

Youthpass



Youthpass Unfolded

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

Download this publication for free at
www.SALTO-YOUTH.net/YouthpassUnfolded/

salto|youth



JUGEND für Europa
Deutsche Agentur
für das EU-Programm
JUGEND IN AKTION



Youth
in Action
Programme





Youthpass Unfolded

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

This document does not necessarily reflect the official views of the European Commission, the SALTO Resource Centres, JUGEND für Europa, or the organisations cooperating with them.

Salto -Youth stands for...

...'Support and Advanced Learning and Training Opportunities within the 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 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.

Table of Contents

Introduction - Practical approaches to Youthpass	6	Part II - Youthpass tools and methods	52
This handbook is about...	8	1. Factory of learning	56
The Youthpass process	9	2. Youthpass octa-competences	58
Methods and tools	10	3. What is Youthpass?	60
Part I – The Youthpass process	11	4. Shaun the Sheep - Off the Baa!	64
Backstage preparation for the Youthpass process	12	5. Youthpass islands	66
Know yourself as a learner	14	6. Captain's log	72
Know yourself as a facilitator of learning	14	7. Learning interview	76
Know your target group	15	8. The sea of learning	82
Know your concepts and tools	16	9. Learning journal	84
Igniting a passion for learning	17	10. Learning to juggle	88
How to go about it	18	11. My symbol, my learning	90
Awareness of the young person's learning	20	12. What have you learnt today?	92
Directing and planning learning	23	13. Collage your learning	94
Support people and developmental networks	25	14. Fotoromanzo	96
Reflecting on learning	27	15. Frankenstein reflection on learning	100
Identifying and documenting learning outcomes	31	16. Extreme challenge interview	102
Describing learning outcomes for the Youthpass certificate	35	17. Mandala of learners	106
The role of the facilitator	41	18. Appreciative Inquiry into passion for learning	112
Towards an inclusion-proof Youthpass process	46	19. Where do you stand on learning?	116
Where there's a will, there's a way	47	20. Self-perception of your self-directed learning	118
Inclusion-related challenges	48	References	120
Inclusion-related benefits	48	Notes about the contributors	122
Facilitating inclusion	49		
Methods and extra measures	50		
Scaffolding strategies	50		
Tools for special needs	51		



Introduction - Practical approaches to Youthpass

Youthpass is the strategy for recognising and validating non-formal learning within Youth in Action 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 in Action 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 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 in Action programme: mentors, youth workers/leaders, coaches and trainers.

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

- What and how do young people learn in the YiA programme?
- 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?

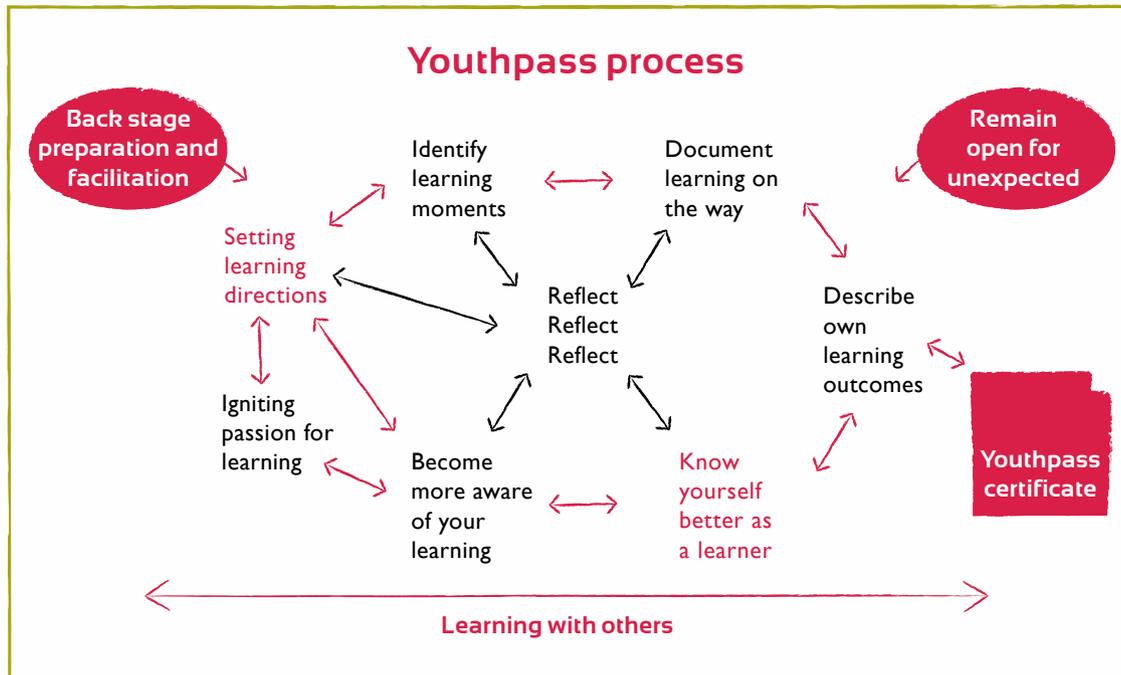
It is time to take stock of all this thinking and discussing and all the questions that have been raised, and maybe even come up with some answers.

