

# Empower Youth 2019



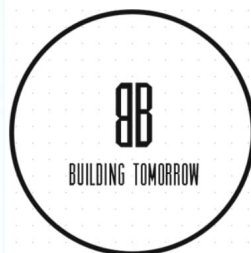
A training project for the empowerment of  
youth workers through non-formal  
education



Initiative Sociale



pistes solidaires



Erasmus+

# Table of content

<u>I Introduction</u> .....	1
<u>What is Empower Youth?</u>	
<u>Whom is this handbook for?</u>	
<u>II Preparation and start of the training</u> .....	2
<u>Preparation</u>	
<u>Start of the training</u>	
<u>III Initial evaluation- starting the learning process with a base</u> .....	4
<u>Why am I here</u>	
<u>The river of learning</u>	
<u>The skills mess</u>	
<u>IV Building leadership</u> .....	6
<u>Building youth workers</u>	
<u>Fishbowl</u>	
<u>Me, the leader</u>	
<u>V Analysis of work context and sharing of experiences</u> .....	8
<u>SWOT Analysis</u>	
<u>World Café</u>	
<u>Pitch presentation</u>	
<u>"What is missing"</u>	
<u>VI Self-reflection through video production</u> .....	10
<u>Who am I?</u>	
<u>Who is a Youth worker?</u>	
<u>VII Improvement- and solution-oriented thinking</u> .....	11
<u>the growing up race</u>	
<u>The theory of my change</u>	
<u>Familiarize young people with skills-building programs and activities</u>	
<u>VIII Evaluation</u> .....	14
<u>Youthpass</u>	
<u>"Letter to myself"</u>	
<u>IX Participants' experience</u> .....	15
<u>Self-reflection: a significant aspect of empowerment</u>	
<u>Debate and exchange of experiences: the heart of peer-to-peer learning</u>	
<u>Leadership and capacity building: learning how to pass on one's strengths</u>	
<u>Tools and programs: concrete ways of guiding youngsters</u>	
<u>X Outcomes</u> .....	17

# Introduction



## What is Empower Youth?

The Empower Youth training took place in Germany in from the 3rd to the 9th of November 2019 and was implemented by migration\_miteinander e.V thanks to a collaboration with Scambi Europei (Italy), Second Chance, School of Volos (Greece), Initiative Sociale (Romania), Building tomorrow (Albania), Ilewasi (Spain), Gaziantep Egitim ve Genclik Dernegi (Turkey), Inceptus (Lithuania), Pistes Solidaires (France), Sudanese Community Malta (Malta).

This project was supported and made possible by Erasmus +The project's aim was to prepare youth workers for the job market in a social environment, through self-reflection, analysis and sharing of personal experiences. Our trainer provided skills and knowledge about leadership and youth capacity building, skills acknowledgement, employability, and empowerment. The Empower Youth training enabled to foster the participants' observation about their role and competencies as youth workers and strengthened their ability to define short and long term objectives in their work environment.

## The specific objectives of the training project

- lead the participant to adopt an analytical approach to the recognition of skills and capabilities, about themselves, the associations they belong to, and other co-workers, through reflection, tools and analytical instruments, and a knowledge about contexts,
- exchanging good practices and competencies about young innovative projects, focusing on the main points of the projects ( capacity building, skills acknowledgement, employability, empowerment)
- Getting to know the principal needs related to inclusion and employability of young people in europe, analyzing the most meaningful characteristics, skills, abilities.
- Providing participants with tools helping them to know about and spread educational opportunities, projects, exchanges in Europe, among young people, related to inclusion and personal needs.

## Whom is this handbook for?

This handbook describes the activities led during the Empower Youth, the participants' opinions and experiences, as well as the outcomes of the project. It is targeted primarily at trainers, social institutions and social workers, in Europe as well as in the world, that are interested to organise a training (or activities) on empowerment for social workers through non-formal education. The different activities listed above can be implemented as such, but also represent inspirational examples for a similar training. Each session can be adapted to a specific target group.

