

Youthpass



Youthpass Unfolded

Practical tips and hands-on methods for making the most of the Youthpass process

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Salto -Youth stands for...

...'Support and Advanced Learning and Training Opportunities within the Erasmus+ Youth in Action programme'.

The SALTO Training and Cooperation Resource Centre (in Germany) focuses on two main areas. It supports the European Commission and the National Agencies in the implementation and development of the European Training Strategy, and it also supports the development of Youthpass – the strategy for recognition of non-formal learning and youth work.

www.SALTO-YOUTH.net/TrainingAndCooperation/

The SALTO Inclusion Resource Centre (in Belgium-Flanders) works with the European Commission to include young people with fewer opportunities in the Erasmus+ Youth in Action programme.

www.SALTO-YOUTH.net/Inclusion/

The SALTO centres provide the following resources:

- training courses on specific topics and for specific target groups
- training and youth work methods and tools to support international projects
- practical and motivating publications for international projects
- up-to-date information on the topics of recognition and inclusion
- an overview of trainers and resource workers in the youth field
- bringing together stakeholders for the successful implementation of the respective strategies.

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Introduction - Practical approaches to Youthpass

Youthpass is the strategy for recognising and validating non-formal learning within Erasmus+ youth projects.

Youthpass was introduced in 2007 and is much more than a certificate of participation. It describes the new skills and knowledge that a participant has gained in a youth project. The 'Youthpass process'

supports the educational processes that take place in youth work activities and highlights the educational potential of such projects.

'Learning to learn' is a very important competence in today's society. Being aware of learning enables young people and youth workers to steer that learning in the desired direction. Youthpass is a tool for youth workers and youth leaders like you to make the value of your work visible. At the same time, it supports the future career and personal perspectives of the young people you work with.

- You will find a general introduction to these issues from page 11 onwards.

Youthpass raises important questions: How do you, as a youth worker, support the learning of the participants in your projects, without spoiling all the fun? Do you need to support this learning process in a different way, when you are working with young people with fewer opportunities? If yes, how can you make the Youthpass process 'inclusion-proof'?

- Some inclusion reflections from page 46 onwards.

The SALTO Training and Cooperation Resource Centre has successfully developed and launched the technical tool for Youthpass (www.youthpass.eu). Now, SALTO is paying much greater attention to educational support for the users of Youthpass. All over Europe, various methods have been created that facilitate reflection on learning and support the 'Youthpass process'.

- Find a selection of methods, exercises and tools from page 52 onwards.

'Youthpass Unfolded' describes the Youthpass process and helps youth workers and youth leaders like you to define your role in it. It offers a selection of methods that facilitate the various phases of the process, from becoming aware of learning in general, to supporting young people in describing their learning for the Youthpass certificate. This handbook pays special attention to a range of different target groups that might face obstacles during the process.

- Gain ideas from a variety of methods specially adapted for specific groups.

'Youthpass Unfolded' is a joint publication of the SALTO Training and Cooperation and the SALTO Inclusion Resource Centres, published in cooperation with JUGEND für Europa, the German National Agency for Erasmus+ Youth in Action.

This handbook is about

This handbook is about two things: the 'Youthpass process' and methods and tools to make that 'Youthpass process' happen.

The booklet is aimed at anyone involved in facilitating the learning process of young people in the youth work activities: mentors, youth workers/leaders, coaches and trainers.

Since the introduction of the Youthpass in 2007 as the recognition tool in the Youth in Action programme, many youth workers have been working on the idea of finding new ways to support young people in their learning. Youthpass prompted people to think about and discuss learning as a topic in its own right.

- What and how do young people learn in youth work activities?
- How can we facilitate that?
- How can we recognise learning?
- How can we document that learning?
- How can others see the result of all this beautiful work?

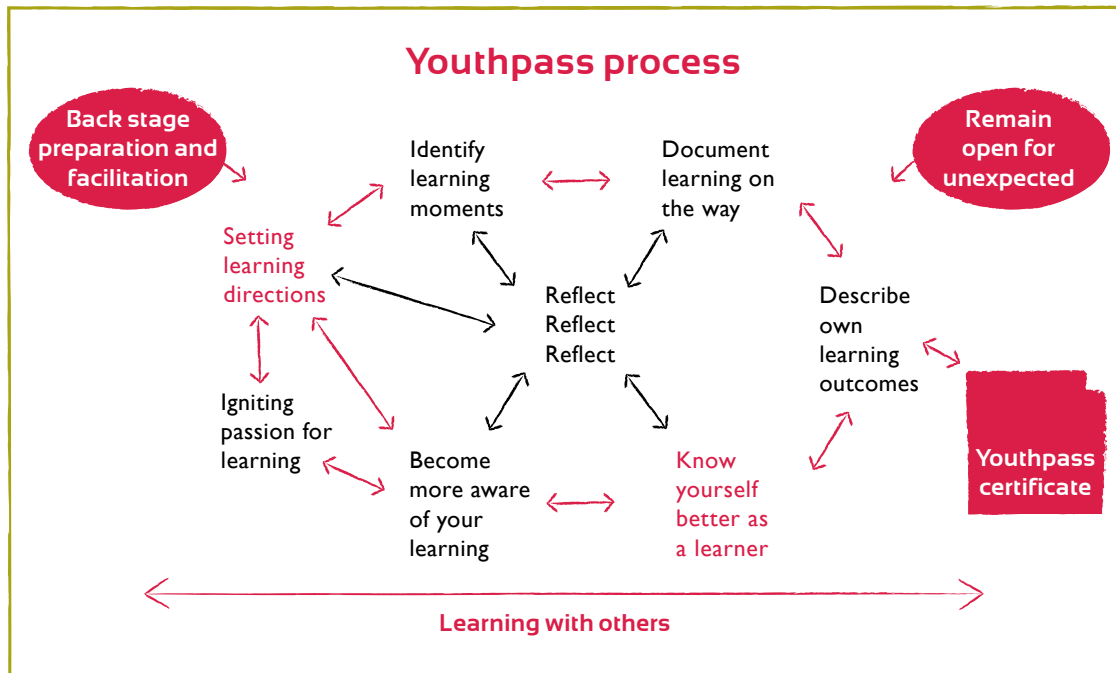
It is time to take stock of all this thinking and discussing and all the questions that have been raised, and maybe even come up with some answers.

So that is what this handbook aims to do, on the one hand, by attempting to describe the so-called 'Youthpass process' as an approach to learning and seeing how this could be implemented; on the other hand, by giving methods and tools that have been developed over the past few years to facilitate learning in the different actions of the programme.

The Youthpass process

'Youthpass is more than a certificate.' You will read and hear this sentence often when people introduce the Youthpass. You will be told about the 'Youthpass process' that puts learning into focus. But what do we mean when we talk about this Youthpass process? And do we mean the same thing?

In the first part of this handbook, you will find an attempt to describe the Youthpass process which looks something like this:



The different chapters follow this scheme from the beginning to the end. We took the timeline of a youth project as the starting point, from the preparation, right up to the final moment of handing out the Youthpass certificates to the young people.

This handbook is about:

- how to prepare yourself for learning,
- how to become more aware of your own learning,
- how and if you can plan your learning,
- what the importance of reflection is,
- how to identify and document your learning,
- what this all means for the role of the facilitator,
- how to approach inclusion groups differently, or not...

Methods and tools

How can you make this all happen? What does the Youthpass process mean in practice? The second part of the handbook (page 52) gives you methods and tools related to the different phases of the Youthpass process. We offer methods for different activity types (youth exchanges, voluntary service, transnational youth initiatives, training, etc.) and we balance different kinds of methods: individual, group, creative, writing etc.

- We have indicated which phase of the Youthpass process each method best fits.

The methods, exercises and tools featured in this booklet were partly collected and developed during a seminar on Youthpass tools and methods (Berlin, November 2010) by a group of people closely involved in the Youthpass's development over the past few years. Some of the methods come from other practitioners in the field, looking for more innovative ways of working with Youthpass.

We wish you a good and inspiring read!



**Part I -
The Youthpass process**

Backstage preparation for the Youthpass process

He who knows others is learned, he who knows himself is wise. Lao-tzu



Certainly, non-formal education is not about performing on stage, and the same applies to the Youthpass process. However, as a youth worker/trainer/mentor/coach, there is still a need to do some 'backstage preparation' before starting up the Youthpass process with the young people in your project.

It is the moment to meet yourself, to face your convictions and doubts, to reconsider your approach and check your toolbox. It is the moment of increased awareness about yourself as a learner, yourself as a learner facilitator, as well as your attitude towards putting the Youthpass into practice. This might sound philosophical, or even religious to you, but it is quite important to reach a certain level of clarity and

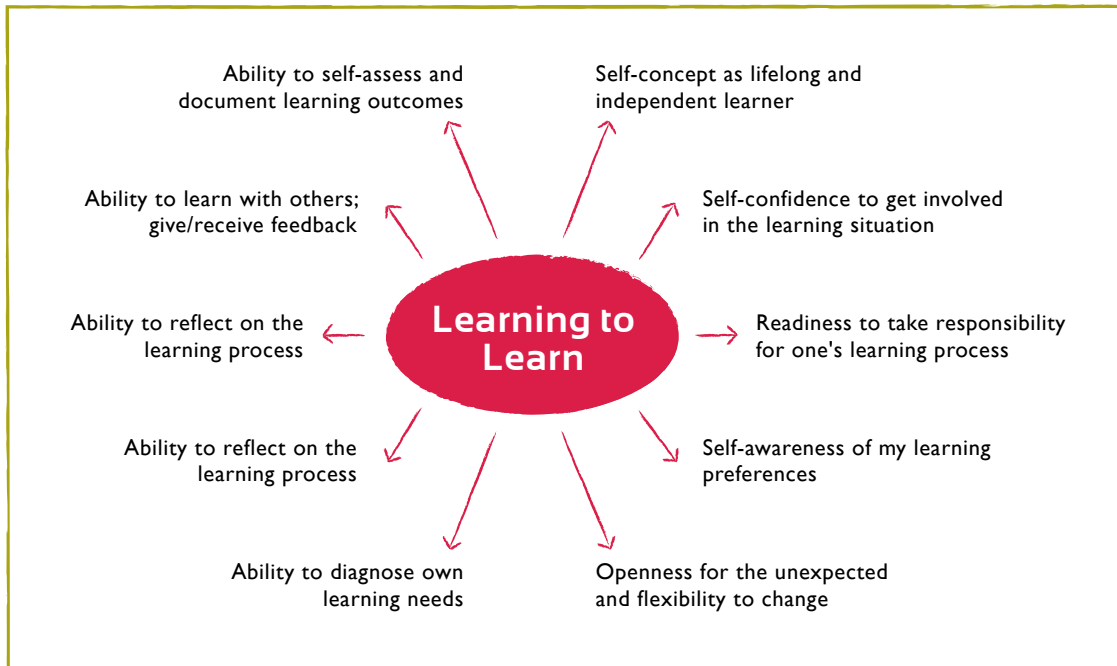
readiness to facilitate the Youthpass process and support your participants/volunteers in getting the most out of it.

The Youthpass process is not just about a couple of steps that lead to a Youthpass certificate. It is much more than that! It is a valuable personal and educational experience. It empowers young people to become lifelong learners - self-confident and passionate about their own development beyond the actual youth exchange, training course, youth initiative or European Voluntary Service project.

The Youthpass process is not just about collecting pieces of learning during the educational activity and putting them nicely in the self-assessment part

of the Youthpass certificate. It holds much more potential. It is a 'method in action' that helps the young people take their learning into their own hands and develop a set of attitudes and skills. One

of the most powerful competences is 'learning to learn' (see picture below). Through the Youthpass process, learning becomes more visible and more intentional, not just an underlying process.



So, what does this all mean for your backstage preparation?

We would suggest you reflect on four areas:

- Know yourself as a learner
- Know yourself as a facilitator of learning
- Know your target group
- Know your concepts and tools

Know yourself as a learner

When we talk about 'learning' and 'learning to learn', one interesting aspect is that youth workers/trainers/mentors, apart from being 'learning organisers', are also learners themselves. This might be one of your best resources when working with the Youthpass process. When you know yourself better as a learner, you will be in a better position to facilitate the learning of others (taking into account that different people learn in different ways from you).

Questions for reflection:

- How do I prefer to learn?
- Am I passionate about learning?
- What helps me in my learning process?
- What blocks me in my learning?
- How much do I see myself as a lifelong learner?

Know yourself as a facilitator of learning

Developing the 'learning to learn' competence of your participants/volunteers, raises questions about your role in that process. If it is about providing young people with an opportunity to learn from experience about how it feels to be an independent and self-directed learner (thus developing the 'learning to learn' competence), what should be your approach and attitude, to enable such a process to happen?

- Find more in-depth considerations about the role of the facilitator on page 41.

Questions for reflection:

- What is my own theory about how learning happens?
- Do I see learning like shopping?
Or as something else?
- Who is responsible for the young people's learning?
- How do I create the right conditions for learning?
- What is my understanding of the 'learning to learn' competence?
- What does this all mean for my role as a facilitator of learning?

Know your target group

There is no one-size-fits-all solution in non-formal education, or in the facilitation of the Youthpass process. The process should be planned with careful consideration for your target group's realities, expectations and challenges. The young people you are working with might not see the Youthpass process as much of a learning adventure as you do.

Essentially, the Youthpass process should empower young people, building on their strengths and abilities, thus helping them to increase their self-esteem as learners. This might be particularly important when working with young people with fewer opportunities.

Questions for reflection:

- What is the background of my target group?
- Do I know anything about their learning histories?
- Will they be excited by the Youthpass process?
- What prejudices do I have about their abilities?
- Do I need to provide any kind of enhanced support in this process?
- Can I introduce the Youthpass process even before the activity?

Know your concepts and tools

Finally, youth workers/trainers/mentors should be able to bridge the world of learning theories and policies, and the world of youth. They should be aware of policy developments, and find appropriate ways to connect those to the young people. In other words, youth workers need to be able to deal with the 'backstage language' of policy-makers and academics and turn this into 'frontstage language' when working with the young people.

Last but certainly not least, the youth worker's attitude towards the Youthpass process has a huge impact on how it is put into practice with the young participants/volunteers.

Questions for reflection:

- Do I know what the background of Youthpass is?
- Where do the key competences for lifelong learning come from?
- How much do I know about the value of Youthpass?
- How can I introduce these concepts in a youth-friendly way?
- What tools can I use at different stages of the Youthpass process for this target group?
- How far am I really convinced that the Youthpass process is an empowering opportunity for young people?

Related tools:

- ⑦ Learning interview (page 76)
- ⑬ Collage your learning (page 94)
- ⑳ Self-perception of your self-directed learning (page 118)



Igniting passion for learning

Learning happens much more easily
when you are in the mood for it

There are many different reasons why young people get involved in youth projects - why they join a youth exchange, apply for a training course or spend a year on EVS. Some of the reasons are: to have fun, to travel, to contribute to society, to meet other young people, to get some life experience, to challenge themselves and, perhaps, to learn something new.

However, if you asked them, "what are you passionate about?", then after a moment of surprise and bewilderment, they would come up with answers like: pets, music, poetry, travelling, sport... It would be rather unusual if somebody said, "I am passionate about learning". At the same time, it remains one of the biggest dreams of all educators (including youth

workers/trainers/mentors) to work with passionate, fully engaged and enthusiastic learners. Somehow, it seems that passion and learning live in two separate worlds. Unfortunately, it is often the case that this division was created during the years of formal schooling.

Moreover, some young people have been almost literarily traumatised by formal education systems. They left school, seeing no room for diversity of learning preferences. Their self-confidence is often characterised by phrases such as, "I am no good at learning". Others might find learning boring, difficult and painful. They see learning as strictly pre-defined by powerful others, involving stressful assessments

carried out by the same powerful ones. Indeed, education is often about power, which may end up in learnt powerlessness in the context of learning. So it would come as no surprise if the word 'learning' did not elicit positive feelings and enormous excitement amongst the participants/volunteers at the very beginning of your project.

At the same time this is a great OPPORTUNITY too!

In order to challenge these negative assumptions,

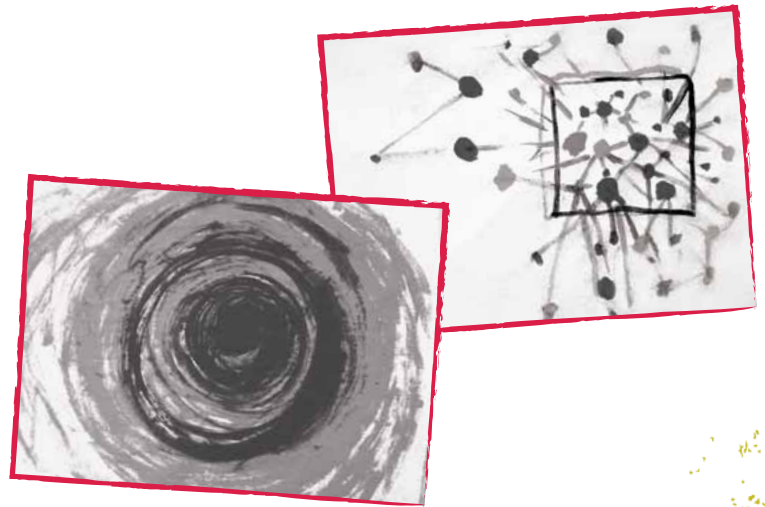
at the beginning of the Youthpass process you may consider putting learning on the agenda in a sensitive, dynamic and meaningful way. The aim of the game is to empower your participants/volunteers and to spark their passion for learning and development, not the opposite. Non-formal education has the power to provide young people with a 'corrective learning experience', a sense of hope and fun as a part of learning, resulting in a new self-confidence and passionate involvement in their learning process. It contributes to individual readiness for lifelong learning in general.

How to go about it

- Maintain consistency between explicit and implicit pedagogy; in other words, consistency between what you say and what you do, by being explicit about your educational approach and through providing a different learning experience.
- Convey the messages that learning can be fun and that it can happen in different ways. Convince the young people that learning is most efficient when organised by themselves in their own way. Learning can only be done by the learner (others can only support the process and provide a good learning environment). That way, learning is meaningful to the young person's life.
- Encourage your participants to take responsibility for their own learning, step by step. Be aware that self-directed learning can be empowering, but also very frightening at the start of the process.
- Provide a different learning experience and reflect on it. As one of my colleague-trainers said: "After a few years, the participants will probably forget what we have been doing, but they will certainly remember how we've done it."
- Focus on young people's strengths and successful learning experiences. Ask your participants to think back to a moment in their life when they learnt something with passion and commitment.

Ask them to tell stories about it and explore that passion in pairs. You may also ask them to draw that passion (see pictures below). This will help them discover their strengths as learners.

- Also have a look at method 18, Appreciative Inquiry into passion for learning (page 110).
- Address learning assumptions in an exercise. In some contexts (e.g. in a training course) you can challenge assumptions about learning in a statement exercise or similar activity.
- You could use method 19, Where do you stand on learning? (page 114).
- Show the benefits of learning to learn and lifelong learning in a changing world, as well as the consequences of failing to be involved. Yesterday's answers do not always fit today's world anymore and the ability to direct your own learning becomes essential for personal development and employability.



- Be passionate about learning and the Youthpass process yourself. Passion is contagious, as well as a lack of it. If you are not passionate about learning yourself, it is difficult to excite others about it. But to be clear: it is not about 'selling Youthpass'; it is about a heart-felt belief in lifelong learning and non-formal education.

Related tools:

- ⑥ Captain's log (page 72)
- ⑩ Learning to juggle (page 88)
- ⑭ Fotoromanzo (page 96)
- ⑯ Extreme challenge interview (page 102)
- ⑱ Appreciative inquiry into passion for learning (page 112)
- ⑲ Where do you stand on learning? (page 116)

Awareness of the young person's learning

You are a product of your learning. Everything you know, everything you can do and everything you believe, you have learnt. (Peter Honey)

An interesting paradox is that we spend most of our lives learning, either consciously or unconsciously. Occasionally, we think (or are asked to think) about what we have learnt, but we rarely think about how we learn. Very often, we are not aware of the learning process, as we tend to put the learning on 'automatic pilot'. However, increased awareness of one's own learning processes is one of the cornerstones of developing the 'learning to learn' competence.

The assumption is, the more aware we are of learning...

- the more effectively we are able to guide and direct our learning;
- the more accurately we can identify our learning needs;
- the more intentionally we choose the learning pathways we prefer and
- the more we take control over our own learning process.

Therefore, getting in touch with one's own learning is one of the primary tasks in the Youthpass process. The following questions can guide you and the young people in this learning discovery process:

Questions for reflection:

- How do I prefer to learn?
- What is my learning style?
- What role do feelings play in my learning?
- How do I motivate myself to learn?
- How do I sabotage my learning?
- How do I deal with obstacles and challenges?
- How do I see the role of other people in my learning?
- What kind of learning environment, methods and tools help me learn?
- How can I broaden my ways of learning?

Some methods for reflecting on learning

There are many different ways and methods of making young people more aware of their learning. We provide a few here, but you can find more in the Toolbox section of this handbook (page 52).

For example, on a youth exchange or training course, you could consider providing your participants with a challenging learning situation (e.g. learning how to juggle, or how to make an origami ninja star or how to dance salsa, etc.), followed by reflection focused on exploring “me as a learner”, using some of the questions on the previous page. In EVS, you could use a volunteer’s real life situation to reflect on the same issues.

→ Have a look at tool 10, [Learning to juggle](#) (page 88).

Learning-style questionnaires also encourage reflection. These tools can provide interesting

material to challenge a participant’s/volunteer’s self-perception, and think in terms of preferred and underdeveloped learning preferences. This could be used as a basis for further planning of learning.

However, be careful not to over-emphasise the results of the questionnaires. They only give an indication of where possible developmental opportunities lie. Learning styles are not static or inherited like horoscope signs. Moreover, some of the recent critiques point out that “simplistic assumptions about people’s learning styles may be misleading. Learning differences do not exist between people, but rather between contexts and these go far beyond the modality of the content matter: they have to do with the learner and their current state of mind and mood, their level of exhaustion, the timing, the content, the educator, the relation and level of trust between the actors, the environment, the spoken and unspoken expectations and many more and equally relevant aspects,” (UNIQUE Network, 2010).

Another option is to look at young people's learning histories. Put participants into pairs and provide them with a set of guiding questions so they can carry out learning interviews with each other. The young people can share personal learning stories and explore their preferences and strengths together.

→ Further explanation in method 7, Learning interview (page 76).

For some participants, it might be very useful to link their experience with some learning theory (e.g. experiential learning cycle) that can provide a framework for reflection on the learning process. When presented well and connected to actual experiences, these theories can provide an additional sense of confidence and ownership over the learning process.

Finally, you can encourage reflection by using a range of images (e.g. cut out of magazines, printed from the internet). Ask the young people to select the picture that represents them best as learners and share it with other participants or with the mentor. Explore together what the image tells you about the person's qualities and strengths and how these can be used in the learning process during the project.

Related tools:

- ① Factory of learning (page 56)
- ④ Shaun the Sheep - Off the Baa! (page 64)
- ⑦ Learning interview (page 76)
- ⑧ The sea of learning (page 82)
- ⑩ Learning to juggle (page 88)
- ⑬ Collage your learning (page 94)
- ⑭ Fotoromanzo (page 96)
- ⑱ Appreciative Inquiry into passion for learning (page 112)
- ⑳ Self-perception of your self-directed learning (page 118)

Directing and planning learning

To plan or not to plan: that is the question.

Learning can be proactive or reactive, self-directed or unexpected. However, when thinking about the 'learning to learn' competence, it is both active and passive. Learners proactively pursue learning opportunities, and at the same time they are open to learning from the course of life events as they happen. In fact, this is particularly true in the context of non-formal education in the youth field. Besides learning about a certain topic, there are plenty of learning opportunities from the group processes and the context where the learning takes place. Indeed, it is not unusual for young people to arrive at the activity with one set of goals and expectations, and then change them on the way, discovering other learning opportunities and new learning needs.

At the very beginning of the activity, after exploring passions, preferences and strengths, it is the right time to think about the participants' learning interests and needs. It should be clear that it is the participants who are in charge of this process. The focus should be on the young people's learning needs and not those of the youth workers, trainers or organisation.

It is an opportunity to challenge the passive approach to learning and education. The question is, 'what participants need to learn and how educators can

support them in this,' rather than, 'what participants and the educators involved can learn from the particular activity'. This is another important and empowering step in taking full responsibility for their own learning.

Setting out the learning direction provides a necessary focus which, together with the passion and excitement, will provide the necessary drive in the learning process. However, it is of utmost importance that the learning direction is strength-based, and not just focused on deficiencies and weaknesses.

Another point to consider is the development of a learning plan with the young person. This question might be more relevant for long-term activities (such as EVS or long-term training courses). Alternatively, you can extend the learning plan to a broader (lifelong) perspective, beyond the time spent on the actual activity. Be aware that some young people are almost allergic to planning and find this approach to learning to be limiting and artificial, arguing that the 'project management' way of thinking cannot be applied to learning. Other people find it very comfortable and easy to define learning objectives and use tables to plan their learning. Why is that so?

Research shows there are individual differences in the way people plan their development (McKee, Boyatzis, Johnston, 2008). According to this research, there are four major planning styles:

- Goal-oriented planners focus on reaching specific objectives and outcomes. These are not always tied to the pursuit of a dream or fulfilling a mission.
- Direction-oriented planners know the general path they wish to pursue, but they stop short of being specific. They have an intense sense of purpose and mission and a willingness to be flexible regarding specific goals.
- Action-oriented planners prefer not to think about the distant future, they prefer to live largely in the moment and approach planning as an extension of a series of concrete tasks or activities.
- Existential planners are actually 'non-planners' who prefer not to think about the future in any form and live in the existential present; they seem to be focused more on who they are rather than who they might be or what they might do.

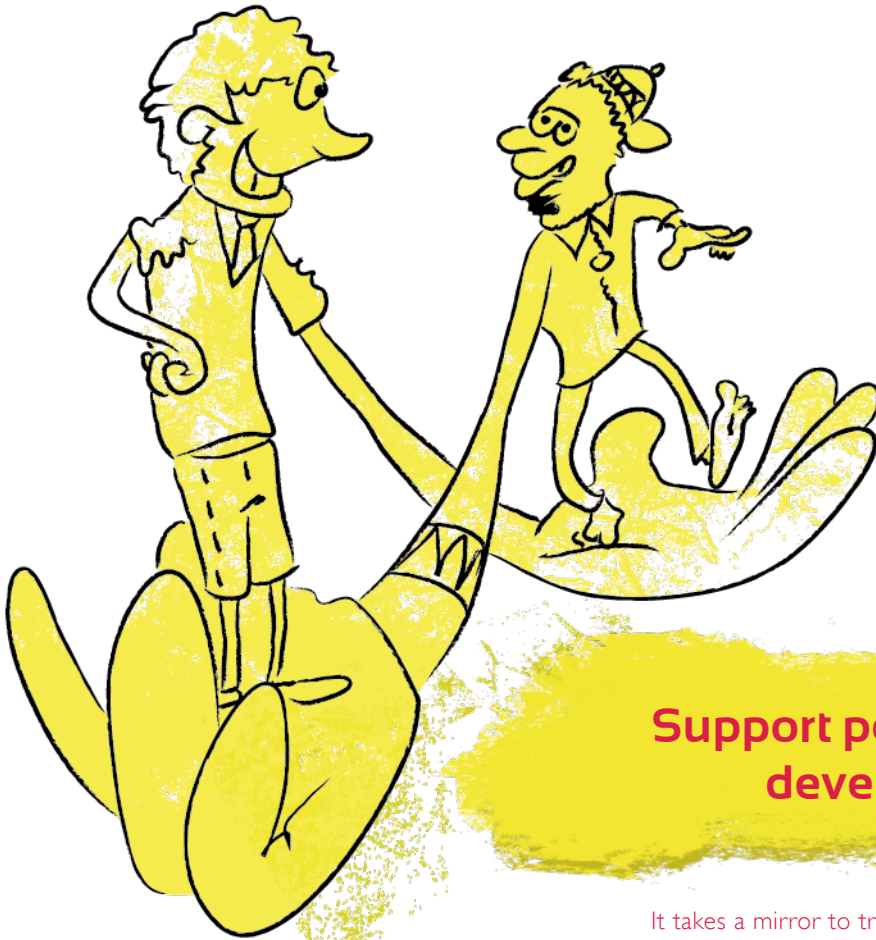
Increased awareness of the diversity of planning styles should prepare youth workers to provide a variety of tools and possibilities when assisting participants in planning their learning. Ultimately, it should be the young person who decides which approach to planning he or she wants to use in their learning process.

Different methods and tools enable young people to express their learning plans in different ways. Some participants might not be so good at putting words down on paper, but they might be more skilled at developing their learning plans in a more visual, multimedia or digital way. The learning plan should be exciting and appealing to its owner. It should be a learning agenda filled with excitement and the joy of discovery, instead of a to-do list of obligations. One approach is to suggest learning options in line with the young people's learning preferences. This would facilitate an easier implementation of the plan and more fun in the learning process. However, some participants might deliberately choose a less-preferred way of learning as a way of challenging themselves. This is also a very valuable self-development exercise to become a more complete and effective learner.

Finally, when thinking about objectives, directions and learning plans, it is important to point out that these are never written in stone. Often, they change on the way, due to increased self-awareness and new learning needs which emerge during the learning process.

Related tools:

- ③ What is Youthpass? (page 60)
- ⑨ Learning journal (page 84)
- ⑩ Extreme challenge interview (page 102)
- ⑪ Mandala of learners (page 106)



Support people and developmental networks

It takes a mirror to truly see yourself

'Self-directed learning' might be misunderstood as something that you do on your own, during a lonely journey of self-development. This might be true to some extent, and there might be individual time and work, but in principle, we need others to assist us in our learning process. It is good if we have all our learning needs identified, learning directions set and learning plans drafted, but in order to put these into

practice, we need others to accompany us. Learning happens through trusting relationships, in a safe space where we can experiment and ask and receive honest feedback. Perhaps socio-constructivists were right to say that everything we know has been actively constructed through experience and social interaction with other people.

Apart from us youth workers/trainers/mentors, young people need their peers to join them in the Youthpass process. Other young people can provide a mirror, an external view, to accompany self-perception and self-assessment. For this to happen, young people need a learning environment which allows for doubts and questions, in which they can be supported (and support others) and where they can reflect on the learning process. In this process, young people develop a variety of social skills like empathy, co-operation, active listening, self-expression, self-disclosure, etc. It is also a way of learning about networking and developing 'social capital'. In this process, one of the key elements is reciprocity: using those networks for mutual learning and benefit.

Depending on the type of activity, support for learning can take various formats: in youth exchanges and training courses, you can set up a system of learning buddies, learning trios, reflection groups, etc. In EVS, you can explore the possibility of establishing a learning network amongst several EVS volunteers, or use people from the host organisation as sounding-boards during the learning process.

You might even consider becoming a learning blogger, writing short (and exciting) learning stories and inviting a broader community to comment and react.

Reflecting on learning

Because only doing is not enough

It is often said that we learn a lot from experience. Learning by doing. In other words: the more we do, the more we learn! But is it really like that? If so, it would mean that in our projects, the essential element would be to plan as many experiences as possible for the young people taking part.

But just doing things does not necessarily lead to learning. It is equally important to think about what we have been doing and to look back at how things went. We need to analyse what happened, talk to others about the experience in order to really learn something.

Reflection is probably the most essential element of learning. Reflection gives us an opportunity to evaluate the experience and decide what we can do better or differently in future.

Learning by reflection comes very naturally to human beings. That is what makes us different from other beings on this planet. The life of an average crocodile has not changed much in the last 400 years. People, on the other hand, lead a totally different life. We have a natural need to change, to develop. We reflect and improve.

At the same time, the educational system that accompanies our learning, and the learning of the young people we work with, does not really encourage us to reflect on our learning. Mostly, teachers decide for us if we have learnt something or not. Our own reflection is not needed for that. Our natural capacity to reflect has not been used for our learning.

In the Youthpass process, we want young people to make decisions themselves about their learning and to be aware of it. We have to help young people reactivate their ability to reflect. We can do so by creating space for reflection in our programmes and by providing them with tools and methods to help them reflect.

Individual reflection, a bit lonely

One way to reflect is to sit on your own and think about what has happened. You can take a pen and write down your thoughts. For many young people, this might be a challenging task. But a lot of young people love to write in their diaries every day or on their blogs. You will find quite a few volunteers who will write down all their happy, difficult, exciting and sad European Voluntary Service experiences in their personal diary or share them on their blog. Also on training courses, some of the participants very much like it when they are provided with a daily journal to reflect on their learning experiences at the end of the day.

→ A description of tool 9, Learning journal (page 84).

When handing out diaries or daily journals, it might help to offer some guiding questions to help the reflection process. Encouraging creative usage of such diaries can help those who do not feel comfortable about writing sentences and stories. Drawings, pictures and just single words can express a lot as well. A learning blog offers an opportunity to use music, clips, sounds etc. to share thoughts and feelings.

As already mentioned, many young people will find a daily writing exercise not 'their thing'. Making it more attractive for them could be an interesting challenge and help them to overcome this barrier.

→ If your participants do not like writing, you could use some of the more attractive reflection tools described in the toolbox (page 52).

Reflecting with peers

Other people can help greatly when reflecting on your learning. Sharing experiences with others means:

- giving words to those experiences
- comparing your experiences with those of others
- that peers can help by asking questions and making comments which gives a broader view of the experiences.

The risk with the 'learning to learn' element in the Youthpass process is that we focus too much on the individual learning of the young people. Learning then becomes a solo-job. Of course, people ultimately have their individual learning outcomes, but for the process of learning, others are essential. Young people benefit when others support them, motivate them, compare themselves with them,

challenge them and mirror them. When young people only have themselves to refer to, their view is limited.

trainers are no longer needed. To use the full potential of peer-influence for learning, certain conditions are important and should be facilitated.

Luckily, young people are familiar with learning with and from each other. Research shows that the influence of peers on young people's development is greater than the influence of adults. This of course does not mean that youth workers, mentors and

Examples of reflecting with peers

'Reflection groups' have been used for years in training courses and youth exchanges. Participants meet at the end of each day in groups of five to seven people to share their experiences. Often, a trainer or youth worker guides this process. A variation on the reflection groups is peer-duos (or trios). They also meet regularly during the youth exchange or training course to reflect on their experiences. Often, a close relationship develops in which they also share their diary notes, for example.

In training courses and youth exchanges, it is relatively easy to form groups for regular reflection. To organise a daily reflection group for a volunteer during European Voluntary Service projects is more complex and probably taking things a bit too far. But for the volunteer, it is important to have a chance to reflect on his/her experiences and learning with other people. If the organisation is hosting other volunteers at the same time, they can reflect together. Individual volunteers can share and reflect together with other young people in the organisation or with other volunteers in the area at regular meetings. The internet can also be used to exchange thoughts between volunteers.

Writing or sitting and talking together are not the only ways to reflect on learning. The use of more creative tools offers other ways of looking back and reflecting. A (daily) journal, a photo report or a movie creates the potential for young people to analyse, evaluate and reflect on their experiences in the project. Writing reports, choosing pictures, cutting and editing movies or carrying out interviews are all methods that support the reflection process - as does the reading or viewing of the final product.

Related tools:

- ① Factory of learning (page 56)
- ⑥ Captain's log (page 72)
- ⑦ Learning interview (page 76)
- ⑧ The sea of learning (page 82)
- ⑨ Learning journal (page 84)
- ⑪ My symbol, my learning (page 90)
- ⑫ What have you learnt today? (page 92)
- ⑭ Fotoromanzo (page 96)
- ⑮ Frankenstein reflection on learning (page 100)
- ⑰ Mandala of learners (page 106)
- ⑲ Where do you stand on learning? (page 116)
- ⑳ Self-perception of your self-directed learning (page 118)

Identifying and documenting learning outcomes

I learnt a lot....but what?

You do things... you experience...you reflect...you talk to others...you think you understand now... you hear new points of view....you read a book... you find new questions...you feel more secure... or not.... you listen to an interesting contribution.... you do things better...you gain new perspectives... it seems you are learning! Anyway...that is how it feels. And most of the time, it feels good!

Young people might ask themselves, though, whether they have done well, whether they have learnt enough, whether they have actually learnt the right thing. In formal education, they do not have to ask these questions because others will provide the answers. In school, it is very clear what should be learnt and how well. The grades will tell.

In non-formal education, things are a bit different. When young people go to their mentor, youth

worker, coach or trainer to ask if they have done well and learnt enough, they might easily end up with the question coming back: "Well, what do you think?"

In non-formal education, we do not know exactly what should be learnt and when it is enough. Facilitators support learning, offer ideas, motivate learners where needed... But in the end, it is the learner's responsibility to learn what they think they need to learn.

The young person is also the one who identifies what has been learnt. And let's be honest: who can do that better than the one who has done the learning. This does not mean that it is an easy job. You will find some tips and suggestions below about how to identify and document what has been learnt. But let us first look at the 'why'.

Why identify and document learning?

There are two good reasons for identifying and documenting learning:

- Young people become more conscious of their own learning, and this enables them to plan further learning.
- It helps participants to communicate the learning outcomes to others, e.g. peer-learners, employers, colleagues or educational institutions.

How do I know I have learnt something?

Well... what is learning anyway? We use the word 'learning' in many ways. "I learnt a lot about myself." "I had to learn all the words by heart." "I learnt to ride a bike when I was eight years old." "I learnt to be more empathetic." These phrases all include the word 'learning' but refer to very different processes.

With some things, it is easier to really know you have learnt something than with others. When you study the PowerPoint programme for a while, you get to a point where you can say: "Yes I can do it! I have learnt it, I know all the functions and I know how to use them." (Although you can still find plenty of people who know all this but still make terrible PowerPoint presentations).

But what about a competence like, 'being able to express myself in a group of people'? When do you know you have learnt that? Or... is that something you can ever identify as having 'learnt' and tick off the box?

However, you can identify learning aspects of 'expressing yourself in a group'. This might be identified by:

- finding methods/tools that can help you feel safer in a group
- feeling more secure about your own role in the group
- knowing more about how to build a story
- not getting nervous if somebody interferes when you are talking
- feeling more secure about answering questions
- etc.

It means that you have made progress in your learning and are able to give words to that. You can probably also identify further steps to becoming more competent in this field.

Learning something can be about:

- now knowing how to do it
- understanding it (better)
- feeling more secure about doing it
- understanding yourself better regarding why you act in a certain way
- finding a role that suits you
- acquiring a (theoretical) framework about the topic
- knowing what to learn next
- etc.

