Annex 1

The full Bridges report

Good practice in

Recognition of Youth Work

Leuven, 19-23 January 2005

Good Practices in Recognition of Youth Work

Annex to the Bridges for Recognition Report
www.SALTO-YOUTH.net/BridgesForRecognition/

Good practices as presented at Bridges for Recognition,
a conference to promote the recognition of youth work across Europe
Leuven, 19-23 January 2005

☞ The SALTO Youth Pass – SALTO-YOUTH
www.SALTO-YOUTH.net/youthpass/

☞ The Euromed Training Pass – SALTO-YOUTH
www.SALTO-YOUTH.net/euromed/

☞ The Youth Worker Portfolio – Council of Europe
www.coe.int/youth/

☞ Europass as a Tool for Transparency – European Commission
http://europass.cedefop.eu.int

☞ The European CV – Cedefop
http://cedefop.eu.int

☞ NEFIKS - Slovenia & Recreational Study Booklet – Finland
www.nefiks.net & www.nuortenakatemia.fi

☞ Cultural/International Competency Record – Germany
www.kompetenznachweiskultur.de & www.ijab.de

☞ IN.T.R.A Electronic Portfolio – Italy
www.solcosrl.it

☞ Youth Achievement Awards – UK
www.ukyouth.org

☞ Personal Record of Achievement (Exchanges & Youth Initiatives) – UK
www.connectyouthinternational.com

☞ The Right to the Validation of Non-Formal Learning – France
www.travail.gouv.fr/dossiers/vae/index.html/

☞ ATTE and Recognition – Partnership for European Youth Worker Training
www.training-youth.net

☞ Youth Worker Traineeships in Scouting Gelderland – Netherlands
www.scoutinggelderland.nl

☞ Teacher Training and NGOs – Serbia
www.hajdeda.org.yu

☞ Recognition of Youth Work on Violence Prevention – Council of Europe
www.coe.int/youth/

☞ Human Rights Education in Youth Work – Council of Europe
www.coe.int/hre/

The SALTO Youth Pass – SALTO-YOUTH

www.SALTO-YOUTH.net/youthpass/	
Speaker: Udo Teichmann	**Facilitator: Udo Teichmann**
Reporter: Peter Barendse	
Number of participants: 31	

☞ **a PowerPoint presentation from this workshop is available at**
   www.SALTO-YOUTH.net/BridgesForRecognition/

Content

The SALTO-YOUTH resource centre in Germany will from now on focus on **Validation and Recognition within the YOUTH programme.** The main aim is to develop and implement recognition instruments for the different actions of the European YOUTH programme. SALTO-Germany has made a start in the development of a validation and recognition strategy and wishes to discuss and exchange some ideas with the participants of the workshop:

- Recognition and validation of activities in the YOUTH programme should contribute to:
    1) the **employability** of young people and youth workers
    2) the reflection on the **personal** non-formal learning process
    3) the **social** recognition of youth work
- All participants of a YOUTH programme activity will receive a **certificate.** However, it is to be decided whether there will be one certificate for the whole programme, or a separate one for each action
- The idea is to add a **self assessment** instrument for participants of long term activities (i.e. European Voluntary Service)
- It is important that **connections** are made between SALTO's YOUTH-pass and other recognition and validation initiatives
- Udo Teichmann pointed out the link with political developments concerning this topic including the four **"common European principles in validation and recognition of non-formal learning"** that should be met (Individual entitlement, obligations of stakeholders, confidence & trust, credibility and legitimacy).

- A plan for **implementation** (in 5 elements and 10 steps) was presented, including a time planning and the role of SALTO-Germany. To mention two here:
  1) An advisory group will be set up
  2) The implementation goes in phases; i.e. not all actions will start with certification at the same time

Key points raised by participants

- The general question "Why all this?" was raised and discussed.
- What will be certified? Participation or the learning outcomes?
- Some participants expressed their fear for exclusion of certain groups by focussing too much on recognition and validation. Different actions attract their own target group – if certificates are different per action you make a distinction between people. Also: would everybody get a certificate, or would it also be possible not to get a certificate. (Depending on "achievements"). Will the certificate/ assessment instrument be obligatory or voluntary part of the project
- Practical issues: who will issue the certificates? What will be the role and the extra workload for NA's? General comment: it would be good if the certificate is issued by someone as close to the youngster as possible.
- Some participants mentioned their fear of formalisation of the YOUTH programme – losing its' specific character.
- It is a strength of the YOUTH programme that it directly reaches young people. The YOUTH PASS should be an instrument for young people
- Some participants asked for action. It is important to create experiences and develop them further. Reflect and build on them.
- Tip: let young people be part of the Advisory group
- Also short term activities should have the possibility for a self assessment instrument (because they are often not short – the whole process takes longer than the activity itself)
- A discussion took place concerning the planning and time span of the implementation of the strategy.

Conclusions, recommendations

- It is clear to most of the participants that recognition and validation of the YOUTH programme is important. They understand where it comes from and that it is in a way unavoidable to start working with this
- Some people have doubts/questions, mainly concerning the "threat of being formalised" and the fear that certain groups might be excluded
- The practical implementation of a YOUTH-pass will be worked out and discussed with stakeholders

The EuroMed Training Pass – SALTO-YOUTH

www.SALTO-YOUTH.net/euromed/

Speaker: Bernard Abrignani	**Facilitator: Bernard Abrignani**
Reporter: Zilvinas Gailius	
Number of participants: 21	

☞ **More information about the Euromed Training Pass is available at**
www.SALTO-YOUTH.net/em-tpass/

Content

Around the end of 2004, the SALTO-YOUTH EuroMed Resource Centre Launched the **EuroMed Training Pass** to be delivered to all people participating in the SALTO-EuroMed training courses. Its main goal is to recognize and state the achievements (both as participant and trainer) from all previous EuroMed training courses. The EuroMed Training Pass provides a description of the **skills and experiences** acquired by the holder during all training courses organised within the framework of the Euro-Mediterranean co-operation.

In an initial stage the course organisers gave out certificates to show that people had participated in their training. But it was felt that a certificate was not enough to show what they actually did in the EuroMed training courses. Since there was a big need to develop trainers from Meda countries to be working alongside trainers from EU countries, a **training curriculum** was set up for EuroMed participants. Courses were organised for beginners, for using Action 5 in all levels (local, national, international) and the course for EuroMed multipliers. Some people evolved through the beginners' level and moved on now to participate in TATEM – Training for Active Trainers in EuroMed.

The Euromed Training Pass is a document which you can use both as a trainee, and as trainer. It is produced in 2 languages – French and English. So far it has been delivered to around 400 people. The Euromed Training Pass has a great **impact** on participants and stimulates participants to become more active in EuroMed training.

How are **competences** of each participant assessed? For a training organiser it is a big difficulty. We need more time to assess each participant. Is it our role? Are we competent enough to do it? In different countries there are different needs. That's why is difficult to have one tool for all

Europe. One of main difficulties is to use things which are 'normal' for us, but completely new for other countries. We 'play' with sensitive things. We are 'pushing some bottoms' forcing people to share.

Are we allowed to say people 'you are not a good youth leader'? The biggest challenge for participants is to **assess themselves.** And we have to say: 'take care, this is not a game!' Some things are not possible to put in the Euromed Training Pass as the topic is too sensitive.

Key points raised by participants

Do differences between participants create differentiation? (Like at school giving marks). There should be a freedom for participants to choose what they want to gain?

The Euromed Training Pass is a great tool for self-assessment and self recognition. Is it more a tool for people to reflect or for other people to see/show? At the end of the training is difficult to see the outcomes. It takes some time after the training.

Is it acceptable for political systems in Meda countries to have young people educated like that, bringing European values? Does it have real practical use? It would be enough that a person is able to write for this moment what she/he has achieved. Suggestion: to harmonise what participants have achieved and the description of the course.

How can the Euromed Training Pass be linked to the Europass? How can we bring experience from SALTO Germany and EuroMed Programme together?

Conclusions, recommendations, decisions

Euromed Training Pass has been running for only one year. It has to be discussed and evaluated for further development.
Our job is to help people to discover themselves!

