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What is Youthpass?

Introducing Youthpass as a tool for documenting learning



Aims

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



Group

- Max 25 people



Needs

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



Time

- 60-90 mins



Step by step

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

Introduce Youthpass to the group:

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

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

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

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

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

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

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

Identifying & documenting

Describing outcomes

Introducing Youthpass

Role of facilitator

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

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

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

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



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



Handouts **Reflecting on learning in activities**

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

To use as a learning plan

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

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