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TURKISH NATIONAL AGENCY

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# Inno4Impact

## Increasing Social Effectiveness
## through Innovative Methods and Tools
## in Non-formal Education-based Youth Work

## IO2: Designing training modules
## in youth work and pilotingWork

# Impressum

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# The Project

**Increasing social effectiveness through innovative methods and tools in non-formal education-based youth work – INNO4IMPACT** is a project co-funded by the Erasmus+ Programme (KA2: strategic partnership | Youth). INNO4IMPACT aims at establishing concrete resources for increasing the social impact of youth work on the international platform, supporting institutions and experts working in this field with quality management and innovative methods and for sustainable studies in the field.
Bringing together different non-profit organizations and institutions from Turkey, Italy, Spain, Austria, Germany, the project partnership addresses youth workers, aiming to strengthen educational resources and learning opportunities to reinforce their role in the social contexts.

INNO4IMPACT aims at achieving the following results:
- To develop a scientific approach to intercultural communication and understanding, including general findings on the skills needed by young people and especially youth workers and general guidelines for the training;
- To collect transnationally information on best practices to integrate different cultural, generational and gender aspects in the project;
- To develop a train-the-trainer handbook providing information on how to develop those competencies needed to encourage and motivate young people in exploring diversity as important value and foster their intercultural understanding and skills in communication and conflict resolution;
- To create videos that offer the special opportunity for training institutions to involve blended learning concepts in their curricula;
- To create a distance learning platform for youth workers to promote learning resources and tools to a broader audience, especially to those targets living in communities apart for which face-to-face training might not be that easy to access

During its 24 months implementation, the project will develop the following products:
- IO1: Comparative research and assessment of current needs, study report on youth work;
- IO2: Designing training modules in youth work and piloting;
- IO3: Training videos for blended learning implementation;
- IO4: Designing a distance education programme and LEVEL5 programme in the field of youth work;
- IO5: Guidelines for inclusion of the methodology in settings for youth.

Finally, training events are scheduled in Palermo, Innsbruck and Malaga, involving up to 72 youth workers in total, trained with the project methodology.

**Introduction**

The current document aims at providing a valid guide to those readers who are or would like to be involved in the field of youth work. It has been developed by the project partnership as an introductory guide for all those individuals who would like to start to operate as youth workers in their own context. Specifically, the 2 main targets of the project are as follows:

- future youth workers in training systems;
- youth workers already working in the field.

For this reason, the information included in this manual is both general and focused on community building, thus allowing the future youth workers to better understand the context, and it is also specific and technical, thus being interesting for youth workers already working on the field.

Therefore, the document provides an introductory part dedicated to the definition of youth work in order to remark the "features" of this sector and clarify the main roles of the youth workers; in this way, it provides the main coordinates to the potential readers, who can start to think about their own role as youth worker and be properly introduced in the topic. Then, the guide deepens practice & targets, providing a complete and exhaustive overview for youth workers.

Specifically, the manual is divided into the following 3 main modules:

- Module 1: Introduction to youth work;
- Module 2: Youth work in practice;
- Module 3: Working with disadvantaged groups.

After defining the main features of the youth work, the Module 1 stresses the different institutional entities and the different methodological approaches in this field. Then, the youth work is contextualised inside the European Union, stressing the importance of the policies that have been elaborated on behalf of the European youngsters. The Module 1 ends with the ethical principles and the importance of emotional intelligence, which plays a crucial role in the relations among youth workers and their young targets.

Linked to that, the Module 2 introduces the competences and the "know-how" that are necessary in the interaction with the different figures (youngsters, colleagues, financial institutions, etc) that constitute the operational context of the youth workers. The main aim is to support the reader in the implementation of all those practical activities that may appear difficult at first. Therefore, the Module 2 displays a wide range of situations and contexts that represent the most common activities, providing suggestions and comments for all those readers who think that need to improve their skills in the implementation of their daily tasks.

Finally, the Module 3 focuses on youth work with disadvantaged groups. In the Comparative Research (IO1), those groups were defined as the ones who face many types of obstacles (i.e. economic, social, personal and geographical). This part of the manual provides the readers with a theoretical and practical guide in order to improve the quality and the effectiveness of work with those groups.

Each Module is introduced specifying its objectives, learning outcomes and so on; a space to key terms and glossary – if necessary – is dedicated. Then, each module is structured in sub-modules, each one with specific activities and resources which will be useful for the future readers of this guide, with useful information for trainers to hold the sessions with their future target.