The Youth Worker Portfolio – Council of Europe

www.coe.int/youth/

Speaker: Mark Taylor	**Facilitator: Mark Taylor**
Reporter: Suzy Bleys	
Number of participants: 45	

Content

The speaker started with an introduction. Everyone was asked to think about their own youth work involvement and to think about which competences they have. All the participants were asked to walk around and tell to the others his of her competence.
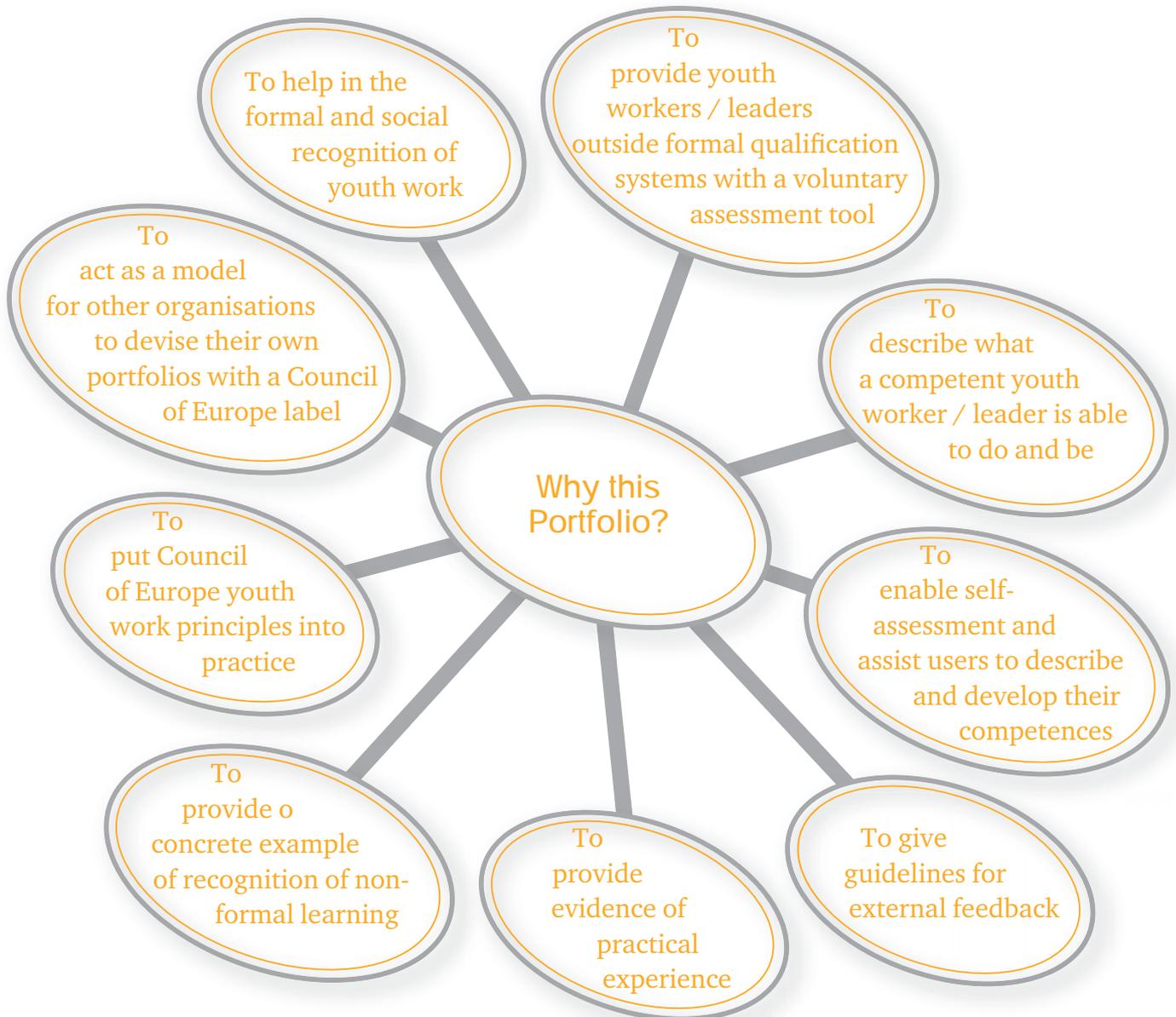
The **portfolio** is an initiative of the Council of Europe's Steering Committee on Youth (CDEJ), taking as its starting point the Recommendation of the Committee of Ministers Rec(2003) 8 on the **promotion and recognition of non-formal education/learning of young people.** They had the idea to make an instrument that youth workers and youth leaders outside formal qualification structures can use to show, develop and know their competences. A group of specialists was formed, including representatives of national youth structures, the European Youth Forum, the Advisory Council and the European Commission. Mark Taylor was asked to produce a **framework of competences** for the portfolio and started his research. He found many initiatives around Europe and beyond in which to find inspiration and confusion.

Why a portfolio for the youth worker?

Looking at developments across Europe, there is a need from youth workers and youth leaders in non-formal education settings to have an instrument which will help them in **assessing their competences** and **describing** them to others.

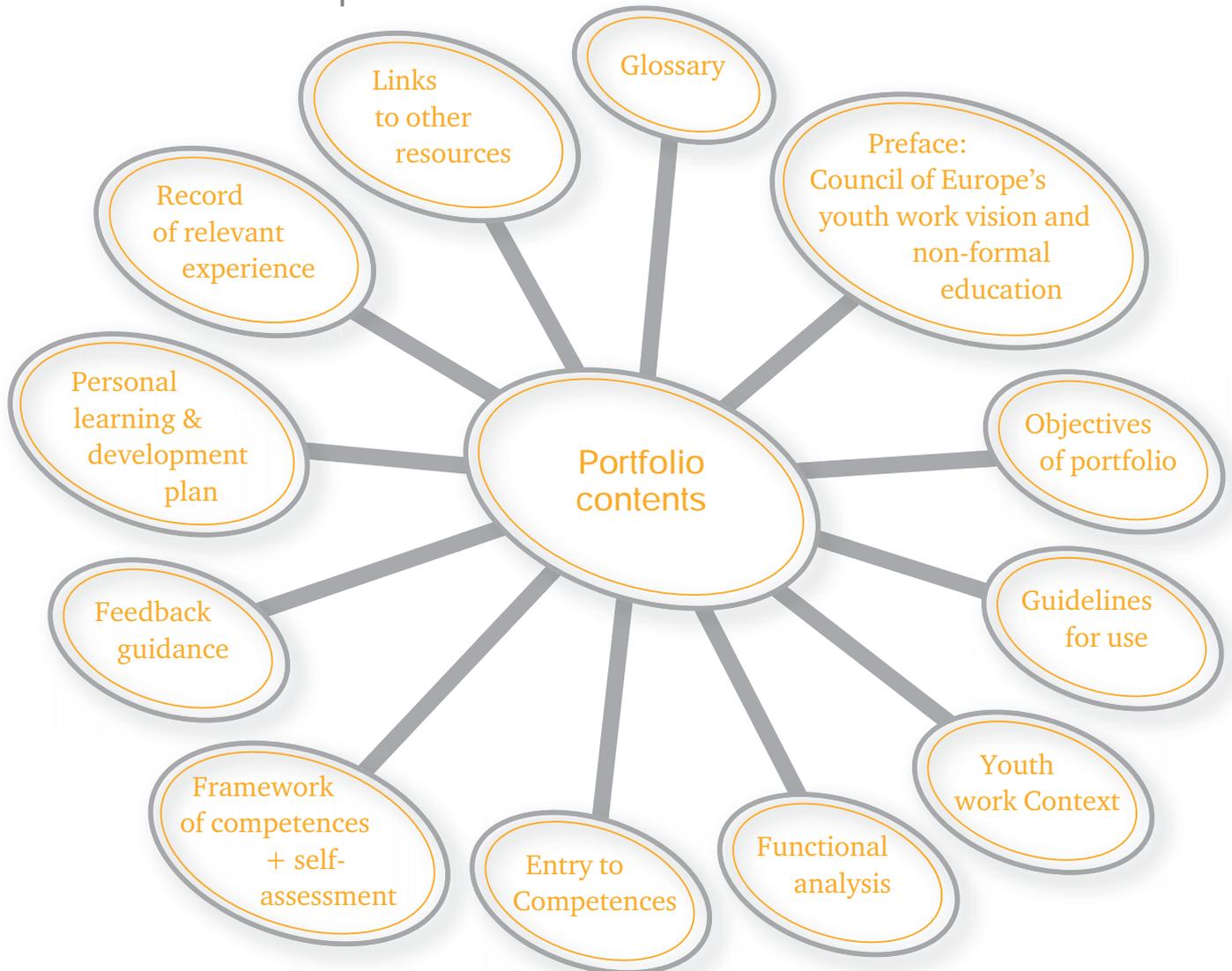Looking more specifically at the **aims** of the Portfolio, we saw:

To help in the formal and social recognition of youth work

To provide youth workers / leaders outside formal qualification systems with a voluntary assessment tool

To act as a model for other organisations to devise their own portfolios with a Council of Europe label

To describe what a competent youth worker / leader is able to do and be

Why this Portfolio?

To put Council of Europe youth work principles into practice

To enable self-assessment and assist users to describe and develop their competences

To provide o concrete example of recognition of non-formal learning

To provide evidence of practical experience

To give guidelines for external feedback

There are also a lot of challenges involved in its construction:

- it needs to be **appealing** and motivating
- it needs **different points of entry,** so a maximum number of people can be encouraged to use it
- it needs to be **general** enough to cover as many people as possible across Europe and specific enough so that people can find themselves and their experiences in it

As something produced at European level, it needs to have an **added value.** Part of this will lie in the hope that it provides a model for different organisations to adapt to their own realities. It needs to be useful.

The contents of the portfolio:

```
                                    Glossary
        Links
        to other                                    Preface:
        resources                                Council of Europe's
Record                                           youth work vision and
of relevant                                         non-formal
experience                                           education

Personal
learning &                                              Objectives
development              Portfolio                      of portfolio
plan                     contents

Feedback                                                Guidelines
guidance                                                for use

        Framework                                     Youth
        of competences          Functional        work Context
        + self-        Entry to    analysis
        assessment   Competences
```

The group of specialists decided to work with the suggestion of a **functional analysis** of the youth worker and youth leader, a way to look at "the DNA" of the youth worker. Each function should be carried out within international contexts.

