the paper with your portrait. Finally, bring your poster to the Gallery place.

What is the value of youth work to me?



Youthpass- process and certificate



Learning diary introduction:

Hi,

I am your **personal learning diary** and I am at your service. My purpose is *to help you support and document your own learning* during the “Let’s train...” training course.

However, it is up to you to find *your own way* to use me. You may take notes, doodle and draw, stick some interesting pictures, write your reflections, share thoughts and insights etc.

The experience shows that people might struggle with how to start these reflections and what to write in the learning diary. So, few suggestions would be to finish some of the unfinished sentences below:

- *Today I have discovered...*
- *Now I understand...*
- *I feel more confident about...*
- *The “AHA!” moment was...*
- *The new question appeared was...*
- *I need to search more about...*

Or perhaps, you may wish to reflect on your own learning process and yourself as a learner, using some of the suggestions below:

- *The way I prefer to learn is...*
- *I am passionate about learning when...*
- *The way I sabotage myself in learning process is...*
- *In my learning process other people can help me with...*
- *I support others in their learning processes by...*
- *What I have learnt about learning is...*

Good luck and have fun!

LEARNING IS...

- ≈ POWER ... SOMEBODY HAS IT.
- ≈ DISCOVERING NEW THINGS
- ≈ RE-DISCOVERING OLD THINGS
- = PROCESS OF DEVELOPMENT
- ≈ CHALLENGING YOUR BELIEFS
- ≈ LIFELONG PATHWAY
- = DISCOVERING YOURSELF
- = IS FUN IN SMALL GROUPS IN NATURE
- = CHANGE.
- = NEVER-ENDING ACTIVITY
- = NOT ALWAYS PLANNED

10/11/2010 Wednesday

Educational value of youth work

Story:

The GoDs MuST HaVe GoNE CRaZy!!

The harvesting season of the year is getting closer.

At harvesting period last year, the villagers worked for days and nights and present their crop to the Gods as usual through the traditional ceremony. Though Gods were just not happy with the crop production and they said, through the translation of Dragomans: “fine for this year but work more for next year”. They also asked from villagers to sacrifice at the beginning of the following harvesting period, which is in 3 weeks now. A sacrifice which would influence the productivity of the nature. The sacrifice of a young woman.



The villagers identified Eftelia, a very skilful young woman, as a sacrifice. Eftelia's father is also a member of the Elderly Council of the village. Since the beginning of time, Elderly Council is the decision making body for the village, and members of the Council commit themselves to prioritise the life of all villagers over their personal preferences or needs.

Eftelia's friends know about the decision of the Council. They are very worried about Eftelia, but they are also worried about their own future. What would happen if the Gods continued asking for sacrifice? Are they the next ones in line to be sacrificed?

The communication between the villagers and Gods can only be sustained by the Dragomans. Dragomans are also people, few in number, and they hold a very important skill that the villagers don't have: they can speak the ancient language, which is the language of the Gods.

The Dragomans finally have time to come to the village. They can only spend one day for this village to do translation between villagers and the Gods. Then the next day, they have to move to another town.



What do we mean by recognition?

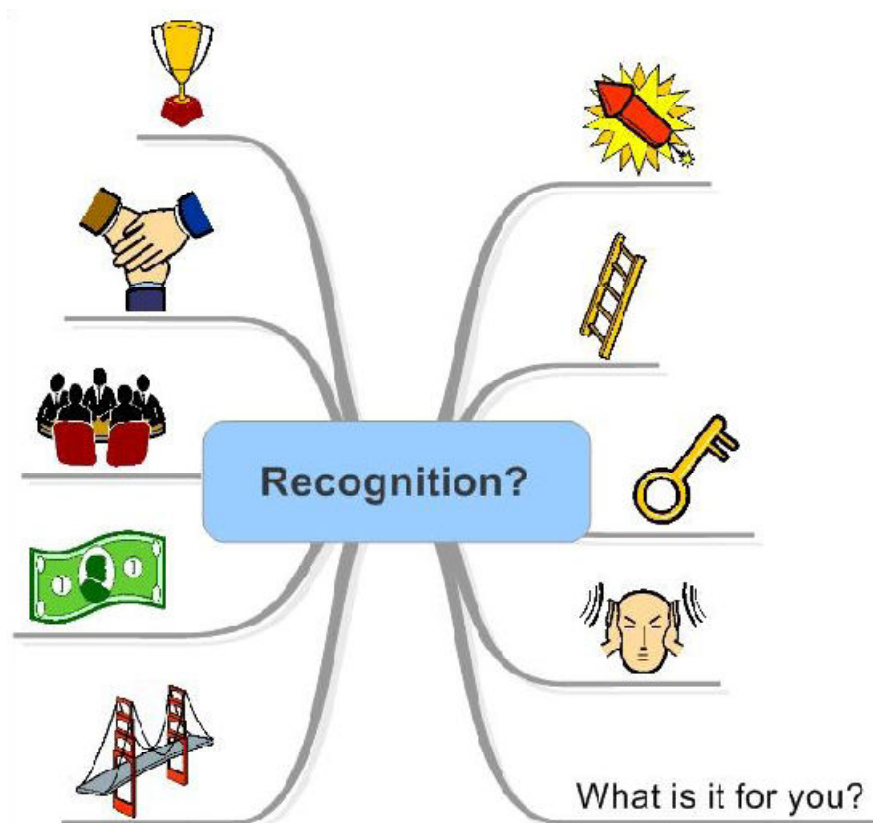
The confusing word “recognition”

How do you say “recognition” in your language? What does it mean in your language?

Types of recognition (Recognition window)

Do any of the images below represent recognition of non-formal education and youth work for you?

Which one(s) and why?



European policies and practices



11/11/2010, Thursday

Networking and partnership building

A partnership for recognition case study

A team of mobile youth workers (3 people) from “Short Wave Youth Center” is working with a group of high school students (45 youngsters) in a neighbourhood. The neighbourhood has been formed 9 years ago after a flux of internal migration. The youngsters are facing several difficulties and as a result they are also causing “trouble” both in school and in the area.

Youth workers run several non-formal education activities throughout the year (drama courses, hip-hop courses, training sessions on human rights, youth rights, reproductive health, course on photography etc), they organise numerous meetings with youngsters in the neighbourhood and also provide counselling through volunteers. During these activities, youth workers realise that neither the parents nor the teachers have any faith left in the youngsters that they’ll do anything for good. Almost all the students are at the edge of becoming school drop-outs.

On the other hand, the youngsters are very committed to the activities organised by the youth workers, the participation rate is extremely high, both in number and in quality. In a short time, youngsters start to take initiative and organise meetings and sessions by themselves, mainly to multiply the knowledge and skills they gained through the activities.

For the youth workers it is clear that unless the parents and teachers of the youngsters recognise their potential, the change and the achievements that youngsters have after this process, all the efforts will just become “good memories” in the lives of these youngsters and will not create a sustainable impact on their lives.

The task: Try to come up with a step-by-step partnership strategy which will involve parents and youngsters for the recognition of their learning.



12/11/2010, Friday

How do you want your work to be valued?

Visioning recognition of YW and NFL

...allow yourself to dream and create...

...prevent yourself from saying “yes, buts”...

...enter the world of possibilities...

...feel free to imagine...

...a picture in 10-15 years time...

...when youth work and non-formal education have received their recognition,

as you have struggled for.

and as they deserved.

How does it look like?

How does it feel to be recognized?

What does it mean for your colleagues - youth workers?

What are the benefits for young people in your community?

How does the cooperation with the formal education look like?

What does recognition mean for funding of youth activities?

And what about the employment sector? How do employers see the non-formal learning in the youth field?

