



Our Open Educational Resource Journal entitled Youthpass and SDL consists of descriptions of methods, tools, techniques, good practices, photos, quotes on self-directed learning within Youthpass learning process in related with Erasmus + programme KA1 Mobility project for young people and youth workers.



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Our Open Educational Resource Journal is an outcome of the “NEE(d)T to be a Volunteer!” - training course on on self – directed and social learning within local and transnational voluntary youth work activities which was held in Szeged, Hungary at 21-29 November 2015, supported by Hungarian National Agency of Youth programme within Institute for Family, Youth and Population Policy. The training course was open for youth leaders, youth workers working with young people with fewer opportunities from Portugal, Hungary, Finland, Spain, Croatia, Romania, Turkey, Italy.

Our partners were:

Croatia / **LUMEN**

Italy / **ASSOCIAZIONE CULTURALE STRAUSS**

Portugal / **ConnectART -Associação Cultural Juvenil**

Poland / **Fundacja Centrum Aktywnosci Tworczej**

Spain / **Grupo de Desarrollo Rural Valle del Guadalhorce**

Romania / **Asociatia Clubul Tinerilor din Sfantu Gheorghe -Szentgyörgyi Ifjúsági Klub**

Finland / **Lapuan Kaupunki**

Turkey / **Genclik ve Degisim Dernegi**

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Erasmus+ is the EU's new programme for boosting skills and employability through education, training, youth, and sport. Between 2014-2020 the programme will provide opportunities for over 4 million Europeans to study, train, gain work experience, and volunteer abroad.

What does it involve?

Funding for youth activities under Erasmus+ aims to improve the key competences, skills and employability of young people, promote young people's

social inclusion and well-being, and foster improvements in youth work and youth policy at local, national and international level.

Concretely in the field of youth, the Erasmus+ programme offers three main opportunities:

Key Action 1:

Mobility of young people:

Youth Exchanges:

Youth Exchanges allow groups of young people from at least two different countries to meet and live together for up to 21 days. During a Youth Exchange, participants, supported by group leaders, jointly carry out a work programme (a mix of workshops, exercises, debates, role-plays, simulations, outdoor activities, etc.) designed and prepared by them before the Exchange. Youth Exchanges allow young people to: develop competences; become aware of socially relevant topics/thematic areas; discover new cultures, habits and life-styles, mainly through peer-learning; strengthen values like solidarity, democracy, friendship, etc. The learning process in Youth Exchanges is triggered by methods of non-formal education. The rather short duration makes the involvement of young people with fewer opportunities appropriate; as such a Youth Exchange offers an international mobility experience in the safety of a group with the possibility of having an adequate number of group leaders to take care of the participants. A Youth Exchange can also be a good setting for discussing and learning about inclusion and diversity issues. Youth Exchanges are based on a transnational cooperation between two or more participating organisations from different countries within and outside the European Union.

European Voluntary Service:

This activity allows young people aged 17-30 to express their personal commitment through unpaid and full-time voluntary service for up to 12 months in another country within or outside the European Union. Young volunteers are given the opportunity to contribute to the daily work of organisations dealing with youth information and policies, young people's personal and socio-educational development, civic engagement, social care, inclusion of disadvantaged, environment, nonformal education programmes, ICTs and media literacy, culture and creativity, development cooperation, etc. Young people with fewer opportunities can receive additional support to enable their participation and would also be allowed to go on EVS for a shorter duration of time (from 2 weeks and up).

A project can include between 1 and 30 volunteers who can do their voluntary service either individually or in group.

Mobility of youth workers:

Youth workers' training and networking:

This activity supports the professional development of youth workers, through the implementation of activities such as transnational/international seminars, training courses, contact-making events, study visits, etc. or job shadowing/observation periods abroad in an organisation active in the youth field. All these activities are arranged by the organisations participating in the project. The participation of youth workers in such activities contributes to capacity building of their organisation. The learning outcomes should be further disseminated.

Key Action 2:

Opportunities for cooperation for innovation and exchange of good practices. Organisations can apply for funding to work in partnership with organisations from other participating countries. The projects funded under this action will focus on sharing, developing and transferring innovative practices in education, training and youth provision between participating countries.

Key Action 3:

Opportunities to support policy reform. The Erasmus+ programme will fund strategic activities supporting policy reform across the EU. Funding opportunities in the field of youth under this action can take the form of meetings between young people and decision makers.

Who can take part?

Various opportunities are available under Erasmus+, including opportunities for young people (aged 13-30), youth organisations, and other stakeholders active in the field of youth.

Find out more under: http://ec.europa.eu/programmes/erasmus-plus/index_en.htm

The following Open Educational Resource Journal entitled “Youthpass and self-directed and social learning” was developed through the training course “NEE(d)T to be a Volunteer!” under the Key Action 1 with the support of KA 1 Mobility project for young people and youth workers.

It consists of descriptions of methods, tools, techniques, good practices, photos, quotes on self-directed learning within Youthpass learning process in related with Erasmus + programme KA1 Mobility project for young people and youth workers.

This Journal includes activities and methods which were presented during the training course and most of them are flexible to adapt to particular needs of young people with fewer opportunities.

The manual is divided into six main parts:

- 1. OUR TRAINING COURSE WAS ABOUT...**
- 2. SOME THEORIES OF SELF – DIRECTED LEARNING**
- 3. IT TECHNOLOGY AS SUPPORT TOOL FOR SDL WITHIN VOLUNTARY YOUTH WORK ACTIVITIES**
- 4. WHAT DOES SDL MEAN FOR YOU AND HOW CAN YOU USE IT IN YOUR LIFE/WORK? QUOTES MADE BY PARTICIPANTS**
- 5. LEARNING PLANS MADE IN A SELF – DIRECTED LEARNING PROCESS BY PARTICIPANTS**
- 6. METHODS FOR RECOGNITION OF NON-FORMAL LEARNING THROUGH SELF – DIRECTED LEARNING WITHIN YOUTHPASS LEARNING PLAN AND PROCESS**

We hope the reader enjoys the journal and finds the examples for the methods recognition of learning within youth work activities applicable to his or her context. If you wish to share your suggestions, inputs or feedback feel free to send us an email: yopa@yopa.hu

Our training course was about

“NEE(d)T to be a Volunteer!” - training course on on self – directed and social learning within local and transnational voluntary youth work activities which was held in Szeged, Hungary at 21-29 November 2015.

Themes of the training course were

- Capacity building of participated organisation which will be aimed at addressing their youth work on local and European voluntary activities with young people in NEET; Gaining new and innovative non – formal educational approaches and methods with special focus on self – directed and social learning and best youth work practices with local and European volunteers; Practicing EVS according to the proposals of Erasmus + programme and become expert on its project management and content wise as social, personal and professional development of EVS volunteers and local young people through participation of EVSers;
- Competence development of youth workers, youth leaders: to become mentors, tutors and sending coordinators who are able to support the competence development of EVSers and local young people in NEET by using creative and innovative non – formal educational methods as self – directed and social learning and adapt it into local voluntary youth work;
- Competence development of EVS and local young people in NEET: being involved into a new more attractive education as self – directed and social learning based on their passion and learn to overcome their own challenges in their lives. Competence development based on self – directed learning: social approach: being able to find their strength and follow their passion, practicing giving support, discovering own colours and follow their dreams: being able to initiate own projects e.g. small social enterprise based on self – directed learning within their EVS or cooperating together with EVSers from local community.

The overall aim of the training course was to initiate local and European voluntary youth work activities with special focus on competence development of EVSers and local young people in NEET by creative and innovative non – formal educational methods e.g. self – directed and social learning then adapting it into their local voluntary youth work.