The **functions** are

• to empower young people
• to develop relevant learning opportunities
• to accompany young people in their intercultural learning process
• to use evaluative practice to assess and implement appropriate changes
• to contribute to organisational and youth policy development

The last function has been added in the recent meeting of the group of specialists and particularly needs to be worked on. Mark would be very interested in feedback from interested people and organisations.

Each function has a **competence table.** There are also blank lines. In the blank lines you can add other identified competences. Each function has a competences table with a description of a competence and an aid to reflection and different categories for valorisation.

The portfolio is a **work in progress:** The next meeting is in June 2005. The latest changes will published on the virtual platform. On this virtual platform everybody can give feedback. The implementation of the Test Version of the Portfolio in four languages across Europe is planned for 2006 and the hope is that the finalised version can be included in the Europass instrument in 2007.

- This is primarily for youth leaders and youth workers who are OUTSIDE formal qualification systems
- The portfolio contains a personal learning and development plan
- The competence table help young people and youth workers with self assessment and recognition of their own competences and relevant experiences
- It is a tool to help people to think about themselves in a different way

Key points raised by participants

- For young people it is too abstract, …
- Maybe it will kill non formal learning.
- It will be a good tool for the professionals
- This portfolio is not for everybody
- It is only later that you know that you have learned a lot.
- It is an interesting tool to include in the training process
- There must be differentiation between youth worker and youth leader. If this tool goes to youth leaders it isn't good, if it go to youth workers it is ok
- The youth worker needs the fundamental skills of a counsellor for example but he doesn't have to do a full session.
- A Portfolio is a tool to help to express your skills and to fill in the cv
- The Functional Analysis is very useful starting point for discussion across Europe
- Need to be upfront about the values base of youth work in the portfolio
- Trust is a very important element to be built in to the operation of the portfolio, including how to exploit feedback in the best way

Conclusions, recommendations, decisions

The reception to the idea and concept of the portfolio was overwhelmingly positive – more goodwill than expected and concrete suggestions for the future. We'll see how it develops over the next months!

Europass as a Tool for Transparency – European Commission

| *http://europass.cedefop.eu.int*	
Speaker: Carlo Scatoli	**Facilitator: Christin Voigt**
Reporter: Dorianne Coleiro	
Number of participants: approx 50	

Content

The **Europass** aims at helping citizens to make their competencies and qualifications easily understood when applying for a job. This in turn will facilitate **mobility of citizens** both from an occupational and geographical point of view, as it increases the common ground and understanding of skills and competencies.

The Europass decision was taken in order to establish a **single transparency framework** that brings competencies and qualifications together in a form of a co-ordinated portfolio amongst the countries within the European Community.

In the Europass decision it was also discussed that a **National Europass Centre** that acts as a single body for each country within the European Community will be set up. This will be responsible for the promotion of the Europass, for the management of the documents within the Europass, act as a network amongst organizations/training institutions etc.., and co-ordinate all activities related with the implementation of the Europass.

The Europass starts of with **five documents** that are established at a European level, however it is open to other instruments. The CV is the backbone of the Europass. It encompasses the Language Passport, which deals with detailed language skills using a recognized framework; the Europass Mobility section, which looks into all mobility projects whereby learning was enhanced; the Diploma Supplement, which explains the holder's pathway in higher education; and the Certificate Supplement, which explains the competencies behind a vocational certificate.

- The **Diploma supplement** describes the qualification acquired by the holder of a certificate and is provided to the employer together with a higher education diploma. This part of the Europass is filled by the host organization and hence increases objectivity. This was promoted through the Bologna process.
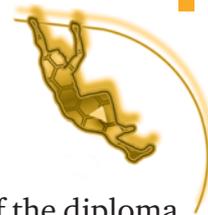
- The **Certificate supplement** describes the qualification acquired by the holder of the diploma and is provided to the employer together with a vocational training certificate. This part is also filled by the host organization, which aims at increasing objectivity.

- The **Language Passport** aims to help citizens to describe effectively their language skills and to make use of a common reference framework for languages. This part of the Europass is compiled by the citizens themselves.

- The **Europass mobility** replaces the Europass training and aims at recording periods of work-linked mobility. This can be completed by both the sending and hosting organizations together with the Europass holder.

- The **Europass CV** is divided into four sections. First is the section about personal information. The second section is about education and training whereby the Europass holder includes his/her diploma supplement and/or certificate supplement and/or the europass mobility. The third section is about work experience where the Europass mobility also applies, and the fourth section is about the personal skills that the Europass holder has at the time of completing the CV. This last section can be filled with the Language Passport.

The Europass was launched during the European Launch Conference in Luxemburg between January 31st and February 1st 2005. For more information visit **http://europass.cedefop.eu.int**

Throughout his presentation on the Europass, Mr Scatoli emphasized that one of the most important aims of the Europass is to focus on the competencies rather than on the formal qualifications only. This is very important for the young person who does not have any work experience and for the potential employer as the latter can have a better idea of the prospective employee. In addition, Mr. Scatoli stressed the importance that the Europass enhances occupational and geographical mobility of citizens and provides a single transparency framework between the employers and employees.

Key Points raised by the participants

The main key points that were raised by the participants were mainly about **why** someone should fill in the Europass CV and not any other form of CV; and whether the citizen who makes use the Europass will have some advantage over other citizens who use of another form of CV. In view of this Mr Scatoli re-emphasized that the aim of the Europass is to help people, particularly young people, make both their competencies and skills known to the prospective employer and to create some form of uniformity; and hence increase his/her chance of employability. People who make use of the Europass will not have any advantage over other people who will make use

of another form of CV as long as the latter will present his/her competencies and skills as clearly as possible. This view was also discussed and expressed by other participants.

Some participants asked whether the **National Europass Centre** will be left in the hands of the National Agencies as they had some concerns about their capacity to reach the target group. In addition, some participants asked whether the National Europass Centre will provide guidance to young people in order to fill in the Europass CV as not all young people have the ability to reflect on their competencies. However, it seems that so far the idea is that the role of the National Europass Centre will be to provide information about the Europass CV and to promote it, while individual guidance will be provided by organizations. However, there still remains the question about who will guide young people who do not belong to a youth organization.

Another participant remarked whether or not, in the process of setting up the Europass CV, any considerations for people with **disabilities** were taken. For instance, people with hearing problems will have particular needs in view of their linguistic competencies and such skills cannot be assessed in the same way as they are assessed for the person who does not have hearing problems. Similarly is the case with people whose mobility is restricted as these people cannot be expected to fill in the document about Europass mobility in the same way as the person who does not have mobility problems. Although it seems that such considerations were not discussed in detail, Mr Scatoli replied that there is the possibility to develop this further.

Conclusions, recommendations, decisions

As a concluding note, it was said that the Europass is still a new initiative and needs to be developed and reviewed over time. Hence, it is better to look at it as a chance for improvement rather than as a tool for discrimination. Mr Scatoli invited participants to view the information about the Europass on the website and pass on any constructive criticism about this initiative.

The European CV - Cedefop

http://cedefop.eu.int

Speaker: Mette Beyer-Paulsen	**Facilitator: Inez Adriansen**
Reporter (your name): Gerlinde Holliber	
Number of participants: appr 25	

☞ **a PowerPoint presentation from this workshop is available at**
   www.SALTO-YOUTH.net/BridgesForRecognition/

Content

- Political background of EUROPASS and the CV
- Existing documents (European CV, diploma supplement, Europass Training, European language portfolio…)
- Europass Framework
- Different types of documents such as self-evaluation/declaration, formal personal documents, formal "collective" documents;
- Structure of the Europass CV
- Common principles for validation of non-formal and informal learning
- Main methods for validation of non-formal /informal competencies
- Different purposes of recognition such as formal recognition, de facto recognition, self awareness…
- Prerequisites for good communication such as credibility, relevance, confidence, trust…

Recognition can be looked at as a **communication process.** Young people have to target their message and formulate it in a way the receiver (e.g. labour market) will understand. So far we certified only hard skills, now we try to find ways to certify soft skills (cooperation, planning…) for the labour market. The difficulty is not how/where you got a certain competence, but how to communicate it to the receiver/labour market. We should be aware of the fact, that if you have a **written document,** people tend to recognize it as a value, no matter what is on it.

Do we have already the right methods to **measure soft skills?** Is it possible to find objective methods to measure social competencies? At the moment we tend to cut a lot of things in small segments, but it might happen, that we loose the **overview.** Where will that lead us? Personnel

Managers take only a few minutes to check an application. This fact may exclude a certain group of young people (e.g. with insufficient skills in reading or writing) from the beginning, no matter how qualified they are.