# II Preparation and start of the training

## Preparation

The approach of our trainer, Rosalia Marchese from the Italian association Scambi Europei, was to use non-formal education tools, as well as peer to peer learning so that participating youth workers could have an active role in their learning process. To ensure this, participants were asked to write a “letter to myself” and to prepare a pitch presentation.

- Letter to myself

Along with a self-assessment questionnaire, participants are asked to write how they feel about the training before its start, their expectations and possible fears. To enter the self-reflection process, they are also asked to write how much they already know about NEETs (“Not in Education, Employment or Training”) and what aspects of the topic they wish to learn or to deal deeper with. They then bring their letter to the training, and even though they are not asked to share it with group, they have the possibility to share a selected content through an activity presented below. pitch presentation

- Pitch presentation:

The pitch presentation that participants prepare has to focus on a project (either that they work on, will work on or that they designed and wish to implement one day). They are asked to plan a minimum of 5 minutes presentation, sharing with the group why this project is important, why and how it was successful and how people benefited from it. The presentation needs to be convincing, as if other participants were potential funding partners. They are free to include any information that makes the project special and different to present it to the group. The topic has to be related to the one of the training: youth employment, NEETs, educational opportunities, or related to these. The use of visual material, such as a powerpoint presentation, is not mandatory and participants are let to shape their presentation as they wish.

## Start of the training

The very beginning of the training is dedicated to the (re)presentation of the training, the timetable of activities, and the rules during the stay. For instance, our trainer decided to implement the “Bora-bora” rule: each time a small group of participants has a conversation in another language than English and another participant wants to be included to the conversation, the latter says “Bora-bora” and the others have to switch their conversation to English. In a multinational and plurilingual group like this ours, the rule was not systematically used as many were happy to practice their other foreign languages and still enabled that no one would be excluded because of language barrier

Playful ice breaking games are then led for the trainer and participants to get to know each other, and as the purpose is written in the name: break the ice. This step is important to start building a group cohesion that will significantly benefit to the sharing of experiences and peer-to-peer approach.



## Making the experience better

Through the whole duration of the training, energizers and short team building activities were led in order to improve the experience of participants. Energizers enable to improve the attention capacity of participants during the activities while team building activities help participants feel comfortable with each other and feel free to express their opinion and experiences. In addition, an intercultural dinner was organised in order to enjoy the cultural variety of the group in a informal way. Participants were invited to bring something special, symbolic, different or representative of their country to share with the group (music, food, instruments, objects, translated texts, poems, prepare a typical story/tale). The intercultural dinner was very successful and very appreciated by all.



# III Initial evaluation- starting the learning process with a base

## Why am I here

Duration: 1 hour 30 minutes

Material: paper, pens

Keywords: self-reflection, expression, team-building

Description: The "5 Whys" is a technique used to explore cause-effect relationships regarding participants motivation. Participants start with the question "why am I here?" and develop the questioning to 4 other "whys". The objective of the session is to allow participants to express hopes, fears and expectations about the training that they had already started reflecting upon in the "letter to myself", but also to affirm the peers, the staff and the trainer as possible sources of support.

## The river of learning

Duration: 1 hour 30 minutes

Material: paper, pens

Keywords: self-reflection, expression, team-building

Description: "The river of learning" method is used to depict one's experiences and skills through drawing, followed by a presentation to the group and explanation of one's own design. This activity represent a "drawn" start of the self-reflection that participants are invited to go through during the training. It enables them to get to know each other a bit more and to share some of their experiences with others.



## Tracking daily learning

On a daily basis, the activity "Waters edge" was led. The participants took up their own design of "The River of learning" and added the learning of the day to it. A brief sharing in small mixed groups followed. A staff member facilitated the discussion and asked-if necessary- some questions to stimulate the discussion

## The skills mess

Duration: 1 hour 30 minutes

Material: paper, pens, planned material for the game activities

Keywords: self-reflection, expression, team-building

Description: The Youthpass certificate is presented for the group to visualise the learning benefit to come with the training: participants learn about the Youthpass tool, the key competences related to the training and the opportunities to use it. Afterwards they play a game activity on the 8 Youthpass skills. For each skill, participants split into teams and to take up a playful challenge corresponding to the respective skill.

Example: participants look for a picture or video online that represents their work as a youth worker and explain it to the group → use of a digital tool and practice of English skills.



# IV Building leadership

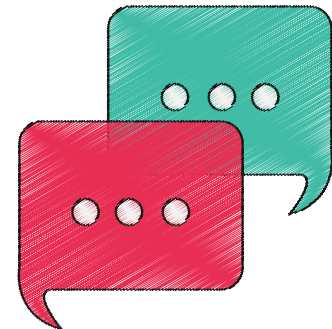
## Building youth workers

Duration: 1 hour 30 minutes

Material: paper, pens

Keywords: teamwork, deductive skill, debate

Description: Each participant is asked to identify what they consider to be the 7 most important characteristics of a leading youth worker. Then the participants split in groups of 3, and, by comparing and merging their lists, agree on 7 characteristics. The same process is repeated in even larger groups from 6 to 12 people, this time to reduce the characteristics to 5. The groups present their selection of the most important shared characteristics and explain the process of selection to be analyzed with whole group (next activity).



## Fishbowl

Duration: 1 hour 30 minutes

Material: chairs, lists of the 5 selected characteristics

Keywords: debate, critical thinking, peer-to-peer exchange

Description:" The "Fishbowl" method is used to stimulate debate about the characteristics of a leading youth worker. Three chairs are put in the circle of participant. Two participants who want to start the debriefing sit down on two of the three chairs, they have the floor. One chair out of the three has to stay free, so that when someone else wants to contribute, they go sit down on the free chair and one of two sitting in the middle goes back to sit in the circle. The trainer facilitates the debate and makes sure everyone is given a chance to contribute. In the debriefing, the trainer gives final feedback on the 4 leadership approaches.



## Me, the leader

Duration: 1 hour 30 minutes

Material: paper, pens

Keywords: self-reflection, debate

Description: The questionnaire “Me, the leader” is used to stimulate reflection on oneself and on one's own charisma as a leader. After counting the results and seeing their balance between “task-oriented” and “people-oriented”, the participants are invited to share their results in small groups and draw a visual representation. They debate about the test and say whether or not they felt represented by the characteristics given as result by the questionnaire.\*



### \*Material used:

Kovač, Helena; Širol, Martina; Šumanjski, Marinela. Leader handbook. Publication: South East European Youth Network, 2017. Page 24. [Accessible online](#)

# V Analysis of work context and sharing of experiences

## SWOT Analysis

Duration: 1 hour 30 minutes

Material: paper, pens

Keywords: self-reflection, analysis, peer to peer learning

Description: The trainer explains the SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) and invites the participants to create a SWOT related to themselves, and a SWOT related to their own association. In addition to reflecting on oneself and one's own reference of reality, the objective of the activity is to introduce a method of analysis to determine quality, resources, difficulties applicable in different ways: both to analyze a context and to analyze the situation of the youth target group. The analyses are shared in small groups of discussion, which enables participants to share their experience in their work environment, but also to receive advice for problem solving.

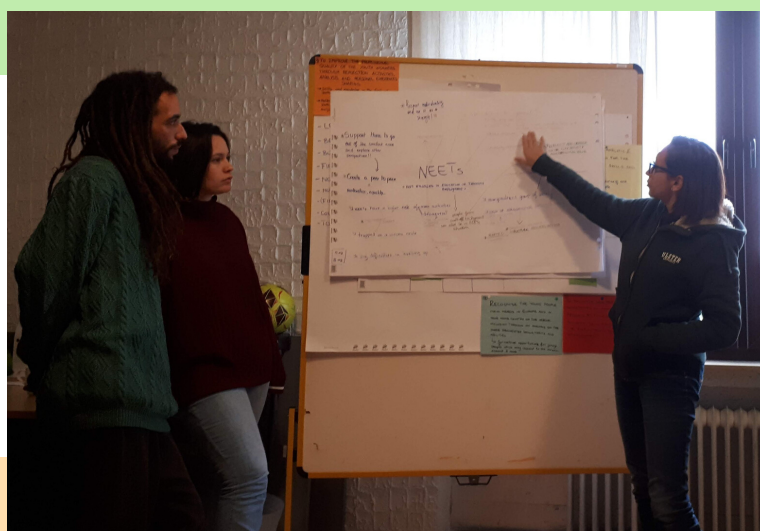
## World Café

Duration: 2 hours

Material: chairs, lists of the 5 selected characteristics

Keywords: critical thinking, analysis, debate, peer-to-peer learning

Description:" The world café is a group activity designed to stimulate debate. The main topics (youth unemployment, NEETs and the role of young people as leaders) are discussed in a creative way, with different questions written on flipchart paper and spread to different tables. The trainer split participants into groups and send them to their first table where they discuss the question laying on the table and start answering it using the mind map method. After 20 minutes, groups are asked to switch tables until all questions have been covered by all the groups. Each flipchart paper is then presented to the whole group, including the contribution of everyone, and a debate on the topic follows.



## Pitch presentation



Duration: 2-3 hours (can be split into two sessions)

Material: prepared in advance by participants

Keywords: self-reflection, analysis, peer to peer learning, exchange of good practices

Description: The participants present the prepared example of a project related to the main topic (youth unemployment, NEETs, recognition of skills in young people, empowerment) explaining why it was successful and what the benefits were. The pitch method is used: the participants prepared their presentation, as if they were to convince the staff and the trainer to finance their association by presenting their best project. This activity enables participants to share experience, knowledge and good practices.



## “What is missing”

Duration: 1 hour and 30 minutes

Material: paper, pens

Keywords: analysis, debate, peer-to-peer learning

Description: This activity starts with a brainstorming session in small groups to reflect on changes on the European labour market and more specifically in the countries of origin of the participants. They are invited to discuss the new skills and abilities required from young people to adapt and correspond to the expectations of the market, as well as on the difficulties of youth (un)employment. After about 20 to 30 minutes, participants are asked to share the conclusion of their discussion with the whole group, which leads to debates within the whole group, thanks to the comparison of the different contexts.

# VI Self-reflection through video production

## Youngsters and leading youth workers

Duration: 3 hours

Material: phones and other electronic device

Keywords: teamwork, analysis, self-reflection, use of digital tools self-reflection, analysis, peer to peer learning

1st video-Who am I?:

Divided into small groups, the participants have an hour to shoot a short video with their smartphone, 30 minutes to edit it, in which they playfully represent different "types" of young people and their characteristics.

2nd video-Who is a Youth worker?

Divided into small groups, the participants have an hour to shoot a short video with their phone, 30 minutes to edit it, in which they playfully represent who the "Youth Worker" is and what features they should have.



## Oscars night!

The videos are screened and discussed in an informal setting at the end of the evening and later published online. [Link to the playlist of videos](#)

# VII Improvement- and solution-oriented thinking

## The growing up race

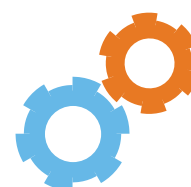
Duration: 1 hour and 30 minutes

Material: billboard

Keywords: teamwork, solution-oriented thinking

Description: On a billboard, a young person's growth process is represented as a hurdle race. The group of participants is divided into two teams. The trainer gives the runner a "typical" profile of a young person (in a "NEET" situation; the "new graduate", the "long-term unemployed" ...) without giving details. The trainer then provides the personal goal of the runner, which means the goal of the race. The first team discusses, analyzes and describes what "obstacles" the runner could encounter; the second team answers for every obstacle on how a youth worker could support them. For each different profile, the teams swap roles. This activity enables participants to reflect on different needs and obstacles experienced by young people and to observe that in different contexts, young people may have different needs.

## The theory of my change



Duration: 3 hours

Material: papers, pens

Keywords: self-reflection, solution-oriented thinking, self-improvement, capacity building

Description: After an introduction on capacity building for young people, the participants build a concept map (with the Theory of Change method) to think and plan what new behaviors/attitudes to adopt in their daily work, with the aim of adopting youth capacity building practices themselves. The focus is on coaching concepts. The participants are then divided in groups of three (coachee, coacher, harvester) for a small coaching simulation.



## Familiarize young people with skills-building programs and activities

Duration: 2 hours

Material: paper, pens

Keywords: teamwork, solution-oriented thinking

Description: The participants learn about European programs and projects in the youth field of skill development; learn about online platforms and tools to discover international educational opportunities for young people (with particular attention to the new European Solidarity Corps that not only provides opportunities for volunteering but also for work and internships). The participants play a short simulation in which they are invited to advise young people (invented profiles) about the European programs, projects and experiences that would be suitable for them. Using internet, they can check and show the opportunities to be suggested.

# VIII Evaluation

## Youthpass

Duration: 1 hour and 30 minutes

Material: paper, pens, (option: templates of the Youthpass certificate)

Keywords: self-reflection, capacity building

Description: In order to help participants understand how to fill in the Youthpass 8 keys competences, they are given blank a template and asked in groups to fill it in for well-know characters (Game of Thrones, The Lion king,...). They are afterwards given time to draft their own Youthpass.

## "Letter to myself"

Duration: 2 hours 30 minutes

Material: papers, pens

Keywords: self-reflection, empowerment

Description: The "Letter to Myself" that they wrote before departure is given back to the participants, inviting them to verify if their expectations related to the training have been fulfilled. Individual written evaluations follow. With non-formal educational methods, the group assessment related to the different aspects of the project is summarized. Participants are invited to write a second "Letter to Myself" and to share practical goals for their work in the future, and the map drawn during the activity "My Change Theory".



## The twine

In addition to an evaluation questionnaire, an activity was led by our trainer in order to help participants evaluate what they had learned and to gather participants feedback; a twine is given to a first participant that gives feedback on the training before throwing it to someone else by keeping a part of it in their hand. After everyone gave feedback, a spider web appears in the middle of the circle, that represent peer-to-peer exchanges and the connections created between participants during the training.



# IX Participants' experience

## Self-reflection: a significant aspect of empowerment

The time dedicated to self-reflection was appreciated by participants who had the opportunity to enter the training with a starting point, and then to daily evaluate what they had learned. The activity "why am I here" didn't only help participants get to know each other, but also enabled them to verbally express the motivation to presence and their desire to grow as professionals. The activity "building youth workers" and "video making" helped them realize what skills and competences they had, which ones they wanted to develop further and reinforce their awareness on their own abilities. They very much appreciated to go through this step of the process in a playful and creative way. The final evaluation let through the activities "the theory of my change", the second "Letter to myself" as well as "Youthpass" brought the self-reflection process to its conclusion. They gave the opportunity to participants to reflect on what was learned and how new knowledge, new perspective and developed skills can be used in the participants' professional context.

***"I learned a lot about myself"***

***"The SWOT analysis was a good idea!"***

## Debate and exchange of experiences: the heart of peer-to-peer learning

***"Everything was awesome!"***

***"The 'world café' activity was very nice!"***

The activities "fishbowl", "world café", "what is missing" and "the growing up race" were definitely the most liked by the participants who were very eager to learn from each other. All activities, but these ones in particular, stimulated a sharing of experiences and very interesting debates-that no one wanted to come an end! It was very important to all youth workers to have this time to train their critical thinking, hear different views, share about their own reality and learn good practices from the others. In the same way, the pitch presentations were very well liked as participants learned deeper about the others work contexts, ideas and wishes for their professional lives. They asked many questions, advised, so that presentations were all very informative, but also very interactive.



## Leadership and capacity building: learning how to pass on one's strengths

*"The leadership aspect was useful for my professional life"*

Activities such as "building youth worker", "Me, the leader" and "the Theory of my Change" concretely helped the participants see themselves as capable leaders and active change makers. Along with the other activities on youth workers, they highlight for the participants what an important role they have in societies and how they can initiate the inclusion of all by actively working towards their goals, with confidence and with the trust of their peers.

## Tools and programs: concrete ways of guiding youngsters

The participants appreciated the activities "SWOT analysis", "the theory of my change" and "Familiarize young people with skills-building programs and activities". Through them and thanks to facilitation during the sessions, they were provided with relevant information and given concrete tools and information on accessible programs. Moreover, they had the opportunity to practice and use them during simulations, for which they received feedback from the trainer and their peers. They felt that grew their ability to guide youngsters.

***"I will use the methods and use the Youthpass certificate"***



*"Thank you for all :)"*

# X Outcomes

Through the Empower Youth training, participants were empowered on both personal and professional aspects through self-reflection and exchange of practices. During a week, they actively developed their ability to work in an intercultural context and in heterogeneous groups and learned from each other.

The planned activities raised self-awareness about one's own abilities and knowledge, strengths and weaknesses and about different work contexts. They are more aware of their own professional role as youth workers and are able to show a more professional attitude based on the qualities of a youth workers developed during the training. This will lead to a better balance in work relationships and to higher-quality work -and on the long term-, to equal standards in youth work.

Participants gained knowledge about the SWOT analysis method and learned an analytical approach to work with young people in their context, that they can use for their daily professional life and that will increase the quality of their work. The participating youth workers now have new professional tools to work with young people (basic elements of coaching, evaluation tools, self-assessment and capacity- building tools) to be used in their work with the target group. This will raise young people's awareness on their skills and capacities and how to build them and will lead to better results and to a measurable impact.

Through the pitch presentations, communication capacities were improved, together with the quality of youth worker skills and abilities to define and present activities. Thanks to debates and simulations, they gained the capacity to design new educational experiences for youngsters and to improve collaboration with other participants through a better comprehension of educational contexts, reflection on young people's needs in today's job market, and learning capacity building methods.

They established for themselves new objectives both personal and professional, that were written and shared during the last day. Not only will they be able to use and apply these concrete tools in their single actions but as well to shape more appropriate action plans based on a well-founded analysis of the context, the individual young person and the respective needs and potentials. The Empower Youth participants are able to elaborate long-term interventions following a clear objective and leading to a lasting impact on young people's life. Self designing used as a fundamental step to gain a significant change in one's work ensures that ideas, good practices, and reflections developed during the training will be put into practice by participants more effectively.

.Participants learned how to find opportunities for young people among the European programmes,as well as how to use websites to find them, which will have an impact on both their professionalwork and on youngsters they guide. Their new knowledge on different (European) tools and programs to promote capacity-building will enable them to effectively access these offers, in particular European mobility project (youth exchanges and European Solidarity Project).

For the project partners, beside the participants contribution, this assimilation will be further madepossible through spreading and evaluation tools. The training will also have impact on other youth workers that will benefit from the outcomes obtained by participants, who will use new practices and knowledge and diffuse their effects. The methodologies acquired during the project are spread among other workers, and associations through the network built by them. Thanks to a dissemination effort made by youth workers, the target group of youngsters will improve their awareness and participation to educational experiences and increase their participation in non-formal activities. Young people will be able to develop leadership attitudes observing the youth workers' examples; increased employability, awareness of personal abilities, due to new capacity building tools and acknowledgement of skills that youth workers will be able to use after our training.

Trainings like "Empower\_Youth" are the occasion to strengthen cooperation between associations, increase the exchange of information and good practices and make the professionalisation of youth workers across Europe possible. Participants were given the chance to debate about the topics of the project and work methods, learn different methodologies that will spread and be used in the future.



## **>Imprint**

### **Author:**

Pauliana Ferhati

### **Content, design and layout:**

Rosalia Marchese, Pauliana Ferhati

### **Publisher:**

migration\_miteinander e.V.

First edition 2020

### **Responsible for the content:**

migration\_miteinander e.V.

en.migrationmiteinander.de

**moveurope@migrationmiteinander.de**

### **Donations account:**

migration\_miteinander e. V.

Deutsche Skatban

kIBAN: DE50 8306 5408 0004 0035 00BIC: GENODEF1SLR