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 in the Youth in Action programme; 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 in the Youth in Action programme. 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 project in the Youth in Action programme as the starting point, from the preparation, right up to the final moment of handing out the Youthpass certificates to the young people.

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 the different actions of the Youth in Action programme (youth exchanges, voluntary service, 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.

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...

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.

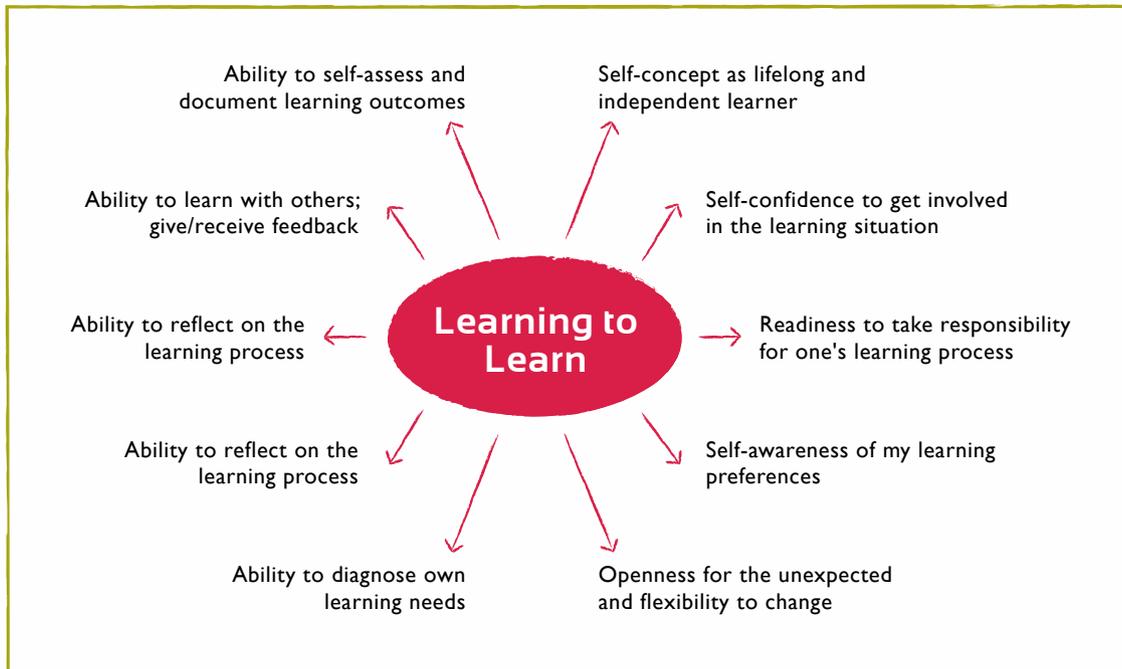
The Youthpass process is not just about a couple of steps that lead to a Youthpass certificate. It is much more than that! It is a valuable personal and educational experience. It empowers young people to become lifelong learners - self-confident and passionate about their own development beyond the 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 the Youth in Action programme - 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!