The How

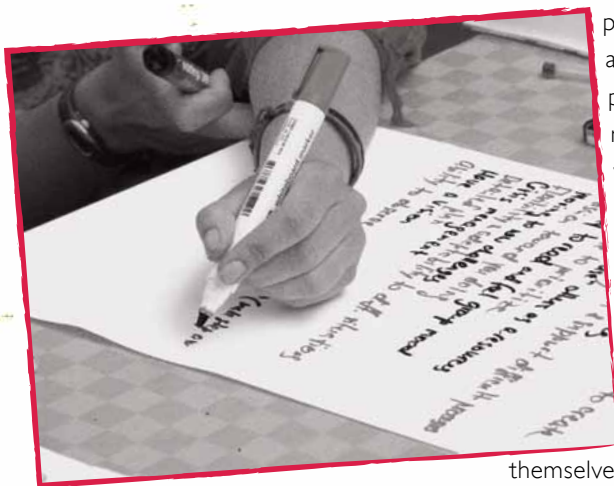
So far, we have focused on what you have learnt. But this is only one part of the awareness about learning. Of course the 'what' is important. But the 'how' might also help us greatly in understanding learning.

The following questions can help you identify how you learn:

- Did you learn following a plan or structure? Did that help?
- What were the situations, moments or circumstances that helped you learn? Try to describe them in detail: were you alone or with others, where were you, were you sitting or doing something, etc.?
- What were the difficult moments and how did you overcome them?
- What was the role of others?
- Is there anything you would like to change in your approach to learning?

Documenting learning

Before going into how to document learning, let us first see where to document. You can use a variety of tools to do this. You can give the young people a good old diary. Using a pen and real paper. In many



projects, diaries are given out to participants and are mostly welcomed with happy faces. To document learning for personal reasons, this is still an excellent instrument for those who like to write for themselves and are motivated to do so regularly. It helps people reflect on and understand their learning.

→ [More about tool 9, Learning journal \(page 84\).](#)

For some people, the 'project management way' helps them document their learning in a structured way (some call it a learning plan). At the beginning, you write down your learning objectives and a plan for how to reach them (who with? how? when?). You also plan when you will reflect on the process and note those reflections down. It can even be done in an Excel spreadsheet.

It is also possible to make it less individual and to invite others to join in the learning process. There are several advantages: you open up for feedback and, at the same time, involving others might make you more motivated because you feel obliged to keep on writing. A blog is a good tool to do this. Participants can choose to make it totally public or restrict it to the few people they want to involve. The advantage of a blog is that you can use it for more than just writing; you can also upload pictures, use links or recorded video-clips.

Maybe some of the young people will already have or will want to start a website that is open to the public. That might be an excellent place to document their learning achievements.

Related tools:

- ① Factory of learning (page 56)
- ② Youthpass octa-competences (page 58)
- ④ Shaun the Sheep - Off the Baa! (page 64)
- ⑥ Captain's log (page 72)
- ⑨ Learning journal (page 84)
- ⑪ My symbol, my learning (page 90)
- ⑫ What have you learnt today? (page 92)
- ⑭ Fotoromanzo (page 96)
- ⑮ Frankenstein reflection on learning (page 100)
- ⑰ Mandala of learners (page 106)

Describing learning outcomes for the Youthpass certificate

Now let's show it to the world

The moment has arrived! The project is about to end and the Youthpass certificate has to be prepared. The Youthpass certificate is composed of three parts:

- 1). The first page contains the general details of the project and the participant
- 2). The second part describes what the activity was about
- 3). The third part gives an optional space to describe the participant's learning

Find more detailed information about the structure and appearance of the Youthpass certificate and the technical procedure for producing it in the Youthpass Guide, downloadable from the www.youthpass.eu website. You can also find more information there about using the European key competences.

Part three of the Youthpass certificate gives you an opportunity to write down the learning outcomes of the youth initiative, youth exchange, European Voluntary Service project or training course. This is the moment of truth. Participants are confronted with the question of what they really learnt.

Writing part three of the Youthpass certificate can be quite a challenging job. The situation that learning takes place in differs greatly in the various projects. Similarly, the role of the youth worker, mentor, coach or trainer also varies a lot according to the

project. In a European Voluntary Service project, the mentor can assist the volunteers in preparing the assessment and they can work together to finalise the Youthpass in the final weeks of the project. The same goes for transnational youth initiatives: the coach (if any) can help the participants with their Youthpass. This personal support is more difficult in a five day training course, because the trainers often do not have time to help all the participants. Youth exchanges will focus more or less on describing learning, depending on the participant/youth worker ratio and the number of days.

The importance of peer-support should be underlined. Although self-assessment is something you do yourself, the exchange with and support from others is crucial. Reflecting and writing down your learning in a Youthpass, together with others, takes away much of the tension that might arise when you have to assess yourself.

Where there are no, or only limited, opportunities to assist the young people in their finalisation of the self-assessment, it is still necessary to give them some ideas and tips on how they can work with it. We will give you some ideas on writing a self-assessment that is meant to be read by others. But even if the young people want to write a self-assessment just for themselves, the following tips can still prompt them to reflect.

- Part three of the Youthpass gives you an opportunity to arrange learning outcomes under the eight key competences for lifelong learning. This does not mean that all eight key competences have to have been achieved. It is unlikely that anyone would make progress in all eight competences during one project (except in the longer activities, such as European Voluntary Service). It could well be that the main learning outcomes can be placed under only three of the key competences. That is fine, there is nothing wrong with that. In the final Youthpass, only those three headings will be visible. The other five will not show at all.

- The key competences are not meant to be an instrument for evaluating the learning in a project. The key competences are a framework designed by the European Commission to describe what Europeans should be competent in to be fully successful European citizens. There is probably no youth project that covers all competences and turns participants into super Europeans. Only use the key competence structure that the Youthpass offers at the end of the collection of learning outcomes. Only then can you start looking at which headings to place these different learning outcomes under.

It is also possible not to use the eight key competences. You can use the additional 'other' heading instead. This option can be used for outcomes which cannot be placed under one of the key competences. It also offers you a chance to write down the participant's self-assessment in your own way, without using the structure of the key competences.

Writing for others

When using the Youthpass as an instrument to show competences to others, some principles have to be taken into consideration. It might be a good idea to make participants aware of the following:

- Avoid jargon: not everybody knows the EU programme for youth, its actions or the terms used. That is why the action is briefly explained on the first page of the Youthpass.
- Try to be precise in what you think you have learnt and in how you can tell that you have done so. Link your learning to concrete proof.
- Avoid using vague or repetitive descriptions.

- Be brief: a youth project can be intense and you could probably write a lot about your experiences, learning moments, etc. But do not write a novel! Somebody has to read it all. Try to focus on your main learning points and describe them accurately.

If the young people want to use Youthpass as a certificate for job applications, it might be a good idea to collect job advertisements and to explore how competences are formulated there. It might provide ideas on how to describe your learning outcomes in such a way that they are understood and recognised by employers.

Three ways

There will surely be many more than three ways to describe learning outcomes, but here are three for inspiration:

Learning objectives set at the beginning of the project

At the beginning of the project, participants can be invited to set their learning objectives. This is easier for some than for others. However, for those who feel comfortable doing so, and are able to set clear objectives for themselves, these objectives can be a good reference point to reflect on their learning. It can happen that during the process, new learning objectives arise, and these can be added in the description. In longer projects in particular, such as a European Voluntary Service project or a youth initiative, objectives might change and new ones arise.

The idea of this exercise is to link the description of learning to the learning objectives and to describe:

- why these objectives were formulated
- how the participants worked on these objectives

Situations as a starting point

Some learners prefer to link their learning to certain situations. There might have been situations in which 'all learning came together'. Such situations can include the moment that the youngster had to give a presentation of their youth initiative to a group of people, a certain exercise in a training course, a talk

- to what extent the objectives can be reached
- how the objectives changed during the project
- which new objectives were added during the process

The last step is then to fit the descriptions into the eight key competences.

Working with learning objectives is suitable for a learner who is able and likes to organise his or her learning in a planned way. Although it seems to be the most logical way to describe learning outcomes, it is important to be aware that many (young) people do not follow such a planned process in their learning.

with a mentor, a meeting with peers where a certain role was taken, or the production of a newspaper or movie during the project. Describing a few of these situations can be a way of describing the main learning points.

Talking about a concrete situation gives young people a chance to come up with very practical examples, as well as proof of how they used new insights and skills. It allows them to link learning to

taking on a new role, performing a new task, giving shape to an idea, etc.

At the end, try to place these concrete learning situations under one of the eight key competences.

The story of your process

“When I filled in the application form for the course....”, or “when arriving in Tallinn on the first day of my project ...”, or “when sitting together with some friends...” might be the opening words for those who prefer to describe their learning more as a story that follows a process and arrives at the main learning points. For people who like to write, this can be a good way of explaining their learning path.

For the Youthpass certificate, it is, however, important not to write a novel. But to write ‘a learning story’ in two pages in an attractive and understandable way is an option for those who feel comfortable doing so.

--- In this case, the story is unlikely to fit into one of the eight key competences. Therefore, ‘the story’ can be placed under the heading ‘other’.

Again: motivate young people to support each other in writing their assessments! Showing good examples, giving feedback and sharing ideas and tips can really help. Do it together!

‘Starting words’

In the Youthpass guide you can find some ‘starting words’ for sentences describing your learning outcomes:

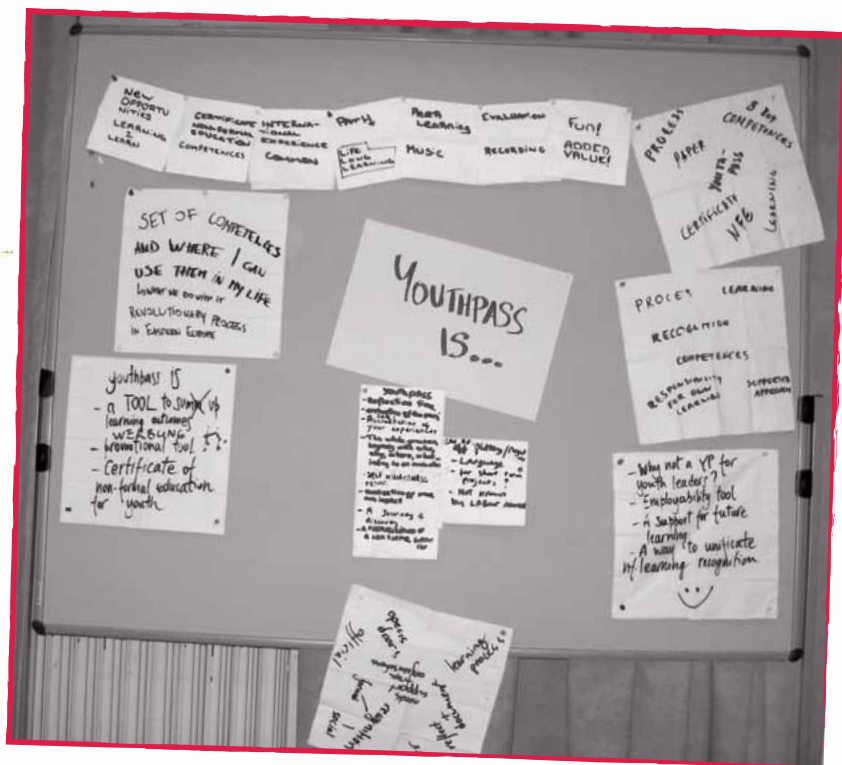
- I feel more comfortable now ...
- I found out ...
- I learnt ...
- I feel confident ...
- I made progress ...
- I am able to ...
- I now know how ...
- I developed ...
- I have a clear view now ...
- I want to explore further ...

Youthpass it's not the end!

The Youthpass handed out at the end of a project is no more, but also no less, than a document of the learning that took place during that project. It describes the learning outcomes during that specific period. For many young people, it will be the first

time that they have entered into the world of key competences for lifelong learning. However, in the course of a youth exchange, nobody will be able to tick off two or three of the key competences and say: "So that's done!" Because the key competences are for lifelong learning...

This shows that Youthpass has its place within a wider framework of European education and employment. Youthpass is often a first step, with many more to follow.



Related tools:

- ① Factory of learning (page 56)
- ② Youthpass octa-competences (page 58)
- ④ Shaun the Sheep - Off the Baa! (page 64)
- ⑤ Youthpass islands (page 66)
- ⑥ Captain's log (page 72)
- ⑨ Learning journal (page 84)
- ⑫ What have you learnt today? (page 92)
- ⑮ Frankenstein reflection on learning (page 100)

The role of the facilitator

Bringing back the fun of learning

What does this all mean for the youth worker/ leader, the coach, the trainer, the mentor or whatever title they carry as a support person in this learning process? Does it mean a change of role and attitude? This is a difficult question to answer. It largely depends on the different ideas and concepts about roles and attitudes in youth work. So for some people, the description below is recognisable, for others it will give new perspectives.

We will use the word 'facilitator' to cover the different functions that exist in European youth work.

To put it simply, the role of the facilitator is to support the young learner in reaching his/her learning goals. The most important and challenging part is the last half of the sentence: reaching her/ his learning goals. In the Youthpass process, young people are invited to take responsibility for their own learning. This means that they decide what they want to learn, how they want to do it and when they have done it. This principle is at the heart of non-formal education, lifelong learning and learning to learn. Youthpass combines all these elements and brings them together into a recognition instrument and learning process.

Young people and responsibility for learning

Do young people want to take responsibility for their learning?

- Before going into the different roles of the facilitator, it might be a good idea to ask a question that comes up in the minds of many people: are (all) young people able and willing to take on the responsibility for their own learning?

We have a tendency to say: "Yes!"

All human beings are able to learn and to do it by themselves. Young children learn an enormous amount in the first years of their life. Not because somebody tells them to, but because they want to. Human beings have a natural need and motivation to learn, to develop, to grow.

A more nuanced answer to the question above would be: "Yes! But"

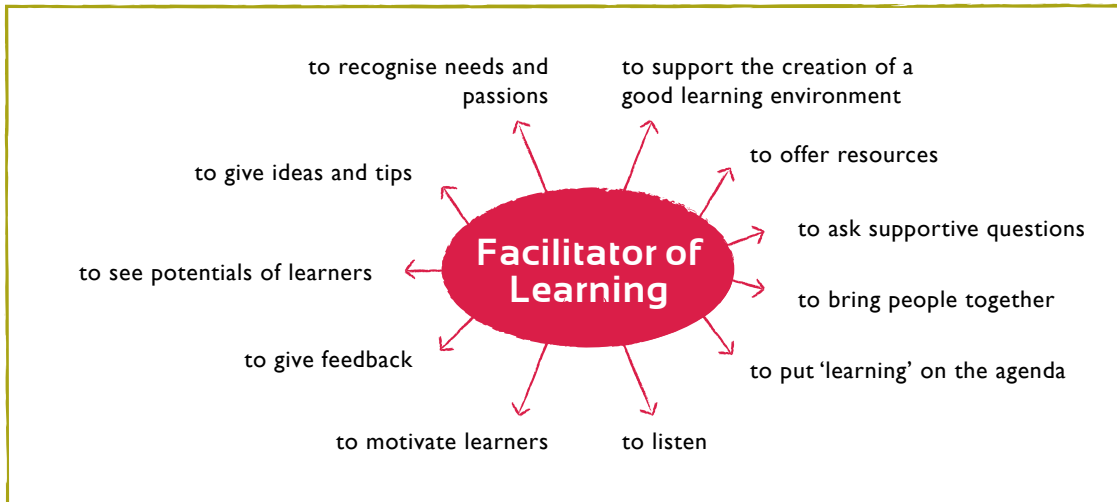
Many of us have been through education systems where our natural need to learn was not recognised. We were supposed to learn things that other people thought were important for us. Others decided what the best way to learn was and whether we had been successful in our learning or not. The responsibility for the learning was not ours.

This is one of the reasons why many young people lose their motivation for learning at school. Their way of learning, their needs and their passions are not recognised or taken seriously. They are forced to follow someone else's way of doing things. The result is that a lot of people leave school with a negative view of the word 'learning'. Some have even acquired a self-image as 'bad learners'. This is a sad conclusion, because 'bad learners' do not exist. People simply have very different ways of learning and it is difficult for the education system to recognise this and take it into account.

For facilitators, it is, however, crucial to be aware of this negative perception of 'learning' and the poor self-image that many young people have. These conditions have a huge effect on their willingness to take responsibility for their own learning. It takes time and reflection to rediscover one's own needs and passions. The facilitator can play an important supportive and motivating role in this process.

Roles of a facilitator

A facilitator is like a spider with different legs, each of them supporting learning.



Create a good learning environment

It is crucial to have a good environment for reflection and learning. A group where making mistakes, having doubts, feeling vulnerable or being open is not appreciated will not be a place where reflection and learning is easy. For open reflection, you need people around you who listen, respect and do not judge.

Principles for a good learning and reflection environment could be:

- differences between people are appreciated
- readiness to support and motivate others
- different ways of expressing yourself are respected

- various ways of learning are valued
- focus on strengths and the potential of the young people

These principles relate predominately to attitudes that help young people reflect together and support each other's learning. To put these attitudes into practice, certain skills can be taught. Exercises on 'asking questions', 'active listening' and 'giving and receiving feedback' can contribute to this.

Provide resources

The facilitator can support young people in their learning by offering documents, people, websites, places which might help the youngsters take further steps.

Supportive questions

The role of the facilitator is not so much about offering answers to the young learner. On the contrary, it is more important to ask questions that help the young person gain more clarity about their needs, passions, goals and further steps to take on the learning journey.

Bring people together

Learning is not a solo job. Co-operation between young people in their learning journeys should be encouraged as much as possible. The facilitator can play an important role in bringing together learners with similar objectives, topics or styles of learning.

Put learning on the agenda

Taking responsibility for your own learning means that you have to think about how you have learned so far. What are other possible ways of learning and how do you want to learn in the future? The facilitator puts the topic of learning on the agenda. The facilitator should create time and space for the young people to think about and reflect on their way of learning.

Listening

This one sounds simple, but it may be the most challenging. Many learners, especially at the beginning of the process, are used to listening and expect you to talk. The crucial element for the facilitator, however, is to listen carefully and attentively to what the learner says. This very much goes together with the 'supportive questions' described above. Listening is vital to discover and recognise the specific needs, blocks and passions of the learner. We tend to come up with answers and solutions immediately. Instead, we should be listening and asking the questions that make the learners come up with their own solutions. Try to measure the amount of time that you speak and the time taken by the young person to speak, for example during a mentor talk. This will show you if you are on the right track.

Motivate learners

This role is difficult to describe in concrete terms. Motivational problems can have many different origins and reasons. As described above, many young people have a negative image of themselves when it comes to learning. It is challenging to bring back the 'fun' into learning and to make the young people see learning as something that is 'theirs'.

Feedback

As an observer of the learning process, the facilitator is often in a good position to give the young people feedback to help them broaden their self-perception. People often think they know themselves, but this perception is often limited. Other people's feedback can help them see more options and possibilities. Besides this, a simple compliment can be extremely motivating.

See the potential of learners

Many young people are excellent at describing what they are not good at. Connected to giving feedback, it is of great importance that the facilitator is able to see the full potential that all young people undoubtedly have. The facilitator can give the young people new tasks or roles, or encourage them to try out something new. This can reveal capabilities that the young people were not aware of.

Ideas and tips

The facilitator can give the young people tips, ideas and suggestions to support their learning. However, you should be aware of the risks of taking over the steering wheel of the learning process. It is important to keep a balance between giving tips, and the learner's responsibility for their own learning. But, of course, sharing experiences with young people can be very valuable.

Needs and passions

Everybody has needs and passions. Many of these needs and passions are hidden and unspoken. Often, passions are not recognised or taken seriously in the education system. Passions are seen as strange, silly or are put in the box of dreams. However, passions are probably the most important driving force for learning. A facilitator should recognise these passions and help the learner reconnect with them.

Related tools:

- ⑦ [Learning interview \(page 76\)](#)



Towards an inclusion-proof Youthpass process

Good questions outrank easy answers (Paul Samuelson)

When writing Youthpass Unfolded, there were a couple of questions that constantly came up. These questions illustrate the difficulties that a youth worker/facilitator is faced with when working with young people with fewer opportunities. We encourage you to keep the following questions in mind and reflect on them while digesting the topic of this handbook: the Youthpass process.

- 1). Are there differences in learning for young people with fewer opportunities?
- 2). How is learning affected if you are faced with certain obstacles in life? (e.g. disability, unstable social situation, motivational problems, etc.)

You could say that there are as many ways of learning as there are learners. Each learner has specific conditions: factors such as abilities, needs and social background determine the way we learn. But ultimately, a human being goes through similar steps in a learning process, regardless of the different ways the person may approach learning.

The above statement is important for the Youth in Action programme. One of its priorities is to provide

learning opportunities for young people with fewer opportunities. In this regard, the Youthpass process stands out as a great opportunity to support and certify learning for both young people with special needs and youth workers working with them.

Youthpass Unfolded also aims to reflect on inclusion, commenting on it and giving extra attention to the inclusion target groups within the Youthpass process. Most of the aspects that are covered in this chapter, targeting the specificities of working with inclusion groups, are also covered in various other chapters of this handbook.

Where there's a will, there's a way

It is often taken for granted that the Youthpass process should be as inclusive as possible. However, it is not always easy to find the appropriate tools and methods to meet the needs of young people facing obstacles in life. Therefore, this handbook pays special attention, not only to the process itself, but also to the inclusion target groups. At several points in this publication, we reflect on the conditions for equal participation and offer tools and tips to facilitate and document the learning process. In the case of inclusion groups, the challenges and benefits arising from the Youthpass process are two sides of the same coin.



Inclusion-related challenges

Is Youthpass an extra hassle? Youthpass should accompany and support the learning process and not become another obstacle to add to the list. The Youthpass process intends to offer a way of creating and developing new learning strategies. Education should be learner-centred and Youthpass is a valuable tool added to this experience. Youthpass is beneficial because it raises awareness about learning and recognises that there are useful outcomes from the process. Youthpass is a learning product young people can use in 'real life' contexts (e.g. looking for a job, career building, learning a foreign language, volunteering, etc.).

Identifying and documenting learning outcomes can be a difficult task if we do not have the appropriate tools. Youthpass is a tool in itself, and the basic idea of this handbook is to provide extra support tools and methods to accompany learners and educators all the way along this process. Identifying and documenting the learning process will not be the

same for a young person with limited verbal skills or for someone who finds it difficult to put their ideas into writing. Here, the expertise and motivation of both learner and educator play a major role in overcoming those obstacles by removing them or finding alternative ways.

Individual recognition of learning. How can we recognise and assess what we have learnt? This challenge is not limited to young people with fewer opportunities. However, the situation disadvantaged young people face makes it more difficult for them to become aware of what they have learnt and find something useful and rewarding in it. Motivation, learner-centred activities and support measures are particularly crucial elements for target groups that cannot easily see the real value and purpose behind learning.

Inclusion-related benefits

Setting learning objectives by focusing on strengths and positive points is a way of boosting a person's motivation and passion for learning, especially for young people who may associate learning with prior negative educational experiences.

Recognition of non-formal learning. External recognition gives young people from fewer opportunities backgrounds the chance to 'show' the competences they have acquired to organisations, potential employers and employment counsellors

by means of certification. The Youthpass certificate may well be the first and only certificate they have. Individual recognition, meanwhile, represents an extraordinary opportunity for the self-empowerment of young people with special needs. It makes them aware of what and how they have learnt. Youthpass tackles personal and professional development as the ultimate goal of a learning experience.

Youthpass as a tool for self-empowerment. Youthpass is an excellent tool for youth workers to motivate and empower any individual, regardless of his or her background. In places where formal education has proved ineffective, non-formal learning can open new windows of opportunity for young people mistakenly labelled as 'bad learners'. Non-formal

education can help them reach their true potential as active citizens and human beings.

The **creativity of youth workers** can also open up a universe of possibilities for approaching learning. Youth workers can create, develop and adapt learning tools and methods for diverse target groups. Youthpass Unfolded gives you some concrete tools, but youth workers will have to tailor them to the young people they are working with. The Youthpass process brings up questions and issues that can be looked at in a variety of ways.

This being the case, why not look back at the two initial questions and try to find answers from the youth worker's perspective as a learning facilitator?

Facilitating inclusion

Within the context of the Youthpass process, the role of the youth worker is to help young people find out their learning needs and attain their goals. This does not differ depending on the target group. It may sound quite obvious (a facilitator facilitates), but if we have a look at the opening questions, we may wonder whether there are actually different tasks when working with young people with fewer opportunities. Is there a broader approach? Is there a different pace? Are the questions the same?

Perhaps Youthpass Unfolded will bring up methodological challenges that youth workers will have to resolve. In broad terms, an educator's primary role is to help people with special needs by smoothing their learning path, guiding, supporting and motivating them. It may seem only a matter of degree, but the facilitator has to deal with different circumstances and follow alternative strategies when targeting inclusion groups.

Methods and extra measures

Guidance, assistance, coaching and mentoring are some of the various ways a facilitator can help young people with fewer opportunities to reach their learning goals and potential. Besides the support of the facilitator and young people willing to learn (because they feel they can make use of their learning), we need to deal with special needs to make the whole process happen.

These extra measures range from reinforced mentoring during a European Voluntary Service project, to specially adapted activities for a youth exchange with young people with disabilities, or even

to devoting extra time to help learners reflect and put their learning plans and outcomes into writing. Youthpass Unfolded lists a variety of supportive tools and methods that might be useful. However, some extra effort is definitely needed to adapt these methods when working with inclusion groups.

The Youthpass process requires long-term strategies and the tackling of obstacles and difficulties throughout all the learning stages, in pursuit of young people's autonomy, self-empowerment and personal development.

Scaffolding strategies

How can a youth worker assist in building up young people's learning when they are faced with certain obstacles in life that affect that learning? To use a construction analogy: scaffolding is used as a temporary structure to help workers complete their job at a construction site. This scaffolding is both a place to work and a means to access difficult areas. The youth worker puts scaffolding in place around the construction site of young people's learning, so that they can build up that learning.

When designing the Youthpass process, supportive structures for young people facing specific obstacles have to be created. The youth worker provides extensive support at the beginning of the process to assist the learners in building their own understanding of competences they wish to acquire. As in a construction site, scaffolding structures have to be gradually removed. They are temporary and not an end in themselves. They are rather a means of constructing a permanent learning structure, for which the learner can gradually take full responsibility.

The Youthpass process offers the blueprint for the construction of learning, but you should not forget about the scaffolding, adapted to the young people you work with, if you are planning a barrier-free and inclusive learning process. The goal is that, in the end, learners are able to claim ownership of their learning outcomes and develop independent

learning strategies with little or no support from the youth worker.

In this case, the scaffolding represents different supportive strategies consisting of a variety of tools and methods.

Tools for special needs

We need special tools for special needs, or we can adapt the tools we have to address special needs. It is difficult to build something without tools. That also goes for learning processes. The toolbox part of this handbook gives you a wide selection of tools that can be used, adapted or transferred into different contexts. It is up to you to take into account the obstacles and needs of the young people with fewer opportunities you are working with.

We attempt to be as inclusive as possible and give you tips and potential adaptations for all the stages of the Youthpass process in this publication. Nonetheless, the toolbox does not pretend to be exhaustive in terms of possible adaptations or transferability to other contexts or target groups.



In the end, it is up to you, your creativity and expertise to use the tools to devise an enjoyable, inclusion-proof learning experience both for the young people and yourselves.



**Part II -
Youthpass tools
and methods**

Get inspired!

The second part of 'Youthpass Unfolded' gives you practical exercises and methods to use with young people who are going through a learning process. You can gain inspiration from these tools to address and document learning with young people in an attractive and creative way.

Adapt them to your needs

Every group and situation is different. You need to adapt these tools and methods to your young people and to the type of educational activity you are running. In each of the exercises, we already give you some hints for adaptation, especially if you are working with young people with fewer opportunities.

An overview

This Youthpass toolbox gives you information about what each tool tries to achieve (aims) and which part of the Youthpass process it is particularly relevant to (overview on next page). For each method, you will find a detailed description of how to implement it. But it goes without saying that you will need to use your youth worker instinct or trainer skills to adapt and expand the exercises where necessary.



Launch yourself!

Time to try out the different methods.
Good luck with it!

Youthpass tools and methods

	Backstage preparation	Igniting passion	Awareness of learning	Directing & planning	Reflection on learning	Identifying & documenting	Describing outcomes	Introducing Youthpass	Role of facilitator
① Factory of learning		x		x	x	x			
② Octa-competences						x	x		
③ What is Youthpass?			x					x	
④ Shaun the Sheep		x				x	x		
⑤ Youthpass islands							x	x	
⑥ Captain's log		x			x	x	x		
⑦ Learning interview	x		x		x				x
⑧ The sea of learning			x		x				
⑨ Learning journal				x	x	x	x		
⑩ Learning to juggle		x	x						

	Backstage preparation	Igniting passion	Awareness of learning	Directing & planning	Reflection on learning	Identifying & documenting	Describing outcomes	Introducing Youthpass	Role of facilitator
⑪ My symbol					x	x			
⑫ What have you learnt today?					x	x	x		
⑬ Collage your learning	x		x						
⑭ Fotoromanzo		x	x		x	x			
⑮ Frankenstein - reflection					x	x	x		
⑯ Extreme interview		x	x	x					
⑰ Mandala of learners				x	x	x			
⑱ Appreciative Inquiry		x							
⑲ Where do you stand?					x				
⑳ Self-perception	x		x		x				



Factory of learning

A metaphoric exercise to stimulate daily reflection and make the learning process more visible



Aims

- To support daily and on-going reflection during the activity
- To increase awareness of personal and group learning processes
- To identify and document learning outcomes as they occur



Group

- Any



Needs

- Empty wall
- Markers
- Post-it notes, masking tape
- Posters
- Optional: creative material and camera



Time

- 30-45 mins/day
- 2hrs conclusion



Step by step

Introduce participants to the 'factory' metaphor. The main product of the factory is the learning within the activity (youth exchange, training course or EVS).

Put posters on the wall with the following titles and questions:

- 1) **Ingredients** – What did you personally put into the learning process?
- 2) **Machines** – What kind of settings did your learning take place in?
- 3) **Personnel** – Were there any other people involved?
- 4) **Product** – What did you learn and how do you know you learnt it?
- 5) **Operator** – How did you feel during the activity (emotions)?
- 6) **Marketing and sales** – What is the value of your learning? Where can you use your experience afterwards?

Introduce participants to the poster wall at the end of the first day of your activity and explain that it is the space for their daily reflection on learning. In a youth exchange or training course, give participants 30-45 minutes at the end of each day to reflect on the questions on the wall. At the same time, encourage them to use the 'factory' as an on-going reflection tool and invite them to write down or illustrate their learning whenever they feel like it.

On the last day of the activity, give participants two hours to work on the self-assessment for Youthpass certificate (part three of the certificate). Ask participants to work in smaller groups and identify their learning outcomes by looking at the wall. They can take different elements from each poster to document their learning outcomes in the self-assessment part of the Youthpass.

Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator

During this two hour session, the facilitator can also introduce the background, history and concept of Youthpass, including some guiding questions for 'key competences'.

After this, participants should have individual time to write down their own learning outcomes (in order to prepare the Youthpass certificates). Participants are invited to do so in a dialogue with other participants.



Debriefing

- How was this 'factory' process for you?
- What was it like to put your learning into words? What was easy or difficult?
- How would you sell your 'product'?
- How can you put your acquired experience and learning into practice in the future?



Adaption

- You can adapt this method to visually impaired people by using computers or recordings
- You can use different metaphors according to the topic of your activity or according to the target group (e.g. cooking, sailing, sports, creative stories etc.)
- Keep track of the learning needs and processes of the group. The facilitator can use the information from the factory to guide the participants in their learning.
- In a mid-term evaluation, it can be useful to reflect on the learning process so far, and adapt upcoming activities accordingly.

Created by Diona Los & Santa Grinberga

2

Youthpass octa-competences

A 3D model of an octopus to reflect on learning tasks and outcomes according to the eight key competences



Aims

- To give basic information about learning competences and Youthpass
- To provide a space for participants to reflect on learning within a youth project



Group

- Any



Needs

Space:

- Large room to place the octa-competences 3D model (octopus)
- Meeting area for each pair to work on the learning outcomes



Time

- 90 mins

Materials:

- Flip-chart sheets (to build octopus)
- Tape
- Three red paper signs: knowledge, skills, attitudes
- Eight green signs with the eight key competences
- Markers
- Post-it notes
- Computer equipment (computer, data projector and internet connection) to show the Youthpass website and resources
- Printouts of sample Youthpass certificates

Preparation:

- Place a chair upside down on top of another chair.
- Wrap the chair on top in flipchart paper to build the head of the octopus.
- Cut out eight paper strips of the same length to make the eight arms of the octopus.
- Stick the eight paper strips on the lower part of the head.
- Draw the face of the octopus and other features (heart, colours, etc.).



Step by step

- Place the 3D octopus in the seminar room.
- Introduce the concept of competences to the participants by explaining the three elements of a competence: knowledge, skills and attitudes.
- Put the red pieces of paper with the titles 'knowledge, skills and attitudes' on the head, arms and heart respectively and explain why: knowledge is related to the head/brain, skills are action-related and therefore belong to the arms, and attitudes can be found in the heart along with values and emotions.

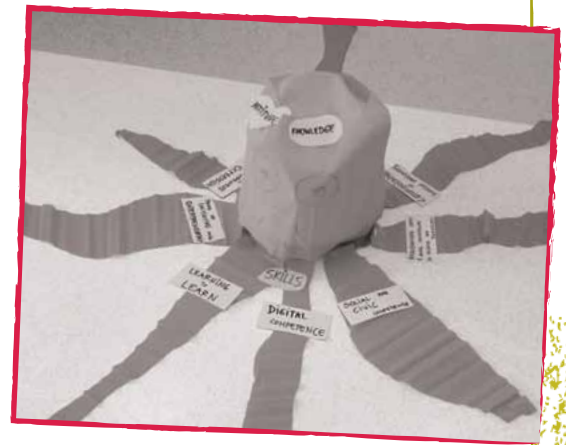
Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator

- Place each of the eight green signs with the key competences on each arm.
- Ask participants to discuss in pairs or in small groups what learning outcomes can be achieved regarding the eight key competences.
- Ask them to write learning outcomes on the Post-it notes and stick them onto the octopus arm/competence it might belong to. Allow time for explanations and reading of the Post-it notes.
- After the readings, summarise the Post-it notes on the arms and ask for questions and clarifications, if necessary.
- Encourage participants to get to know other participants' projects or experiences, give suggestions and ask questions.
- Finally, introduce the technical aspects of Youthpass: the 'where, what, how and why' specifics for the different actions. If available, use computers to show the Youthpass.eu webpage or hand out Youthpass certificate samples.
- Allow time for questions and answers.



Debriefing

- Did you find it useful to understand what competences were?
- Explain why you decided to stick your Post-it on this 'arm' (mention name of the competence).
- Did you find it easy to decide to put it on a specific arm?
- Was there more than one option for any of your Post-its?
- Can it be related to other competences? Explain.



Adaption

The 3D model used to explain the competences is suitable for people with sensory obstacles or visual impairment. It is useful to convey the concept of the eight competences in a visual and accessible way to youngsters who do not share the same language or language level.



Tips

As all the arms look the same, it can be helpful to differentiate them by using eight different colours, patterns, pictures, icons, etc.

Created by Santa Grinberga and Ieva Grundsteine for a Latvian NA training course for youth exchange coordinators.

3

What is Youthpass?

Introducing Youthpass as a tool for documenting learning



Aims

- To introduce Youthpass
- To support the group in gaining an insight into non-formal learning
- To introduce a useful grid that they can use in everyday practice



Group

- Max 25 people



Needs

- Evaluation grid (printout)
- Pens
- Computer, data projector and internet to show the Youthpass website and online resources



Time

- 60-90 mins



Step by step

The method is described in the context of EVS on-arrival training.

Introduce Youthpass to the group:

"It is a tool to recognise the learning gained by participating in a European Voluntary Service experience. It recognises non-formal learning.

Youthpass helps you track and describe what you have done in your European Voluntary Service project. It helps you link this learning to a set of competences. Mentors follow and help facilitate the volunteer's learning process. It helps to establish clear and achievable learning objectives. With Youthpass, you can record learning in any way you choose. It can also be a method for reflecting on your learning at regular intervals during the activity."

Ask the group to brainstorm to find ways of recording the learning.

Then, show them how previous European Voluntary Service (EVS) participants have recorded their learning i.e. a blog, a journal, photo album, etc.

Introduce and explain the term 'non-formal learning' (NFL).

"What is non-formal learning? Non-formal learning is voluntary, is assisted by others and is planned."

Break the group into smaller groups and ask them to brainstorm to find examples of non-formal learning in their lives. Report back to the whole group.

Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator

Start a discussion with the group about the importance of finding time in their lives for reflection, evaluation and recording of these NFL moments. Ask the group to reflect on what they want to learn from their EVS experience. Move the discussion from the general to the specific. Give participants some time to reflect on their own first, and then ask them to pair up with another participant to share their thoughts. In the final stage, move everyone back into the bigger group and share conclusions in plenary.

Introduce the 'evaluation of learning' sheet (see handout below). Ask the participants to fill out this sheet (on their own). If they have already been on their EVS for a couple of weeks, they can use examples from that. If they have only just arrived for their EVS, they can use experiences from their lives.

Ask the group if they found using the grid useful and why? Ask if any volunteers would like to share what they wrote with the bigger group.

Explain the Youthpass process simply and briefly. There will be more time to cover Youthpass in greater detail in the EVS mid-term training session. Mention that their mentor will be their guide and show them that they can download extra material on Youthpass from Youthpass.eu.



- You can adapt the grid to different contexts by translating it into visual language or combining it with the 'Learning Factory' activity.
- Although this exercise was originally intended for EVS, the grid can be used for any self-assessed learning (no mentor, coach or youth leader). It can also be easily adapted to other activities such as training courses or youth exchanges.



Handouts **Reflecting on learning in activities**

→ What did I learn?	
→ How did I learn it?	
→ Who did I learn it with?	
→ When did I learn it? AHA moments	
→ Key Competence (only use in the final stage, don't show at the beginning)	

To use as a learning plan

<p>→ What do I want to learn?</p>	
<p>→ How will I learn it?</p>	
<p>→ Who will I learn it with?</p>	
<p>→ When will I learn it? Put learning into a timeframe</p>	
<p>→ Key Competence (only use in the final stage, don't show at the beginning)</p>	

Submitted by Deirdre Quinlan

4

Shaun the Sheep - Off the Baa!

A creative and effective way of using famous cartoon characters to get a better understanding of key competences and to support self-assessment for the Youthpass certificate



Aims

- To provide something to help in identifying competences in general
- To help participants relate competences to learning outcomes
- To support the participants in transferring experiences from their lives into learning outcomes



Group

- Min 12 people



Needs

- Film: Shaun the Sheep: Off the Baa! (2010) – to be found on YouTube or Amazon
- Evaluation of learning questionnaires
- Computer, data projector and internet connection (or DVD player) to show the video



Time

- 90 mins



Step by step

First part (8 mins):

Show the movie about Shaun the Sheep.

Second part (30 mins):

Working groups: each group works on the competences of a specific character from the movie. Participants are asked to draw, write or otherwise document what a competence is (15 mins).

- Group 1 – works on Shaun the Sheep
- Group 2 – rest of the sheep
- Group 3 – the dog
- Group 4 – the pigs

Presentation of the working groups in plenary (15 mins).

Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator

Third part (20 mins):

The facilitator introduces Youthpass and the eight key competences for lifelong learning. The facilitator names the competences one by one and after each of them, asks the participants how they think the competence is:

- related to a character from the movie
- related to the project/activity the participants are involved in
- and how they acquired this competence

Fourth part (30 mins):

Participants are asked to reflect individually or in pairs and to write down what they have achieved during the project/activity, using the key competences for lifelong learning.

**Adaption**

- Using cartoons is suitable for different inclusion groups with cognitive / learning difficulties. It helps them identify the competences in a 'fun' environment and relate them to their learning experiences.
- Where multimedia equipment is not available, you can use other media such as children's books (more visual), children's trump cards or storytelling.

**Tips**

Have a look at the Youthpass guide at Youthpass.eu to prepare yourself. The final step in the exercise can be a peer interview to encourage communication, question-asking and thinking on the topic.

Submitted by Alexander Kumanov

5

Youthpass islands

A 'learning-by-doing' team game to introduce Youthpass and the eight key competences for lifelong learning



Aims

- To introduce the eight key competences by way of a 'learning-by-doing' activity
- To introduce Youthpass and raise awareness of it as a tool for self-assessment and recognition of non-formal education



Group

- Max 24 people



Needs

Space:

- Large room with eight tables/areas simulating the islands

Material:

- Hard copies of the Youthpass-Ports (one per group)
- Task cards (competences)
- One eight-sided die
- Coloured markers
- Masking tape
- Cardboard
- Two decks of cards
- Handout with card game instructions
- Handouts with maths problem
- Tangram game
- Plasticine
- Paper
- Coloured paper
- Glue
- Stamp & ink (to validate the passport)
- Scissors
- Computer
- Computer, data projector and internet connection to show the Youthpass website and online resources

Preparation:

- Set up eight workstations. Use tables or mark out eight islands (with masking tape) on the floor, corresponding to the eight key competences.
- Place one task card and the necessary materials and equipment on each island, as described on each task card.
- Set up a 'passport control office' (a table and a chair) for the facilitator to stamp the Youthpass-Ports and administer the eight-sided die.

People:

Two facilitators. One stays at the 'passport control office' and the other checks on the different groups to assist them. The latter should be able to answer procedural questions about the game.



Time

- 90 mins

Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator

**Step by step**

The objective of the game is for each team to get their 'Youthpass-Ports' stamped, after visiting as many islands as possible and fulfilling certain tasks related to each one of the eight key competences.

- Divide the participants into groups of 3-5 people.
- Ask each group to choose a team name.
- Give one Youthpass-Port to each group.
- Explain the objective of the game: The objective of the game is to get the passport stamped with the eight different island icons within 45 minutes. Each icon represents one key competence. Do not tell them yet that they do not need to get all the stamps (keep this for the debriefing).
- Explain that there is a passport control office where they will get their Youthpass-Ports stamped once they have visited an island and completed at least one of the tasks as a team (there are three tasks on each island card). After getting the stamp, they will roll the die to continue with their journey.
- Stay in the 'passport control office' with the stamp and the die.
- Once they roll the die, they go to the island with the task card that matches the icon on the die. If there is another team on the island, they have to roll the die again until they find a vacant island they have not visited before.
- The game ends when the time is up or when one of the teams has obtained the eight stamps.
- Gather the participants in plenary for the debriefing.
- During the debriefing, focus on the game and its relevance to the competences and the project.
- Discuss with the participants how the eight competences are related to the Youthpass and show samples of Youthpass certificates, focusing on the competences part (use computer equipment, if available).

**Debriefing****Key competences**

- How many stamps have you got?
- Is there a winner or a loser?
- What was the goal of this activity?
- Can you get all the stamps?
- Should you get all the stamps?
- Would you prefer to stay on a certain island for longer?

Recognition

- Why was it important to get a stamp from the 'authorities'?
- Did he/she check to see if your task was accomplished or not?
- Point out: self-assessment/guidance, learning process.

**Adaption**

- This activity is especially suitable for young people who enjoy learning through games and may have difficulties grasping very theoretical concepts in a traditional learning environment.
- As the first part is a learning-by-doing activity, it can be adapted to almost any context by adapting the tasks according to the participants' needs (drawing instead of writing or speaking, translating the task cards, etc.).



Tips

- During the debriefing, it is very important to focus on the guiding questions, to make it clear that the real task is learning the competences we are interested in. It is not necessary to get all the stamps unless that is our goal. The activity is also intended as a group-building activity and participants should be encouraged to do the tasks as a group.
- This activity is linked to the 'Captain's Log' activity and they can be run together or separately.
- The Youthpass Islands activity can be done either at the beginning of a training course, to introduce the eight key competences, or at the end, to link participants' learning outcomes to the key competences.



Handouts

Material available for download from SALTO Tool Box:

- Hard copies of the Youthpass-Ports
- Task cards (competences)
- Eight-sided die

<http://www.salto-youth.net/find-a-tool/1223.html>



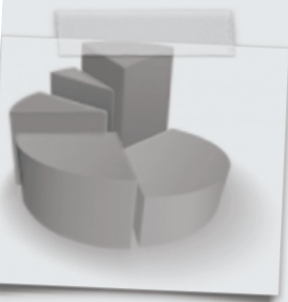
Competence in mother tongue

1. Say a riddle in your own language and explain it to the others.
2. Find out as a team 3 words that sound similarly and have a similar or different meaning in your own languages.
3. Teach each other the daily greetings in your own language.



Communication in foreign languages

1. Sing a short song or say a poem in language different from yours.
2. Tell the others 5 foreign words you have learned in your hosting country and compare.
3. Get 3 people to say "My name is and I come from....." in a language different from your own and try to pronounce it.



Mathematical competence and basic competence in science and technology:

1. Solve a mathematical problem (handout).
2. Do a Tangram puzzle.
3. Calculate your total free time per week in minutes.



Digital competence:

1. Draw your favourite animal with any available software.
2. Open a new text document and create a table with a list of software that your group members know how to use.
3. Create a formula on a spreadsheet to calculate 70% of the total.



Learning to learn

1. Learn to play a card game together. (deck of cards and handouts with rules)
2. Write a list with 5 things you have learned today and explain how.
3. Tell the people in your group how and where you prefer to learn (learning styles).



Social and civic competence

1. Inquiry about gender issues in other countries and how people deal with them.
2. Agree on a common definition of people with fewer opportunities as a social phenomenon and write it down
3. Learn cultural differences about greeting people (kissing, shaking hands, etc.)



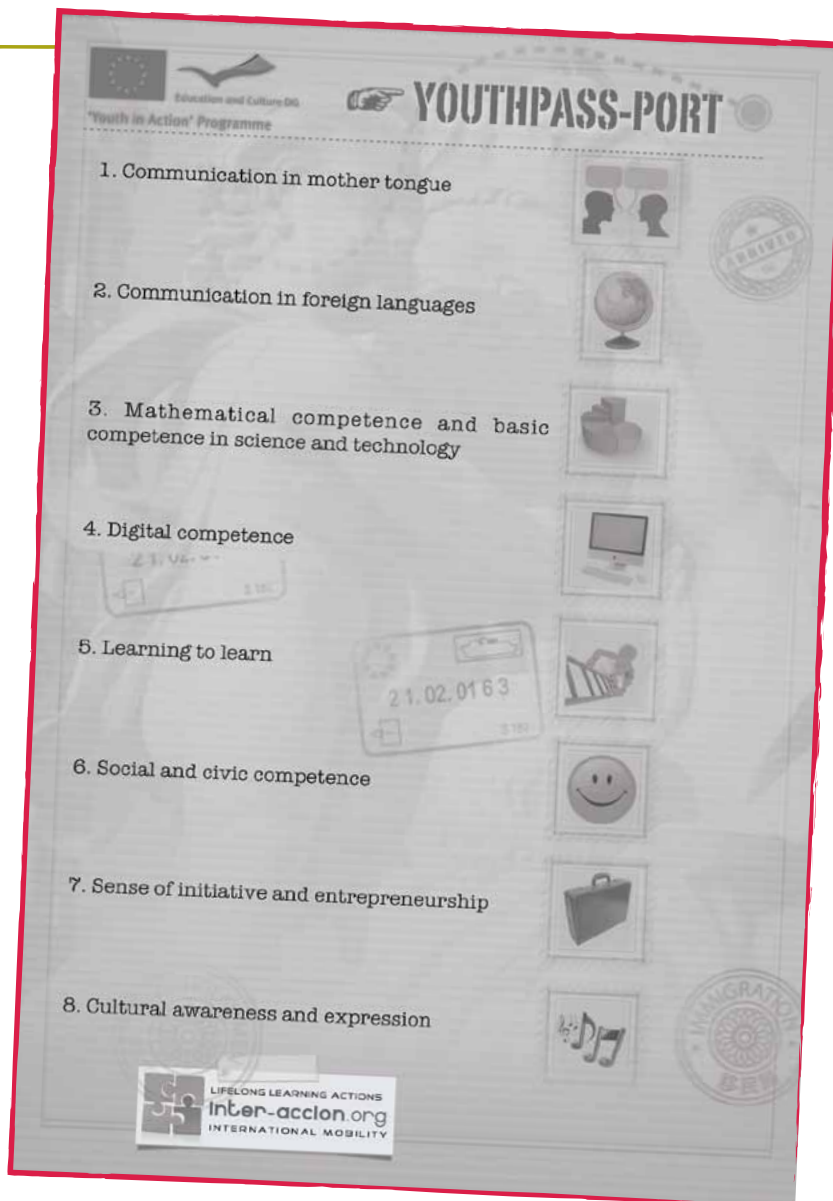
Sense of initiative and entrepreneurship

1. Tell your team about new ideas you implemented during last year and their outcomes.
2. As a team, make a decision about today's free time.
3. Explain what you would like to learn during this project and your contribution.



Cultural awareness and expression

1. Make a figure with cardboard/plasticine about your project.
2. Write a short poem about your project.
3. Make a collage showing your feelings about the project.



Created by Juan Ratto-Nielsen, SALTO Tool Box: www.salto-youth.net/find-a-tool/1223.html

6

Captain's log

A hands-on tool that offers participants an eye-catching and stimulating way of keeping track of their learning outcomes, according to the eight key competences



Aims

- To provide a tool for reflecting on and keeping track of the on-going learning process
- To introduce Youthpass and raise awareness of it as a tool for self-assessment and recognition of NFL



Group

- Individual



Needs

- Printouts of Captain's Log booklet (one per participant)
- Pens



Time

- Departure day: 45 mins
- Ports: 20 mins/session
- Arrival day: 45 mins



Step by step

The dateline of the Captain's Log is divided into 'Ports' that correspond to each day or phase of the activity, in order to keep track of the learning outcomes of this special journey.

Departure day (45 mins)

- Introduce the activity to the participants (25 mins):
 "You are the captain of your own ship during this learning journey and this log is for you to write down what you are learning every day. Your Youthpass compass will help you navigate during the trip and decide on your final destination. Your project is based on non-formal learning and for that to be evaluated in your Youthpass, you have to assess your competences before, during and after your journey.
 You will visit different ports of call during your learning itinerary and it is very important that you, as the captain, make notes and use pointers. When it comes to the end of the journey, you can look at your compass and log book to see where and how your learning cargo has arrived."
- Distribute one copy of the Captain's Log to each participant.
- Explain how to use the Captain's Log and allow time for questions and comments.
- Indicate to the group that at each 'port of call', they will have time to work on their learning outcomes using the Captain's Log. They can write sentences, words, draw, cut and glue images, etc. Point out that the log is private and that it is not meant as something that the trainer will have access to.
- Clarify that during the evaluation, participants will collect and summarise the most important parts of their logs and forward them, along with their personal details, to the coordinator to issue their Youthpass certificates.

Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator

- Then, give them time (20 mins) for individual reflection on their learning results. The trainer or mentor should be available to provide clarification and support.

Port One & Port Two (add more 'port' pages if necessary)

- As with the departure day exercise, give them time (20 mins) for individual reflection on their learning results at the end of each day or phase of the activity. The trainer or mentor should be available to provide clarification and support.
- Check up on participants' learning achievements, either individually or in a group.

Arrival Day (45 mins)

- Upon completion of the project or activity, give the participants time (10 mins) for reflection.
- Provide extra time for individual discussions between trainer and participants.
- Ask participants to summarise their individual learning results and write them down on the 'arrival' page of the logbook (20 mins).
- Provide clear instructions on how to send in the final details for the Youthpass certificates and set a deadline for receiving the information. The organisers can provide an online form with all the necessary fields for the certificates (e.g. Google Docs), or give the participants a file template to fill in and send by email.
- Distribute the above information to the participants, either printed out or by email (as a handout), along with relevant links or templates.



Adaption

- People with limited linguistic skills or educational difficulties can also use the Captain's Log, since they can express themselves by means of other media such as drawings, collages, pictures, etc.
- The activity is basically a learning trip journal and can be adapted or used in almost any context. It can be also translated into different languages or turned into an online application (Captain's Blog) to make it more appealing and eco-friendly.



Tips

Days or ports of call on the dateline are not necessarily calendar days and should be understood as phases or stages. For instance, during a training course, one day in the log can correspond to one course day. However, during a longer activity, such as EVS or a youth initiative, the dates in the Captain's Log can be specific phases, weeks or months, depending on the project duration.

Time should be allowed at the end of each day/phase of the activity for participants to work on their Captain's Log. It should be integrated into the activity to motivate participants.

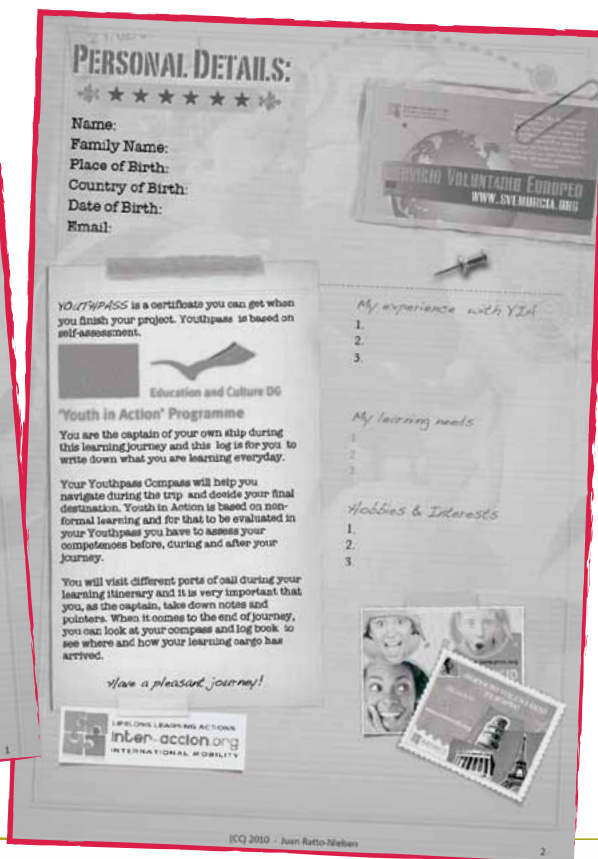
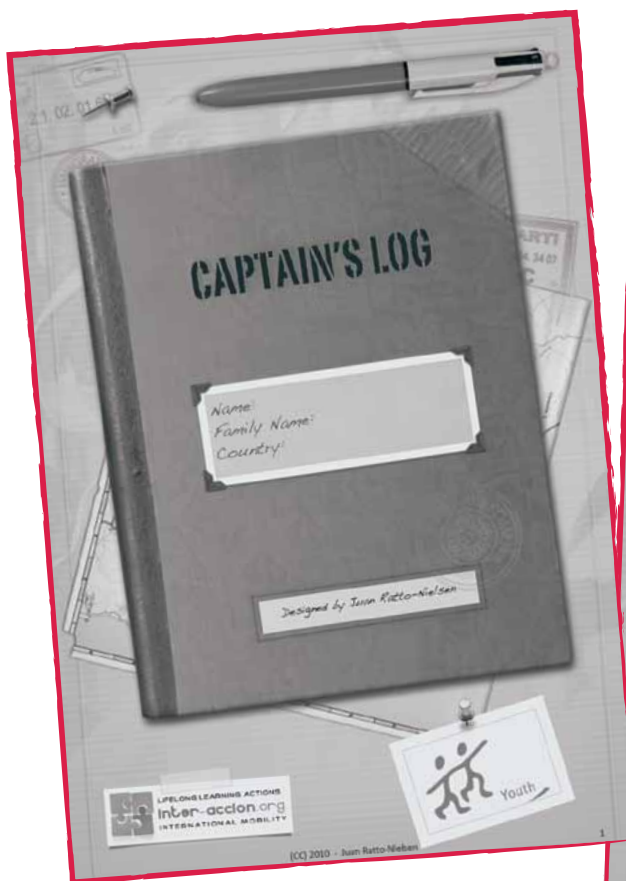
The Captain's Log has been implemented by EVS hosting organisations to provide their volunteers with a tool to record and keep track of their learning outcomes.



Handouts **Captain's Log Booklet**

Material available for download from SALTO Toolbox:

www.salto-youth.net/find-a-tool/1223.html



My Competences

- 1. Communication in mother tongue**
How effectively have I used my own language?
What opportunities have I had to use it?
- 2. Communication in foreign languages**
How well have I coped using my host country's language?
What difficulties did I have and how did I overcome them?
- 3. Mathematical competence and basic competence in science and technology**
What sort of problems have I faced and how have I solved them?
When have I used my number skills?
- 4. Digital competence**
What information sources did I use to prepare myself for this project?
Did I use computers and the internet before the project?
Did I learn anything about the use of computers in other countries?
- 5. Learning to learn**
What were my goals before the project and did I achieve them?
Which activities do I feel I got the most out of?
How will I use what I have learned?
- 6. Social and civic competence**
What have I learned about other cultures?
What have I been successful in communicating with others?
What have I done to resolve any conflicts within the group?
- 7. Sense of initiative and entrepreneurship**
When have I turned ideas into action?
Have I taken any risks and what have I learned from them?
- 8. Cultural awareness and expression**
How willing was I to get involved with different cultures?
What cultural differences have I learned between my sending and hosting countries?

LIFE LONG LEARNING ACTIONS
inter-accion.org
INTERNATIONAL MOBILITY

ICCJ 2010 - Juan Ratto-Nielsen

Dateline: Departure

1. Communication in mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic competence in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competence
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

ICCJ 2010 - Juan Ratto-Nielsen

Dateline: Departure

My Youthpass Compass

1. Communication in mother tongue

2. Communication in foreign languages

3. Mathematical competence and basic competence in science and technology

4. Digital competence

5. Learning to learn

6. Social and civic competences

7. Sense of initiative and entrepreneurship

8. Cultural awareness and expression

Everyday, you can assess your learning outcomes with this compass to know your strongest competences and the ones you would like to improve. (0 is the lowest score and 5 is the highest one).

LIFE LONG LEARNING ACTIONS
inter-accion.org
INTERNATIONAL MOBILITY

ICCJ 2010 - Juan Ratto-Nielsen

Created by Juan Ratto-Nielsen

7

Learning interview

An interview to help people talk about their learning in a serious and in-depth way



Aims

- To raise awareness and reflect on one's own learning
- To share and exchange learning experiences
- To explore future learning



Group

- 6 - 40 people



Needs

- Interview guide for all participants
- Paper and pens to write with
- Flipchart paper (one sheet per participant)
- Markers



Time

- 2 - 3 hours



Step by step

The participants are introduced to the aims of the exercise and each receive a copy of the interview guide. Make clear that not all the questions in the guide have to be used. The questions are there to help the interviewer and to offer ideas for further questions, if needed. They should be seen as a source of inspiration. The interviewer can add other questions. The main aim of the interview is to help the interviewees reflect on their learning.

Divide the group into smaller groups of three. There are three different roles: the interviewer, the interviewee and the reporter. During the exercise, roles will be changed and everybody will have a go at each one. The reporter writes down the main ideas of the interview, but in such a way that the report makes sense to others who read it later.

One interview takes at least 20 minutes.

The interview reports are made available to the whole group (e.g. on flipcharts on the wall, collated into a journal, etc.).

Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator



Debriefing

At the end of the three interviews, a short debriefing takes place in the small groups of three:

- How did you experience the different roles?
- What was surprising?

In the bigger group, the following questions could be asked:

- How was it to be interviewed?
- How was it to interview?
- How was it to report?
- What did you find out about your own learning?
- What did you find out about others' learning?
- What were surprising differences or similarities?
- Did you get ideas for your future learning? Other ways, methods etc.?
- How did the exercise help you?



Adaption

- In EVS projects, the mentor can use the interview guide to structure a talk with the volunteers about their learning.
- You can also add an observer to the exercise (a fourth role). They can give feedback to the interviewer about the style and quality of the questioning. This adds an extra dimension to the exercise that could be useful for some groups.



Tips

The learning interview often leads to very personal discussions. Talking about your learning is very much like talking about yourself. In some groups, it might be good to make the participants aware of this before starting the interviews. This awareness can help them make conscious choices during the interview. At the same time, this personal element is also one of the strengths of the method. Personal reflection is encouraged.

The reports from the interviews are valuable documents. If they are shared with the group, it keeps the discussion going. It allows participants to continue talking with people who were not in their small group. Later in the process, the interviews can be taken up again to see how perspectives have changed.

①
**Learning Interview
Being & Planning**

Being a learner



- How would you describe 'being a learner'?
- Do you feel yourself as a learner in general?
- What were the positive results of 'being a learner'?
- Was 'being a learner' a conscious choice? How?
- How did that show in your attitude and action?
- To what extent did you see yourself as a learner in this activity?

Planning your learning



To what extent can learning be planned for you?



What or who could have helped you in better planning your learning?



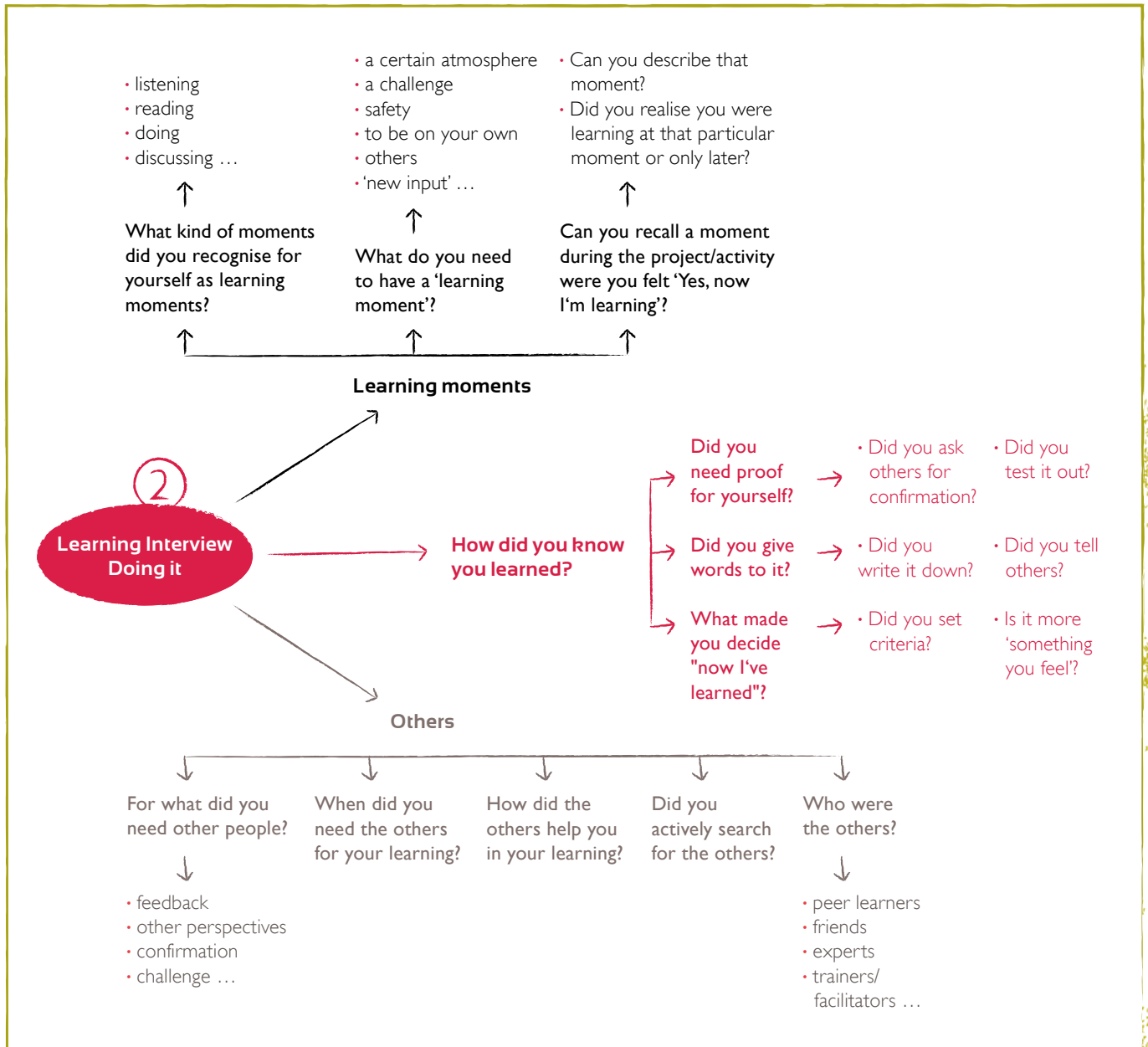
Would planning your learning more thoroughly help you?

- if no: Why not?
- if yes: How?



Were you clear about what you wanted to learn from being in this project?

- Were you just 'open to learn'?
- Or more a direction?
- Did you set objectives?



3

**Learning Interview
Impact & Your way**

Impact of your learning



- Was the impact of your learning that you got answers, more questions, or maybe both?
- Did you plan a follow-up / further learning? How?
- Did you share your learning with others in your organisation? In what way?
- Did you first reflect and evaluate? How?
- Did you immediately implement what you learned?

Your way of learning



- What would you like to add into your 'learning repertoire'?
- Are you satisfied with how you learn?
- What makes learning a positive experience for you?
- How do you learn best?



Created by Mark Taylor and Paul Kloosterman, Handbook for Facilitators. Learning to Learn in Practice, www.learning2learn.eu

8

The sea of learning

A dynamic visual exercise to make people think about how they have learnt so far in their lives



Aims

- To reflect on important learning moments in life
- To become aware of what and how they have learnt
- To share and compare with others



Group

- Any



Needs

- A large piece of paper for every participant
- Markers, pencils, paint
- Coloured paper
- Glue
- Scissors



Time

- 2-3 hrs



Step by step

Introduce the participants to the aims of the exercise and get a large piece of paper and pens, pencils and watercolours. Ask participants to look back at their lives and think about times or events when they really felt they had learnt something. The results of this reflection should end up being illustrated on the piece of paper, using the metaphor of crossing a sea. Use examples such as: boats, islands, different streams, wind, fish; that can help create the metaphor. They have half an hour to do this.



Debriefing

In small groups of two or three, people can share as much or as little as they like about their sea. Ask participants to find out if there are any similarities or major differences concerning what and how they learnt.

After reflecting in small groups, participants rejoin the main group. The following questions can be asked to continue the discussion:

- How was it to use this metaphor for your learning?
- What was challenging about finding your most important learning moments?
- Was there anything surprising in your personal reflection?
- What were the similarities and what were the differences when you shared your 'river'?

Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator

**Adaption**

- Participants can experiment with different kinds of materials such as play dough, origami, Lego bricks, etc. to create obstacles, diversions, characters, and means of transport, thereby adapting the exercise to a more interactive environment.
- This tool can be adapted into any other shape or situation. The sea can become a learning path, a river of learning, a learning road, a tree of learning or even an adventure video game with obstacles, challenges and different levels of difficulty.

**Tips**

Depending on your group of learners, you might have to address the issue of drawing something on a piece of paper and sharing it with others. Some people might feel uncomfortable about drawing. Others see themselves as not creative enough to turn their thinking into an illustrated metaphor. It is important to take those fears away. Sometimes it might help to show one or two examples.

One of the 'surprising' elements for participants is often that the most important things they have learnt took place outside of traditional learning environments like schools, courses, etc. This gives you an opportunity to analyse what it is that makes a situation or environment fit for learning. This could also open a discussion on 'how we want to create a learning environment here in this activity or project'.

Put the drawings on the wall after the exercise so that people can look at each other's seas and continue talking.

Submitted by Paul Kloosterman (adapted by Juan Ratto-Nielsen), Handbook for Facilitators. Learning to Learn in Practice

9

Learning journal

A personal journal to record learning



Aims

- To keep track of what you learn
- To give words to what you have learnt
- To reflect on your learning by writing



Group

- Any



Needs

- Notebook or diary for each participant



Time

- Varies



Step by step

A learning journal can have different formats and can be used in a variety of ways. The main idea is to give learners a tool to describe their learning and how they have learnt. The greatest value in writing a journal is the fact that you sit down, think about what you have experienced and give words to it. It helps you become aware of what you have learnt.

Another benefit of keeping track of your learning is that you can refer back to previous experiences and thoughts. It is a good way of remembering your learning. A learning journal can be daily, weekly or related to different events. But it definitely helps to have a rhythm.

The learning journal can be a nice-looking notebook that you give to participants at the beginning of the project. People can carry their journals with them during the activities, make notes and use those notes when talking to their peers.

It is also possible to invite learners to write their journal online, as a personal blog. A blog can be kept strictly personal, or the participants can invite a selected group of readers, or they can share their learning with the whole world (public blog).

Give participants time and space in the project to write in their learning journal. You could, for example, set aside half an hour at the end of each training day to write down learning thoughts. It is important to emphasise the importance of this individual reflection.

Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator

**Adaption**

- People with limited linguistic skills or educational difficulties can express themselves by means of other media such as drawings, collages, pictures, etc.
- Young people with visual impairments can use electronic tools to write down and read back their learning reflections.
- The activity can be adapted or used in almost any context. It can also be translated into different languages or turned into an online application or blog.

**Tips**

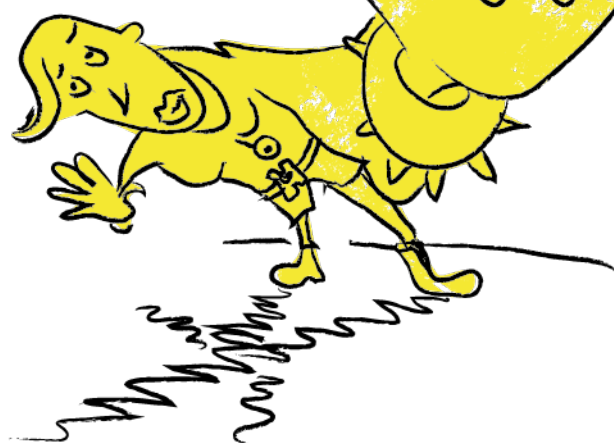
- Give participants the time and material to personalise their journals (e.g. different colours, types, decorations). That way, it becomes their own tool and you avoid mix-ups.
- Give tips and questions to start off the reflection and paste them into the first page of each journal.
- Encourage participants to use the journal when discussing their learning with peers.
- You can also use peer-reflection, where two or more participants reflect on their learning in pairs or in small groups. The journal can be an excellent tool for exchanging ideas and supporting each other's learning reflections.



Handouts

Your personal learning journal

(can be glued into the first page
of the learning journal)



Submitted by Paul Kloosterman and Darko Markovic

Hi,

I am your personal learning journal and I am at your service. My purpose is to help you support and document your own learning during this training course/EVS project/ youth exchange/youth initiative.

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

Experience shows that people might struggle with how to start these reflections and what to write in a learning diary. So, a suggestion 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 that appeared was...
- I need to research 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 the 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!

10

Learning to juggle

Learning something to make you think about your learning



Aims

- To experience learning
- To reflect on your learning
- To share and compare with others



Group

- Any



Needs

- Three juggling balls for each participant
- An instruction video on juggling with three balls (you can find them on Youtube.com)
- Computer equipment (computer, data projector and internet connection) to show the video
- Instruction sheet on how to juggle with three balls (you can find them on the internet)



Time

- 2 hrs



Step by step

The facilitator introduces participants to the aims of the exercise and explains that they will have to learn to juggle within a limited time frame. Each participant gets three balls and is invited to start learning to juggle. They have different options to help them learn:

- watch the instruction video
- read the instruction sheet
- go to a teacher who will instruct them
- find their own way of learning

They will have half an hour to learn how to juggle.



Debriefing

In small groups (four – six participants), look back at the experience:

- How did you start to learn? Did you make a plan or did you just start doing?
- Which of the different learning options did you choose and why?
- Are you satisfied with how far you got?
- What were the difficult moments?
- How did you try to overcome those moments?
- Did you ask for help from others?
- Did you look at the others? Did they have different strategies?

Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator

**Debriefing**

- Can you connect this experience to how you normally learn?
- How do you think you can further improve?
- What would be your next steps?

**Adaption**

- You should pay special attention to your target group so as not to exclude anyone because of the level of difficulty of the learning task. This difficulty or access level should be suitable for all the participants, taking into account different aspects such as language for the instructions, physical obstacles for juggling or dancing, comprehension level, etc.
- Here we took juggling as a learning challenge, but of course you could take other practical skills, such as a specific dance (e.g. waltz, tango), folding origami, knotting a tie, etc.
- A variation on this exercise could be to work with board or card games. You need six to ten (depending on the group size) of these games. Put them on separate tables and tell participants that they have 30 minutes to learn at least three new games. The same evaluation questions can be used afterwards.

**Tips**

There is a real chance that there will be people in your group who already know how to juggle. One option, then, might be to suggest they try a higher level of juggling (four balls or variations with three). You then have to be prepared to have instructions for that higher level. Another option could be to invite them to function as a teacher for the others.

You need someone in your team who can juggle (or dance or ...) to be the teacher.

Backstage preparation

Igniting passion

Awareness of learning

Directing & planning

Reflection on learning



My symbol, my learning

A simple and inspiring way to prepare for self-assessment using symbolic objects from your surroundings.



Aims

- To identify learning outcomes and describe them
- To evaluate the learning process
- To find a personal source of inspiration that can help the learner relate to the activity



Group

- Max 30 people



Needs

- Objects from the venue
- Objects from nature



Time

- 80 mins



Step by step

Each participant is asked to find an object from nature or from the venue that symbolises their learning process and learning outcomes during the project (ask them to be back in max 20 minutes). When everybody is back from their quest, each person presents their symbol, explaining its link to the learning process and learning outcomes of the project.



Debriefing

This method is particularly useful to round off the evaluation session at the end of an activity. In this instance, give everyone the floor to explain their symbol. Limit the number of debriefing questions and keep focused on the learning process:

- Why have you chosen this symbol?
- How can you relate it to your learning?
- Is it an outcome? Is it part of the process?
- How do you, as a learner, relate to the object?

Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator

**Adaption**

- Working with objects and symbols is suitable for a wide variety of groups as each individual can choose them according to their feelings, needs and abilities.
- Special attention should be paid during the sharing part so that everyone, regardless of their language skills, can share their thoughts.
- Even though originally the symbol was meant to be found in nature, you could also use other objects e.g. ones which the facilitator brings with them or which can be found elsewhere.
- You could also choose a symbol for learning at other points during the training course e.g. during daily reflection time. Participants can draw or stick their symbols into a journal or on a piece of paper that can be used for the final evaluation.

**Tips**

- Sometimes people tend to say more about the symbol, rather than what it represents. Make sure to focus the exercise on the learning process. The symbol is just a source of inspiration.
- This method is also a good opportunity to collect participants' feedback or appreciation of the course, because it usually takes place at the end of the evaluation process.

Submitted by Laimonas Ragauskas (adapted by Juan Ratto-Nielsen), www.salto-youth.net/find-a-tool/699.html

12

What have you learnt today?

Using feet and steps to record learning



Aims

- To reflect on individual and group learning within a training course or youth exchange
- To gain personal experience of summarising the 'learning' of a training course
- To apply and explain the use of Youthpass to the participants



Group

- Max 25 people



Needs

- Coloured A4 paper
- Pens
- Pictures of feet
- Music for reflection time



Time

- 15-25 mins/day
- 40 mins last day



Step by step

At the end of the first training day, explain the need to reflect on one's own personal learning by showing a picture of feet. The feet symbolise that we learn in steps: formally, non-formally and informally.

Then give examples of learning (including amusing ones, e.g. I learnt that there is always hot soup for lunch in Hungary), and ask people to answer the question: "What have you learnt today?"

Participants are asked to answer the question in writing (in the working language of the activity) or by drawing on paper cut into the shape of a foot. Number the feet according to the training days (1 for the first day and so on).

Explain that on each training day, they will get their previous 'feet' back and continue with a similar question. You can give the question a different focus like: "What have you learnt from the others? Or what have you learnt about yourself?"

At the end of the training course, give participants time to go through their learning steps (feet) from previous days and ask them to summarise what they think are the most important learning outcomes for them. The result of this reflection can be used by participants to describe their learning outcomes in their Youthpass.

Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator



Debriefing

The principal question remains the same every day:

- What have you learnt today?

The facilitator can add a slightly different focus every day to complement the exercise:

- What have you learnt from the group of participants?
- What have you learnt about yourself?



Adaption

- Participants can use different kinds of media to answer the questions (e.g. modelling clay, collage, crayons, etc.).

- You can also use a different symbol, depending on your location, participants and topic of the training course or youth exchange. Instead of feet, for example, you could draw a tree for each participant and add new branches for each day, where they can hang objects representing their learning.



Tips

This exercise has been devised as a daily activity, so it is important to keep participants motivated and not let it become a boring routine. Slight variations and adaptations (different questions, different colours for the feet, changing rooms...) are recommended to prevent this.