Learning objectives of the training course were:

- To explore and adapt the best practices of voluntary youth work from the participated countries;
- To share and explore innovative youth work methods, tools and techniques regarding to self – directed learning within local and European voluntary work;
- To be able to offer more attractive educational possibilities for young people in NEET as self – directed and social learning within local and European voluntary work in order to foster their competences with special focus on sense of initiatives and entrepreneurship, communication in foreign languages and cultural awareness and expression;
- To be able to promote local and international voluntarism as tool for self – directed and social learning, empowerment, participation in society, self – awareness, initiative and entrepreneurship, employability, etc.
- To invent EVS projects with special focus on self – directed and social learning of EVsers according to the proposals of Erasmus + programme KA Mobility projects for young people and youth workers.

Some theories of self – directed learning:

A/ Knowles (1975) described Self-Directed Learning (SDL) broadly as “a process in which individuals take the initiative, with or without the help of others, to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes”.

B/Brockett and Hiemstra (1991) claim that, "self-direction in learning refers to both the external characteristics of an instructional process and the internal characteristics of the learner, where the individual assumes primary responsibility for a learning experience"

C/Gibbons (2002) stated that “SDL is any increase in knowledge, skill, accomplishment, or personal development that an individual selects and brings about by his or her own efforts using any method in any circumstances at any time”.

D/Kasworm (1983) stated that self-directed learning can be viewed as a "set of generic, finite behaviors; as a belief system reflecting and evolving from a process of self-initiated learning activity; or as an ideal state of the mature self-actualized learner".

SELF-DIRECTED LEARNING STAGES By Grow (1991):

Volunteers, young people:

- Dependent volunteers: they need to be coached and motivated to be more responsible with their learning.
- Motivated volunteers: they need to be encouraged to reflect and self-manage their learning.
- Engaged volunteers: they need to be guided to explore new topics, participate in decision making, work more collaboratively and interactively, and use of new technologies.
- Self-directed volunteers: they plan, monitor and assess their own learning process.

Youth workers' role in self-directed learning:

- Facilitators: they empower the volunteers with relevant resources, methods and evaluative techniques in order that they participate actively in their learning process.
- Encouragers: they foster the use of self-access materials to be self-directed learners.
- Designers: they create Self-Access Materials.

IT Technology as support tool for SDL within voluntary youth work activities

- **Online Learning** : It exposes volunteers to a wide range of resources available online, covering their areas of interests, which they can learn at their own pace, personally. Online learning increases the effectiveness in volunteer learning.
- **Free OER: Open Educational Resources** are quality resources provided for learning, for free. Through these resources volunteers are able to learn any subject they want on their own, and the constant need for a teacher is eliminated.
- **Personal Learning Networks: PLN** form the core of passionate self-directed learning. These can be created through blogs, social networks such as, Twitter, Facebook, etc. They facilitate collaboration which helps in self-directed learning.
- **Video-conferencing tools** : Tools like Skype, help turn classrooms into global communication centers for free. Volunteers can connect with anyone around the world, to discuss topics of their interest and with experts or educators to learn from

Self-publishing : It can be used by volunteers to reach an audience beyond their volunteer manager. They can share their ideas and work with real audiences outside of their voluntary projects. This is made possible through blogging or social sites.

Twitter : It helps volunteers create micro-blogs, through which they can connect with the people who share their interests. They can follow them, reply to them and use the search term in their tweets for others to see what they share.

YouTube/iTunes : YouTube adds the visual element to make learning more powerful. Both these platforms are used by school and youth workers, trainers, other volunteers to share content for free. They empower volunteers and youth workers to design their own learning.

ePortfolios : These help volunteers keep track of their own achievements and share them with others. They are free and easy to create; volunteers create a container like, a blog, wiki or website, organize it and post their work.

Self-assessment : Volunteers instead of relying on youth workers or mentors to get evaluated, should assess themselves by; sharing their work with others to get feedback for improvement, practice tests on a test prep and review site, create videos and look for views and comments on them, develop their own learning plans/assessments and more.

Self-directed learning gives us a clear understanding of the relationship between learning and technologies. Technology provides boundless access for learners to connect with others, explore topics of interests and be a part of opportunities and events across the globe. Latest technologies also allow for newer ways to modernize youth work, providing higher flexibility to volunteers to organize their own resources, adopt their own learning styles, and study individually or collaboratively. Clearly, technology has significant implications for the development and support of self-directed learning.

Personal Learning Network:

- Information acquisition and knowledge building;
- Knowledge building resource;
- Opportunities for worldwide sharing and learning;
- Networking of learning communities;
- Useful communication tool;
- Transforming teaching and learning.

Resources:

<<http://joesabado.com/tag/personal-learning-network/>>[31/03/2016]

<<http://edtechreview.in/news/824-how-technology-supports-self-directed-learning>>[31/03/2016]

What does SDL mean for you and how can you use it in your life/work? Quotes made by participants

„To me, self-directed learning means that I am the one who is responsible for how my personal developing through learning goes. I give myself the freedom of how I would like the process to happen. With self-confidence and self-knowledge I am able to decide what my goals really are, how I would like to achieve them through given methods with the help of different tools and evaluate and reflect on the whole process.”

„For me it means is a process of learning, to be curious and want to learn from it. Leave the dependence from the other people and learning in each moment. And we can use it everywhere!”

“For me is about being conscious and to be able to design how to learn and improve skills and knowledge using tools that can facilitate this process while matching a clear vision of everything.”

- “SDL is a shell that we have to open
- plan A, plan B
- methods and skills and techniques to develop internal characteristics
- we can learn and improve
- SDL is not for everyone”

“SDL is a constructive learning where step by step you achieve your aims.”

“For me SDL is not only a methodology but a way to face our own path, learning and building our learning process, establishing our own goals and rhythm to achieve them. I want to use it as tools to reflect about my own life but also as part of my job, trying to apply some of the tools that we have practised here to promote the self-directed process of learning with my group of youngsters.”

“SDL means self-directed learning process and I can use it in my work as youth worker to help the youngsters.”

“This is very useful method in self development process which offer a person a chance for self evaluation and self-assessment during or after the learning process. It will be very useful in my youth work and self-development.”

“For me coming so far in a strange country for the first time, is completely SDL. SDL is everywhere in our lives. But I also learned managing time and learning techniques, different tools.”

participants

“SDL for me is a process of finding in yourself the mechanism of motivation towards goal that you want to achieve. It is finding the important “why” do you want to do exactly this particular thing and building on this motivation precise plan of action for achieving this with possible resources, knowledge, external help, people and keep going until this aim will be achieved.”

“SDL according to me is the way that you decide to learn something and it could happens in many ways; by looking for topics in the internet, by using a computer, written a blog, by made experience, you can learnt by doing something and so on.”

“I am really excited about SDL. I see it as a very good technique and will for sure use it in my personal life to grow and in my work with the youngsters.”

“SDL for me is finding motivation and using different methods, tools and opportunity to develop myself. It's about sharing-learning from each other and analyzing ours decisions. I will use it in my life I will plan my steps and also check if I will do them.”

“SDL means freedom for me can create your tools your way with SDL. I think I can use it for my life as a guide book, for making my work/life easier.”

“The SDL can be used in personal and professional situations/moments and I can bring it to the fields of artistic work, in order to organize and to put in practice a plan that can manage the various steps of a specific work.”

“In my work I am using practices similar to SDL all the time. I am setting goals with young people to them to have something to chase. So the meaning of SDL and similar theories is huge.”

“SDL or LSD as we always say - meant really a lot to me. Thanks to that I could go really deep into myself and my strengths as well as my weaknesses. Not to mention that some tools were already known although I never formally get to know them. Definitely impressive! Thanks!”

“For me SDL is great method for self improvement and it will really help me in my future work.”