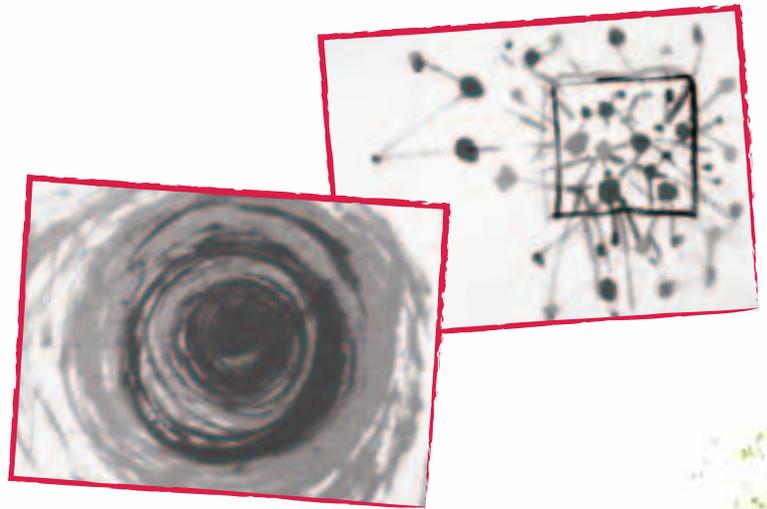
In order to challenge these negative assumptions, at the beginning of the Youthpass process you may consider putting learning on the agenda in a sensitive, dynamic and meaningful way. The aim of the game is to empower your participants/volunteers and to spark their passion for learning and development, 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?

Part I The Youthpass process

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



Youth in Action 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 end of a Youth in Action project is near 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 actions of the Youth in Action programme. 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 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 in Action 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 Youth in Action programme, 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 in Action activity 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:

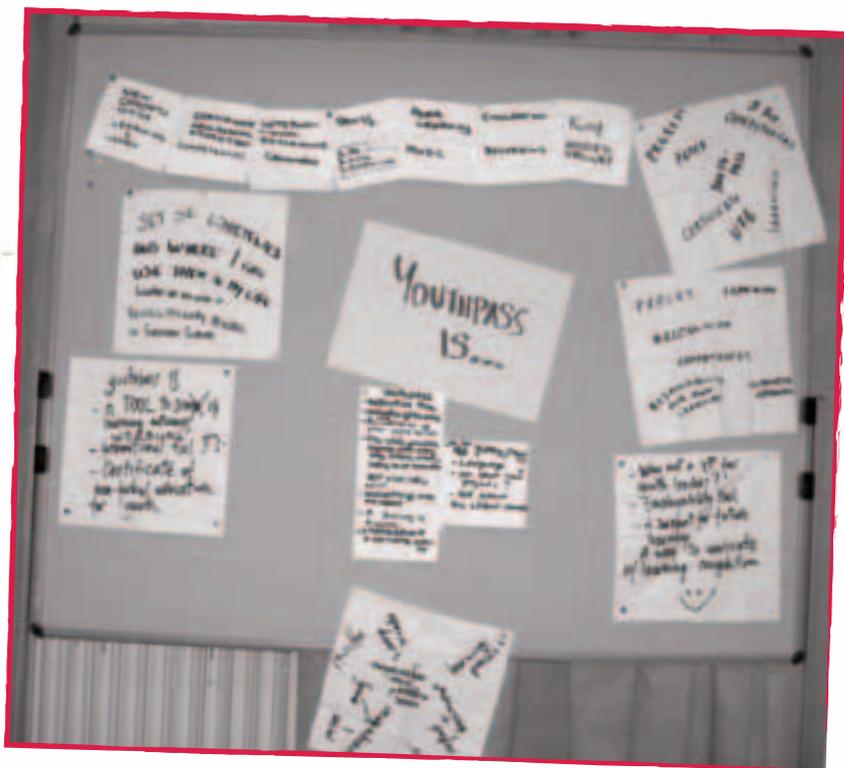
- I feel more comfortable now ...
- I found out ...
- I learnt ...
- I feel confident ...
- I made progress ...
- I am able to ...
- I now know how ...
- I developed ...
- I have a clear view now ...
- I want to explore further ...