Key points raised by participants

- How far can we go in putting stamps on people? When will it be too bureaucratic?
- In the Europass-CV the self-declaration aspect is very important. How can these competencies be justified and/or proved?
- Young people need guidance to use the right terminology for the receiver. Special "youth-workers" are needed (like mentors) to help young people to find the right words.
- At the moment a lot of countries try to develop their own/national recognition system. But from the trans-national sector and education and training systems there is a big need for harmonisation. Maybe it will happen from the bottom-up?!

Conclusions, recommendations, decisions

We are in need of a system which makes non-formal competencies comparable on a trans-national level.

Youth workers/leaders have an important role in helping young people to recognize their "lifewide" competencies such as personal, social and organisational competencies.

NEFIKS - Slovenia & Recreational Study Booklet - Finland

www.nefiks.net & www.nuortenakatemia.fi

Speaker: Joze Gornik	**Facilitator: Joze Gornik**
Reporter: Rafael Merino	
Number of participants: 16	

☞ **a PowerPoint presentation from this workshop is available at**
   www.SALTO-YOUTH.net/BridgesForRecognition/

Content

First at all, the speaker explained the Finnish experience in recognition of non-formal education: the **Recreational Activity Study Book** (the subtitle is: Recognition of learning in youth voluntary free-time activities). The main features of this methodology are:

- The aim is for young people to **realise** the competences they have acquired in free-time activities.
- This book has a strong connection with the formal education (250 institutions value the entries in the book). In this sense, the non-formal competences acquisition plays a **complementary** role.
- The main problem is who can write and what kind of activities can be written. It is the role of NGO Youth Academy to **formalise** this process.
- The objective is also to increase the **visibility** of non-formal learning for access to higher education and to employment. For the employers, however, the sign of book is not enough clear, in some occasions the engagement in youth work or voluntary activities can subtract from the engagement in enterprise.

Secondly, the speaker explained the Slovenian version of Finnish Record Book; they call **NEFKIS.** This project is managed by an NGO specialised in youth work. The context is hard: during the 90's, NGO and voluntary work was decreasing; there was a real lack of understanding of youth work and Youth Policy was really underdeveloped. The objective of the Record Book is the same as the Finnish one: to make more **visible,** to improve the **social validation** and **employability** of young people. In the Slovenian case, they is a secondary objective: to prevent involvement with drugs, life on the street…

The book is recognised by the Ministry of Education and Sports, but the scarce resources are a strong limit to the development of this device.

The **main activities** recorded in the book are:
- Involvement in youth organisations and active citizenship.
- Student work (regulated in the maximum of hours, or summer work).
- Organised forms of education.
- Summer camps or similar.
- Experiences in foreign countries.
- Other ways of acquire knowledge (e.g. learning to play the from a friend)

The NGO which manages the project has built a database of records related to the book, and it has become an important tool for connecting demand and supply (for instance, in labour market).

Key points raised by participants
- Uses and limits of the **database:** information must to be kept confidential: there is no access by internet. Some rules are necessary, for instance volunteers can't be "stolen" by other youth organisations.
- The question of the **target group** was raised. The idea of the manager is that it is not only for young people (individuals are not dropping out when they become older), it is a life long learning approach.
- Relationship between **NGO** and **governmental bodies.** Public authorities are supporting the project, but the discussion is about the role of every social actor. What should be the role of State in recognition of skills acquired in a non-formal way? Perhaps a weak role can devalue the certification, based on voluntary work. In the Slovenian context, the role of NGO is necessary to make political pressure to implement a real Youth Policy. The debate about professionalisation is open: why must carpenters be professional and youth workers not?
- Another important issue is the **benefits** to volunteers. Besides the improvement of employability it is important for voluntary work itself. For instance, the scout movement is using the record book to put the traditional courses in leadership and management of free-time activities. It is also an important tool for **motivating** voluntary work. The project has had significant success with drop outs; they are motivated to start something new, different to school background.

Cultural/International Competency Record – Germany

www.kompetenznachweiskultur.de & www.ijab.de

Speaker: Judith Egger (IJAB) and Rolf Witte (BKJ)	**Facilitator: Judith Egger (IJAB) and Rolf Witte (BKJ)**
Reporter: Jeanette Busuttil	
Number of participants: 10	

☛ **PowerPoint presentations from this workshop are available at www.SALTO-YOUTH.net/BridgesForRecognition/**

Content

The session dealt with two different competency records which are being implemented by two organisations in Germany. BKJ and IJAB launched pilot projects respectively as follows:

- **Key competencies acquired through cultural education as an essential element of the validation and recognition of non-formal education**
- **Key competencies in international youth work**

Cultural Competency Record (CCR) – BKJ

Period of Project: 5/2001 – 12/2004

The Cultural Competency Record can be defined as a portfolio-type educational passport. BKJ's aim for this project emerged from an awareness that the effects that **cultural education** is leaving on young people are not visible enough and that their achievements in this area are not validated and recognised. The CCR, which is presented in a folder, describes the artistic activities pursued by a young person and his/her individual strengths. Multipliers in the field of cultural youth education are trained to use the procedure that was developed for the **documentation of key competencies.** The procedure allows young people to make a self-assessment which is then issued by the trained multipliers. A CCR is issued once the following four steps are fulfilled:

1. Demand Profile – identification of the demands to be met and of the possible competencies acquired through the project
2. Observation – Self- and outside observation of the young person and competencies gained
3. Dialogue – Communication between young person and educator
4. Description – Selection of relevant competencies gained for certificate and drafting of text resulting in the completion of CCR

The CCR can be useful for young people's careers or studies.

Competency Record in International Youth Work – IJAB

Period of project – 1/2004 – 12/2005

IJAB adopted the same system used by BKJ and adapted it to the special requirements of **international youth work.** The target group for such a competency record are young volunteer teamers (leaders) and different personnel involved in international youth work. Adaptations in the CCR involved an insertion of an additional category – Intercultural Competencies, the development of exemplary **indicators** referring to international youth work as well as the development of two example demand profiles, one for participants and one for teamers. The expected outcomes of this competency record are: to improve **visibility** of learning processes in international youth work, to encourage and support the personal development of young people, to help them to find work or a work training position, to legitimise international youth work and to contribute to quality development of international youth work.

Key points raised by the participants
What is the future of such projects?

The International Youth Work Competency Record has not yet been finalised. Once it comes to an end there will be discussions between German Youth Organisations to evaluate these two Competency Records. After that discussions will also continue with the German government.

Specify the meaning of culture

It has various interpretations. It is not only arts. It depends on the interests of the group you are dealing with. Young people participate in many hidden cultural activities such as skating. Such cultural activities should be recognised.

Considering the pressure that youth workers face, what is the **time investment** needed for the mentioned process?
The idea is that youth workers organise group discussions with the young people involved as this makes process faster and more efficient.

What are the **criteria** for those who can issue the Competency Records?
Experience in working with young people is necessary.

Is there a **set model?**
During the Training Course the youth workers are given guidelines. Once the reports are drawn up, they are sent to BKJ/IJAB for the final product.
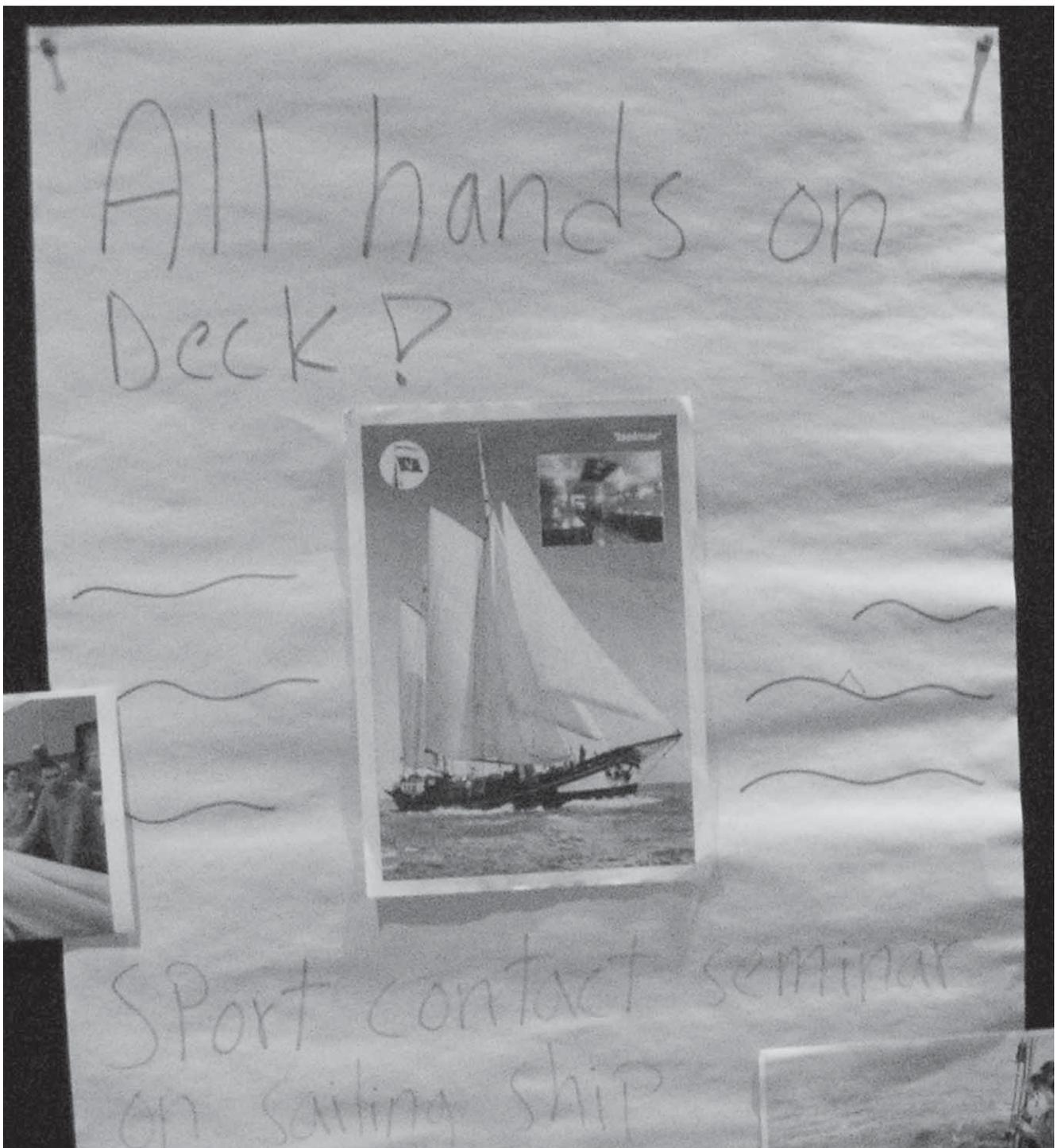
Are key **competencies fixed?**
Yes, but youth workers can choose from an extensive list.