Learning plans made in a self – directed learning process by participants

Passion→Character→Beliefs→Attitudes→Thoughts→Skill→Action

LOREDANA, ITALY:

PASSION: I would like to improve tourism by youth, connecting it by youth activities and youth workers;

CHARACTER: by involving them in own ideas and activities to improve the tourism, like if the young is an artist, can improve the tourism by his art;

BELIFIES: my target group is young people, their activities will be by made by their own talent or discover what their own talent is;

ATTITTUDES, FEELINGS: I'm going to show that if you overcome situation as I did, they can also do it, and try to create a friendship not only a “work”ship;

THOUGHTS: let the young try different things and let them decide in what they fit more and in what they are more motivated;

SKILLS: understand more the target and improve the skills by it;

ACTION, PERFORMANCE: show how to do it, by made examples from my past experience in the tourism sector and accepting new ideas.

AGATA, POLAND:

PASSION: organizing;

CHARACTER: Making a project. Youngsters need to organize some event. I will give them freedom and big space to be creative and work on their own;

BELIFIES: it is developing them and motivating. Feeling my responsibility;

ATTITTUDES, FEELINGS: Important to give them support but also live space for creative work. Be an inspiration and get inspirited;

THOUGHTS: I need to show them interesting solutions, methods and ideas. Suggest but not make their decisions;

SKILLS: SDL methods on project.

ACTION, PERFORMANCE: Use my friends and ask for help other people who can share their knowledge.

JAKUB, POLAND:

PASSION: Discovering person's inner motivations, helping them find possibilities in their life. Preparing interactive workshops, motivate them to start doing something.

CHARACTER: I want to keep people active in improving themselves, experiencing and discovering their potentials. Motivation, positive thinking.

BELIFIES: I believe that everyone has his/her own path which can be discovered through staying on the way of constant action.

ATTITUDES, FEELINGS: I want to be confident with big knowledge and experience in different. I want to be leader who is showing the possible ways, who can be inspiration for others. I feel that I don't have enough experience.

THOUGHTS: I need to get to know people and the inner mechanisms of their motivation, in which way I can "wake them up" to start their way of action.

SKILLS: I have to get experience and skills in every directions that I can. I need to learn about the relations between people, psychology, ways of learning.

ACTION, PERFORMANCE: I will try everything possible on my way. I will stay open and I will face new challenges. I will learn more about the work with people.

CARMEN, SPAIN:

PASSION: I don't know myself very well. I need to find my passion. I really like travel, meet new people and feel I'm useful for the community... So my next step/aims are going on EVS. But first of all I want to look for an appropriate SVE for me.

CHARACTER: "Type of activities" want to do: take care of the environment, develop the local economy (create cooperatives, for example), overcome the racism, the gender violence... → work with youngsters.

BELIFIES: I believe that if I know the project, I will feel better and I can participate more and better.

ATTITUDES, FEELINGS: I need to know more myself for choose the best projects. I'm afraid at failing...

THOUGHTS: I have to compare a lot of projects and know how they work.

SKILLS: I have to learn SDL and speak with a lot of people.

ACTION, PERFORMANCE: In the next month (2 months) I have to look for information, ask people... And work myself!

INA, SPAIN:

PASSION: As my organisation want to be an EVS host place, I want to help volunteers in environment project and development this for them.

CHARACTER: I want to propose environment project in my organisation for youngsters.

BELIFIES: I believe that if I propose attractive environmental project, the EVS volunteers will come to my organisation.

ATTITTUDES, FEELINGS: I need to feel confident and believe in my project.

THOUGHTS: I need doing great environmental project and I need learning about EVS.

SKILLS: I have to learn self direction learning. I need to learn to speak in public and I need feeling more confident.

ACTION, PERFORMANCE: I will learn how to host EVS volunteers and I will propose environmental topics for hosting.

TUOMO, FINLAND:

PASSION: Keep my “workshop” running with such atmosphere that youngsters are willing to come there.

CHARACTER: I want people to be willing to come to workshop, because they know that in there they can be themselves and to be heard and receive such help as they need.

BELIFIES: I believe that by participating and being available for young people, I can keep atmosphere good. This way everyone in group can feel that they belong there.

ATTITTUDES, FEELINGS: I need to keep positive attitude and at the same time teach people how to deal with negative emotions.

THOUGHTS: I need to keep myself confident that what I am doing is right.

SKILLS: I need to learn more techniques about how I can affect a group.

ACTION, PERFORMANCE: Keep reflecting things I do. Furthermore keep learning new stuff.

PAIVI, FINLAND:

PASSION: to send my youngsters out an EVS.

CHARACTER: to challenge and motivate my youngsters to participate in EVS / youth exchange. This way they can develop their competences.

BELIFIES: get to know your group by putting yourself into the group and be part of them. Find out their dreams and beliefs and understand and learn how to support them in the process.

ATTITTUDES, FEELINGS: I have to be confident and believe in the process. This way the youngsters will also get the feeling of succeeding. I have to be supportive and positive to give the youngsters courage to overcome possible obstacles.

THOUGHTS: I make assessments about the youngsters regarding their abilities and skills needed to go and do EVS.

SKILLS/ACTION: Training courses on methods and theories learn about sending and receiving an EVS. Putting SDL and non-formal learning tools in use. Getting consultancy from people with experience on EVS. Take enough time to prepare well and really get inside the process. Get a lot of information on young volunteer and the receiving organisation.

DÜSÜM, TURKEY:

PASSION: I would like to be involved a voluntary youth work.

CHARACTER: I have to be polite, responsible and patient enough to do voluntary work.

BELIFIES: I believe that I can take part in such type of activities, to improve young's people capacity to be better our self. But I will start with myself and I will go youth exchange.

ATTITTUDES, FEELINGS: I feel strong enough to give the opportunity to the young people, being able to reach knowledge. As a young person I would like to be heard and listen young people' s voice.

THOUGHTS: I have to be confident on myself. I have to improve myself to be a good volunteer worker. But it has time. I will take small but strong steps.

SKILLS: I have to take part in this kind of projects more, especially in my country. After that I can have more experience abroad.

ACTION, PERFORMANCE: I have to do more research and contact more people who are working as voluntary worker when I get back to my country. And language!

SAKARI, FINLAND:

PASSION: To find work and education to young people.

CHARACTER: With the means of social youth work and youth workshops.

BELIEFS: I think with social fortification I can reach my goals.

ATTITUDES: I need to feel confident and be a role model.

THOUGHTS: I need to listen youngsters and try to help them to achieve their goals that they have set to themselves.

SKILLS: SDL -> social youth work -> social fortification.

ACTION: I'll try to find specific routes to young people that they can continue their path towards their personal goals.

MIGUEL, PORTUGAL:

PASSION: Dance and Inclusion.

CHARACTER: Dance as a vehicle for inclusion among youngsters.

BELIEFS: I believe that dance creates a very warm and welcoming atmosphere which is beneficial for all the community.

ATTITUDES: I have to be welcoming, to motivate and to wipe up the hidden passion while creating and maintaining a neutral starting point for everyone.

THOUGHTS: To be flexible, full of attention and always ready to facilitate.

SKILLS: Patience, to be able to respond, to dance and know how to teach, to be a good communicator. To develop my skills.

ACTION: In order to follow my passion I need to use SDL to gain and improve and also find the skills & new skills that will improve my capacity to put this passion in action.

OTÍLIA, PORTUGAL:

PASSION: Connecting formal and non-formal education as a teacher of French.

CHARACTER: I want to organize a culture French night with my students of French for their parents and other students and teachers of the school.

BELIEFS: I believe that this activity will foster their autonomy and language competence in a SDL version.

ATTITUDES: I need to prepare very carefully the activities involving the students in a kind of learning by accident.

THOUGHTS: And be sure that I am promoting activities in which I believe and that students will learn a lot.

SKILLS: Learning how to draw a plan using a foreign language. Develop non-formal education methods, techniques and tools.

ACTION: In a free afternoon, students will present activities focused in: French music, traditions, food literature.

IGOR, CROATIA:

PASSION: I would like to prepare and organize EVS project.

CHARACTER: I want to get accreditation and the project to receive 4 EVS volunteers for 2 months.

BELIEFS: I believe that quality EVS project in my town will make positive change among young people and motivate them for active engagement.