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"

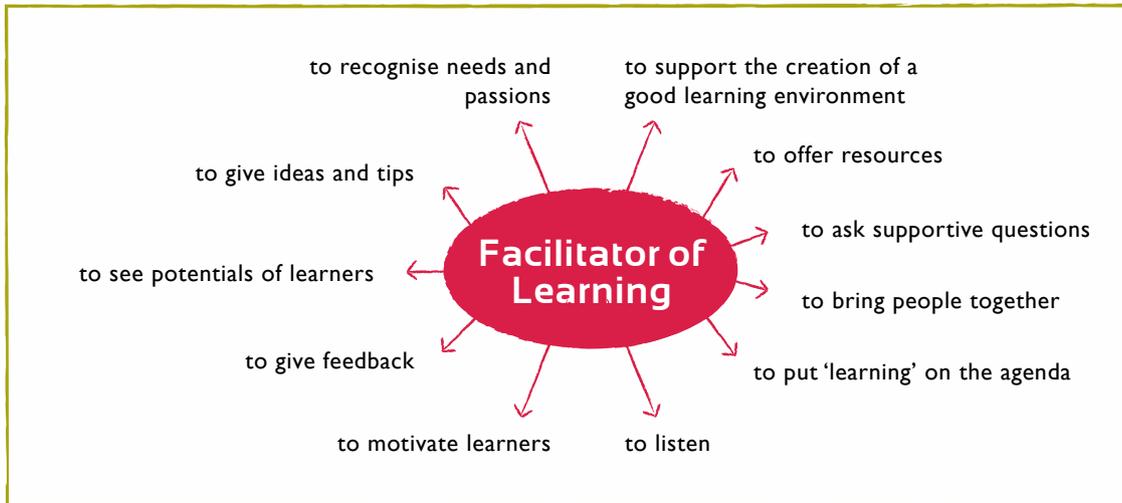
Many of us have been through education systems where our natural need to learn was not recognised. We were supposed to learn things that other people thought were important for us. Others decided what the best way to learn was and whether we had been successful in our learning or not. The responsibility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

References

Further reading

Youthpass

- Youthpass website. www.youthpass.eu
- 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://youth-partnership-eu.coe.int/>

More on learning

- Coyote magazine #11. Non-formal learning and education. <http://youth-partnership-eu.coe.int/>
- Infed: The encyclopaedia of informal education. www.infed.org
- Taylor, M., Kloosterman, P. (2010). The Learning2Learn Handbook for facilitators. www.learning2learn.eu

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/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf
- 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://youth-partnership-eu.coe.int/>
- Council of Europe. European portfolio for youth workers and youth leaders. www.coe.int/youth/
- Council of Europe. Mini-Compendium on non-formal education. <http://www.coe.int/youth/>
- Unlocking Doors to Recognition. Handbook for setting up strategies for the better recognition of youth work and non-formal education in different contexts. www.youthpass.eu/en/youthpass/downloads/

References used in the book

- Appreciative Inquiry. <http://appreciativeinquiry.case.edu>
- Boyatzis, McKey, Johnston (2008). On becoming a resonant leader. Harvard Business Press, p. 153-158
- Cooperider, W. (2005). Appreciative Inquiry - A positive revolution in change. Berrett-Koehler Publishers, Inc.
- The encyclopaedia of informal education. www.infed.org
- Experiential learning. <http://learningfromexperience.com>
- Honey, P., Mumford, A., (2006). The learning styles questionnaire 80-items version. Peter Honey Publications Ltd.
- Honey, P. (2007). Continuing personal development. Peter Honey Publications Ltd.
- Honey, P (2009). How to become a more effective learner. Peter Honey Publications Ltd.
- Kolb, D. A. (1984). Experiential Learning, Englewood Cliffs, NJ.: Prentice Hall.
- Kolb, D (2005). Learning Style Inventory (LSI) (Version 3). The HayGroup
- Robinson, K. (2009). The Element: How finding your passions changes everything. New York: Penguin Group.
- Scaffolding Theory. http://en.wikipedia.org/wiki/Scaffolding_Theory
- Smith, M. K. (2001). David A. Kolb on experiential learning. The encyclopaedia of informal education. Retrieved [25.03.2011] from <http://www.infed.org/b-explrn.htm>
- UNIQUE Network (2010). Learning to learn – a method in action. Research synthesis report. www.learning2learn.eu/