# Module 1: Introduction to youth work

**Introduction**

Module 1 aims at providing a general overview on the youth work sector and on the figure of the youth worker, a practical guide including all the necessary information to start this profession. Moreover, it also defines the social contexts in which the youth workers are used to operate and the target groups that are involved. Starting from the definition of youth worker, the module is addressed to beginners who do not have any knowledge, but are curious of the world of youth work. Module 1, indeed, represents a guide concerning all those aspects that are crucial for every youth worker, going from the definition of the approach with the young people to the list of those skills and principles that are fundamental in this field.

Specifically, Module 1 is divided into 7 sub-modules, that concern different areas of the world of youth work: life-world-oriented perspective, initiatives and activities, youth policies, professional competencies and ethics. The first part of Module 1 is more focused on the political and social context in which the youth work is inserted, introducing every aspect of it. The third submodule refers to all the different sectors or topics of youth work: culture, arts, sport, human rights, environment, historical heritage, politics, citizenship, drug and/or crime prevention and safety. Then, the fourth sub-module refers to the macro-context of the policies that regulate youth work at international level with a specific focus on the Erasmus+ Programme. The second part of Module 1 instead focuses more on the competencies and the ethical principles that every youth worker should master in order to efficiently work with young people. In this context, it is pointed out the role of the youth worker as a facilitator of the empowerment process of the youngsters.

The objectives of Module 1 are as follows:
- To gain basic knowledge on youth work with a focus on the life-world-oriented perspective;
- To gain knowledge on the initiatives and activities in the field of youth work;
- To obtain an overview of the youth policies at international level with a focus on the Erasmus+ Programme;
- To develop professional/vocational competencies and non-formal methods in the field of for youth work;
- To acquire the ethical principles concerning the youth work.

The expected learning outcomes of Module 1 are as follows:
- Acquired understanding of youth work and life-world oriented perspective;
- Improved knowledge on the type of initiatives and activities in the field of youth work;
- Improved knowledge on youth policies at international level with a focus on the Erasmus+ Programme;
- Improved ability in identifying professional/vocational competencies and non-formal methods;
- Improved understanding of the ethical principles at the basis of the youth worker profession.


**Keywords**

Youth work; policies; competencies; ethics

**Sub-modules Overview**

1.1   What is Youth work? On the Relevance of a Life-world Oriented Perspective
1.2   From Non-formal to Integrative Concepts of Learning: The Basis of Youth Work
1.3   Approaches to youth work
1.4   Youth policies (Erasmus+)
1.5   Role and competencies of the youth worker
1.6   Exchange of good practices in all partner countries
1.7   Ethical conduct in youth work
1.8   Types of Emotional Intelligence

# Sub-module 1.1: What is Youth work? On the Relevance of a Life-world Oriented Perspective

**Introduction**

This sub-module is intended for participants who do not have much experience in the field of youth work. In particular, they are supposed to gain basic knowledge about what constitutes a life-world-oriented youth work, which differs from paternalistic and deficit-oriented approaches. The focus is on strengths and resources of young people, their everyday life and their life experiences. Disadvantaged young people with their interests, perspectives, lifestyles and problems are taken as a starting point from which it is possible to develop ideas and approaches to solutions.

For intervention processes, this change of perspective means asking to what extent the individual possibilities and resources of young people correspond to institutional or structural requirements. On this basis, solution steps are developed to promote the inclusion of young people in society.



**Objectives**

The participants should be provided with a life-world-oriented theoretical perspective and method by which they develop an understanding of the importance of youth work and how it works.

**Objective-1**: to reflect on the effectiveness of life-world-oriented youth work with regard to social problems and living conditions of young people.

**Objective-2**: to analyse social situations from a life-world-oriented perspective in close connection with the reflection of practical experiences, potentials and resources of young people.

**Learning outcome(s)**

The participants who know life-world-oriented perspectives in youth work are able to adequately identify the social situation of young people, recognise their potential, draw conclusions and develop adequate intervention concepts. They can assess approaches and measures of youth work, their intentions and effects from a life-world-oriented perspective and their relevance for current issues.

**Sub-module content**

After an overview of the contents and objectives of this module unit, the presentation "What is youth work? The relevance of a life-world-oriented perspective" will give first insights into a basic attitude of youth work, which is based on the young people themselves in their concrete life reality.

Life-world-oriented youth work is about:

• Reconstruction of the life situation of young people;
• Biographical crises and possible starting points;
• Effectiveness of intervention measures.

In order to try this perspective, two biographical examples will be used, read in working groups with the help of guiding questions, and then the participants reflect upon them. Participants' own professional or biographical experiences and examples can be included in the subsequent discussion. This sub-module also serves to consider, together with the youth workers, which possibilities of intervention are conceivable for young people in difficult life situations from a life-world-oriented perspective.