ATTITUDES: I will be persistent and confident to achieve my goal.

THOUGHTS: I need to do a research among youngsters and active participants to see and learn what kind of project with volunteers will have biggest impact.

SKILLS: I have to learn how to write quality EVS project.

ACTION: I will first go to training about EVS, find examples of good practice. After that I will do research and contact all important people which could help me.

NEVENKO, CROATIA:

PASSION: Sport and healthy lifestyle, to motivate young people to participate in physical activities. To organise youth exchange KA1 project focusing on values of in every days life (sport, dance, arts, outdoor games) using the methods of non-formal education and SDL.

CHARACTER. Think positive, make change, persistent, good listener, patient, calm, responsible good-negotiator, reasonable.

BELIEFS: Today's daily rhythm does not allow a person enough time to participate in physical activities (secondary jobs, study, etc.) which can affect a human health.

ATTITUDES: I can confident that participation in physical daily activities (at least 3 times a week) can improve a quality of life i.e. better performance in professional work, study or/and health related issues in general.

THOUGHTS: To realise this aim/plan I will need a network international or professionals and volunteers who are willing to participate in this project and support from local government and local NGO(s). National Agency as well.

SKILLS: I have to improve my skills in negotiating, media, communication in foreign language(s), IT technology, correspondence, public relations, through SDL.

ACTION: I will take 2-3 months for planning the activities, finding partners, organise logistics, create and send application form to National Agency on time.

CHRISTOPHER, ITALY:

PASSION: dance as for inclusion and activities for youngsters and no more ones.

CHARACTER: I want to find a way to let people enjoy and feel comfortable in their everyday place and lives, giving them a different light and perception, because are important to have a nice environment.

BELIEFS: Dance can create a warm and welcoming atmosphere everywhere. This can be a real benefit for the community in which you are doing it. Different places revisited from the main squares around the city, to disused places, to give them back the light which they look that they had lost. Moreover for the people of the community, having for and a warm atmosphere and somehow a "place" where, no matter what age, gender, sex or cultural differences can gather and feel close.

ATTITUDES: I have to be welcoming, to motivate and to help get out the inner smiles. To be able to supervise and notice when a hand is needed. Being a fix point on.

SKILLS: Improve my dancing skills and knowledge, especially regarding to folk group from different points of the word. To be flexible full of attentions and always ready. To be able to trough my energy, give people around me the will and joy to expose and try at themselves.

ACTION: Getting to know better dances, improve my teaching skills. Especially starting contemporary dances.

RITA, PORTUGAL:

PASSION: receiving and coordinate EVSers in order to connect local youngsters with cultural activities.

CHARACTER: to give a multicultural and artistic environment to local young people. To give a good environment to the EVSers; the opportunity to them to make an important impact in the lives of the youngsters that can bring a meaningful experience to the EVSers.

BELIEFS: I believe that if I know the youngsters and the EVSers I can coordinate the right activities, and create with them and among them a strong link. Motivation can be a problem; the youngsters have to feel that they can share anything with me. The challenge is to enter and do the connection with the youngsters.

FEELINGS: I have to be a moderator; patient and motivated. To be as much informed that I can. I am afraid to not be a good coordinator, but I am confident that I can do it.

THOUGHTS: I need to understand the interests of the youngsters; the needs and passions of the EVSers; and after start the connections between the projects and the youngsters.

SKILLS: Learn how to receive EVSers; SDL methods. To be able to help them; target their strengths; to develop the most appropriate activities. To gather documentation about EVS. To work on my strengths.

ACTION: First I will study SDL, and Erasmus+ program (EVS) → to understand and practice. Then, in an artistic point of view followed by a pedagogical thinking to target and understand the activities that could be more important.

MUSTAFA, TURKEY:

PASSION: Be part of a project. To be EVS volunteer.

CHARACTER: I would like to gain experience of EVS and to improve my knowledge about EVS. Then after finishing my EVS, I would like to help people who are interested to be a volunteer.

BELIEFS: I believe that if I get enough experience, I could give them more information and provide them the best way of how to become a good volunteer.

FEELINGS: I need to feel that I am a good volunteer for the project and I can develop myself and I want to feel that people are really need me as a volunteer.

THOUGHTS: I have to be sure that if it is good for my future. Not losing time for me.

SKILLS: I have to learn more things for encourage youngsters about EVS. First I have to learn about myself after encourage youngsters about EVS.

ACTION: I will prepare next month for going to EVS. To have more information about EVS. After I will go to EVS. 6 months to see what is real EVS. To find more information about project.

GYÖRGY, HUNGARY:

PASSION: Helping youngsters to find themselves, not letting them get lost after former education is finished for them.

CHARACTER: I would like to help them feel important by encouraging them to do volunteer works.

BELIEFS: I believe I can help them build their self-confidence.

ATTITUDE: I have got to set a good example as a volunteer.

THOUGHTS: I need to find out what they are capable of and their motivation.

SKILLS: Lifelong learning. I need to improve myself in communication, listening carefully, patience... Open-minds is also a must.

ACTION: Going to job centres to offer my help or at least share my thoughts. Providing programmes for NEET youngsters. Get to know each other games, sport activities, helping them with CV-s. We should not let them get lost outside the society. We should also encourage them to go to trainings, educate themselves, read a lot...

MARIA, SPAIN:

PASSION: To work with young people with fewer opportunities, motivating them to get involved in mobility or volunteering projects.

CHARACTER: I want to propose activities which could help youngsters from rural areas to realise how reach is their region and culture and how powerful they can be in order to achieve whatever they want, by being involved in youth projects.

BELIFS: I believe that if my target group is motivated they can do great projects to dynamise their villages and get new capacities. But we have to show them good things of rural areas. Putting involve their resources.

ATTITUDES: I have to be open-minded, motivated and positive to motivate my group of youngsters, also showing good practices done before and approaching them as equals.

THOUGHTS: I need to create a good environment/ platform of youngsters to work together.

SKILLS: I need to learn improve tools and techniques to work with my youngsters through non-formal education and self-directed learning, TC, seminars. I need to know better the place where I am working and the people with I am going to work → spending time, looking for support of key-people, informal meetings.

ACTION: I need to create a project about 6 months to work in the preparation, working with the group (3 months) and then to create something that they are motivated in (youth exchange...)

AGNIESZKA, POLAND:

PASSION: Be a mentor for volunteers.

CHARACTER: Experience from previous voluntary work (ESN). Helpful personality.

BELIFS: That my help and care will be useful for the volunteers and they will feel better.

ATTITUDES: Make them save in different places for them. Make them feeling that they are not alone in new places.

THOUGHTS: Give them opportunity and support.

SKILLS: I should learn more about EVS and all procedures. I have to learn more patience.

ACTION: Find a hosing organisation.

ANTONINA, ITALY:

PASSION: My passion and aims comes from within myself. They are both rooted deep since childhood. Of course going into the social field has been a plus since it's a profession generated from within nature interests.

CHARACTER: My character naturally included to help people in different situations. It came alive more when dealing with the volunteers at our association.

BELIFS: Beliefs, creeds and personal opportunities come at hard when working in the sector of the European Voluntary Service.

ATTITUDES: Bringing a lot of my personal and professional experience to my present role as an EVS mentor.

THOUGHTS: It was really nice to hear everyone's thoughts and ideas. Hearing other people's different approach, even to organize an event was really refreshing. You never stop learning from this.

SKILLS: My skills or key competencies have taught me to be aware of the fact that I appreciate my social skills and to keep debates going on even in a TC. Of course I pay this in a most modest way.

ACTION: I have appreciated this training course very much and I also always try to participate as much as I can.