Notes about the contributors



Darko Markovic is from Belgrade, Serbia: Trainer, coach, psychologist and psychodrama therapist, one of the founders of Grupa "Hajde da..." www.hajdeda.org.rs and

owner of 'Inn.Side – people and training'. His mission is to assist people to reconnect with their passions, articulate their visions and develop essential competencies needed for a more effective and fulfilling organisational and personal life. His main areas of interest are learning and development, intercultural competence, emotional intelligence, European Voluntary Service and better recognition of non-formal education, both at national and European level.

<http://trainers.salto-youth.net/DarkoMarkovic/>

E-mail: darko@innside.co.rs



Juan Ratto-Nielsen is currently working as a freelance trainer with the Youth in Action Programme and coordinating training activities with INTER-

ACCION (Murcia, Spain), for EVS, youth mobility, and youth initiatives for the inclusion of young people with fewer opportunities. He has been involved in a variety of national and international youth activities as a mentor, trainer and project coordinator, focusing on EVS, recognition of non-formal learning, and youth employability. As a trainer specialising in methods and tools to facilitate the learning process, he has worked on the 'tools' part of this publication and written the 'inclusion-proof' section.

<http://trainers.salto-youth.net/JuanRattoNielsen/>

E-mail: rattonielsen@gmail.com



Paul Kloosterman is a Dutch freelance trainer and writer based in Melito di Porto Salvo in Italy. He works for a wide range of projects throughout Europe.

Major areas of work include learning to learn and training of trainers, amongst others. He was involved in the development of Youthpass as a member of the Youthpass Advisory Group, as one of the trainers of the Youthpass trainers' group and as a co-author of the Youthpass Guide.

Email: paul@pameambro.org

Acknowledgments

A big thank you goes out to all the people around Europe who contributed their ideas to the compilation of this handbook.

A special word of thanks also to the team and participants of the 'Youthpass tools and methods' seminar that took place in Berlin, 22-28 November 2010: Tatiana Zaitseva, Alexander Kumanov, Pétur Björgvin

Thorsteinsson, Juan Ratto-Nielsen, Deirdre Quinlan, Diona Los, Tony Geudens, Anca David, Endre Kiss, Santa Grinberga, Onni Sarvela, Ann Daniels, Vanda Kovács, Tomas Kurapkaitis, Alberto Imprescia, Lucia Pergreffi, Annette Mütter, Ingrid Müller.

Editorial information

Published in 2012 by the SALTO Training and Cooperation and the SALTO Inclusion Resource Centres and JUGEND für Europa, German National Agency for Youth in Action. SALTO stands for Support, Advanced Learning and Training Opportunities within the Youth in Action Programme.

SALTO Training and Cooperation (<http://www.salto-youth.net/TrainingAndCooperation>) and JUGEND für Europa, the German National Agency for the Youth in Action Programme (<http://www.jugendfuereuropa.de/>), Godesberger Allee 142-148, D-53175 Bonn. E-mail: youthpass@salto-youth.net.

SALTO Inclusion (<http://www.salto-youth.net/inclusion/>), located at the Belgian Flemish National Agency for the Youth in Action Programme, JJINT vzw, Gretrystraat 26, B-1000 Brussels.

E-mail: inclusion@salto-youth.net.

Writing:

Paul Kloostermann, Darko Markovic, Juan Ratto-Nielsen.

Coordination and editing:

Tony Geudens, Rita Bergstein and Kristiina Pernits

Layout:

Kreativraum, www.kreativraum.de

Cartoons:

Zomarr

Proofreading:

Yasmine Estaphanos, London

Reproduction and use for non-commercial purposes is permitted provided the source is mentioned and youthpass@salto-youth.net and inclusion@salto-youth.net are notified.

This document does not necessarily reflect the official views of the European Commission, the SALTO Resource Centres, JUGEND für Europa, or the organisations cooperating with them.

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 in Youth in Action projects: 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 the Youth in Action programme? 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 Youth in Action.

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

This publication is funded by:

