

Making

Movies

Matter

**Competence Based Approach
to Applying Filmmaking
in Youth Work**

KA2 Strategic Partnership project
Making Movies Matter

Competence Based Approach to Applying Filmmaking in Youth Work

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About the Project

“Making Movies Matter - Competence Based Approach to Applying Filmmaking in Youth Work” is a project that is aimed at supporting youth work in Europe in incorporating film as a methodology through establishing a comprehensive competence framework that can be used in educating both youth workers and filmmakers, and through creating a set of tools and resources in the area of filmmaking that can be applied in supporting young people’s development and participation in a non-formal setting.

Furthermore, the project aims to support the cross-sectorial cooperation in the youth field and the quality of youth activities implemented by professionals from other fields, through the development of a simplified youth work competence framework. By engaging professionals experienced in working with marginalized young people and young people with disabilities.

Project produced three main results, published as intellectual outputs: a competence framework for using filmmaking as a method in youth work, a handbook with tools and educational resources in the area of filmmaking that can be applied in supporting young people’s development and participation in a non-formal setting, and a general simplified youth work competency framework.

This document is part of the second intellectual output of this strategic partnership. The second intellectual output of this project is in the form of a Handbook with tools and educational resources that can be used when applying filmmaking as a methodology in youth work. To achieve a positive learning experience, filmmaking processes should be well planned and structured taking into consideration young people’s position in the community, their level of activism and the specific needs, interests and capabilities they have. The handbook is a practical guide on how film can be used to support personal development and participation of young people. The handbook has been designed for both youth workers and filmmakers and is an adequate guide for anyone with basic competences in the two areas. All activities and approaches described in the handbook were adapted for using with marginalized young people, and young people with disabilities.

All project outputs are accessible free of charge.

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Introduction

The Erasmus+ Project “Making Movies Matter – Competence Based Approach to Applying Filmmaking in Youth Work” (2020–2–FR02–KA205–017852) aims creating a competency framework for applying filmmaking as a methodology in supporting the personal development and participation of young people, particularly of young people with fewer opportunities.

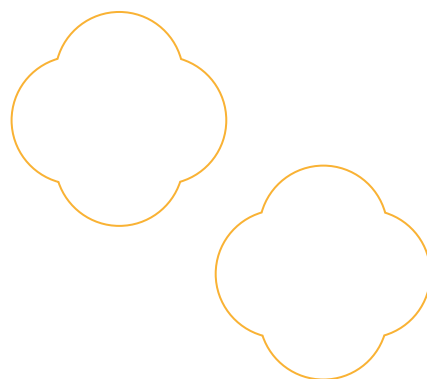
The project does not try to make everyone an expert in everything, but rather to establish the minimum understanding that all parties should possess so that they are able to fully utilize their expertise, complement each other's competence and lead creative, inclusive, participative and well-planned learning processes with young people, taking into account the learning needs of young people and the characteristics of the group learning processes.

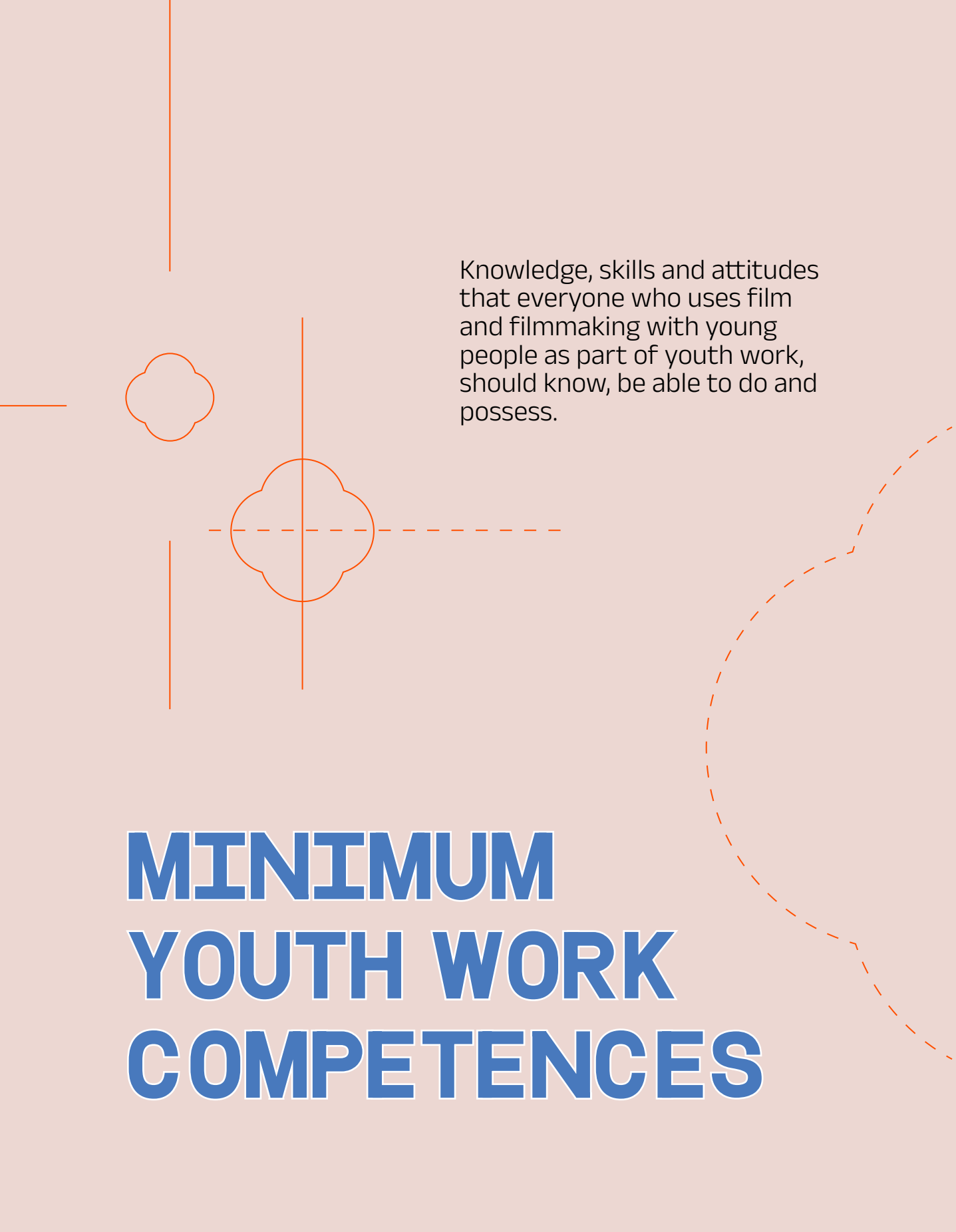
Other focus here is on the competences that filmmakers need to develop to be able to work with young people. This is related to one of the main challenges that this project tackles – the lack of adequate skills and competences of professionals from other fields who are implementing youth work activities

The Competency Framework for Filmmaking in Youth Work is targeted for youth workers and filmmakers in applying filmmaking methods in work with young people.

This publication consists of 3 parts:

- Minimum Youth Work Competences
- Minimum Filmmaking Competences
- Combined Competences



The background features abstract orange line art. It includes a vertical line at the top left, a horizontal line on the left, a small four-lobed flower-like shape, a larger central four-lobed shape with a dashed cross inside, and a long, curved dashed line on the right side.

Knowledge, skills and attitudes
that everyone who uses film
and filmmaking with young
people as part of youth work,
should know, be able to do and
possess.

MINIMUM YOUTH WORK COMPETENCES

I YOUTH WORK BASIS & CHARACTERISTICS IN COMMUNICATION WITH YOUNG PEOPLE

Principles, goals, methodology, ethics. Characteristics and needs of young people - understanding youth developmental stages, the different groups of young people and their environments, taking into account their needs, challenges, interests, abilities and adapting the activities to these realities.

Active youth participation: understanding of and being able to lead processes that support active engagement in society of all young people regardless of their needs and abilities. Involving young people in processes that are affecting their life.

Creative Flexible Solution-oriented Inclusive
Role model Supportive Empowering Encouraging Open
Unbiased Curious Responsible Discreet
Trustworthy Honest Respectful Reliable

KNOWLEDGE / Identifies:

different methodologies that are used in youth field

group processes, mechanisms (including leadership and power relationships)

different leading methods

the meaning of citizenship, participation, democracy and other concepts related to active youth participation

SKILLS / Ability of

seeing dimensions and stages of group dynamics

to develop meaningful programmes that motivate and interest young people

to integrate people in the society

to analyse the sociocultural, geographical, historical, socio-political elements of young people's context

characteristics of youth developmental stages	to increase and support the confidence of young people
different approaches of youth participation	to stimulate others in giving their own opinion
main factors that define the characteristics and needs of young people	to work with different society values and challenge the values with different approaches
boundaries and limitations of one's role in the youth work process	planning and facilitating individual and group learning experience of young people
	to identify the needs, challenges and interests of different audiences
	dividing tasks
	knowing how to incorporate the principles of participation and active citizenship in working with young people
	knowing how to use tools, activities and approaches that stimulate young people's active citizenship
	explaining participation and related concepts in a simple, youth friendly way
	knowing how to facilitate discussions related to active youth participation

BEHAVIORS

Transparent in their work

Respects ethical boundaries while working with youth

Monitors the goals of the activity and the needs of young people

Uses own knowledge and experience for the purpose of supporting the personal and social development of young people

Puts the youngsters at the center of the activities related to them - not to do anything for them

Willingness to see each young person as a whole and plan the activities in a way that nobody is left out

Being open to get feedback and willingness to give constructive feedback for the development of target group

Shows sincere interest towards the needs of the youth group

Willingness to listen young people and consult them

Appreciates the value and importance of youth-led social initiatives

Non-violent communication

Motivates and encourages young people

Makes sure that the info you give is customized to the participants

Selects the most appropriate approach to a particular audience taking into account the physical and intellectual abilities of the audiences

Evaluates the needs of youth group before and throughout the activity and adapt it if needed

Defines youth work, elaborates its specificities and differentiates it from other professions

Awareness of the needs a young person has for becoming an engaged and responsible member of the society

Keeps on questioning your own role

II COMMUNICATION & INCLUSION FOR EVERYONE

Communication and cooperation competence. Supporting successful communication and collaboration among people from different cultural contexts and backgrounds. Inclusion of young people with fewer opportunities: the ability to appreciate the unique elements of each person and involve everyone in building towards a common goal, taking into account their needs, possibilities and strengths.

Considerable Curious Friendly Open-minded
Unbiased Cautious Thoughtful Patient Kind Empathic
Caring Peaceful Empowering Encouraging Sincere
Flexible Sensitive Accepting Open Respectful
Adaptable Good listener Observer

KNOWLEDGE / Identifies:

basic skills of **interpersonal communication***

principles of intercultural communication

motions and the mechanisms connected with emotions

how to communicate and work with people with fewer opportunities.

conditions of the people with fewer opportunities

how to approach people with intellectual disabilities: easy language

SKILLS / Ability of

clearly and effectively passing on your opinions and ideas

adapting one's communication style to different audiences

adequately assessing the communication depending on situation

delegating tasks and sharing responsibilities in a group

relating with less judgment and more openness

relating with less judgment and more openness

how to approach people with autism spectrum disorder and other mental disorders

basics of conflict management

basics of information technology

critical thinking

dealing with tension and conflict in order to cooperate in a peaceful environment

managing emotions effectively

managing interpersonal relationships

focusing on the competences of the participants

knowing different languages/ the languages of different youth communities

creating enthusiasm and offer perspective to the young people

involving youth in the whole process and giving them responsibilities

adapting to different and changing circumstances

bringing out the collective intelligence in a group

*** Interpersonal communication — skills for verbal, written, non-verbal and paraverbal communication as listening, rephrasing etc.**

BEHAVIORS

Shows active listening, without judgment & interruption

Follows ethical behavior

Generates motivation of young people

Gives young people the possibility to reflect, share opinions and feelings in a safe atmosphere

Respects professional secrecy with young people

Adapts the pace of the program to ensure everyone can participate

Creates an equality of opportunities

Creates possibilities of each young person, but above all with respect for the needs and growth opportunities of everyone along the way

Builds positive, non-judgemental relationships with youth group

Maximizes connectedness

Stimulates the dialogue with the young people

Makes a connection with the people in order to create a safe, comfortable space

Accepts general principles of diversity, equity and inclusion

Not labeling young person as “right” or “wrong”

Connects with young people

Receives and expresses criticism in an open, respectful and constructive way

III MEDIA

Media and information literacy. Understanding of the knowledge, skills and attitudes needed for producing, using and evaluating information and knowledge, as well as ways for supporting their development in young people.

**Critical thinking Curious Responsible Understanding
Encouraging Wise Brave Clever Innovative Foreseeing**

KNOWLEDGE / Identifies:

the meaning of information and **information literacy***

fake news and their impact on wider audience

cyber security and safety of personal data

digital skills that young people need to access

main cognitive biases that affect media and **information literacy**

(social) media threats on different age groups

SKILLS / Ability of

distinguishing reliable sources of information

noticing different dangers young people face in (social) media

effectively addressing issues related to the use of information

supporting the development of skills related to media and **information literacy**

using media data in responsible ways

accessing reliable information

BEHAVIORS

Is critical about different media outlets and sources that will be used in their work

Demonstrates models and ways of using information responsibly

Understands the impact of mass communication while using media platforms

Equips young people with tools to analyze the reliability of their information sources

Tests and shares new digital tools and services

*** Information literacy — a set of abilities requiring individuals to select needed information and skills to locate, evaluate, and use effectively the needed information**

IV DESIGN, IMPLEMENTATION, MONITORING AND EVALUATION OF YOUTH WORK ACTIVITIES

Designing, planning and implementing non-formal educational programs (structure, flow, methods, tools, process oriented). Learning skills where process is more important than the result and where the participants are taken into account.

Learning process: conducting and coordinating non-formal learning activities in accordance with the learning objectives and action plan, helping young people to make sense of the fulfillment of their learning objectives by introducing methods that allow self-analysis. Providing constructive feedback and acknowledging achievements.

Confident Curious Cooperative
Interested Committed Assertive Positive Honest
Reliable Considerate Dedicated Emotionally stable
Tolerant Empathetic Friendly and enthusiastic
Sensitive Accepting Cautious Thoughtful
Patient Kind Caring Ambitious

KNOWLEDGE / Identifies:

developmental characteristics of young people living in different settings

factors, challenges, opportunities and trends that (can) impact youth life and development particularly having in mind youth rights

SKILLS / Ability of

mapping and evaluating learning needs of different groups of young people

facilitating, motivating and encouraging active participation in civic society of all young people engaged in youth work activities

youth engagement and different levels of youth participation	communicating effectively with young people and other stakeholders
how to design a session	giving and receiving feedback
the challenges faced by young people with fewer opportunities	leading the work of individuals and groups
possibilities for young people with fewer opportunities	setting structured plans and programs for youth group development
youth policies, youth work core values, types and methods	setting up, adjusting and setting down
adult learning theories, principles, styles and practices when planning and implementing youth work activities	guiding participants to become even better at what they are already good at, but also challenge them to try harder and learn new things
elements of monitoring, evaluation and reporting of youth work activities	setting learning aims and objectives specific to the characteristics of the group engaged in learning
basics of human rights and their implications for young people	selecting and preparing the learning space
group work mechanisms and the outcome of different approaches	knowing how to ask reflective and leading questions
different dimensions and elements of active listening and nonverbal communication	being open to adapt different methods and approaches to match the ways participants learn the best
that the process is more important than the result	preparing matrix for monitoring and evaluation of youth work activities
proactive evaluation with the participants and supervisors	finding and organizing suitable resources to support individual learning

non-formal education* and informal learning*	writing reports and creating session plans
quality standards in youth work	throughout the activity
different learning styles	reevaluating and adapting the learning plan to participants abilities
	acknowledging that making mistakes is part of learning
	structuring learning program and plans adequate to assessed needs, learning styles of involved young people and the context in which youth work is implemented
	showing empathy in a way that helps to learn from the experience of others
	supporting cooperation between the group members
	initiating and supporting the self-reflection in the learning processes
	supporting the creation of (lifelong) learning plan
	evaluating learning needs and goals of young people
	as suitable, involving young people in the planning, implementation and evaluation of youth work while taking into account their characteristics, needs, learning styles and rights

BEHAVIORS

Being open to listen and feel what participants want to learn in terms of knowledge and skills

Has the intention to put together a **mood board***

Takes a good look at how participants learn best

Awareness that the process is equally (or even more) important as the result

Stimulates the imagination of the participants to be able to make ideas into reality

Summarizes youth work importance and benefits, principles, values, characteristics, possibilities and limitations

Maximum focus on creativity and sustainability

Being involved with participants

Dedicates to achieve educational objectives using specific methods and ways that stimulate creativity, solving problems & encourage sharing different/unique ideas

Being aware of own competences

Follows, translates the needs of everyone who is part of the activity

Provides safe environment to every participant

Openness to learning/ unexpected learning (for self and others)

Readiness to improve your skills and keep updated with existing methods and appropriate sources

Readiness to trust the capability of young people to direct their learning

Experience the process, planning activities together with the participants. Being involved with the participants

Openness to acknowledge that making mistakes is part of learning

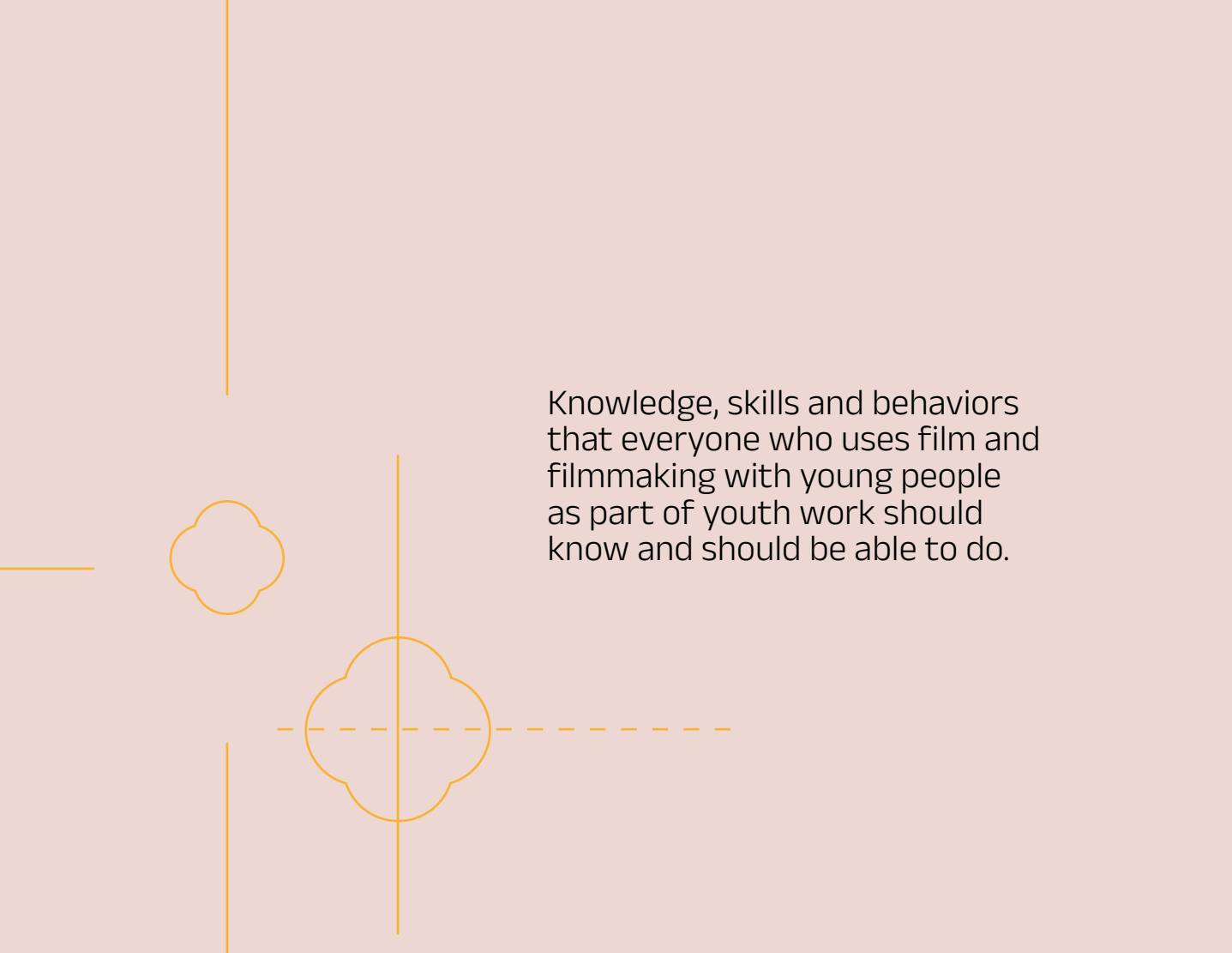
Describes **NFE** and informal learning approaches, methods and techniques used in youth work

Openness to different sources for learning

***Informal learning — refers to learning that differs from a formal classroom environment and involves other forms as self-study, participating in discussions, coaching sessions and games**

***Non-formal education (NFE) — education based on active participation where participants contribute with their experiences and knowledge**

*** Mood board — a type of visual presentation consisting of images, text etc. in a composition**



Knowledge, skills and behaviors
that everyone who uses film and
filmmaking with young people
as part of youth work should
know and should be able to do.

MINIMUM FILMMAKING COMPETENCES

I FILMMAKING BASIC KNOWLEDGE, THEORIES & HISTORY OF CINEMA IN USAGE OF YOUTH WORK PERSPECTIVE

Basic knowledge of film history including the ethics in filmmaking & history. Learning and identifying different types of film genres and movies impact the context nowadays. Basic knowledge about the impact of the filmmaking process in youth work. It requires some essential skills as script writing, costume design etc.

**Open-minded Supporting Innovative Creative
Dedicated Curious Ambitious Confident Receptive
Comprehensive Respectful Patient Ambitious**

KNOWLEDGE / Identifies:

panel of different film categories
(animation, documentary etc)

socio-cultural dilemmas in film
history

one's own creative work as well
as the work of other filmmakers

latest filming technology and soft-
wares applicable in youth work

major differences and similarities be-
tween fiction/ documentary genres

filmmaking techniques

SKILLS / Ability of

analyzing films and use them as
examples or inspiration

leading young people on different
filmmaking phases

talking openly about social issues
in film history

being able to elaborate a critical
reflection on a film

analyzing different cinematographic
movements development

knowing team building skills

that throughout the history of cinema there have been different cinematographic movements according to the technologies available	distinguishing different film genres, their origin, history, characteristics, differences and similarities and their possible application in youth work setting
different production processes (pre production, production and post-production)	being able to put the theory in practice for writing the story and making the film
how and where films can be watched today - with which technologies (cinema, TV, online)	film history and specific theories of film and their relevance to youth work
the time management needed for a film set	interrupting or adapting the film-making process, if necessary
how different filmmaking tools and activities can support different skills	adapting specific skills with concrete phases of the filmmaking process
different youth work related story-telling techniques part of the script writing	developing filmmaking tools and activities that can boost the skills of young people
film to the particular social and historical contexts of their production	delegating tasks and sharing responsibilities, according to the strengths and desires of the participants
ethical questions films and filmmaking can raise and/or have risen in the past	being able to communicate with the participants in order to find out their strengths
that films convey a certain vision or perspective of the filmmaker and his or her background	supporting participants in order to develop stories with depth and relevance
different usages of films in daily life	being interested about the creative process of the participants

film as a medium of artistic expression as well as a medium of communication of youth

film genres from different cultures

cinematographic theories

ethnocentrism

BEHAVIORS

Tries to keep as much genre diversity as possible in teaching (horror, comedy, romance, etc..)

Observes and being conscious about the world around us

Keeps own preferences behind and not imposing others ideas with their own vision

Promotes creativity and “unconventional ideas” in the filmmaking process

Promotes and fosters diversity in filmmaking

Encourages participants to freely choose between the different film genres and categories

II TECHNICAL SKILLS

Learning the technical vocabulary, developing story, roles in film, audiovisual language, strategies of film, strategy of communicating with the team, building a team, based on the strengths of the participants.

Therefore, roles and tasks are divided among several persons, each one in charge of a specific part of the technical realisation. A filmmaker will make selections – of shots, music, story elements, how that story will be constructed, how the story will be represented.

Quick learner Bright Clever Patient
Open-Minded Broad-Minded Creative Curious

KNOWLEDGE / Identifies:

roles and film crew

film equipment

music and sound tools

how to identify the strengths
of a participant and matching a role
accordingly

different ways and techniques
of acting

sound equipment and influence
of the sound on the storytelling

basic video and audio editing
software

SKILLS / Ability of

structuring and writing a screenplay

communicating with a team

using effectively the in film

using various film equipment and
techniques in a cinematic way to tell
a story

using basic camera and lighting
equipment

using basic camera and lighting
equipment

developing pre-production
creating a **storyboard***

leadership and power relationships
in the film set

usage of the scenery

the steps of developing the story;
the plot summary, character's arcs,
the story structure and the
formatting of a screenplay

communication and cooperation
with actors and other associated
filmmakers

importance of lighting techniques,
shade, color and sound in films and
cinematography

different production concepts

the steps of developing the story;
the plot summary, character's arcs,
the story structure and the
formatting of a screenplay

evaluation of films and one's own
emotional and aesthetical
experience of the film

how to come up with an idea, and
how to write it in order to make
a script

using basic camera and lighting
equipment

using sound equipment

writing video production brief

managing budget

creating a **shot list***

writing a story for a short film

managing and working as a team

meaning and relevance of each story

writing scripts

BEHAVIORS

Not affecting the creative process of the participants, by pushing your own ideas

Being aware of the participant's level of creativity and embrace it

Explains different kinds of technical vocabulary to others

Stimulates the imagination of the participants, trying to make their ideas come true

Has respect for all the various roles people have in film projects

Keeps a balance of critical and understanding of other people's perspectives

Notifies and supports young people trying different roles

Gives clear and precise explanations of the basic technical vocabulary

Being critical and realistic with the aim to achieve the goal, while keeping democratic values as a basis of the process

To be open-minded about the difference in level of knowledge of the technical vocabulary for film

Provides a clear and precise explanation of the basic technical vocabulary

Effectively uses new technical solutions to make work easier

Willingness to test new technological solutions and effectively use them to make cooperation easier

Being friendly and supportive towards others

Keeps a constant balance between the creative process and the skills development

Focuses on creativity and sustainability

Tests the skills with the participants, organizing rehearsals

***Shot list — a document that describes what will occur and what attributes will be used in that particular shot, or scene of the film**

***Storyboard — a type of graphic layout that sequences illustrations and images with the purpose of telling a story**



Knowledge, skills and behaviors that everyone who uses film and filmmaking with young people as part of youth work, should know, be able to do and possess.

A COMBINED FRAMEWORK

of minimum youth work
and filmmaking competences

I GROUP INVOLVEMENT & LEARNING PROCESS SUPPORTING

Adapting the soft skills (communication, organization skills and teamwork) for a film process. Building a team, based on the strengths of the participants. Identifying how the audiovisual media affects the young people.

Confident Curious Ambitious
Cooperative Interested Committed Assertive
Positive Honest Reliable Considerate Dedicated
Emotionally stable Tolerant Empathetic Friendly
Enthusiastic Sensitive Accepting Open Unbiased
Cautious Thoughtful Patient Kind Caring
Empowering Encouraging Sincere Flexible
Creative Inclusive Good listener

KNOWLEDGE / Identifies:

factors, challenges, opportunities and trends that (can) impact youth life and development

youth rights

youth engagement and different levels of youth participation

youth engagement and different levels of youth participation

characteristics of different youth work methods

SKILLS / Ability of

filtering information that is relevant to a particular topic, young person or a group of young people

being engaging

communicating effectively with young people and other stakeholders

mapping learning needs of different groups of young people

using verbal, non-verbal communication, active listening and rephrasing

participation and engagement of young people with fewer opportunities	seeing each young person as a whole and plan the activities in an inclusive way
youth policies and elaborates their relationship with youth work practice and life of young people	stimulating others in giving their own opinions and propositions in order to boost their confidence
youth work definition	writing reports
techniques of youth work quality standards in youth work	structuring learning program and plans adequate to assessed needs
the meaning and the key elements of group dynamics	giving and receiving constructive feedback
context in which youth work is implemented	selecting and preparing the learning space
proactive evaluation with the participants and supervisors	preparing matrix for monitoring and evaluating youth work activities
that the process is more important than the result	supporting cooperation between the group members
social issues and trends that impact the young people and their context	seeing the dimensions and stages of group dynamics
social issues and trends that impact the young people and their context	dealing with tension & conflict in order to pacify the group
learning aims and objectives specific to the characteristics of the group engaged in learning experience and the structured plans and programs	guiding the participants to improve themselves, but also challenge them to go out of the comfort zone and learn new things
importance of peer to peer learning	putting together a mood board*

participation and engagement
of young people with fewer
opportunities

youth work importance and benefits,
principles, values, characteristics,
possibilities and limitations

non-formal and informal learning
approaches, methods and
techniques used in youth work

interpersonal communication

group processes and mechanisms

evaluating the learning needs and
goals of young people

facilitating a reflection process after
the exercises

BEHAVIORS

Gives clear instructions to avoid
misunderstanding

Shares and transfers knowledge,
skills, ways of working and
preferences to the group

Focuses on participation and
engagement of young people with
fewer opportunities

Elaborates youth work specificities
and distinguishes it from other
professions

Summarizes developmental
characteristics of young people

Receives and expresses criticism
in an open, respectful and
constructive way

Understands of how cultural
stereotypes may affect and interfere
with intercultural communication

Uses adult learning theories,
principles, styles and practices when
planning and implementing activities

Stimulates the dialogue with young people and gives them the possibility to think out of box, sharing their opinions and feelings

Gives suitable roles for young people, including and considering everyone

Knows how to ask constructive questions, so that it can be determined together what participants want to learn and take with them

Facilitates, motivates and encourages active participation in civic society of all young people engaged in youth work activities

Explains importance, ways and elements of monitoring, evaluation and reporting of youth work activities

Analyzes how participants can learn best

As suitable, involves young people in the planning, implementation and evaluation of youth work while taking into account their characteristics, needs, learning styles and rights

*** Mood board — visual presentation or collection of images, text, and samples of objects in a composition. Mood board theme can be any randomly chosen object or topic**

II INTERCULTURAL COMPETENCE

Integrating interculturality in a film process. Taking the intercultural dimensions into account, motivating and support young people in achieving given objectives.

Sensitive Accepting Open Respectful
Adaptable Considerate Curious Friendly
Open-minded Unbiased Cautious Thoughtful
Patient Kind Empathic Caring Peaceful Empowering
Encouraging Sincere Flexible Motivated Respectful
Good at problem solving Proactive Independent

KNOWLEDGE / Identifies:

meaning of inclusion

culture and elaborates the way it impacts the lives of (young) people

how one's own culture shapes one's identity, values, beliefs and worldview

multiculturalism*, pluriculturalism*, interculturalism*

the meaning, formation and types of identity, values and beliefs

discrimination and ways that such practices can be managed and/ or prevented

SKILLS / Ability of

having critical thinking skills

managing interpersonal relationships (social intelligence)

speaking different languages/ the languages of different youth communities with whom one works

adapting to different and changing circumstances

observing, listening, evaluating, analyzing, interpreting, and relating with less judgment and more openness

managing emotions effectively

ethnocentrism* and **ethnorelativism*** and elaborates its consequences

inclusion and **Do No Harm approach***

cultural differences

stereotypes and prejudices, its formation, components, prevention and management of consequences

communicating and working with young people from different cultures and young people facing different obstacles

BEHAVIORS

Respect and accepts the inclusion of different cultures

Follows news to keep up with world-wide situation

Motivates to learn as much as possible about others' culture, as far as possible without judgment

Shows patience in communicating with people with different communication styles and coming from diverse backgrounds

Respects cultural diversity's customs and traditions

Accepts general principles of diversity, equity and inclusion

Open and willing to look at identity, culture & related aspects from different perspectives

Encourages interculturalism

***Multiculturalism** — the way in which a society deals with cultural diversity

***Pluriculturalism** — a concept that is useful to analyze and characterize a situation of coexistence between different cultures, without entering into differences

***Interculturalism** — appreciating different cultures and their differences and communication without foisting

***Ethnocentrism** — behavior or beliefs that favor one particular culture and judge other cultures against it

***Ethnorelativism** — behavior or beliefs that no one's culture is superior to another. It is based on respect for other cultures that all groups, cultures, or subcultures are equal

***Do No Harm approach** — the understanding of the impact of aid on existing conflict & its interactions within a particular context, with the goal to limit or prevent unintended negative effects. In the case of conflict, it focuses on the effectiveness of peace-building practices

III SAFETY AND SECURITY

Safety and protection (conflict resolution, physical and emotional safety, risk management, environmentally friendly and healthy lifestyle, noticing and preventing risk behaviour)

Cautious Assertive Objective Protective Calm
Patient Sensitive Trustworthy Peaceful Loyal

KNOWLEDGE / Identifies:	SKILLS / Ability of
potential risks in youth work activities	using safely available and adequate equipment
basic online and social media safety risks* and security practices	evaluating information and information sources
importance of questioning one's own action and awareness of behaving responsibly	preparing safely the place/space where youth work is being implemented
media content, and explains media literacy	using delicate information in responsible ways
basic skills of conflict management	providing first aid
group processes, mechanisms & principles (including power relations)	estimating risks of the activity and ways to mitigating them
principles and possibilities of environmentally friendly and healthy lifestyles	using media responsively while respecting other people's rights and integrity
methods of hate speech's prevention	verifying and protecting data

first aid practices

relevant policy & legislation on specific topics

safety procedures in the venue

crisis mechanisms and how to lead them

verifying and protecting data

detecting and preventing exclusion risks and discrimination

managing conflicts effectively

leading individual or group discussion over ethical questions

connecting the young person to other professionals from the supporting professionals who can respond to their needs and problems

anticipating and handling conflicts

using hygienic-technical protection measures and products during work, according to the legal regulations

setting individual and collective situations to favour co living : respect, sharing, exchanges and participation to the life of the group

communicating with relevant stakeholders competent for addressing different risks

managing risks (identifies potential risks, measures frequency and severity, examines potential solutions, decides on a solution, monitors results)

***Safety risks — actions such as cyber-bullying, sexting, photo sharing and permission, online extortion, online exploitation, plagiarism and copyright, virus protection etc.**

BEHAVIORS

Listens very well and feels what participants say or show

Shows true interest towards the needs of the youth group

Shows active listening, understanding behavior

Generates and nurtures motivation of young people

Encourages interculturalism, respects and accepts of differences, social inclusion

Promotes and inspires healthy and environmentally friendly lifestyles by concrete examples and practices

Being aware of one's own stereotypes and not letting them affect their work with young people

Offers the young people the possibility to reflect, share emotions and feelings by creating safe and supportive atmosphere

Understands, explains, describes and complies with relevant safety policy, legislations and procedures in places where youth work is being implemented

Encourages young people to act in non-violent ways

Adapts one's action to the physical and psychic abilities of the audiences

Respects ethical boundaries when working with young people

Encourages safe and responsible behavior of the young people

Takes into account the impact of group relations on the development of young people

Displays genuine interest in the group's needs and in the young people's safety well-being

Openness using different ways & methods to encourage problem solving and creative thinking

Being ready to face unexpectedness and external factors that can influence the activity/learning process

Being open to ask for help and acknowledge one's personal boundaries

Communicates about the material aspects, sharing values of care and respect the material, for example rented cameras

Organizations involved

Concordia

www.concordia.fr

France

CONCORDIA

Concordia is a French national non-governmental and non-profit making organization, founded in 1950 by English, German and French youngsters. Their aim was to enhance the values of tolerance and peace after the 2d world war by organizing international workcamps of young volunteers. Today Concordia still strongly promotes volunteering in France and in other countries.

All our projects have the following objectives:

- Contribute to the social life of communities through bringing together volunteers from different countries/regions and backgrounds
- Facilitate European and international mobility and exchange of ideas, in an atmosphere of mutual understanding and peace. There is a strong emphasis on active citizenship, participation and solidarity.
- Promote an educational project that gives people the will to be active citizens (at the local, national or international scale) for a more democratic and collaborative society.

We have different types of actions, short or long term : trainings, international volunteer workcamps, Civic Service volunteering, European Solidarity Corps, Youth exchanges, etc. Concordia is a member of the Alliance of European voluntary service organizations, of the Coordinating committee for International Voluntary Service (CCIVS – UNESCO), of the National Committee of Youth and Popular Education, and of Cotravaux (Co-ordination of French Voluntary Work organisations). Concordia has the approval of the French Ministry of Youth and Sports.

Concordia has its headquarters in Paris and eleven regional delegations, including the Rhône-Alpes delegation, located in Lyon, which organizes projects in all Rhône-Alpes territory :

- rganisation of international volunteers workcamps during the summertime.
- sending, hosting and coordinating for ESC projects
- working within the framework of the French Civic Service program
- organization of Erasmus+ KA1 and KA2 projects

mu-zee-um

www.mu-zee-um.be

Belgium



mu-zee-um is an arts education organisation promoting and stimulating the exchange between art(ist)s and the public. mu-zee-um realises this by organizing and creating educational projects and sessions on a local, regional, national and international level. For mu-zee-um, art is the best means by which to prompt people of all ages to action, creativity and reflection.

The staff of the organisation includes 2,8 fulltime workers. Additionally, there are several volunteers who work at a variety of levels in the association.

We are a crossroads for regional artistic-educational activities together with cultural actors from Ostend, the province of West-Flanders, the Flemish community and Belgium. We bring together artists, gallery holders, cultural and educational workers and teachers, allowing them to learn from each other. We are a meeting-place for volunteers, concerning art-related education and schooling. We encourage children, youngsters and adults to look and listen creatively to the vast world of arts and culture. We reflect and create both individually as well as in groups. We organize educational workshops and projects for people wanting to set up activities for children, youngsters and adults. We organize training for guides and assistants aiming at a high level of public negotiation.

We develop art-educational projects in fields such as music, image, media, movement, word, literature and theatre for a variety of schools, profit and non-profit organizations and individuals. Through the means of creative projects we want to give a central role to the artist. In this respect, mu-zee-um plays an intermediary role between artists and the public. We set up new and innovative projects with and by youngsters. We school ourselves in the developments and innovations of art education and the role and functioning of centers for art education.

We draw from a large and diverse audience when we set up artistic projects. Our activities aim to bring together different generations and groups of the population. We organize activities that are open for both underprivileged and other interested people. We develop and share our knowledge of working with youngsters on a national level. We function as a sending- and/or host organization for (inter)national art educational projects.

Seiklejate Vennaskond

www.seiklejad.org

Estonia



Seiklejate Vennaskond is a youth and civil society organization, which connects active adventurous people together. We work mainly with young people, but also with youth workers, trainers, teachers and organizations active in the non-formal education field and lifelong learning. Our members have participated and organized different youth exchanges, seminars and training courses concerning equality, fight against racism & xenophobia, human rights, mobility and migration, environment protection, healthy lifestyle, no hate speech movement, refugees and other issues. Our volunteers gather every month to take up new ideas and think how to put them into practice. We sincerely believe that young people today can make a difference and we all work for this purpose.

First activities of the organization date back to the year 2003 when a group of active young people got together to organize a youth exchange. After that there have been many local-regional activities concerning integration, adventure tourism and different interest specific

activities. Since 2010 Seiklejate Vennaskond has become from a non-formal youth group to a registered non-profit organization. Throughout the years we have organized and coordinated different types of projects: youth exchanges, training courses, partnership building activities, seminars, European Voluntary Service, strategic partnership and capacity building projects. Currently we are focusing also on European Solidarity Corps widened possibilities on a local level.

Seiklejate Vennaskond has experience in cooperation with programme countries, neighboring regions and partner countries (we have experience in Europe, Asia, Africa and Latin America). Seiklejate Vennaskond works both with young people and youth workers. We have members all over Estonia, and we especially focus on small towns and rural areas. Many of our members are youth with fewer opportunities, so we have long term experience involving youth from less privileged backgrounds in our activities in Estonia and abroad.

Youth Association creACTIVE

www.kreaktiv.mk

North Macedonia



The mission of the Youth Association creACTIVE is to support the creativity and active citizenship of young people by organizing activities in the areas of culture, non-formal education and leisure time activities of young people, as well as through working on raising awareness of youth work and promoting volunteer work in North Macedonia.

In 2009, creACTIVE established the first open youth center in Kavadarci—one of just a few in the country to this day—which offers youth work services. In 2021, in partnership with another local organization, creACTIVE signed an agreement with the municipality of Kavadarci to operate the first public youth center in the country. The center supports the personal and

social development of young people through various non-formal educational, artistic and structured leisure time activities, with the aim of helping them overcome social obstacles that prevent them from actively participating in society.

Since 2017, creACTIVE has employed film-making and the Kino Kabaret approach to address social issues in their everyday working lives, as well as in non-formal education activities such as camps. The organization has also hosted international training courses for youth workers on how to use film-making in youth work.

creACTIVE is one of the founders of the Union for Youth Work and is actively involved in processes for the recognition, standardization, and professionalization of youth work in North Macedonia. Over the past two years it has implemented a long-term project to establish the first vocational standard for youth work and to pilot the first youth work training in North Macedonia. Key creACTIVE staff were directly involved in preparing the first-ever Standards for Quality of Youth Work in North Macedonia, and the National Portfolio for Youth Workers.

At the international level, creACTIVE implements youth exchanges, training courses and other activities (mainly in the framework of the Erasmus+ Program) aimed at supporting young people and youth workers. It sends and hosts volunteers through the European Solidarity Corps, and has wide experience in supporting volunteers with restricted opportunities. The youth Association creACTIVE is a founding member of the National Youth Council of Macedonia and the National Union for Youth Work.



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2023