Possible questions are:

• Which elements must be taken into account?
• Are there any particular reasons which have led to the disadvantage of these young people and thus to exclusion, resignation and cumulative exclusion?
• Which aspects are important for successful and effective intervention measures? Where do difficulties become apparent in social positioning processes, how can subject-oriented youth work react adequately?
• To what extent do the measures correspond with the young people's life situation and what conclusions can be drawn from this? How can spaces be created for self-determined processes of localization?

In this way, the concept introduced in the theoretical part is applied to concrete biographical examples.

**Learning material**

• PowerPoint presentation:
*http://inno4impact.eu/media/module-1-sub-module-1-presentation.pdf*

• Three biographical examples with guiding questions:
*http://inno4impact.eu/media/module-1-sub-module-1-biography-1.pdf*
*http://inno4impact.eu/media/module-1-sub-module-1-biography-2.pdf*
*http://inno4impact.eu/media/module-1-sub-module-1-biography-3.pdf*

**Learning activities**

**1)**

| | |
|---|---|
| **Title** | **PowerPoint Presentation**<br>**„What is Youth Work? The Relevance of a Life-world Oriented Perspective"** |
| **Learning outcome/ objectives** | • Participants are introduced to a life-world-oriented theoretical perspective and method<br>• Ability to assess the effectiveness of life-world-oriented youth work with regard to social problems and living conditions of young people |
| **Module, Sub-module** | **Module 1 Sub-module 1** |
| **Number of Participants** | About 20 |

| | |
|---|---|
| **Description/ Instruction** | Introductory talk by the trainer, see PPT-presentation |
| **Additional information for trainers for face to face session** | The presentation is self-explanatory |
| **Material if needed** | Beamer, Laptop/ PC, PPT-file / chairs … |
| **Time needed** | approx. 40 min. |
| **Comments** | |

**2)**

| | |
|---|---|
| **Title** | **Three biographical examples: Ciko, Nabaz, Mahir** |
| **Learning outcome/ objectives** | • Participants apply the life-world-oriented perspective to concrete biographical examples<br>• They, try to identify the social situation of young people, recognise their skills and potential, draw conclusions and develop adequate intervention concepts |
| **Module, Sub-module** | **Module 1 Sub-module 1** |
| **Number of Participants** | about 20 (in three working groups) |
| **Description/ Instruction** | The participants read biographical examples in three working groups (1 text per working group)<br>They reflect on these examples with the help of guiding questions<br>In a final discussion the results and conclusions are summarized and their own professional or biographical experiences can be brought in |
| **Additional information** | - |
| **Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc.).** | 3 biographical examples with guiding questions, which are provided as word-files and should be printed out in several copies before the training session, depending on the number of participants<br>Chairs, paper, pencils… |
| **Time needed** | Approx. 1,5 hours |
| **Comments** | |

# Sub-Module 1.2.: From Non-formal to Integrative Concepts of Learning: The Basis of Youth Work

**Introduction**
This sub-module is intended for participants who do not have much experience in youth work. They should acquire basic knowledge about what learning in general means, which learning formats are discussed and how the individual learning processes are defined. Subsequently, they should reflect on whether the distinction between different forms of learning (formal, non-formal and informal) are meaningful and whether there are other perspectives that open up new horizons of observation and experience, perspectives that are or can be relevant for contemporary youth work in our globalized everyday life.



**Objectives**
The participants should acquire the following skills and competences:

**Objective-1:** To analyse learning and educational processes from different perspectives, reflecting on different learning formats (formal, non-formal, informal) and their relevance to practical work with young people.

**Objective-2:** To develop their own ideas about learning processes (example: integrative understanding of learning).

**Learning outcome(s)**
The participants:
- Can critically reflect on the different forms of learning, assess their relevance in relation to the intervention and draw conclusions;
- Are able to make learning processes visible (e.g. biographical or social-space-oriented learning), to recognize their relevance and potential in intervention processes;
- Are able to assess the importance of an integrative learning concept, to evaluate its significance for the future-oriented youth work and to develop new ideas from it.

**Sub-module content**

With an introductory presentation the participants firstly receive an overview of the current concepts of the different forms of learning (formal, non-formal and informal). The focus lies on the relevance of an integrative and holistic understanding of learning; different learning formats will be considered together.

The idea of biographical learning is introduced in order to make visible in a retrospective way the learning experiences of young people that were and are important to shape their lives. Life experiences and competences are the focus of attention. Such a refocusing (change of perspective) is highly relevant for youth work, because in this way different learning ideas and visions are developed.  They point out those skills and competences of young people that are hardly taken into account in conventional and one-sided learning theories. The everyday experiences or stories of young people are the starting point, not the differences between the forms of learning.

This view on learning processes is not only relevant for the idea of a life-world oriented youth work presented in the first sub-module unit, but also for biographical and diversity-oriented approaches.
After this introductory presentation, the participants will apply the described perspectives to biographical examples, which will be read, evaluated and reflected in working groups with the help of guiding questions.

Their own professional and biographical experiences can be included in the final discussion.

**Learning material**
• PowerPoint presentation:
 *http://inno4impact.eu/media/module-1-sub-module-2-presentation.pdf*

• Four biographical examples with guiding questions:
 *http://inno4impact.eu/media/module-1-sub-module-2-biography-1.pdf*
 *http://inno4impact.eu/media/module-1-sub-module-2-biography-2.pdf*
 *http://inno4impact.eu/media/module-1-sub-module-2-biography-3.pdf*
 *http://inno4impact.eu/media/module-1-sub-module-2-biography-4.pdf*

**Learning activities**
**1)**

| | |
|---|---|
| **Title** | **PowerPoint Presentation**<br>**„From a Non-formal to an Integrative Concept of Learning: The Basis of Youth Work"** |
| **Learning outcome/ objectives** | The participants can<br>• reflect on different learning formats (formal, non-formal, informal)<br>• develop their own ideas based on an integrative understanding of learning in relation to youth work |
| **Module, Sub-module** | **Module 1 Sub-module 2** |
| **Number of Participants** | about 20 |
| **Description/ Instruction (Describe the implementation of the activities step by step, specifying the handouts or the annex to be used during the activities)** | Introductory talk by the trainer, see PPT-presentation |
| **Additional information for trainers for face to face session** | The presentation is self-explanatory |

| | |
|---|---|
| Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc.). | Beamer, Laptop/ PC, PPT-file, chairs… |
| Time needed | Approx. 40 min. |

**2)**

| | |
|---|---|
| Title | **Four biographical examples: Ciko, Nabaz, Mahir, Zeliha** |
| Learning outcome/ objectives | • Participants apply a life-world-oriented perspective to concrete biographical examples<br>• They try to identify the social situation of young people, recognise their skills and potential, draw conclusions and develop adequate intervention concepts |
| Module, Sub-module | **Module 1 Sub-module 2** |
| Number of Participants | about 20 |
| Description/ Instruction (Describe the implementation of the activities step by step, specifying the handouts or the annex to be used during the activities) | The trainer explains that four biographical examples that are now analysed, from which such different learning processes and interdependencies can be read (from a life-world-oriented perspective to an integrative concept of learning)<br><br>The participants read four biographical examples divided into working groups<br><br>They reflect on these examples with the help of guiding questions<br><br>In a final discussion the results and conclusions are summarized and their own professional or biographical experiences can be brought in |
| Additional information for trainers for face to face session | Three of the biographical examples (Ciko, Nabaz, Mahir) are the same as in sub-module 1.1, but with different guiding questions to reflect on. In addition, a fourth example (Zeliha) can be discussed, which focuses on specific religious aspects and her difficult path to educational success |
| Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc. ). | 4 biographical examples with guiding questions, which are provided as word-files and should be printed out in several copies before the training session, depending on the number of participants<br>Chairs, paper, pencils … |
| Time needed | Approx. 1,5 hours |

# Sub-module 1.3: Approaches to youth work

**Introduction**

Youth work can be related to different sectors or topics: from culture and arts, sports, human rights, environment, historical heritage, politics, citizenship, to drug prevention, safety and crime, youth work can engage young people and youth workers in various fields. According to the European Commission, in the report "Working with young people: the value of youth work in the European Union" (2014), youth work activities can be grouped into some broad categories:

- Awareness raising and campaigning;
- Information and counselling;
- International development and civic volunteering;
- Leisure-based courses and activities;
- Project activities (self-organised);
- Street work and outreach work.



*"Designed by Freepik"*

**Objectives**

**Objective-1:** To develop deep knowledge of different youth work approaches by potential and professional youth workers

**Objective-2:** To increase the ability to select and apply different approaches according to different field of intervention

**Objective-3:** To provide youth workers with implementation options in youth work and activities

**Learning outcome(s)**

The learning outcomes are as follows:

- Youth workers will enrich their professional baggage having a broader knowledge of the different ways of working with youth;
- Young people involved in youth work will increase their knowledge of different approaches to youth work and will improve their performance while working with other young people.