Methods for recognition of non-formal learning through self – directed learning within Youthpass learning plan and process

Made by Mara Árvai, <https://www.salto-youth.net/tools/toy/mara-arvai.843/>

Title:	Rainbows I.
<p>Description: Day 2, finalising the personal learning needs;</p> <p>Day 2 – Day 6: DET as Daily Evaluation Team</p> <p>Objectives:</p> <p>To make personal reflection on programme, feelings, learning outcomes of the day; To prepare material for YouthPass that will be created on the end of the project; To establish more relaxed communication between participants and team and to share opinions and issues that would not be shared in big group.</p> <p>Methods: Personal reflection with guided forms; Evaluation in five small groups.</p> <p>Day 3 – Day 7: Rainbows</p> <p>Objectives: To assess the learning process in related with the organisational goals and personal and professional learning needs. To make a link between learning outcomes and key competences.</p> <p>Methods: 8 key competences will be printed in different colourful papers as short descriptions. Participants in pairs every morning have to create their rainbows as finalise their learning outcomes and make a link to the appropriate key competence. So the colours of their rainbows will represent the key competence and the learning outcomes will be written on it.</p> <p>Day 7, Youthpass learning process</p> <p>Objectives: To assess the learning process and learning outcomes of participants and recognise their competence development during the training course.</p> <p>Methods: To learn about Youth Pass and start preparation of personal Youth Passes based on materials created during personal and group evaluation on each DET and finalise the Rainbows with the pairs. Discussion about the social recognition of Youthpass certificate. Deadline to fill in the self – assessment part of the certificate.</p>	

Title:	News groups and Postcards
<p>Description:</p> <p>1/Brainstorming about Youthpass certificate, what it is. How did we use Youthpass learning process during our seminar. Collect the methods used.</p> <p>2/8 key competences will be presented together with participants as a flower on the floor. Short descriptions will be hang on 8 different places of the plenary room. Participants have to find them, read it and find examples for their competence development. They can use meanwhile their produced materials within their News groups:</p> <p>Methods: in every evening in the same groups people have to prepare a document on their day. This document can be a leaflet, a short movie, an article, a newsletter, broadcasting, etc. it depends on them. The materials have to reflect on the best moments and the worst moments of the day, the useful activities and methods of the day, suggestions for improvements and the best quotes of the day. The materials will be shared with the others in next day morning. And they can also use their</p> <p>Postcards:</p> <p>Methods: Participants have to choose someone that they will feel comfortable to work with. There will be 15 minutes for them provided to discuss about these topics:</p> <p>How far or close they are to achieve their organisational and personal learning needs?</p> <p>What they have learnt yesterday?</p> <p>How they will use these learning outcomes in their daily life and work?</p> <p>They have to make postcards: write their answers on the postcards and make a symbol on the other side what will express their learning outcomes.</p> <p>3/They will be asked to sit next to the key competence they feel they improved the most. We will share learning outcomes regarding to all key competences in this way.</p> <p>4/Participants will be asked to give feedback for everyone based on this sentences:</p> <ul style="list-style-type: none"> - I learnt this from you... - I have appreciated thin in you... - I am thankful for you to this... <p>5/We set up together a deadline that participants will send back their self – assessment sheets on key competence development and we will add these pages to their Youthpass certificate.</p>	

Title:	Empowering each other
<p>Description:</p> <p>Day 2 - Participants individually have to set up their personal learning needs what they would like to learn from the content of this seminar. They have to create sand bags and write their personal learning needs on them and hang on the basket of the balloon. Then they have to choose someone they feel comfortable to speak with and discuss about the personal learning needs and give suggestions how they can achieve these.</p> <p>Day 2 – Day 6 - Employees’ meeting</p> <p>Aims: To provide space and time to reflect on emotions and learning processes. To practice dialogue space.</p> <p>Methods:</p> <p>1/In small mixed groups they have to choose an employer who will make an interview with everyone with the following questions: How do you feel? What were your strong points today? What were your weak points today? How can you use in your work what have you learnt today? How your organisation will benefit from your participation today?</p> <p>2/Interviews have to be recorded and give it to the trainers.</p> <p>Day 3 – Day 7 – Empowering each other</p> <p>Aims: To be in the Youthpass learning process.</p> <p>Methods:</p> <p>1/Participants have to work with the same people they have chosen when they set up their personal learning needs.</p> <p>2/They have to discuss how far or how close they are now to achieve their personal learning needs. To find out a measurement this can help them to visualise their learning achievements.</p> <p>3/Collect answers to these questions: What have you learnt yesterday? What was your competence development yesterday? How your organisation and your target group will benefit from your participation here yesterday?</p> <p>4/List of answers has to be taken under the photo of the participant.</p> <p>Day 6 - Youthpass as a tool for fights against unemployment</p> <p>Aim: To invent new transnational youth projects on fighting against youth unemployment according to the proposals of KA1 Mobility projects for young people and youth workers within Erasmus + programme.</p>	

Title:	Empowering each other
Methods: 1/Presenting Youthpass as tool for recognition of non – formal learning; 2/Youthpass flower with the 8 key competences on the floor: assess which key competences of your unemployed young people need to develop and improve the most. Present it. 3/Discuss with your project partners within youth exchanges, EVS and trainings that how you will make the Youthpass learning plan within your projects in order to fulfil the needed competence development of your target groups! 4/Present the Youthpass learning plans in related with your invented projects. Day 7 - Fill in Youthpass certificate – dialogue space Aim: To provide space for participants to the self – reflection regarding to key competences and ensure possibilities to assess their learning outcomes in a dialogue space. Methods: 1/Participants work with their pairs with whom they empowered each others in the morning and assess their competence development with their pairs and fill in the self – assessment part of Youthpass certificate. 2/They will also get the recorded interviews from the Employees' meetings, that can help them to continue their self – assessment at home. 3/Each participant presents in plenary what was the most important competence development for him during the seminar. 4/We will set up a deadline till the participants have to send us back the self – assessment part of their Youthpass certificate.	

Title:	Merpeople
<p>Description: Day 2., During the first session to set up the personal learning needs regarding to the content of our training course.</p> <p>Day 2 – Day 7: every evening STEAM OUT group.</p> <p>Aim: To create a safe environment in order to share feelings and emotions and steam out. Give feedback from the daily programme, the used methods and logistical issues.</p> <p>Methods: Participants are divided into 6 groups. They will be in different groups every night in order to enhance the interaction within the group. Every evening they choose a facilitator among them who will facilitate the discussion. Questions for them: How did you feel today? What was your best or your worst moments during the day? What would you like to change if there is any? How do you feel in the group? Is there any logistical issue you would like to share? Facilitators have a meeting with trainers and give feedback from the groups.</p> <p>Day 3 – Day 8: every morning Merpeople.</p> <p>Aim: To give time and space to assess their learning outcomes.</p> <p>Methods: Merperson: in pairs they should create one part of the body of their Merperson from the lake, where they summarise what they learnt on the previous day.</p> <p>Day 8: YP 1, 2, 3 and fill in Youthpass certificate.</p> <p>Aim: Getting to know the concept of key competencies and the definitions of 8 key competencies. To assess own learning process concerning the competence development; To practice giving and receiving feedback; To have a dialogue space.</p> <p>Methods:</p> <p>1/Youthpass flower: Presentation made by trainer and discussed with participants: 1st step to do a self – assessment. 2nd step to give and receive feedback. 3rd step is to establish a dialogue space as having conversation which consists of self – assessment and feedback. 4th step: dialogue space could be used to assess 8 key competences concerning learning outcomes within a youth project. Introduce the names of the 8 key competences. 5th step: each group/pair gets short description of one key competence. In small groups or pairs share stories from the participants' life when they use a certain key competences. They should make a 1 minute sketch about the certain situation. 6th step: play the sketch and the others have to find out which key competence is shown within the sketch. 7th step: explanation of the meaning of the certain key competence.</p> <p>2/Introduction of PETE as Competence again. Pete has skills, knowledge and attitude which are the elements of competence. Participants collected the similarities and used the metaphor. Explanation of competence development: if one part of the body is missing, we need to improve it further.</p> <p>3/Small input from the trainers about Youthpass.</p> <p>4/Using dialogue space in order to make competence assessment; Going back to the groups/pairs of Merpeople; make self – assessment and ask and give feedback concerning the learning outcomes written on merpeople. To put learning outcomes under the certain key competence where it goes.</p>	

Title:	Northern Lights
<p>Description:</p> <p>Day 2, afternoon: to refresh the knowledge on Youthpass and finalise personal and professional learning needs and organisational goals.</p> <p>Day 2 – Day 6 every evening: Northern Lights</p> <p>Objectives: To make personal reflection on programme, feelings, learning outcomes of the day;</p> <p>To prepare material for YouthPass that will be created on the end of the project;</p> <p>To establish more relaxed communication between participants and team and to share opinions and issues that would not be shared in big group</p> <p>Methods: Presenting the 8 key competences in colourful papers in diverse greens. Participants in small groups discuss the day and assessing their learning processes and learning outcomes with A – Ha moments and challenges. Then the learning outcomes - they identify through self – assessment and feedback from others - should be written on the colourful paper stripes which represent the certain key competence they feel being developed during the day. The green stripes should be glued together on a bigger paper as represent the small working team as symbolise a Northern light.</p> <p>Day 3 – Day 7 every morning: Symbols</p> <p>Objectives: To assess the learning process in related with the organisational goals and personal and professional learning needs. To make a link between learning outcomes and key competences.</p> <p>Methods:</p> <p>Participants choose a pair they feel comfortable to discuss on their competence development during the training course. They assess their personal learning needs and the organisational goals they are represent here. Then choose the competence they considered to develop the most during this training till now and make a symbol from their bodies which present their learning outcomes and competence development. Trainer will take a photo and print it out twice, so both of them can write on the other side of the postcard their own learning outcomes linked to the key competence.</p> <p>Day 7 afternoon: Youthpass self – assessment</p> <p>Objectives: To assess the learning process and learning outcomes of participants and recognise their competence development during the training course.</p> <p>Methods:</p> <ol style="list-style-type: none"> 1)Individually fill in self – assessment part of Youthpass certificate based on the outcomes of Northern Lights groups and the Postcards pairs. 2)Each participant present the most useful learning outcomes linked to competence development during the training course; 3)Share the next step what participants will do and how they will use their Youthpass certificate. 4)Set up a deadline to finalise the self – assessment part of the certificate. 	

Title:	Rainbows II.
<p>Description:</p> <p>Day 2: The aim and objectives of TC, Day by day programme, Hopes and Fears</p> <p>Objectives: Getting to know the aim and objectives of the TC and the day by day programme of the TC and the methodological order, role of the trainers.</p> <p>Methods:</p> <p>1/ Intro to the course – idea, aim and objectives, programme elements, working principals (in the local context, shared responsibility, training course is an example) using projector and colourful presentations on the wall;</p> <p>2/Balloon: what they would like to learn, gain, experience and understand here during the TC which will help them to fly with their balloon. What can be the learning obstacles which don't let them to fly. Write on the post it and take the balloon.</p> <p>3/Trainers summarise what are written on the balloon.</p> <p>4/Presenting the organisational goals and the personal learning needs of participants.</p> <p>Day 2 – Day 7: PIC groups</p> <p>Objectives: To practice Youthpass learning process: to be able to recognise learning outcomes and how it can be integrated into rural youth work as impact on local communities.</p> <p>Methods:</p> <p>1/Participation – Impact – Citizenship: groups will be formed by different nationalities.</p> <p>Questions for the groups:</p> <p>How did you feel today?</p> <p>How did you participate today?</p> <p>What did you learnt from it?</p> <p>How can you make it into practice for the sake of your local community e.g. target groups, partner organisations, etc.?</p> <p>2/Each group have to create a Poster which symbolise their learning outcomes and take in on the wall of the training room.</p>	

Title:	Rainbows II.
<p>Day 3 – Day 7: Rainbow</p> <p>Objectives: Youthpass learning process: to make a link among learning outcomes and competence development.</p> <p>Methods: 1/On the training room wall, there will be hang the description of 8 key competence in different colourful papers. Participants have to choose a pair they feel comfortable to work with. They should define their learning outcomes based on their posters on PIC groups and write on the same colour paper as the competence they developed is written.</p> <p>2/Rainbows will be hanging next to the posters of PIC groups.</p> <p>Day 7: Fill in Youthpass certificate</p> <p>Objectives: To finalise the self – assessment part of Youthpass certificate.</p> <p>Methods:</p> <p>1/Good bye to the PIC groups. Assessment of the last day and prepare the last poster together.</p> <p>2/Creating the rainbows regarding to the last day.</p> <p>3/In plenary presentation of the most important developed competences chosen from the rainbow.</p> <p>4/Set up a final date to send back to the self – assessment part of Youthpass certificate.</p>	

Title:	Youthpass corner
<p>Description:</p> <p>Day 2: Youthpass will be presented by short movies. Participants will present their needed competence development they have defined during the preparation phase. Then creating postcards which will include the defined the personal learning needs and personal assessment from their level now. These will be hanging on the wall as well in the Youthpass Corner.</p> <p>Day 2 – Day 6: Family groups in every evening:</p> <p>1/In small mixed groups, participants have to answer for the following questions: How was my day today? What was my A – HA moments of the day? How far or close I am now to achieve my personal learning needs?</p> <p>2/Create a photo exhibition from the answers with titles and upload it to the official webpage of the training course.</p> <p>Day 3 – Day 7: Youthpass learning process in every morning:</p> <p>1/Trainers present the 8 key competences as a flower on the wall. Each petal has a different colour and a short essence of the key competence.</p> <p>2/Participants have to make a link between their learning outcomes and the certain key competence where it belongs to. They work in group of 3 – 4 people and create a garden: individually everyone makes a flower and the petals represent the key competence they developed and the learning outcomes should be written on it. The petal has to represent the colour of the certain key competence on the Youthpass flower. All gardens will be hang next to the Youthpass flower.</p> <p>Day 7: Youthpass self – assessment:</p> <p>1/Youthpass flowers' pairs can finalise their Youthpass certificates together.</p> <p>2/Individually everyone has to present the key competence which was improving the most during our training course.</p> <p>3/Set up a deadline for finalising the self – assessment part of the certificate online.</p>	

Title:	Forecast groups
<p>Description:</p> <p>Day 1., Participants are asked to identify and set up their personal learning goals regarding to the PBS. They have to stick their personal learning goal on the certain programme element where they want to achieve it.</p> <p>Day 1 - 5., Forecast groups:</p> <p>Aim: To assess the learning process of the day. To recognise the learning outcomes of participants. It is part of Youthpass learning process.</p> <p>Methods:</p> <p>1/Participants form pairs they feel comfortable to work with; In the pairs they discuss what the most challenging part of the day was and what the best moment of the day was. They create fruits from colourful papers and based on their discussion they write on it what they have learnt today and how they will use this in their daily work at home.</p> <p>2/Participants meet in small groups as forecast groups. They create a forecast about the day based on useful and useless moments and what they would like to change if there is any. 1 person from the group has a meeting with trainers and summarise the forecast for today. Trainers will react in the Morning News.</p> <p>3/Participants will hang their fruits on a tree in the wall of the PBS' venue. Each participants will have a branch where will hand their learning outcomes during the whole seminar. If their personal learning goal is achieved they have to hang this one as well to their branch from the programme element.</p> <p>Day 2 – 6., Morning News:</p> <p>Aim: To react on the feedback of Forecast groups. To support the learning process of participants.</p> <p>Methods: Trainers explain some methods if it is needed and what was the methodological background of some programme elements yesterday. Intro of the day.</p> <p>Day 6., Youthpass</p> <p>Aim: To get familiar with key competences; To make self –assessment of improved competences.</p> <p>1/Participants have to summarise their learning outcomes through their best moment for the whole group with using their leafs and fruits from the tree on the wall.</p> <p>2/Then 8 key competences will be introduced through plays.</p> <p>3/Every participants will get a flower with 8 petals and they have to decide under which key competences they had their best moments and what they learnt from it. Trainers will support them when they need it.</p>	