Conclusions, recommendations, decisions

It was agreed that such competency records should be taken as examples by other countries and most importantly that governments recognise such competency records as this would give an added value to the work being done.

IN.T.R.A Electronic Portfolio - Italy

www.solcosrl.it	
Speaker: Cristina Belardi	**Facilitator: Roland Urban**
Reporter: Susana Lafraya y Manuel Garcia	
Number of participants: 11	

☞ **a PowerPoint presentation from this workshop as well as a background paper is available at www.SALTO-YOUTH.net/BridgesForRecognition/**

Content

IN.T.R.A, Informal Training Recognition and Accreditation, is a **Youth Initiative** within the framework of the Youth Programme, Action 3, as a Pilot Project. It ran from October 2001 to January 2003. It was/is promoted by the Company SOLCO S.r.l., Servizi per l·Organizzazione del Lavoro e la Creazione dell Occupazione, Italy in partnership with UNAD (Spain); Greta NI (France); and die Berater (Austria).

The aim of the project is to **make visible non formal and informal learning** through the creation of a tool: an electronic portfolio. The tool was developed with **disadvantaged young people** (immigrants, ex drug-addicts, disabled, those dropped out of schools) to reinforce their competencies at personal and professional level and as a tool to reconstruct their lives and to help them with their decisions for the future.

Cristina explained the background of this tool and how it is used by artists, craftsmen and at schools.

The **work process** with disadvantage young people consists of 4 parts: guidance, counselling, orientation process and creation of the electronic portfolio.

The process of construction of the **digital portfolio** is step by step. First the interview between the tutor and the participant; second the work on the computer with technical assistance, and then the personal composition of the portfolio.

It was identified the users need a **visual tool** that in order to get through problems they might have with writing and oral expression because of their backgrounds and because it was the first time they have the possibility to recreate a positive vision of their lives.

Some specific portfolio experiences were presented in PowerPoint: 1. Jose, an immigrant from Ecuador; 2. David, a disabled person from Germany; 3. Aranzazu, ex drug addict from Spain; 4. Marco from Italy. We saw their portfolios showing **different skills:** formal, non formal and informal, by using different supports such as photos, videos, music, poetry… Pieces of their lives were reconstructed with the support of a tutor and a specialist technical assistant.

The **tutors** have a fundamental role in the process: explaining the process to the participant, asking about interests for the future, doing the analysis of competencies. They help to identify all dimensions of the person; not only the educative life. The tutor works directly with the recognition of the personal competences. In this process the tutor cannot insist what the person should include or not; the young people themselves have to decide what they want to construct and share.

This project has been developed in a **vocational training centre** with the collaboration of vocational guidance counsellors in Rome. The electronic portfolio has been used as a tool for the **labour market inclusion.**

Strengths:
★ Changing the "self-vision" of disadvantaged young people into a positive one. Supporting the recognition of personal abilities, consciousness of their own skills and new abilities. Reconstruction of personal identity through the counselling process.
★ The capacity of the tool can be adapted to personal needs and expectations. To make learning visible in different ways; integrating daily life activities. To have a product, for the process of competency analysis.
★ SOLCO create different instruments to make easier the work (templates for interviews….).

Weakness:
★ In relation with the use of technology they found that normally the guidance counsellors were not able to use them and
★ Funding of the project.

Key points raised by participants
Requirements for tutors?
The work done by the tutors has the following requirements: to be actively involved with target groups, to be interested in this issue.

Cooperation with labour market or employ agencies?

This project has been developed in vocational training centres; this is why some of them used these tools for their labour market inclusion.

Do they get jobs?

The portfolio was used by Marco to apply for a job in a company.

Assessment during the process?

It is a personal guidance process, meeting partners around difficulties to change what it is necessary.

Differences between partner countries of the project?

How each country understands formal, non formal and informal learning because it was not clear between them.

Updating the electronic portfolio?

They work together with an informatics technician, but as they learn to use the tool they have the possibility to update their own portfolio.

How to use it?

It is an easy tool to produce. Personal portfolio creations can be exchanged with other participants.

How do you work with the group or it is just individual work?

It is a pilot project and in principle it is individual but we recognised the added value of group building.

Conclusions, recommendations, decisions

In relation with the future of the project:

The organisation has started to prepare Training Courses for the guidance counselling. At the moment they are looking for funding to organise a new project, probably in the framework of the Leonardo Programme.

Some of the **recommendations** made by the participants:

In relation with the labour market inclusion there should be a recommendation to have an agreement to work with same DATA with different sectors because of the difficulty of automatic connections for the labour market.

Youth Achievement Awards – UK

www.ukyouth.org	
Speaker: Abigail Oatway	**Facilitator: Ann Hendriks**
Reporter: Marjet van Houten	
Number of participants: 18	

☞ **a PowerPoint presentation from this workshop is available at**
   www.SALTO-YOUTH.net/BridgesForRecognition/

Content

Abigail gave a presentation of the **Youth Achievement Award,** an award scheme run in the UK by the NGO "UK Youth". It was launched in 1997 and has become recognised as one of the key frameworks to enable young people to

- Develop their personal and social skills
- Build a portfolio of evidence based on their voluntary activities in youth work or an informal setting
- Gain nationally recognised accreditation through the awarding body ASDAN

Youth Achievement Award (YAA) is open to anybody, but the main target is group is **disadvantaged youth**

The **basic principles** are:

- **Peer assessment:** young people are in an award group working together towards the award and supporting, reviewing and assessing each others challenges
- **Externally Accredited** by ASDAN to national standards which go to A-level for the platinum award
- **Non prescriptive,** Young people can pick their own challenges
- **Progressive:** there are seven stages or levels: divided in two groups: for 11-13 years old the Youth Challenge, YC+ and YC extra, for 14+ there is Bronze, Silver, Gold and Platinum

Each level contains a certain number of challenges, for example for bronze you have to do four challenges of 15 hours.

The **challenges** can be very different in their content, but have in common that it gives the young people the opportunity to show that they are able to fulfil a self chosen task.

The **evidence** of the activities is collected in a portfolio, with documents, but also pictures or video.

The speaker was very convinced that this method gave informal leaning a voice and that it especially worked out well for disadvantaged youth.

Key points raised by participants

There were questions about how **widespread** the method was: every year, there were given 6000 awards each year.

There was some discussion about the **pitfalls** of the method. Abigail mentioned that for some people, making a portfolio was a difficult process that really needed **support,** especially for youth with literacy problems. She emphasised that the quality of the portfolio is much more important then the quantity.

There was of course the question about where the **money** comes from to finance all of this: the answer wasn't quite clear, the youth clubs pay for it, but also big companies contribute.

Is there any **competition** with the other award schemes? No, it's complementary, and this is especially used in youth work.

There was also a question raised about the method, isn't this more **social work** than youth work; where is the fun? Abigail answered that in the video were three examples of disadvantaged young people, but it is also used for more regular youth work activities.

Conclusions, recommendations, decisions

The ambitions for the future are to keep on doing what UK Youth is doing, but on a larger scale. The first conclusion was that it is an attractive accreditation system for youth workers in the UK to use, because its fits in with the things they are already doing.

Another conclusion is that it's more difficult to imagine such a system in other European countries, because there is not such a well developed qualification system.

Personal Record of Achievement (Exchanges & Youth Initiatives) - UK

www.connectyouthinternational.com

Speaker: Hazel Patterson	**Facilitator: Hazel Patterson**
Reporter: Barbora Stemper Bauerova	
Number of participants: 18	

☛ **a PowerPoint presentation from this workshop is available at**
   www.SALTO-YOUTH.net/BridgesForRecognition/

Content

"The **Personal Record of Achievement** for Youth Exchanges and Group Initiatives was developed and piloted in the UK from 1998 by experienced youth workers in the UK working with Connect Youth (the UK National Agency) and the Commonwealth Youth Exchange Council. It is a **voluntary self-assessment tool** which enables young people taking part in international projects to recognise what they are learning in terms of the **key skills** and other life-skills which are sought by employers. This sets standards and enables the international experience to be valued not only for its own sake, but also in a language understood outside the youth field. The PRA skills areas have now been **validated** by the Open College Network, a national examining body. This means that young people can obtain **qualifications** that are recognised outside the youth field and in the workplace through this non-formal route. A national network for assessment is under development".

The history of the project development

There was also a need to demonstrate that international projects are not holidays and the recognition of the life skills gained during international projects. The Personal Record of Achievement started as a bottom up approach when the local or regional groups (NA network members) asked for a common system on the national level.

The aims of PRA are…

☛ Recognising the skills of young people
☛ Building employability
☛ Encouraging active citizenship

What are our evaluation needs?

- How do you help young people to recognise what they are learning?
- How do you demonstrate it to others, including decision-makers?
- How do you relate these life-skills to those sought by employers?
- How do you standardise evaluation procedures?
- How do you improve project quality?

Features of the PRA

- Voluntary, with no levels
- Managed/validated by group leaders
- Optional number of skill areas
- Evidence shown in many ways – photos, tapes, videos etc
- Consists of certificate +supporting documents
- Evidence gathered can be used for other award programmes
- Helps young people to build portfolio for lifelong learning +get accustomed to collecting/ recording evidence of learning
- Confidence-building

The PRA works recognises **basic skills** and **optional skills:**

Basic skills are:	Optional skills are:
• Working with others • Self awareness • Intercultural and global awareness • Communication skills • Problem solving • Review and evaluation	• Citizenship • Equal opportunities • Health & safety • Political awareness • Analytical skills • Project theme skills • Improving learning and performance • Number and information technology • Language skills*

Accreditation is a process by which learning is certified by an examining body according to recognised national standards. International youth work is accredited for Youth Exchanges and Group Initiatives at level 1 -2 under the Open College Network. EVS will soon also be accredited.

The future will focus on the promotion of International Youth Work, quality assurance, funding and training for group leaders and internal moderators.

Key points raised by participants

Questions:

Can you share the outcome –**how useful** is PRA for young people?

"Patchy" reactions from the Youth workers, some really good (…this is exactly what we needed) some a bit resistant mainly concerning the language – the concept the find useful. But there is no systematic feedback at the moment even if the UK government is planning to invest more money in gathering the statistics about outcomes of acreditation.

What is the response from the **bussiness sector?**

As the project is only a few months old there are no responses yet. But the primary aim of the PRA project is not to train people to get a job.

How does the system of **portfolios** work in UK?

People in UK in the vocational field can get a qualification based on their competences. To do this they have to demonstrate that they achieved the standard.

There are qualified assesors, moderators or verifiers and examining bodies (National or regional vocational qualification center).

It's a national initiative of UK - how can **other countries** benefit? is it open for changes?

There was an international seminar open to discussions and development and the outcome is the newest version of PRA. Its open for further development.

Why Action 1 and 3 of the Youth programme and **Action 2 and 5?**

The Action 1 is a starting action for further personal development.

Action 3 had strong foundations in UK (2 big projects)

The Action 2 –EVS is in the phase of construction.

Who is the **group assessor** if the group in Action 3 does not have one?

Its an external mentor - there is a list of active mentors in UK.

Is an existence of PRA a **motivation** factor for youngsters to do more projects of Action 1,3? Not really - maybe in future.

Conclusions, recommendations, decisions

Don't be too focussed on who is controlling who - who is the assessor of the assessors… but start the Action.

Don't be hypocritical in saying that it also serves the employability at the end.

It helps the youngsters to be independent and it's decided by them in the end.

The Right to the Validation of Non-Formal Learning – France

www.travail.gouv.fr/dossiers/vae/index.html

Speaker: Herve SAVY, Christine JULIEN – Ministry of Youth and Sports	**Facilitator: themselves**
Reporter: Patricia BRULEFERT	
Number of participants: 25	

☞ **a PowerPoint presentation from this workshop is available at www.SALTO-YOUTH.net/BridgesForRecognition/**

Content

The session aimed to present the system of **validation of competences** in the field of youth and sports developed in France. The key idea behind this system is that unpaid voluntary experience and paid professional experience have the same value and the same dignity.

Clarification of terminology: VAE stands for the 'validation' of non formal learning; in fact it's about 'recognition' of competences gained by experience to obtain certificates. In France, there are about 1,000,000 volunteers and a lot of them want to have their skills recognised for of two reasons:

• Professional, to become a 'professional' worker in this field
• Social as opposed to the need to get a medal (official recognition)

VAE aims to make sure those individuals who are volunteers have **'professional competences'.**

The validation of non formal learning by a jury (panel) is an **individual right** established by the law, the so-called "Social Modernization law". Nowadays, the system allows validation of competences and skills gained within professional and non professional activities in order to acquire a diploma, a professional title or a qualification certificate. National Registration is compulsory.

VAE is a right, an instrument and a procedure of testing. There are certain **conditions** required such as a significant involvement in activities (paid or voluntary ones).

Four Diplomas are concerned in the field of youth and sports. The jury determines the level of the diploma based on the description of the activities made by the candidate, on the different tasks/ skills/competencies related to the activities, and on the strategies he/she developed.

Key points raised by participants

1. Who is part of the **jury?** The jury is composed of:
   - trainers
   - social partners: employees, employers

If the applicant does not pass the certification, he / she:
- can get more experience and apply later on
- can go on a training in a training centre and get the diploma later on

2. Who chooses the **jury,** and under which **criteria?**
The Regional Director of Youth and Sports chooses the jury, through the network of Trade Unions: members are designated.

3. How can you make sure that the work presented has been actually **carried out** by young people?
First a clarification: VAE is not only for young people, and it's mainly for adults. The target group is 25-30 year old.
Then, we can check that the activities are real and really carried out by the applicants through a system of cross checking: proofs and track records are asked for (wage sheets or official letters certifying...) If there is any doubt, an interview of 30 minutes is organised with professional workers, it's not possible to cheat.

4. Do the **certificates** give access to higher education?
Indeed: University should accept the certificates, it's compulsory.

5. **Who pays** for this certification and is that expensive?
The whole procedure is paid by the State. But there is a problem in the cost with the Maastricht Standard, it's too costly. The cost is about 300-500 per person, covered with the taxes paid by enterprises.

6. Is it **popular?**
With the previous system, there used to be 600 applicants a year, now there are 2000 applicants, with a success rate of 40-50%. There is a lot of advertisement made by the State, so there are lots of applications but because of the big workload it implies, a lot of people are not carrying it out until the end. There are 12000 diplomas a year for 20000 trainees, it's a little system, so it's quickly processed. The problem is about finding professionals willing to work as a jury member.

7. Is there any equivalence for **foreigners** or do foreigners have to start from scratch?
The jury takes into account the experience and not the certificates or diplomas, so there is no equivalence needed.

8. Is the youth sector/are youth workers **satisfied** with this system?
It seems that they are satisfied, but this is not meant for young people being 18 – 20 since this is not in opposition with school but it's rather complementary. The idea behind it is that young people are encouraged to go to school or attend a vocational training when they are of age and then to apply for VAE (but not instead of).

9. Have **youth organisations** been involved in the drafting of the certificates system?
There are 2 documents we have produced where youth organisations have been involved: "A guide for the Jury members who deliver the certification" to better identify the competences acquired through voluntary activities and "A portfolio of voluntary experience" which is a sort of record of achievements.

10. **Why** have you started this system? Are trainers satisfied with it?
Some trainers disagree with the fact that some people can get a certificate without training but this is a political choice. At the end, what matters is to pass the diploma. The way you pass the diploma is not mentioned.

Conclusions, recommendations, decisions

It's very important to have a description of the diploma and a standard certificate. "Competence is repetition without repetition" it is said at the National Institute of "Arts et Metiers": because generic skills described in a context must be effective in different contexts, the jury must try to see if the applicant has expressed his experience in different situations and contexts to make sure this is a generic skill.

ATTE and Recognition – Partnership for European Youth Worker Training	
www.training-youth.net	
Speaker: Inge Stuer	**Facilitator: Inge Stuer**
Reporter: Marius Jitea	
Number of participants:12	

Content

The Advanced Training for Trainers in Europe (ATTE) took place within the framework of the Partnership between the Council of Europe and the European Commission on European Youth Worker Training. It is the result of the a "Curriculum and Quality Development Group":

The Group proposes to hold a two-year course for trainers as part of a college/university type of training. The first year will consist of three seminars in conjunction with practical training activities. It is meant for 'would be trainers' and shall provide the knowledge and practical experience to move, during the second year, into a differentiated structure of training practice in seminars with supervision and specially designed programme units according to the profile of training envisaged. (…) These participant-trainers should be offered a certificate validating a European standard of training in non-formal education/international youth work. The question of how this qualification would be accredited and recognised is to be evaluated at the end of the first Pilot Course.

From the very beginning, this pilot course was seen as a training programme for those who were active in the youth training field in a non-formal environment i.e. practitioners on the European level. The actual implemented training programme involved 30 participant-trainers that stayed together for the full duration of the programme. A support group of educationalists from the formal and non-formal youth sector was proposed but did not materialise in the implementation.

The main task for the course team was to design, implement and evaluate a two year training course under the umbrella of European Citizenship, for advanced trainers. The process started in June 2001 and finished with an Evaluation Meeting in February 2004, the outcome being a complete new type of training programme, which was evaluated externally. The full evaluation report, curriculum description and an executive summary can be found at: **http://www.training-youth.net/.**

ATTE was a **part-time continuous vocational educational training course that is based on open and distance learning punctuated by face-to face intensive course modules.** The course required a serious investment from participants and in return acquired competences, tools, methodologies and methods which find their implementation in the wider (European) youth work/training field. Already some 1000 youth workers and youth leaders from all over Europe have participated in the 26 practical training projects organised by the participant-trainers during the two practice periods.

In the field of assessment and recognition ATTE worked at different levels: individual recognition and social recognition.

Individual recognition

All tools described below where developed within the framework of ATTE, the ideas for them come from different sources, for example language portfolio, human resources tools, vocational educational training assessment tools, etc.

30 out of 192 applicants participated in ATTE. The selection was organised as a two-way process: self-selection by participants and selection by the team. In order to facilitate this process the team developed a **'Self-Perception Inventory'** (SPI), and held interviews with the participant-trainers. Some participants opted not to take part in the course after the introduction seminar, for other participants the team recommended other training courses. The SPI is an instrument that formed the basis for self-assessment before the start of the course.

During the first seminar in January 2002, participants set-up a **Personal Development Plan.** This plan was written by the participants and discussed with their mentor. This Personal Development Plan was an important instrument in participants learning path throughout ATTE and was used at the final seminar to guide participants in their self-assessment. Mentors were assigned to the participants and stayed the same throughout the whole course.

The team of ATTE had to assess participants in the final seminar. Different tools where used to provide a proper and transparent process: participants developed **Training Quality Products,** which are tools that took different forms i.e. written papers, methodology descriptions, critical reflection that are of interest to the wider Youth work/training field. Participants were also asked to develop a **portfolio.** External experts from the formal education field with knowledge of the Youth field were invited to give collective feedback to participants on their portfolio and their training quality product. This way of working was welcomed and evaluated very positively by team and participants as it looks at assessment in a constructive manner and not in a quantifying way.

This part of the assessment was complemented with a **self-assessment form** based on a Competence Profile for trainers comprising a list of 71 statements. It should be noted that this instrument was developed in a very short time frame with very little resources. This experience clearly highlighted the need for an **occupational profiling** and **competence description of trainers.**

Social Recognition

ATTE contributed to the recognition of non-formal education youth sector in different ways: raising the question of competence description and professional profiling for trainers, contributing to the wider discussion of quality criteria and indicators for European youth training activities, and developing a 'pilot' curriculum for advanced training for trainers in the European Youth field.

Professional profiling is a first step towards individual recognition of participant's competences but is also essential in order to recognise the profession of European youth trainer. When we speak about profession, we include paid (free-lance basis or employed) and voluntary. ATTE gathered a lot of information on trainer's competences, it is there now to be further explored and to be used as a source for development.

ATTE contributed to the **curriculum description** needed for training for trainers. Curriculum description should go hand in hand with a **mapping of the field** including the offer available within the formal and vocational training sector as well as within human resource development.

To evaluate training activities there is a need to further develop **quality criteria** and **indicators** for them.

The facilitator concluded that ATTE already made its mark in the field through the **instruments/ tools/methods** developed, and now used in other activities. Secondly ATTE is like a goldmine, raw materials that are available and should/could be used in the future for different activities/ research/recognition but require further work: methodologies, European Citizenship modules and reflections, professional profiling of trainers, curriculum description, etc. This is now the major task ahead in order to benefit the most from the experience. As ATTE concluded AT The End is the beginning.

Key points raised by participants

Participants mainly looked for information on the course. Some issues raised where: What next? There is no institutional answer to this question as yet, but as any pilot course, **further reflection** is needed about the needs of the field, and the course format that is the most suitable to answer to these needs.

The issue of recognition and accreditation of trainers on the long-term was raised ATTE had identified some of the **steps** that need to be taken i.e. occupational profiling, development of assessment tools, etc.

The target group of ATTE was different and complementary to other training for trainers courses as it really focused on the practitioners already active within the European field and took the character of a **part-time vocational educational training programme.**

ATTE is a course that looked at training, trainers and training activities in a **holistic** way.

Conclusions, recommendations, decisions

There is a need for a further **"mining" of ATTE** to make the maximum use of the available data, experiences and tools developed.

There is a need for an **occupational profiling** of trainers within the youth field as well as a further development of a curriculum description for a continuous vocational educational training programme.

A **holistic** and long-term approach should be taken within this field.

Youth Worker Traineeships in Scouting Gelderland - Netherlands
Recognition of competencies, "the mix of tools"

www.scoutinggelderland.nl	
Speaker: Henry Soyer (Scouts Gelderland)	**Facilitator: Henry Soyer**
Reporter: Kristiina Pernits	
Number of participants: 21	

Content

Henry Soyer described the experience of the **Dutch Scouting organisation** in facilitating scout volunteers to gain certain skills and get them recognised. The present mix of tools used in **recognising skills** gained by the scout leader was described.

The process of searching for the most **suitable tools** over the years was described, with the tools ranging from certification to accreditation, and further to the current mix: consisting of portfolio, competence profile developed by a testing and assessing company CITO, and several different methods and tools, e.g. help in using appropriate terms. The portfolio is available for skilful scout leaders willing to gain it; the system is complementary to standard training system.

The scouting groups in the Netherlands are also **accredited** as "learning companies", which enables them to provide complementary education for students of vocational education.

The speaker found during the discussion that nowadays the recognition of competencies gained through experiences in non-formal education is increasing.

Key points raised by participants

The difference between the 3 types of learning mostly lies in intentionality, structure and certification.

When the importance and contents of non-formal and formal learning are discussed, they sometimes tend to be perceived as opposed to each other. It is important to perceive them as **complementary** rather. An important part of the in- and non-formal learning often takes place in formal settings (communication situations in formal education, discussions with friends etc.); therefore the 3 parts are inseparable and equally important.

An example was brought out by a participant where formal and non-formal systems have been integrated – community schools. In order to achieve integration, non-formal education needs to be a strong partner and take **formal learning as an opportunity** rather than an enemy.

It was also brought out that the discussion about the value and relations between the formal, non-formal and informal education is in general centred around formal learning, in addition to which there exist "other ways of learning". It is also reflected in the **terminology** – all the terms in question include "formal" and "learning".

Conclusions, recommendations, decisions

Integration of the 3 types of learning should be strived for.

It was also found necessary to officially recognise non-formal learning: Even though examples were given where non-formal learning was recognised and became a key to getting a job, it wouldn't have worked without the person's ability to communicate the experience to the employer. Therefore, the value of non-formal learning also needs to be clearly communicated to other actors.

The project described was found to be among the more powerful tools available.
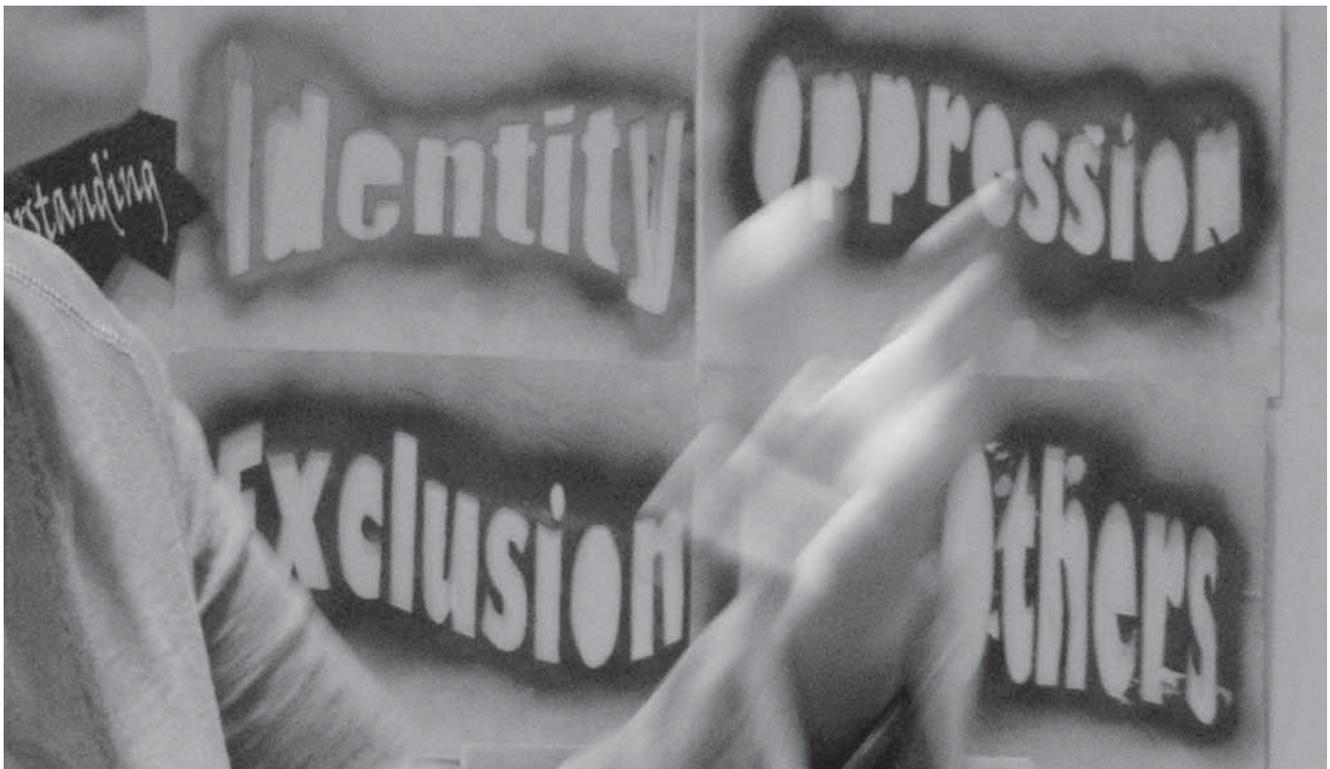
Teacher Training and NGOs - Serbia

www.hajdeda.org.yu

Speaker: Stanislava Vukovic	**Facilitator: Andreas Karsten**
Reporter: Jarosi Eva	
Number of participants: 17	

☞ **a PowerPoint presentation from this workshop is available at**
 www.SALTO-YOUTH.net/BridgesForRecognition/

Content

The **Alphabet of Tolerance** Program is a teacher training initiative of Hajde Da (Serbia) developed on the basis of 4 years` experience working with school children, with a focus on how to deal with **diversity** in schools.

Context: in 2001-2002 the new government in Serbia strived to reform teacher training, school curricula and learning environment in schools; NGOs were invited to take part in the process. With this supportive background Hajde Da developed the idea and the curriculum of the Alphabet of Tolerance Program. It started implementation in a ROMA Centre in Belgrade, looked at experiences and further needs and ran the programme over two years in 29 different schools with the participation of 2000 children all around the country.

The programme met certain **resistance** at the beginning among teachers used to traditional way of teaching, but came to be an overall success, especially appreciated in "remote" areas of the country. The manual of the program was made in two languages (Serbian and Hungarian, the latter for meeting the direct needs of the Hungarian minority in Serbia), the program itself was implemented in two languages.

Although the Ministry for Education **accredited** the program, it did not give financial support to its implementation: the costs of the program were covered from donations. Hajde Da would like to continue working with the program, which may be possible if the relevant institution (body) in Serbia acknowledges the program for another two years, which will be a good step forward in their fundraising process and opportunities.

It is one of the very important criteria for recognition to have a **well-defined target group** for your program. The program aims to work towards acknowledgement of difference and building an atmosphere of tolerance in schools, to make schools a place where children love to go.

It is one of the main learning points from the early planning phase of the program that if you really want to make a change in attitudes and reduce violence in schools, it is necessary to train teachers first. It is not possible for a small organisation to reach all the children. It is inevitable to strive for attitude change in teachers individually to enable them to work for attitude change among children.

Key points raised by participants

Partnerships between formal education institutions and organisations for non-formal education are essential. One being a strong partner to the other does not mean non-formal necessarily becomes formalised. By a transfer of certain methods of non-formal education to the formal sector we can make recognition of youth work more realistic and easy.

By saying **"building bridges"** we do not only mean building bridges between formal and non-formal education, but between parents - education - youth work, among others: a global approach.

Conclusions, recommendations, decisions

Our objective is to focus on youth work as a partner for education; youth work no more being only small islands working with skills and competences related to children and young people that schools do not take on board, but also working towards giving youth work the importance and recognition it deserves. For this good communication ("lobbying") of its benefits is also necessary: evaluation, broader communication with public, parents, institutions, policy makers, etc.

Recognition of Youth Work on Violence Prevention – Council of Europe

www.coe.int/youth/

Speaker: Goran Buldioski	**Facilitator: Goran Buldioski**
Reporter: Erika Sundelin	
Number of participants: 6	

Content

Are young people more frequently perpetrators or victims of violence? Can women deal better with violence than men? Is most of the violence invisible?
Violence is a serious issue in the lives of many young people, and various types of violence inflict crushing damage on their well-being, integrity and life possibilities.

Street violence, sport spectator violence, bullying, violence in schools, gender-based violence and racist violence belong to the everyday experience of young people. Many young people reject violence and take direct action to combat it, in initiatives aimed at their peers and their social environment in general.

Participants in this workshop were presented with the specifics of the work done hitherto by the Directorate of Youth and Sports of the Council of Europe and had the chance to discuss potential developments of this form of youth work from grass-roots to European level.

Some of the important key points raised by the speaker were:
• Youth work is often very concrete work in neighbourhoods, sports etc. when it comes to the issue of violence
• Boys and young men are an important group to show attention to and work with
• There are some things that Youth work can do and can't do and shouldn't, for example victims counselling and psychological help.
• Youth work is important because of the peer perspective which is positive in education.
• There are differences in working with violence prevention and violence in sports.
• It's very important to identify target groups and reach groups of minorities and include them.
• Many NGO's that work with issue of violence have "monopolised" the issue and don't recognize the potential of young people to work independently with this issue, they want them to be in their organisation.

Key points raised by participants

The important key points made by participants:

- What is violence? Could torture, harassment and verbal attacks be violence? It is in a wider meaning but youth work doesn't focus on that.
- Women and women's NGO's should also work with young men and boys as their target group.
- Development of young people's lives is important in the work to battle violence.
- There has to be a discussion among NGO's in different fields and countries about the problem.
- It's important to reach minority groups to battle violence.

Human Rights Education in Youth Work – Council of Europe

www.coe.int/hre

Speaker: Rui Gomes	**Facilitator: Rui Gomes**
Reporter: Ramune Gecaite	
Number of participants: 24	

Content

Human Rights Education (HRE) – helps to promote the value of youth work to those who have no idea about it. It initiates the understanding of it, because a lot of youth work is value based and includes a lot for HRE. So youth work actually is HRE but youth workers just don't call it like this because it seems to them too theoretical and too far away from a real life. HRE provides safe ground to youth work, because many of its topics rely on it. Youth and youth work have to say a lot to society and have the right to participate. The question is how to enable youth organisations to recognise that they do it?

One of the most important highlights of the training year is the training of trainers for HRE. Training them to use the "Compass" manual. COE also provides the **certificates** for national courses, this in turn helps to recognise the value of courses.

Formal education can use this program and can invite trainers to teach it. HRE training courses can by applied to use in schools as well. Many teachers are willing to participate in seminars, teachers further qualification institutions have asked for it;
Year 2005 is a year of "citizenship throught education". Non formal education has many good tools promoting learning in this field.
Connection to citizenship education: citizenship education is about rights and responsibilities. HRE is a basic education, because everybody should know their rights. So HRE is a basically a part of citizenship education.

UNO launched a world wide program on HRE but this is not very well known.
There is a world wide network of people and organisations working in this field, you can find many interesting topics on: **www.hrea.org.**

Every European country has to have persons in government responsible for HRE. Youth organisations are encouraged to visit those persons and offer their competencies in this field – to make themselves known.

Key points raised by participants

There are big problems in connection between HRE and youth policy:

- The official youth age is 16 – 25, so, how about the rights of younger or older persons?
- There is almost no attention to married young people
- Justice and young people
- Coordination of different ministries, which have to deal with young people

The time to push for non-formal education to be introduced into the formal education system has come. There is an example of good practice in Malta; students there **get accreditation for attending non formal education seminars;** this is a good opportunity to help the professors see the value and potential of NFE.

We are still too shy, but we have a lot of potential to seek **accreditation.**

The schools are interested in HRE; "Compass" is a very good tool for many learning situations. Some teachers attend the courses and start to implement the program. It is good to have them in courses, because it is good to have people who don't know youth work from inside; it is a good opportunity to get feedback. Teachers have more means to implement the "Compass" material whereas in NGOs it is slower. But it is a very good **tool for recognition;** you just have to keep the rights to teach it. And we have to ask other institutions to pay for our work because what costs nothing has no real value in society.

There is a **lack of research** of this field; but also not many youth workers read the reports that could be very helpful in their work. More could be done to inform young people about their rights. Socially excluded young people are extremely interested in HRE; they are willing to discuss it and there s a big need. Youth workers just have to find the right approach for them.

It is important to understand what HRE is and how to find connections to daily life; we have to start from ourselves, asking how I respect my own HR;

Conclusions, recommendations, decisions

We have the tools – so go ahead!