Are there any tool for recognition of learning developed and used?

How much youth workers are present in the media?

What do politicians say about youth work?

What is the understanding of non-formal education in your community?

Keep this image in your mind for a while... observe the details... take a photo of it...

Now, use your diaries and document this image... either as a drawing or a description

42 Ideas for Recognition Action

42 IDEAS FOR RECOGNITION ACTION

1. PUBLICATION ABOUT NFE/L IN YOUR LANGUAGE
2. COLLECT AND PUBLISH YOUTH STORIES ABOUT NFE/L
3. RESEARCH ABOUT NFE/L IN YOUTH WORK
4. VIDEO-PROJECT ABOUT VALUE OF YW x NFE
5. MAKE INVENTORY OF YW/NFE PROVIDERS
6. SEMINAR FOR MIXED STAKEHOLDERS ABOUT NFE/L
7. TRANSLATE RELEVANT POLICIES / DOCUMENTS
8. WRITE ARTICLE IN EDUCATION/BIZ/YOUTH MAGAZINE
9. GALLERY OF FAMOUS YOUTH WORKERS
10. COMPUTER GAME FOR YOUNG PEOPLE
11. PUBLIC DEBATE (FOR HIGH SCHOOLS)
12. YOUTH WORKER AWARDS
13. NETWORK INTERNET PLATFORM
14. LIST OF EMPLOYERS RECOGNISING NFE/L
15. COMMON FACEBOOK FOR YW EVENTS

42 IDEAS (CONTINUED)

16. TO MAKE AWESOME TRAINING FOR PROF.
17. E-LEARNING PROGRAMME ABOUT NFE
18. CAMP FOR KIDS OF INFLUENTIAL PEOPLE
19. TO LIVE IT & IMPLEMENT IT MYSELF
20. T-SHIRTS 'I LOVE NFE' TO SCHOOL KIDS
21. FESTIVAL OF YOUTH WORK / INITE GROUPS
22. TV / RADIO PROGRAMME
23. MOVIE ABOUT DIFF. EXPER. IN NFE IN EUROPE
24. REGULAR REPORTS AT WEB / TV / RADIO / ^{ADULT} AUDIENCE
25. STREET ACTION / FLASH MOB / CIRCLE IN THE STREET
26. INFO POINTS ABOUT YW / NFE
27. ^{ON-LINE} NETWORK OF ^{STUDENT} VOLUNTEERS INFORM ABOUT NFE
28. LIVING LIBRARY IN UNIVERSITY / HIGH SCHOOL
29. SLOGANS ON STICKERS
30. USE STREET ART

42 IDEAS (...A BIT MORE)

31. FAIR OF NON-FORMAL EDUCATION
32. CONCERTS / THEATRE ... ABOUT F / NFE
33. WORKSHOPS FOR PARENTS
34. PRESSURE ON STAKEHOLDERS
35. BILLBOARDS AS ROAD SIGNS TO NFE
36. MANUAL TO LIBRARIES FOR TEACHERS
37. ADVOCACY FOR STRATEGY ON NFE /
38. CAMPAIGN ABOUT YW / NFE
39. TRAINING FOR HR MANAGERS ABOUT NFE
— FOR PEOPLE FROM EDUC. DEPARTMENTS
40. QUEST FOR NFE / TREASURE HUNT
41. QUEST FOR NFE / TREASURE HUNT
42. ENERGY DRINK "FEEL YOUNG - GO NON-FORMAL"

Recognition Strategy: Project Lab

Lab1: Identifying the Issue (12-12.30)

Step 1/: Needs that I see in my context?

Step 2/: What do I gain in this seminar?

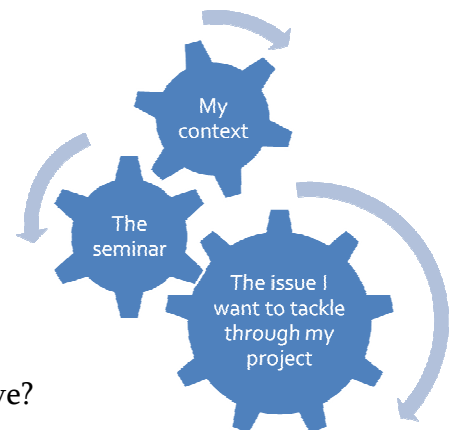
Step 3/: Checkpoint:

? Am I passionate about working on this issue?

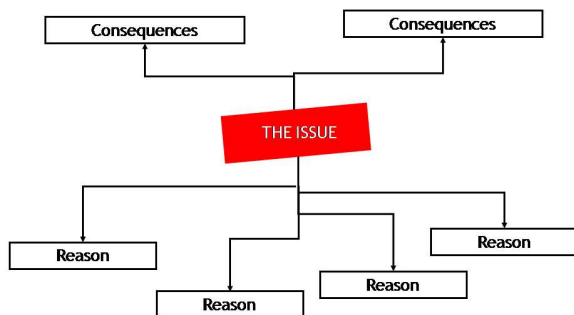
? Can I tackle this issue with the resources that I already have?

? Is there any challenge for me in this issue, which will “push” me one step out of my usual environment?

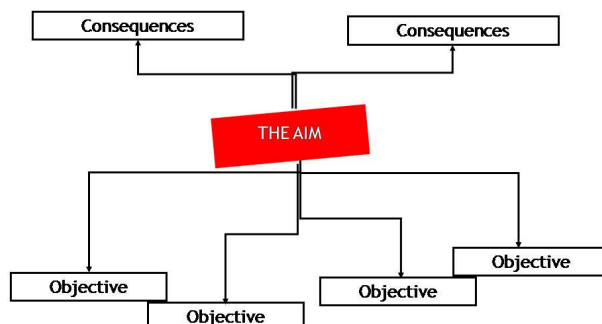
? Do I see learning points in this issue for myself?



Lab2: Identifying Aims and Objectives (12:20-13:00)

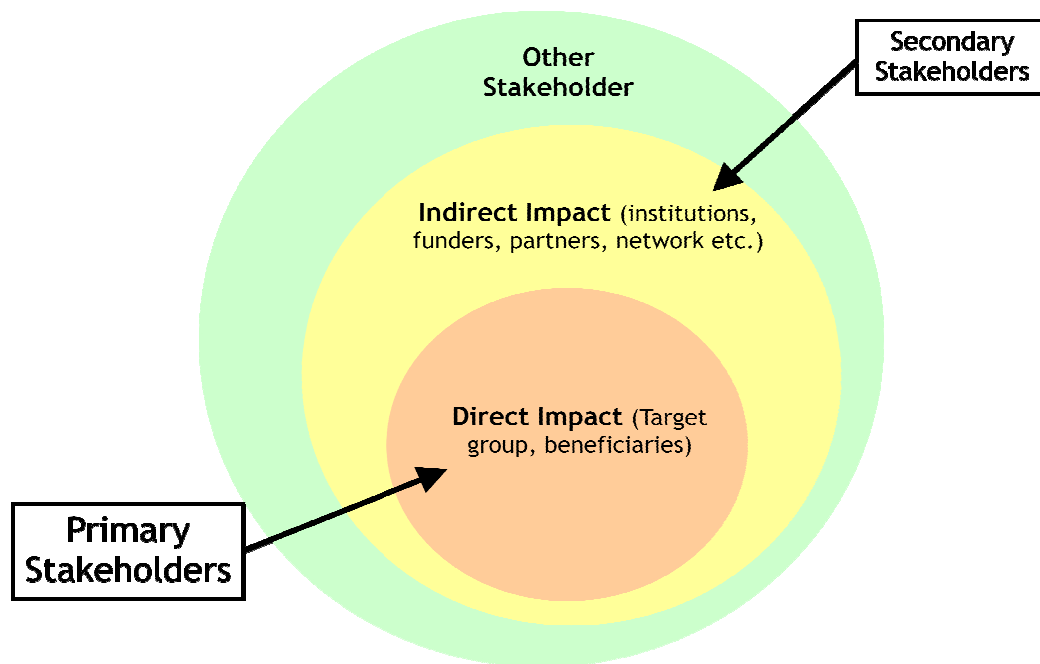


Step4/ Draw the Issue Tree of your issue.

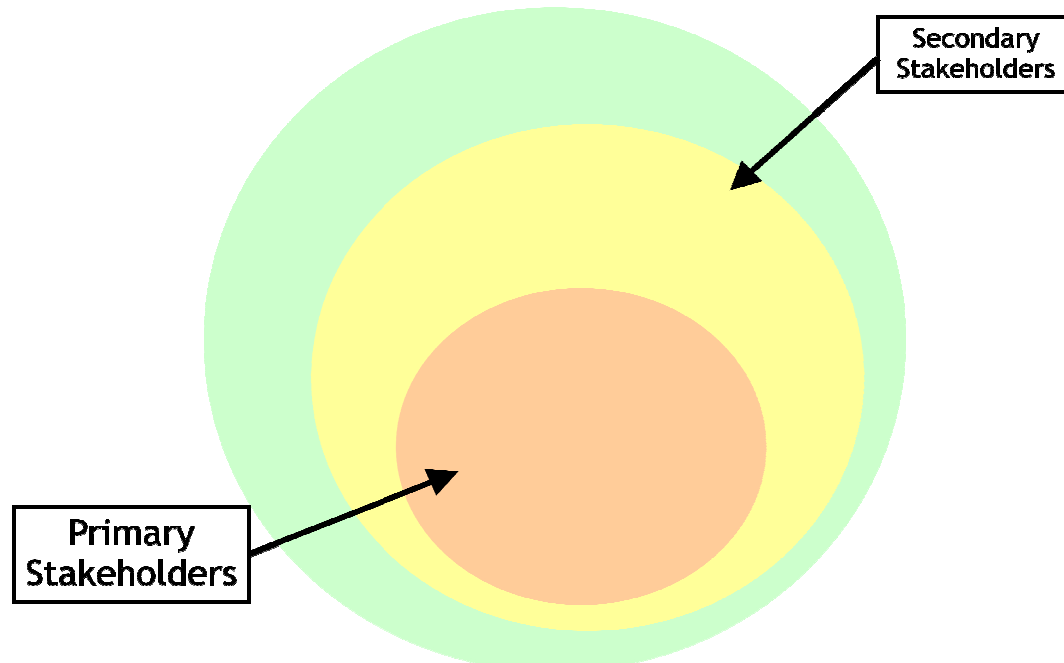


Step5/Draw the Aims Tree of your issue.

Lab3: Stakeholder Analysis (14:30-15:15)



Step6/ Make a stakeholder analysis of your issue.



Lab4: Planning (15:15-16:00)

Step7/ Go back to your Issue Tree and choose the objectives that you want to tackle.

Step8/ List down activities to reach the objectives.

Step9/ Table up your activities.

	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept

Lab5: Dissemination (16:30-17:00)

Step10/ With who and how will you share the results of your project?

13/11/2010, Saturday

Feedback of projects- feedback trios

<i>rounds for:</i>	<i>1st round</i>	<i>09:50 provider</i>	<i>10:20 provider</i>	<i>2nd round</i>	<i>10:30 provider</i>	<i>11:00 provider</i>	<i>3rd round</i>	<i>11:30 provider</i>	<i>12:00 provider</i>
Ivana	>> Yusuf	Ivana	Olga	>> Ivana	Merima	Sergio	>> Serap	Wasim	Ivana
Merima	>> Rok	Monika	Merima	>> Ivana	Merima	Sergio	>> Merima	Jakub	Dea
Sergio	>> Sergio	Magda	Julia	>> Ivana	Merima	Sergio	>> Olga	Sergio	Mia
Vaska	>> Markus	Vaska	Stasa	>> Vaska	Olga	Rok	>> Julia	Roi	Vaska
Olga	>> Yusuf	Ivana	Olga	>> Vaska	Olga	Rok	>> Olga	Sergio	Mia
Rok	>> Rok	Monika	Merima	>> Vaska	Olga	Rok	>> Stasa	Rok	Eline
Dea	>> Wasim	Dea	Mojca	>> Dea	Stasa	Yusuf	>> Merima	Jakub	Dea
Stasa	>> Markus	Vaska	Stasa	>> Dea	Stasa	Yusuf	>> Stasa	Rok	Eline
Yusuf	>> Yusuf	Ivana	Olga	>> Dea	Stasa	Yusuf	>> Mojca	Yusuf	Magda
Mia	>> Roi	Mia	Neslihan	>> Mia	Mojca	Markus	>> Olga	Sergio	Mia
Mojca	>> Wasim	Dea	Mojca	>> Mia	Mojca	Markus	>> Mojca	Yusuf	Magda
Markus	>> Markus	Vaska	Stasa	>> Mia	Mojca	Markus	>> Neslihan	Markus	Monika
Eline	>> Jakub	Eline	Serap	>> Eline	Neslihan	Wasim	>> Stasa	Rok	Eline
Neslihan	>> Roi	Mia	Neslihan	>> Eline	Neslihan	Wasim	>> Neslihan	Markus	Monika
Wasim	>> Wasim	Dea	Mojca	>> Eline	Neslihan	Wasim	>> Serap	Wasim	Ivana
Magda	>> Sergio	Magda	Julia	>> Magda	Serap	Roi	>> Mojca	Yusuf	Magda
Serap	>> Jakub	Eline	Serap	>> Magda	Serap	Roi	>> Serap	Wasim	Ivana
Roi	>> Roi	Mia	Neslihan	>> Magda	Serap	Roi	>> Julia	Roi	Vaska
Monika	>> Rok	Monika	Merima	>> Monika	Julia	Jakub	>> Neslihan	Markus	Monika
Julia	>> Sergio	Magda	Julia	>> Monika	Julia	Jakub	>> Julia	Roi	Vaska
Jakub	>> Jakub	Eline	Serap	>> Monika	Julia	Jakub	>> Merima	Jakub	Dea

Unfinished business reports

1/ Active Youth Participation group

Discussion in the God's room. Several ideas. Different opportunities for partnership. one of them was the 5 year strategy of Dinamo (Sergio's organisation).Everybody put different activities on the table, and possible links between these projects has been discussed. A network will be set up. A project will be written on training for trainers. All the regional countries and programme countries will be involved. Follow up of the training for trainers is planned to be a trainers' pool. There will also be a community of practice linked with the platform. The contact person for the first stage is Sergio.

2/ Vocational Education

Eline and Monika had a nice talk. Leonardo da Vinci project on cooperation between formal and non formal education. Development of further tools and criteria for youth work which could then be recognised by schools on vocational training. Competences' suitcase will be put on the platform by Eline. The contact person is Eline.

3/ Movie Project

"Good" questions about youth work and non formal education will be asked to the people on the streets in different cities and countries. The deadline for the videos is 15th of March. The videos should be in the "own" language. The translation will be sent to Mojca and she will put the subtitles to the movies. There will also be a leaflet prepared by Mojca and Mia. You can translate them and give to the people that you interviewed. Mojca will dedicate and moderate a place on the platform.

4/ Our Project

After 15th of March, the group will apply for 1st of April deadline for a follow-up project. The project will be realised in September 2011 in Turkey in Bodrum. The course will also be on how to improve the things that have been done. Neslihan is the coordinator.