Title:	Explorers
<p>Description:</p> <p>During the seminar we will use creative and innovative non – formal methods in order to support participants:</p> <ul style="list-style-type: none"> - to finalise their personal and professional learning needs; - to recognise learning process and based on that, identify learning outcomes; - to make a link between learning outcomes and competence development; - to recognise competence development. <p>Methods we plan to use:</p> <p>Day 2: Personal learning goals</p> <p>Methods: Puzzle activity with the aim and objectives – how it motivated me to participate in this seminar? – individual and in mixed groups; Presenting the menu of the week by the trainers; Theatre play on the organizational goals – how my organisation will benefit from my participation here? – national teams; Explore Youthpass by life examples – create arrows: what are my personal learning needs to achieve during this seminar - what extent my knowledge, skills, attitude should grow during this seminar? – individual and pair work with preparing arrows. Cooperation agreement: YES – NO: individually participants write their thought on flipcharts. Then group discussion and final common decision have to be made and signed by all participants.</p> <p>Day 2 – Day 7: Groups of Explorers</p> <p>Methods: Small mixed groups: the same groups' everyday and one of the participants will be the facilitator. They have to create the journal of the day: learning points, the best quotes, the most useful moments and the most challenging ones. Journals will be printed out and given to the whole group in the next day!</p> <p>Day 3 – Day 8: Dialogue space</p> <p>Methods: Step in the process: plenary discussion about feelings, spreading the journal of Explorers' groups. Pair works: collecting learning outcomes of the previous day in pairs and create the symbol of it. They should write their learning outcomes on the symbol. Each day they should add something to the symbol, in order that in the end of the project they should have a symbol of their learning with all the learning outcomes of the week. Present the daily programme by trainer.</p> <p>Day 8: Fill in Youthpass certificate</p> <p>Methods: All participants will get the Youthpass journals in a booklet made by Explorers' groups. Individually or in the Symbol pairs participants will make a link between learning outcomes and the 8 key competences. Each participant will present the personal/professional learning needs and assess how it was achieved and what they should make in the future to improve it. Then say an example for their competence development. Agreeing in a deadline when the participants fulfil their competence development part of their Youthpass certificates.</p>	

Title:	Musical notes
<p>Description:</p> <p>Day 2., Participants are asked to identify and set up their personal learning goals regarding to the TC. They have to stick their personal learning goal on the certain programme element where they want to achieve it.</p> <p>Day 2 – Day 7., Musical notes groups in every evening</p> <p>Aim: To assess the learning process of the day. To recognise the learning outcomes of participants. It is part of Youthpass learning process.</p> <p>Methods:</p> <p>1/Participants form pairs they feel comfortable to work with; In the pairs they discuss what the most challenging part of the day was and what the best moment of the day was. They create musical notes from colourful papers and based on their discussion they write on it what they have learnt today and how they will use this in their daily work at home.</p> <p>2/Participants meet in small groups as Musical notes groups. They create music about the day based on useful and useless moments and what they would like to change if there is any. They will choose the song of the day. 1 person from the group have a meeting with trainers and show the chosen song and summarise the feedback for today. Trainers will react in the Morning Songs.</p> <p>3/Participants will hang their musical notes on a music sheet on the wall of the TC' venue. Each participants will have a line where will hand their learning outcomes during the whole TC. If their personal learning goal is achieved they have to hang this one as well to their line from the programme element.</p> <p>Day 3 – Day 8., Morning Songs</p> <p>Aim: To react on the feedback of Musical notes groups. To support the learning process of participants.</p> <p>Methods:</p> <p>1/Every morning between the breakfast and the starting time the chosen songs of the musical notes groups will be played as starting points of the day.</p> <p>2/Trainers explain some methods if it is needed and what the methodological background of some programme elements was yesterday. Intro of the day.</p> <p>Day 8., Fill in Youthpass certificate</p> <p>Aim: To get familiar with key competences; To make self –assessment of improved competences.</p> <p>Methods: 1/Participants have to summarise their learning outcomes through their best moments for the whole group with using their musical notes from the musical sheet on the wall.</p> <p>2/Then 8 key competences will be introduced through sketches.</p> <p>3/Every participants will get a flower with 8 petals and they have to decide under which key competences they had their best moments and what they learnt from it. Trainers will support them when they need it.</p>	

Title:	Cultural ambassadors
<p>Description:</p> <p>During Day 2, participants have to share and finalise their personal learning needs.</p> <p>Then in the evening its starts the Cultural ambassadors groups and it last till Day 8.</p> <p>Aims: To provide dialogue space for participants in order to make self – assessment, giving and getting feedback and mentoring each others; To practicing the recognition tool as Youthpass certificate and its' learning process.</p> <p>Methods:</p> <p>1/Cultural ambassadors groups will be organised by trainers based on the nationalities and gender of participants. Each group will be the same during the whole training course.</p> <p>2/Self – assessment part: assessing the learning process base on the personal learning needs. What did I learnt today? What supported me to learn? What challenged me to learn?</p> <p>3/Feedback: everyone has to share with each members of the group: I learnt this from you today...I would suggest you to improve this by you...</p> <p>4/Each participants have to create an Cultural Ambassador notebook and collect the following ideas there: I will use, adapt, create this at home...</p> <p>From Day 3 to Day 8 every morning there will be a method called Once upon a time.</p> <p>Aims: To support to make the link between learning outcomes and key competences in order to recognise competence development.</p> <p>Methods: participants individually have to choose a favourite symbol from one of the myths, legends, fairytales they like that can represent their learning outcomes regarding yesterday. They have to create the symbol and write their learning outcomes on the symbol. Meanwhile creating the symbol, they have to discuss with the chosen story teller friend about which competences they could develop and improve by their learning outcomes. They have to write the competence besides the learning outcomes. This will happen every day and every morning the same pairs will work together. The symbols will be hanged on the wall next to the selfies of everyone.</p> <p>Day 8 there will be the Youthpass session.</p> <p>Aims: To be able to recognise competence development linked to learning processes and outcomes.</p> <p>Methods:</p> <p>1/Brainstorming on recognition of Youthpass certificate;</p> <p>2/Youthpass cake with the 8 key competences – participants in small groups have to present what they learnt under the certain key competence.</p> <p>3/In the Cultural Ambassadors groups participants will finalise their own key competences;</p> <p>4/Each participant will present the most important competence development for them.</p> <p>5/Deadline for sending the self- assessment part back to finalise the Youthpass certificate.</p>	

Title:	Learning profile
<p>Description:</p> <p>Day 2 – create personal learning profile as setting up personal learning needs;</p> <p>Day 2 – Day 8 – Meta – reflection:</p> <p>Aims:</p> <p>To practice learning to learn key competences;</p> <p>To assess the learning process and learning outcomes of participants;</p> <p>To recognise competence development.</p> <p>Methods:</p> <p>1/Individual reflection:</p> <p>What did I learnt today?</p> <p>How can I adapt that into our daily youth work activities?</p> <p>Which competences of mine have I developed today?</p> <p>2/Sharing with the others in small groups. Give hints and tips to each others for improvements.</p> <p>Day 3 – Day 8: Learning profile</p> <p>Aims:</p> <p>To assess the learning outcomes and competence development regarding to Youthpass learning process.</p> <p>Methods:</p> <p>1/Step in the group process: discussion about feelings, emotions, questions regarding yesterday.</p> <p>2/Energiser will be lead by a participant.</p> <p>3/Individual work: assessment of personal learning needs.</p> <p>4/Discussion with the chosen best friend about learning outcomes and competence development based on the previous day.</p> <p>5/Then writing the personal learning notes on the learning profiles on the wall.</p> <p>Day 8 - Fill in Youthpass certificate – dialogue space</p> <p>Aims:</p> <p>To be able to identify personal learning outcomes and make a link to personal competence development.</p> <p>Methods:</p> <p>1/Youthpass flower on the floor – each petal has an explanation of the certain key competence among 8 of them. Participants are asked to read of them and based on their learning profiles, they have to write postcards to themselves. Each postcard has to consist of a learning outcomes linked to a certain key competence and the statements should start like these:</p>	