Submitted by Bara Stemper-Bauerova (adapted by Juan Ratto-Nielsen), www.salto-youth.net/find-a-tool/755.html

13

Collage your learning

A visual method to help participants find their values, passions, strengths and characteristics as learners



Aims

- To introduce the participants to each other
- To facilitate reflection about individuals' values, passions, strengths and unique characteristics as learners



Group

- Max 30 people



Needs

- Old magazines
- Glue
- A4 coloured sheets
- Scissors



Time

- 90 mins



Step by step

The facilitator introduces the activity by saying:

"Everyone has the potential to become a good learner. The real issue is that learning may take time to develop. We need time to:

- figure out what we are passionate about
- understand our personal needs, values and purpose
- learn to express who we are
- learn how to use our unique strengths and skills
- learn how to express our purpose in our own unique way
- find out what our unique vision and purpose is"

Ask participants to prepare a collage, using photos and text from the magazines, which represents their individual strengths, personal values, passions and something that makes them unique.

After 30 minutes of preparation, the participants arrange themselves in a circle and introduce their collage to the rest of the group.

Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator

**Debriefing**

- What does your collage represent?
- How did you feel about making your collage?
- Why did you include that image/word/colour in the collage?
- What did you want to express?
- Have you focused on certain features of yourself as a learner? Which ones (e.g. values, areas of passion, personal capabilities, learning style, etc.?)

**Adaption**

- This exercise is suitable for people with different language skills, since the participants express themselves through artistic means. A mentor or facilitator can help participants explain their collages (by asking more concrete or simple questions). They can also assist the participants in the debriefing part, to successfully reach the objective of the exercise.
- Special guidance is needed for young people who may not be familiar with the concept of learning, and the initial introduction text should be adapted accordingly.
- This is a good exercise to use to reflect on the values, passions, strengths and other positive points that can inspire learning or at least help people become aware of their potential for learning.

**Tips**

This exercise can be very personal, as participants are supposed to talk about themselves and their strengths as learners. The facilitator should give each participant the same amount of time to show his or her collage and explain it. Discussions about whether a person possesses a certain skill or not should be avoided, unless people know each other well and there is a climate of mutual trust.

Submitted by Inese Priedite as "Collage your Leadership", adapted by Juan Ratto-Nielsen for the topic of learning
www.salto-youth.net/find-a-tool/1194.html

14

Fotoromanzo

A fun group activity to reflect on, identify and document group learning



Aims

- To turn a dry review exercise into an activity that encourages closer participant attention and active involvement
- To provide an alternative tool for documenting group learning
- To raise awareness of the different challenges and opportunities involved in learning as a team



Group

- 4-5 people/group



Needs

- Space:**
- One large working room



Time

- 1 hr

Material:

- Computer and digital camera for each group, with presentation software (Openoffice, Power Point, Google Docs, etc.)
- Data projector for the final plenary show



Step by step

Give a short introduction to the concept of fotoromanzo and show some samples of one:

"A fotoromanzo is a typical expression of popular Italian culture, a mixing of romantic novels, photography, comics and cinema. It is a very 60s and 70s thing that influenced and educated generations of women in Italy (in 1976, 8,600,000 copies of fotoromanzi were sold each month). They are based on simple stories, told in pictures with the classic comic speech bubbles. The plot is usually about romance or good over evil, with black vs. white views of life (the rich are evil, the poor are good, those who love are betrayed and so on...).

Besides this sometimes simplistic approach to life, a fotoromanzo is a very useful way to record and document a learning activity. You have to show your learning process as a group and turn it into a presentation: a Fotoromanzo! This is exactly what we are asking you to do during the training course (today)."

Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator



Break the group up into subgroups of four-six participants. Read out the rules and timing (rules and timing can vary depending on the choice between a basic version or a more complex course-long activity):

"Think of a story that portrays your learning experience during the project. Discuss your idea within your group and, as a group, choose one person to act it out. Make a fotoromanzo out of it. Go out, find the perfect setting and start taking pictures. Using presentation software (Openoffice, Power Point, Google Docs, etc.), create your fotoromanzo."

If you want to complete the exercise on the same day, give them one whole morning or afternoon for the production process. If you are doing the course-long version, participants can use the time after sessions (or set aside some time at the end of each day). Keep in mind that you will need to allow time during the day for the fotoromanzo, since daylight may be necessary for outdoor pictures, depending on the setting.

When the groups return for their presentations, get them to act out each fotoromanzo while projecting it on a wall. After the presentations, open up the floor for a debriefing session on why a fotoromanzo can be a metaphor for the learning activity.



Debriefing

- Why have you chosen this story?
- How is your learning or the learning process shown in this fotoromanzo?
- How did you, as a group, decide to create this plot?
- How were the roles assigned within your group?
- What did you learn from this experience?
- Was it only knowledge? How are values and skills represented in your work?



Adaption

- This exercise is usually done in small groups, so you could easily integrate participants that may need some extra support. For instance, you could replace the speech bubbles with pre-recorded sound (suggested software: Audacity) and get them to act out the piece, guided by the sound on a headset.
- As for participants with other difficulties that are not physical, the activity is very easy to adjust to everybody's needs. Those who do not like to perform can take on another role, as the photographer or the computer designer.
- As for the learning, acting out a concept is a powerful way of understanding it. However, a 'live' performance can be too stressful for some young people. You can opt to just show the fotoromanzo without acting it out on stage.
- The fotoromanzo can be easily adapted as a way of recording the learning process in different activities, such as training courses, youth exchanges or group EVS projects. As for adapting it to diverse target groups, the only requirement is basic digital skills.



Tips

- The exercise was originally designed to be used as a team-building activity in multicultural environments, like training courses or youth exchanges. It has been tested several times, with success. It has proved to be very effective, both as a simple team-building activity and as a simulation (longer version) of the project learning cycle.
- In a high-pressure situation (scarce time, limited number of pictures, mandatory participation by all members, and internal team communication issues), it can bring out very complex and diverse dynamics. Also, when choosing the topic, some attention should be paid to the abilities of the participants to turn it into a story.
- Best results can be obtained if you give them more than two hours to create the stories. Last but not least, when planning your schedule, do not forget that if there are several groups, there should be enough time to go through all the fotoromanzi. Five groups can take up to 30 minutes just to show them, without any debriefing time.



Handouts Download the handout from the SALTO Toolbox:

www.salto-youth.net/find-a-tool/1182.htm



Created by Alexandro Jan Lai and Marija Pilipović (adapted by Juan Ratto-Nielsen for the topic of learning)
www.salto-youth.net/find-a-tool/1182.html & <http://it.wikipedia.org/wiki/Fotoromanzo>

15

Frankenstein reflection on learning

An individual creation exercise representing learning



Aims

- To help participants reflect on and analyse their learning paths on a daily basis
- To provide intermediate review checkpoints on how participants are learning



Needs

- Flipchart paper
- Coloured markers
- Scissors
- Glue



Group

- Any



Time

- 30 mins/morning
- 60 mins final day



Step by step

Introduction day

Break the group up into pairs. Explain that every morning, each pair will receive two flipchart sheets (one per person), where they will have to draw a different body part:

- day 1 – arms
- day 2 – legs
- day 3 – chest
- day 4 – head, etc.

Make the pairs discuss and analyse their learning process every day, focusing on what they learnt the previous day: new skills, attitudes and knowledge.

Every morning

Distribute the flipchart paper and give participants 20-30 minutes to discuss in pairs what they learnt the previous day. Ask them to write and draw on the body parts their individual learning outcomes. Collect the body parts and keep them until the last day.

Final day - Evaluation

On the final day, give the flipchart paper with the body parts back to each participant. Ask them to cut out the parts and assemble their 'learning creatures'. Allow time for participants to look at their creature as a whole.

"Now you have a lifeless body lying in front of you, a creature made of different parts put together. If you wish to bring it to life, an extra element is still necessary: a heart!"

Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator

Give them an extra flipchart sheet and ask them to make a heart. Ask them to write the main learning outcomes of the training course on the heart and put it on their creatures. Invite the participants to present their creatures and describe their main features, names and what makes their hearts beat, bringing them back to life (learning). Afterwards, lead them to a debriefing activity in plenary.



Debriefing

- What does your Frankenstein person look like?
- How has your learning gone during the project?
- Can you get an idea of each learning stage from the different body parts?
- Which is the strangest, the funniest? Why?
- Now that you have assembled the whole body, can you draw some conclusions about your learning outcomes?
- If you could set your Frankenstein into motion (keep in mind your learning), what would you ask it to do? Where? How?



Adaption

- This exercise is suitable for almost any kind of group because of the visual and graphic media. If people are not able or comfortable about drawing the body parts, you could offer them templates, which they can choose to just fill in by themselves or with some external help.
- Note that some people may not want to share their reflections and would be reluctant to present their creations in public. Another way of presenting them is to hold an art exhibition where everyone is free to approach the artist and ask questions.



Tips

Although the fun part of the exercise is that the participants do not know what their Frankenstein creatures will look like until the end of the event, it can also pose a difficulty, because they cannot keep track of their developments. The facilitator can complement the activity with other methods to document the learning (Factory of Learning, Captain's Log, etc.).

Submitted by Lorenzo Nava, www.salto-youth.net/find-a-tool/965.html

16

Extreme challenge interview

Peer interviews that compare a learning activity with a kind of adventure or expedition



Aims

- To help participants identify and recognise their personal expectations, concerns and feelings before a learning activity (EVS project, training course or youth exchange)
- To encourage participants to express their personal expectations, concerns and feelings
- To share the above information with other participants on the same project or activity



Group

- Max 30 people



Needs

- Large room
- Whiteboard or flipchart
- Post-it notes
- Pens
- Paper
- Handouts with interview questions
- For a possible adaptation: computer, data projector and internet connection to show a survival documentary



Time

- 90 mins



Step by step

Break the group up into pairs and explain:

"You have to interview your partner, imagining that the interviewee is preparing for a trip to an exotic place as part of a challenge. Your task is to interview them about what they will do during the trip and what they hope to achieve and learn. You need to find out how your partner is preparing for the trip, and the worries, difficulties or obstacles that they expect to come across during the journey."

Give the participants a script of the interview (you may print it out on the handouts or write it on a flipchart during the activity):

- Why did you decide to take up this endeavour?
- What are you planning to achieve and learn during the quest?
- What exactly is the quest about? What are you going to do? What is your daily life going to be like?
- How are the preparations going? Have you already got all the information about the place you are going to?
- What do you expect to be the most difficult part of the journey?

Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator

Tell them they should allow a maximum of 15 minutes per person, before the pairs switch roles, and the interviewers become the interviewees. Ask them to write down the most important information about each other on a piece of flipchart paper, which they will present afterwards.

When all the participants have interviewed each other, ask them to present their results. Each participant will talk about the person that he or she has interviewed. Allow 30-40 minutes for the presentations part.

Stick the posters with the information on them on the wall. Set aside 10-15 minutes after the presentations for debriefing, comments and summary.



Debriefing

- Do all the journeys have something in common?
- What are the most common worries and expected difficulties?
- What are the most useful preparation tips?
- Which of the ones presented by your colleagues caught your attention? Why?



Adaption

- This activity is especially useful for raising awareness and prompting self-reflection about the obstacles faced by young people with fewer opportunities when taking on a new project or activity. The interviews help the young people confront and understand each other's challenges, and also those of young people with fewer opportunities.
- Backstage preparation can give an extra dimension to the activity. The facilitator can take the participants to a natural environment or show them a survival documentary to provide the necessary ambience.



Tips

- Time management is very important for the presentations. Remind participants to be as concise as possible. If you have a large group, set a time limit of 1-2 minutes per person.
- Trainers should emphasise the fact that the interviewees are expected to talk about the real tasks and activities they are going to carry out during the EVS, youth exchange, etc.



Extreme Challenge Interview questionnaire

- Why did you decide to take up this endeavour?

- What are you planning to achieve and learn during the quest?

- What exactly is the quest about? What are you going to do?
What is your daily life going to be like?

- How are the preparations going?
Have you already got all the information about the place you are going to?

- What do you expect to be the most difficult part of the journey?



Created by Jan Gasiorowski. Survivor (TV series) on Wikipedia: [http://en.wikipedia.org/wiki/Survivor_\(TV_series\)](http://en.wikipedia.org/wiki/Survivor_(TV_series)) &
Alone in the Wild (National Geographic): <http://channel.nationalgeographic.com/videos/alone-in-the-wild/>



Mandala of learners

Planning, reflecting on and recording learning in a creative way



Aims

- To define and clarify personal/individual learning interests and transfer them into learning achievements
- To get ready for learning
- To recognise, identify and document learning
- To collect learning achievements



Group

- Max 30 people



Needs

- Music for background and individual work
- Colours, coloured pencils, oil pastels etc.
- Round blank sheets of paper (ca. A4)
- Round blank mandalas cut out (ca. A4)
- A large round piece of paper (2-4 flipchart sheets stuck together) for the group mandala
- Stanley knife, scissors
- Glue, tape
- Coloured paper cut into three different sizes



Time

- 60 mins intro + 15 mins/day
- 80 mins conclusion



Step by step

Preparation

- For participants who are not keen on drawing or painting, collect different mandalas of different shapes and sizes and copy them several times
- Stick the flipchart sheets together to create the big group mandala

At the beginning of the training event

- 1). Create a nice, special, calm and inspiring atmosphere with special music – it could be oriental, Indian, Tibetan etc.
 - suggestion for evening sessions: dim the lights and put out some candles - make it special!
 - suggestion for decoration: create a mandala in the middle of the room, using colours, items, objects, natural materials, balls etc.
 - suggestion for starting off: tell a short story about the meaning of the mandala in general and where it comes from and how it works generally or in different countries
- This explains the idea of a mandala to participants and warms them up for creating a mandala linked to their learning.

Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator

- 2). Explain that this is an individual task. Invite learners to sit down where they feel comfortable to carry out the exercise.
- 3). Guideline instructions:
 - Ask the participants to identify what they are interested in learning during the training activity, their learning expectations: what do you want to gain? What do you want to take home?
 - Why am I interested in the topic of this training activity?
 - What do I want to learn at this event?
 - What do I expect out of this event? What do I want to happen to make this event a success? What do I need to make me feel comfortable during the event?
 - Make the participants aware that they are 'the learners' at the centre of their mandala surrounded by different learning interests.
- 4). Invite the learners to draw their own 'learning mandala' (or you can provide blank mandalas for those who do not want to draw). Each learning interest is linked to one 'element' of a mandala. The size of each element should be proportionate to the importance of that particular learning interest: the more important the learning interest, the bigger the element should be. The learners should briefly name and describe their learning interests. They should only draw the outlines of the mandala and its elements - without colouring in the spaces. Keywords associated with their learning interests can then be written into those spaces. Give a quick example of how a 'mandala of learners' could look on the flipchart.
- 5). After the individual preparation (around 30 mins), invite participants to share their learning interests in smaller groups of three (20 mins). Write the following guiding questions on a flipchart or print them out for each group:
 - What are the most important learning interests for each of you in this training event?
 - Which learning interests are related to the topic of the course?
 - Which learning interests are related to your youth work?
 - Are there other fields of learning interest in your group (e.g. on a personal level)?
 - Did you find common learning interests within your small group?
- 6). After the small group exercise, invite participants to have a quick look at the whole group's learning mandalas e.g. put the mandalas in a circle on the floor and invite everyone to go around them. Participants can keep their learning mandalas, but invite them to add more interests during the training if they want to. You can set aside time for this at various points in the programme.

During the training event

- 1). Self-reflection exercise (15 min): Ask the learners which learning interests transformed into learning achievements during the day and to colour these elements accordingly to make the learning visible. A coloured element means that the learning interest is transformed into a learning achievement. This makes the learning visible!
- 2). The self-reflection can also help to identify new learning interests. These can be added to the mandala in the empty elements still available.

At the end of the training event

- 1). Self-reflection exercise (15-20 mins). Ask the learners one last time which learning interests have turned into learning achievements. These elements can then be coloured in. If some learning achievements have not been fully reached, they can just colour in half of the element.
- 2). If the learners come across learning achievements which were not mentioned in the learning interests, they can add them to their mandala and colour them in.
- 3). Invite them to write their learning achievements on the paper cut into different sizes. There are three sizes according to the importance they attribute to the achievement (20 mins).
- 4). When all learners have finished, invite them to sit down in plenary and give each person an opportunity to put the shapes (learning achievements) onto the big learning mandala on the floor. While doing so, they briefly explain their learning achievements. In this way, the learners create a giant collective mandala of learning achievements from the training event (20 mins).



Debriefing

- How was it for you (feelings, first impressions, thoughts, surprises...)?
- Are you happy with the result, with your own mandala?
- Which obstacles did you come across (finding learning interests...)?
- How did you overcome these obstacles?
- Are there differences in understanding of what a 'learning interest' is?
- What challenges and questions do you still see?
- Was this exercise useful to gain a deeper understanding of your own learning?
- Do you have anything you want to add?



Adaption

You can link this exercise to the eight key competences.

When preparing for the giant learning mandala (step three above), ask participants to link their learning achievements to the eight key competences. The facilitator prepares different coloured pieces of paper,



Adaption

each colour representing one key competence. If participants have achieved their learning within one of the key competences, they take a different sized piece of paper in the colour of that competence. The size of the coloured paper indicates how important that learning achievement was for them.

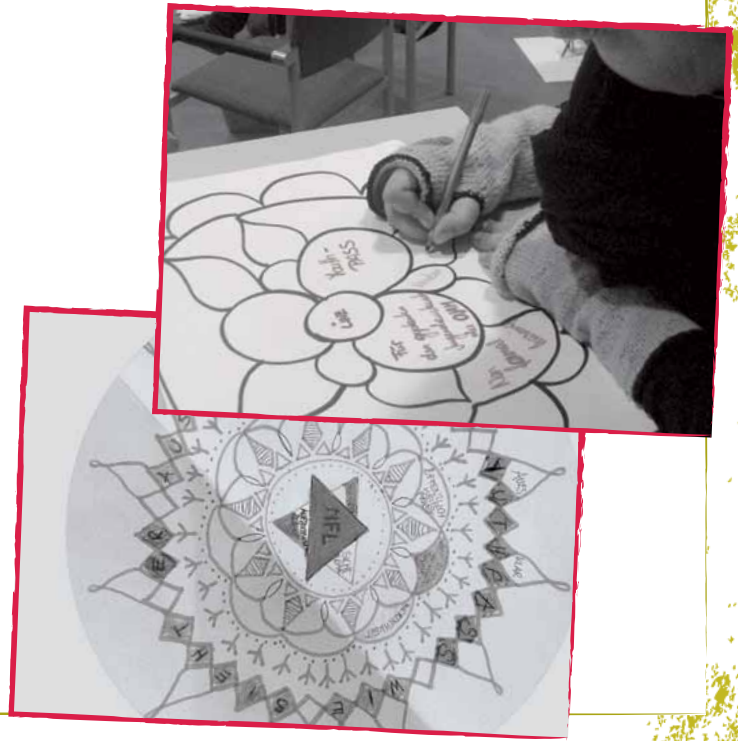
Again, one by one, participants, put their learning achievements onto the giant group mandala and explain why they chose that particular size (why was that learning important for them?) and colour (what key competence have they related their learning to?).