5/ Funding

The funding experience of the group was collected. 17 funding opportunities has been listed. Markus will start a forum on the platform the this list and also the people who are experienced in it. Funding opportunities for different regions has also been discussed. We realised that funding opportunities increase when we work on the topic of culture.

Evaluation of the course

SECTION 1: Learning impact

With the course at an end, we would like to find out how you view your knowledge, skills and attitudes with regard to recognition of non-formal learning in youth work before the course and now. Read each question and indicate your choice by marking one number (only) in the “before” and “now” lines under each question. Before indicates knowledge, skills or attitudes before the course, but as seen at the end of it. Now indicates knowledge, skills or attitudes at the end of the course. An example is given below:

How aware are you of the intercultural learning process in international youth work?						
Little aware						Fully aware
Before	1	2	3	4	5	6
Now	1	2	3	4	5	6

Remember to answer to each of the question.

1) How much are you aware of the “educational value” of youth work?

Little aware						Fully aware
Before	1	2	3	4	5	6
Now	1	2	3	4	5	6

2) What is the level of your understanding of non-formal learning in youth work?

Little understanding						Fully understanding
Before	1	2	3	4	5	6
Now	1	2	3	4	5	6

3) What is your understanding of different types of recognition of non-formal learning in youth work?

Little understanding						Fully understanding
Before	1	2	3	4	5	6
Now	1	2	3	4	5	6

4) What is your knowledge of the existing recognition actions and practices?

Little knowledge						Detailed knowledge
Before	1	2	3	4	5	6
Now	1	2	3	4	5	6

5) What is the level of your understanding of European policies in the field of recognition of your work and non-formal learning?

Little understanding						Fully understanding
Before	1	2	3	4	5	6
Now	1	2	3	4	5	6

6) How do you rate your ability to create partnerships with other stakeholders in your context with working on your recognition project?

Low ability						High ability
Before	1	2	3	4	5	6
Now	1	2	3	4	5	6

7) How do you rate your competence to develop a project on recognition of youth work and non-formal learning?

Low confidence						Very confident
Before	1	2	3	4	5	6
Now	1	2	3	4	5	6

8) How confident are you to implement your recognition project?

Low confident						Very confident
Before	1	2	3	4	5	6
Now	1	2	3	4	5	6

SECTION 2: Quality evaluation

This part of the evaluation form is for you to give feedback on the various quality aspects of the course. Please mark one choice under each of the question. Remember to answer all the questions.

1) Was the information sent before the course was sufficient for you to get prepared to the course?

Not at all	Mainly not	Some	Mostly yes	Yes, completely

2) Was the Training Course held in an environment where you felt comfortable to learn?

Not at all	Mainly not	Some	Mostly yes	Yes, completely

3) Did the training course meet your expectations?

Not at all	Mainly not	Some	Mostly yes	Yes, completely

4) Was your youth work context and your related experience taken into consideration during Training Course?

Not at all	Mainly not	Some	Mostly yes	Yes, completely

5) Did you learn from other participants during the Training Course?

Not at all	Mainly not	Some	Mostly yes	Yes, completely

6) Were there appropriate resources available to use and take away?

Not at all	Mainly not	Some	Mostly yes	Yes, completely

7) Is it possible to apply what you have learned on this course back home in your reality?

Not at all	Mainly not	Some	Mostly yes	Yes, completely

8) In your opinion did the training course meet its aims and objectives?

Not at all	Mainly not	Some	Mostly yes	Yes, completely

9) Were the educational methods used appropriate to the topic of the course?

Not at all	Mainly not	Some	Mostly yes	Yes, completely

10) Were you actively participating in the training course?

Not at all	Mainly not	Some	Mostly yes	Yes, completely

11) Did you receive the proper support for your learning from the trainers during the course?

Not at all	Mainly not	Some	Mostly yes	Yes, completely

Please add any comments which expand on your choices above or give suggestions.