Title:	Virtual diary
<p>Description:</p> <p>Day 2: Get to know each other, group building</p> <p>Methods:</p> <p>1/Group task: you have to create a virtual diary where you will present:</p> <p>Who are you?</p> <p>Which organisation do you present?</p> <p>Why do you participate in this training course?</p> <p>What is the organisational goal that you represent within this project?</p> <p>What is your personal learning need within this project?</p> <p>Virtual diary has to consist of the following parts: short movies, interviews, photos, webpages, graphics, pdf forms, etc.</p> <p>You have to share the following rules:</p> <ul style="list-style-type: none"> - being responsible for web design; - being responsible for webpage site; - being responsible for making interviews; - being responsible for making photos; - being responsible for make graphics; - being responsible for shooting short movies; - being responsible for typing; - being responsible for promotion; - being responsible for coordination; - being responsible for supporting; - etc. <p>2/Presenting the virtual diary and make a plan on a strategic board, who will be responsible for what in the following days to edit the virtual diary of the group during the training course.</p> <p>Day 2 – Day 7: ICT Groups</p> <p>Methods:</p> <p>1/In mixed groups participants can decide a tool how they will present their answers for the following questions:</p> <ul style="list-style-type: none"> - How was your day? - What was the most useful moment of the day? - What did you learn today what can be useful for your work? <p>ICT tools can be: short movies, digitalised poster, virtual magazine, apps, interviews, social advertisements, photoramazzo, etc.</p> <p>This can be presented next day morning.</p>	

Title:	Virtual diary
<p>Day 3 – Day 7: Intro of the day</p> <p>Methods:</p> <p>1/Energiser lead by participant;</p> <p>2/ICT groups presents their evaluation tools regarding to the content of yesterday.</p> <p>2/Presenting Youthpass Flower: each petal has a different colour and the description of the certain key competence.</p> <p>3/Participants have to create pairs and share what they have learnt yesterday. They discuss what type of competences they have developed by their learning outcomes. They have to create own Youthpass flowers to use the same colourful petals which competences they developed and write their learning outcomes on them.</p> <p>Day 7: Fill in Youthpass certificate</p> <p>Methods:</p> <p>1/Watching the results of ICT groups;</p> <p>2/Finalise the Youthpass flowers;</p> <p>3/Presenting the most important competence development in plenary;</p> <p>4/Set up deadlines to send back the individual self – assessment parts of the certificate.</p>	

Title:	Flower – Power
<p>Description:</p> <p>In every evening there will be Flower – Power session:</p> <p>Objectives: To steam out after a hard day; To share their thoughts about the content and logistic of the day; To consider what they can use at home regarding to the content of the day and how they can use it.</p> <p>Methods: In mixed small groups they have to make a flower. This flower has to have the same number of petals as people will be in the group. In the middle of the flower has to be the Quotes of the day regarding to learning process. Each participant has to create a petal and write down their learning outcomes and how they can use it in their daily life and work.</p> <p>Flowers will be taken on the wall of the plenary room.</p> <p>In every morning there will be a Step in the Day process:</p> <p>Objectives: To support participants to step in the learning process; To provide space and possibility to make self – assessment and being in a dialogue space in order to recognise their competence development.</p> <p>Methods:</p> <p>1/Participants individually have to assess their learning needs and the motivation of their partner organisation based on their Learning Agreements.</p> <p>2/They have to revise their petal from previous day evening and find someone they feel comfortable to speak with and give and ask feedback from each others' learning outcomes and how they will use these based on the petals.</p> <p>Then in the last day there will be a Youthpass session:</p> <p>Objectives: To recognise and validate the learning outcomes of participants;</p> <p>Methods:</p> <p>1/Brainstorming what is Youthpass certificate;</p> <p>2/Make a list for usefulness of having Youthpass certificate.</p> <p>3/Presenting 8 key competences and the learning process as self – assessment and feedback leads to dialogue space with the usual symbol, the flower. The flower on the floor will have 8 petals and the names and short description of 8 key competences will be written on them.</p> <p>4/Participants have to make a self – assessment regarding to their personal learning needs in the Learning Agreement and reflect on the learning outcomes what they wrote on their Youthpass petals during the seminar.</p> <p>5/They have to choose one key competence, stand next to its petal and present what they have learnt regarding the certain key competence and how they will use it in their daily work or life.</p> <p>6/ We will agree on time when participants will send back the key competence development part of their Youthpass certificate.</p>	

Title:	Youthpass cafeteria
<p>Description:</p> <p>Day 1 – Day 7., Family groups:</p> <p>Objectives: To make self – assessment and being in a dialogue space; To assess their own learning processes and recognise own learning outcomes.</p> <p>Methods: Every evening participants will be in the same group and will facilitate a discussion about the day. General questions:</p> <ul style="list-style-type: none"> - how was your day today? - what was the best moment? - what was the worst moment? - did you have any A – ha moment, if yes, what was it? - do you have any logistical problem that is needed to solve? <p>Then trainers meet the facilitators and share what they need to know.</p> <p>Day 2 – Day 8., Day intro</p> <p>Objectives: To make self – assessment regarding to learning outcomes; To refresh the personal learning goals regarding today.</p> <p>Methods:</p> <p>1/Energiser will be lead by participant.</p> <p>2/Intro of the day;</p> <p>3/Learning arrows: check the personal learning goals and make a measurement to each personal learning goal which can help to assess how far or how close you are in order to achieve your personal learning goals.</p> <p>4/Set up your personal learning goals for today. What do you want to achieve today as learning outcomes and results of your day? – Write down an Arrow under DAY 2 and stick it next to your other arrow on personal learning goals in general regarding to the TC.</p> <p>5/ Media group: every morning there will be 3 people who will be responsible to shot movies and take photos from each activity of the day. In the evening they download it to one computer with the support of the local young people and make a news from it what they can upload to Facebook and Youtube.</p> <p>Day 7 the task of the last group will be to edit the movie and select the photos and create the movie of the TC and exhibition from the photos. Then each participants can take the movie and the photos home and all of them will be uploaded to our social media.</p>	

Title:	Youthpass cafeteria
<p>Day 2., Youthpass cafeteria</p> <p>Objectives: To get to know more on Youthpass learning process and the 8 key competences.</p> <p>Methods:</p> <p>1/In the dark room 8 candles burn and besides each candle there is a short description of one key competence. People have to sit next to one candle and maximum 3 – 4 people can sit next to one of them.</p> <p>2/The trainer is a story teller who is speaking about the lights of power as Youthpass learning process.</p> <p>3/Each group have to create a fairytale based on their experiences how they use the certain key competence in their youth work as lights of power.</p> <p>4/Fairytales will be told each by each.</p> <p>5/ Fairytales will be typed and uploaded to the to common FB group and short movie from the evening will be uploaded to a DVD.</p> <p>Day 8., Youthpass</p> <p>Objectives: To make a self – assessment on learning outcomes and competence development during the TC.</p> <p>Methods: 1/Participants will be asked to find their arrows and first to write down what they have learnt regarding today.</p> <p>2/Individual work: they will get the self – assessment key competence grid and from the arrows they need to find which key competence of them was developed or improved by the learning outcomes. They have to start their sentences like these:</p> <ul style="list-style-type: none"> - I have learnt... - I have experienced... - I have understood... <p>3/They should find someone they feel comfortable to speak with and discuss about their competence development and ask feedback.</p> <p>4/Everyone present the key competence they feel they improved the most during this TC.</p>	



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