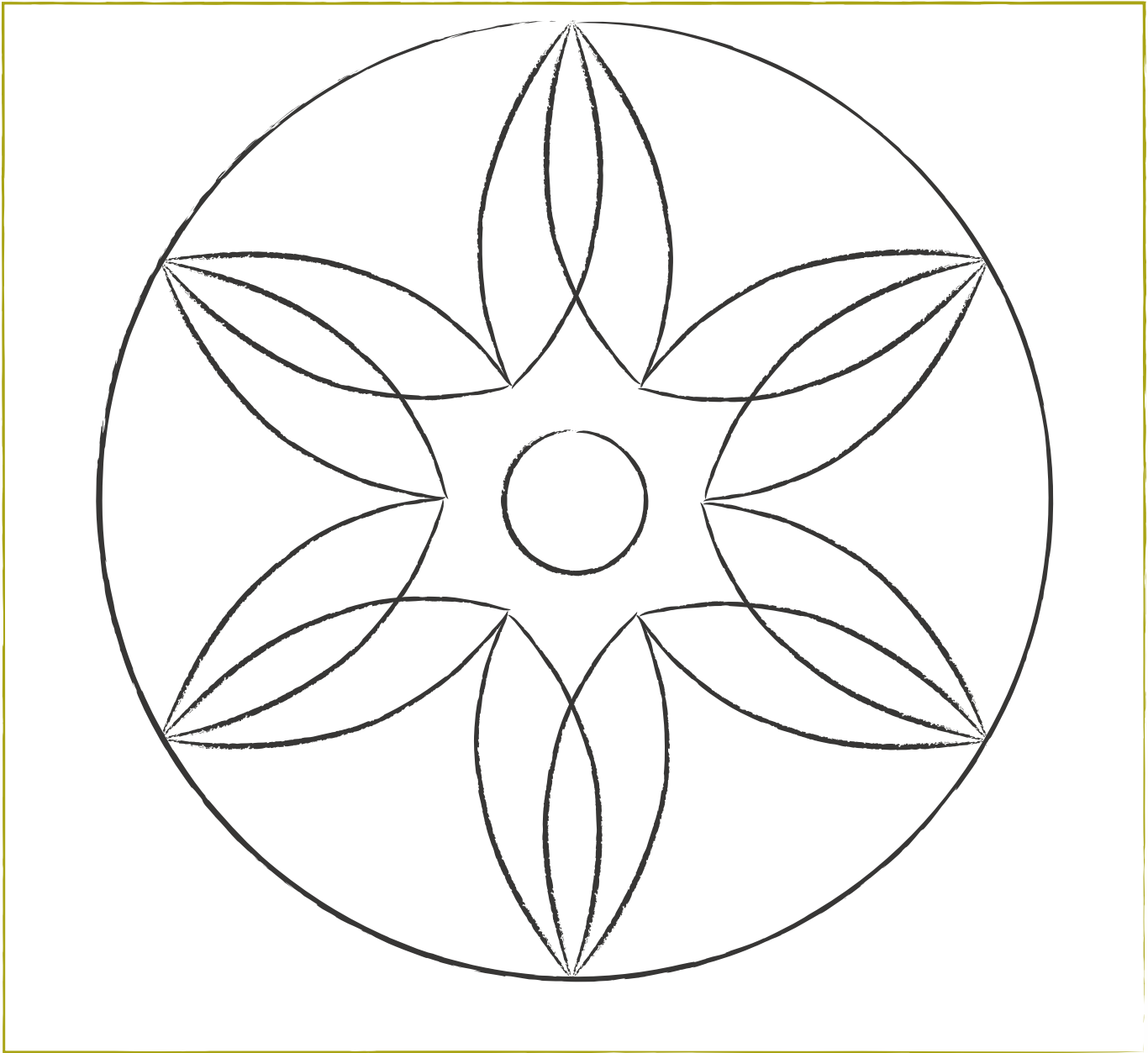


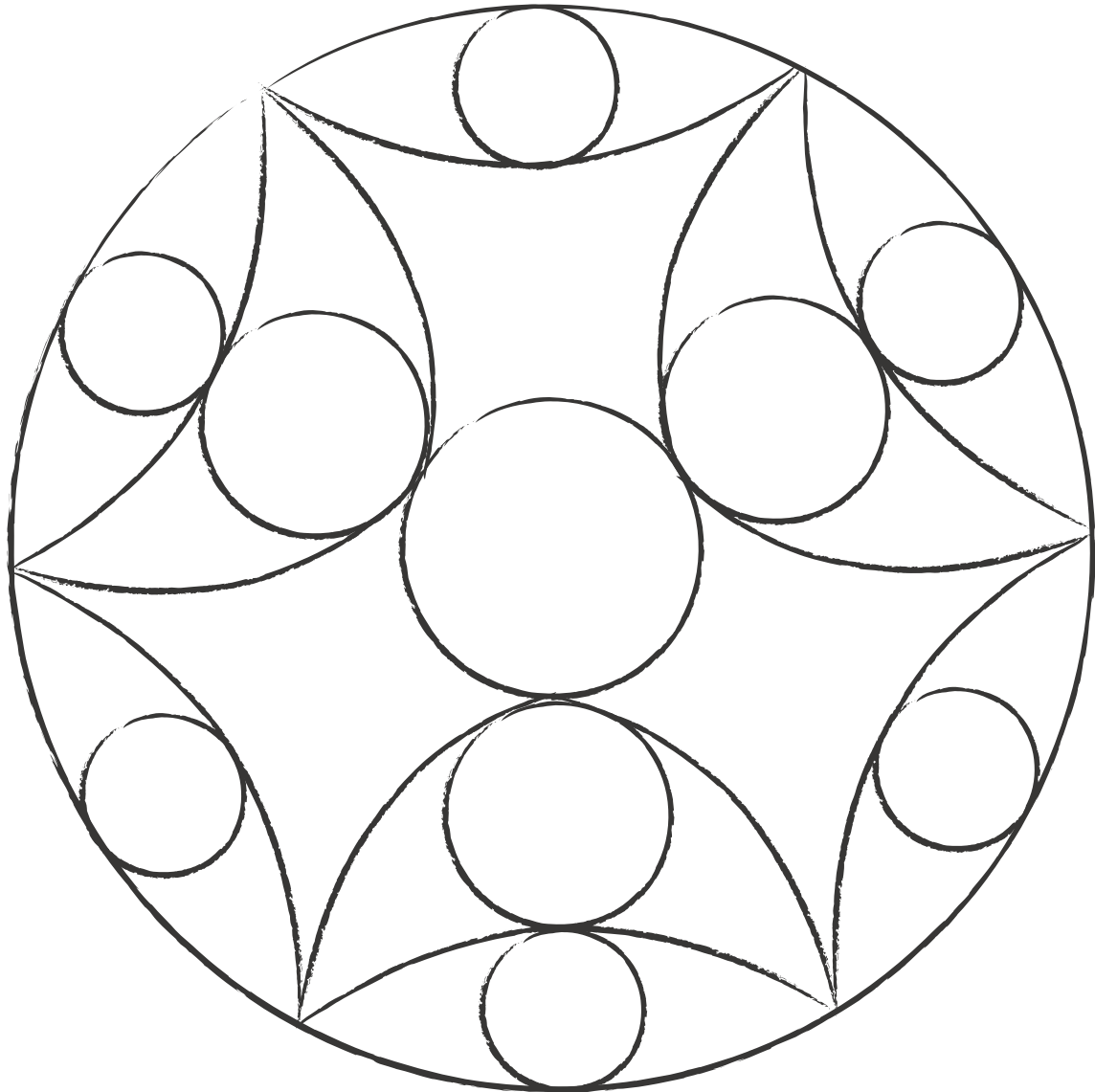
Handouts

Additional preparation

- Eight different coloured pieces of paper with the eight key competences written on them
- Paper in three different sizes in each of the eight key competence colours







Method developed by Julia Kastler, Paola Bortini and Torben Grochol. Mandala drawings by Julia Kastler: www.free-mandala.com

18

Appreciative Inquiry into passion for learning

Using the principles of Appreciative Inquiry combined with self-reflection, storytelling, visualisation and creative expression



Aims

- To get into contact with your own passion for learning
- To increase awareness of your own learning and strengths as a learner
- To encourage a positive approach towards learning during the activity



Group

- Any



Needs

- Handout "Appreciative Inquiry into passion for learning"
- Material for drawing or creative expression (e.g. pastels, crayons, water-based colours, flipchart paper, clay, play dough, etc.)
- Nice background music



Time

- 90 mins



Step by step

Divide the participants into pairs and give them the handout for this exercise in three steps:

Step 1: Remember your story

First, individually, the participants take a few minutes to remember a moment in their lives when they were **really passionate about learning something** and write it down.

Step 2: Tell your story

Second, they tell the story to their partner in as much detail as possible. Together, they are invited to look deeper into what was experienced in the story, using the questions given in the handout. After this step, they exchange roles: the storyteller becomes the listener and vice versa.

Step 3: Imagine the future

The participants imagine themselves in the future, being passionate about learning during a similar activity (e.g. training course, EVS). The partner helps the visualisation process using the guiding questions from the handout. After some time, they exchange roles again.

Afterwards, both are invited to draw a future image of themselves using the creative material and tools provided (with some nice inspirational music in the background).

When the drawings are finished, they share their images on the 'Wall of Passionate Learning'. The gallery remains throughout the activity and serves as a source of inspiration during the learning process.

Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator

**Debriefing**

The exercise usually ends with an exhibition, but if there is still time, you may use some of the following debriefing questions:

- How did it feel to talk about your passion?
- Was it easy to remember the stories?
- How did listening to each other's stories affect you as a listener?
- What have you learnt about 'passion for learning'?
- How was it to imagine 'passionate learning' in the future?
- What steps are you willing to take towards that vision?

**Adaption**

- The main part of the method is based on storytelling about personal experiences. Some people might tend to focus only on (negative) experiences of learning from the formal education system. You might have to point out to them that learning does not only happen in schools, but that it is part of everyday life.
- This exercise could also be used in the context of mentor talks with individual volunteers, as well during mentoring sessions for group EVS projects when setting the stage for dealing with learning in EVS.
- Perhaps, with some adapted instructions and questions in the handout, the same method could be used within the youth exchange and youth initiative context as well.

**Tips**

Before using this method, read a bit more about Appreciative Inquiry in order to gain a better understanding of the logic and philosophy behind it. You may also come up with your own personal example of when you were a passionate learner and tell this story to the group to clarify the instructions.



Handouts

Appreciative Inquiry into passion for learning

Step 1: Remember your story

Individually, take a few minutes to remember **a moment in your life when you were really passionate about learning something**, when you were fully engaged and motivated to learn more about it and perhaps even lost the sense of time passing. What happened? Please write it down...

Step 2: Tell your story

Tell this story to your partner in as much detail as possible and together, look deeper into the experience behind the story, using the following questions:

- 1). How did you feel during that event? What were the key emotions?
- 2). What was the colour of your passion?
- 3). What were the consequences of the passion for the learning process?
- 4). How did it affect learning outcomes and results?
- 5). How did it affect people around you?
- 6). If you look at the roots of that passion, what was there in that situation (e.g. environment, topic, approach, other people etc.) that inspired you?
- 7). What was there in yourself that helped you spark that passion for learning?
- 8). What does all this tell you about your strengths as a learner?

Now, swap roles. The storyteller becomes listener and the other way around.

Step 3: Imagine the future

Guide your partner in visualising the future, following the guiding instructions and questions:

Imagine your learning process during this activity (e.g. training course, EVS) as being even more inspiring. How does it look? What is the source of inspiration for you? What is it that awakens passion in you? How do you see yourself in that image? What do you do? If you say something, what do you say? What values do you demonstrate? Now keep that image in a way you would like it to be kept.

When the image is clear in your head, switch roles.

Finally, you are both invited to **draw these images** using the creative materials and tools provided. While doing this, do not think too much and do not judge your artistic skills. Just follow your feelings. Enjoy!



Created by Darko Markovic, <http://appreciativeinquiry.case.edu/>

19

Where do you stand on learning?

A lively discussion about assumptions and personal theories on learning



Aims

- To stimulate a discussion in the group on the topic of learning
- To challenge assumptions about how learning happens
- To raise awareness of our own learning preferences



Group

- Min 6 people



Needs

- Signs saying 'I agree' and 'I disagree' on opposite sides of the room
- Room big enough so the group can move around
- Statements written on separate flipchart sheets
- Line on the floor (e.g. using masking tape, a rope, chalk) midway between the 'I agree' and 'I disagree' signs



Time

- 60-90 mins



Step by step

The method is an adapted version of the classic 'statement exercise'. The facilitator reads out a statement and asks participants to position themselves in the space between the 'I agree' and 'I disagree' signs on opposite sides of the room. The closer they are to the signs, the more they agree or disagree. The closer they are to the middle line, the less they agree or disagree. Everybody should take a stand, either on the 'agree' or 'disagree' side.

After everyone has positioned themselves, the facilitator invites people to explain their positions and to try and convince participants on the other side of the dividing line. Encourage active listening and do not allow wild debate. After all the arguments have been heard, ask if anyone is willing to change their position. If so, allow for a few additional comments from the people who have moved. Repeat for several statements.

Then, invite the group to sit in a circle for the debriefing.

Possible statements:

- Young people are always motivated to learn if the environment is supportive enough.
- If there is no visible change in behaviour, you cannot say that learning really took place.
- It is more effective to learn from failure than to learn from success.
- Most of the time, learning is an unconscious process.
- There is no learning without reflection.
- To become a truly self-directed learner, it is more important to be able to plan your learning than to be open to the unexpected.
- Learning to learn is more important than learning about the topic.

Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator



Debriefing

- How did you feel during the exercise?
- Which argument from the exercise has been surprising for you?
- What assumptions do you have about learning?
- Where do these assumptions come from?
- Was this exercise a learning process as well?
- What did you learn in this exercise?



Adaption

- This activity poses a special challenge for young people who do not share the same linguistic skills, in terms of fully understanding the statements and their nuances. In this situation, make the statements more concrete e.g. "I learn more by watching one hour of TV than I do by sitting in class for an hour."
- Where the young people do not speak the same language, you can translate the statements and print them out on flash-cards.
- For small groups, you may play this exercise as a board game.
- If the exercise is used in individual mentor talks with a volunteer, you can use the statements as a kind of self-reflection questionnaire, as the basis for a conversation with the volunteer.
- This exercise could be nicely combined with educational videos from TED Talks that challenge some of the prejudices about learning and the role of educators in that process. Some nice ones are:
Sugata Mitra – Child driven Education:
http://www.ted.com/talks/lang/eng/sugata_mitra_the_child_driven_education.html
Ken Robinson – Changing Education Paradigms:
http://www.ted.com/talks/lang/eng/ken_robinson_changing_education_paradigms.html



Tips

Even though you tell participants that debate is not allowed, very often people get into heated discussions. If this happens, remind them of the rules, ask them to think about why they reacted like that – and keep it for the debriefing.

As the facilitator, try to involve silent participants as well as people who have positioned themselves in different parts of the space. This is a good way to get the whole variety of opinions expressed.

Adapted by Darko Markovic

20

Self-perception of your self-directed learning

A questionnaire to create awareness of your learning process



Aims

- Creating self-awareness in the competence of directing your own learning



Group

- Any



Needs

- Questionnaire for every participant



Time

- 60 mins



Step by step

Explain to the participants that the competence of directing your own learning has been analysed and described in many different ways. They will get a piece of paper describing the main characteristics of a self-directed learner. They are asked to take twenty minutes to look at them and to reflect individually on how they see themselves in relation to those characteristics.

After this self-reflection time, ask them to get into pairs to talk about what they have discovered (20 minutes). Round off with the final debriefing in the whole group (20 - 30 minutes).



Debriefing

For the pairs:

- How was it to reflect on this?
- Did it give you a new perspective on your learning? How?
- Do you see for yourself what you want to work on now?

For the whole group:

- What surprised you, what do you consider remarkable?
- Do you agree with those characteristics?
- What do you see as the biggest challenge towards becoming a self-directed learner?



L2L - Competences to be a self-directed learner

An invitation to reflect!

Here is a list of competences needed to direct your own learning. Read them and reflect for yourself. Do you feel you have these competences, or part of them, which ones do you think you still have to develop?

Take your time and use the spaces in between to make your notes.

- Understanding of myself as an independent and self-directed learner.
- Knowing myself as a learner (how do i learn best).
- An ability to relate to peers in seeking and providing help regarding to learning activities.
- The ability to diagnose my own learning needs.
- The ability to translate learning needs into learning goals, plans, and activities.
- The ability to relate to teachers/trainers as helpers or facilitators and take initiative in making use of their expertise.
- The ability to identify human and material resources appropriate to different learning needs and goals.
- The ability to collect and validate evidence regarding the accomplishment of my learning objectives.

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Further reading

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- Youthpass guide. www.youthpass.eu/en/youthpass/guide
- Youthpass for all. Recognising skills of young people with fewer opportunities. www.salto-youth.net/youthpassforall/
- Youthpass in EVS training cycle. www.youthpass.eu/en/youthpass/downloads/
- Youthpass and learning to learn. Ideas for practitioners. www.youthpass.eu/en/youthpass/downloads/
- Youthpass for absolute beginners. www.youthpass.eu/en/youthpass/downloads/

Inclusion in youth work

- SALTO Inclusion for ALL youth work manuals. www.salto-youth.net/InclusionForALL/
- Coaching Guide (2008). Coaching youth initiatives. Guide for supporting youth participation. www.salto-youth.net/ParticipationPublications/

More tools

- SALTO Toolbox for youth work and training. www.salto-youth.net/toolbox/
- Youth Partnership 'T-Kit' series. <http://pjp-eu.coe.int/en/web/youth-partnership/t-kits>

More on learning

- Coyote magazine #11. Non-formal learning and education. <http://pjp-eu.coe.int/en/web/youth-partnership/coyote>
- Infed: The encyclopaedia of informal education. www.infed.org

More on recognition of non-formal learning

- Bridges for Recognition. www.salto-youth.net/BridgesForRecognition/
- European Communities. Key Competences for Lifelong Learning – A European Framework. http://ec.europa.eu/education/policy/school/competences_en.htm
- Partnership between the European Commission and the Council of Europe in the field of Youth. Pathways 2.0 towards recognition of non-formal learning/education and of youth work in Europe. <http://pjp-eu.coe.int/en/web/youth-partnership>
- Council of Europe. European portfolio for youth workers and youth leaders. <http://www.coe.int/en/web/youth-portfolio/>
- Council of Europe. Mini-Compendium on non-formal education. http://www.coe.int/t/dg4/youth/Source/Resources/Portfolio/Compendium_NFE_en.pdf
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Youthpass unfolded.

Practical tips and hands-on methods to make the most of the Youthpass process

'Youthpass Unfolded' is about two things:

- the Youthpass process in its different phases
- different methods and tools for making the Youthpass process happen.

This handbook targets those who are involved in facilitating the learning process of young people: mentors, youth workers/leaders, coaches, trainers...

Youthpass was created in 2007 as the recognition tool for the Youth in Action programme. Since its introduction, many youth workers and youth leaders have been developing different ways of supporting young people in their learning within the programme. Youthpass has inspired many people to think about and discuss the topic of learning. What and how do young people learn in youth work activities? How can youth workers facilitate this process? How can learning gain more recognition? How can we document the competences gained? How can others see the results of all this beautiful work?

'Youthpass Unfolded' takes a closer look at all of these questions and attempts to answer some of them. Special attention is given to overcoming obstacles that some young people might face when it comes to learning. This way, the Youthpass process becomes accessible to all.

'Youthpass Unfolded' is a joint publication of the SALTO Training and Cooperation and the SALTO Inclusion Resource Centres, published in cooperation with JUGEND für Europa, the German National Agency for Erasmus+ Youth in Action.

You can download it for free from www.salto-youth.net/YouthpassUnfolded/ or www.youthpass.eu/en/youthpass/downloads/.

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