**Sub-module content**

As stated on Wikipedia, in the section "Approaches to youth work" of the broader definition of "Youth work", there are different ways of working with young people. Some most common approaches are listed below:

Community youth work

Community youth workers provide community-based activities for young people in a variety of settings throughout local communities, including places of worship, non-profit organizations and government agencies.

Centre-based youth work

This youth work is carried out at dedicated premises, which may include facilities such as drop-in coffee bars, sports facilities and advice centres. Most youth clubs fall under this fairly wide category. It is reliant on young people choosing to come to the centre, but in some cases may be linked with outreach or school-based youth work.

Faith-based youth work

This youth work is carried out from a foundation of religious morals and may be for the purpose of sharing or engendering religious views. In the Christian church the main purpose of faith-based youth work may be derived from the biblical commandment to "love your neighbour". In many faith-based situations, the main agenda or purpose of youth work is aligned with the spiritual goals of the religion, or the perceived progress of a young person toward these goals.

Detached youth work

In its purest form, detached youth work is a form of street-based youth work provision, which operates without the use of a centre and takes place where young people "are at" both geographically and developmentally. It is often confused with outreach work, because of the similar principles (i.e. making contact on the streets with those "hard to reach" or "unattached" young people). Detached work is seen as more than trying to encourage young people to utilize existing provision (which is the often-used definition of Outreach work) and is used as a method of delivering informal and social education and is concerned with addressing whatever needs are presented to or perceived by the youth worker.

Outreach youth work

Similar to detached youth work, outreach is a form of youth work that takes place on young people's own territory and is a method of work that supports and complements new and existing centre/project-based youth work. Primarily used to inform young people of services that exist in their locality and to encourage them to use such services, Outreach can also seek to identify, through consultation with young people, any gaps that exist in services aimed at meeting their needs. As opposed to Detached Youth Work, Outreach is seen as an extension to centre-based work, Outreach work takes place when workers who are usually centre-based go onto the streets with their own agenda to pursue, usually to encourage young people to attend their club.

School-based work

This form of youth work is carried out in schools and is directly provided for the pupils, often by an organization external from the school. It may include lessons, assemblies, after-school clubs, one to one mentoring etc. There may be a link with other non-school youth activities.

Organized youth associations

These are the cornerstone of youth work in many countries, with such associations and their activities

being based on young people's involvement and organization. They may range from the very local entity up to pan-European youth organizations such as the European Youth Forum. They adopt multiple roles depending on their funding, including the level of state support as well as their involvement in the delivery of services and project-based opportunities. Many youth associations are also involved in lobbying and driving forward the youth work or the youth political agenda. Many of them deliver international youth work and lead young people from different countries, ethnic backgrounds and cultures with opportunities to meet each other and widen their cultural knowledge and enhance their personal skills (i.e. interaction, communication and understanding).

**Learning material**
- European Commission (2014) „Working with young people: the value of youth work in the European Union ", available at: *http://ec.europa.eu/youth/library/study/youth-work-report_en.pdf*
- Wikipedia „Youth work", available at: *https://en.wikipedia.org/wiki/Youth_work#Approaches_to_youth_work*

**Learning activities**

**1)**

| Title | Seek and employ |
|---|---|
| Learning outcome/ objectives | • Young people involved in youth work will be able to understand which approach is more suitable for a specific youth target group<br>• Ability to use a specific approach when working with youth |
| Module, Sub-module | Module 1 Sub-module 3 |
| Number of Participants | Variable, according to the number of trainees |
| Description/ Instruction (Describe the implementation of the activities step by step, specifying the handouts or the annex to be used during the activities) | To carry out the activity, participants must read the content of the sub-module in advance, and specifically, the descriptions of the various approaches to youth work presented in the sub-module content. For each type of approach, youth workers must do a desk research in their own country to find examples of youth organizations which can be included in the categories foreseen in the sub-module describing youth work: for example, school-based, outreach, community-based, centre-based or faith-based youth work. If there are national groups or just participants from the same country, trainees are divided in national groups or 2-3 groups from the same country to perform this desk research. The groups will write down the results of their research on a flip chart and will share the findings with the other groups. Every category of youth work will be represented by a "real example" of organisation working in the field in the group country. Each group will write two-three lines describing the activities of the selected organisations without specifying the approach to the youth work they are using. Every group in turn must guess which type of approach the organisations used in their daily activities. |

| Additional information for trainers for face to face session (here you need to provide suggestions to trainers in order to support the implementation of the F2F training) | During the desk research, make sure everyone is involved in the search and maybe suggest groups to split the categories of youth work approaches to favour team building and enhance team collaboration<br>Try to stimulate the contribution from experienced youth workers so to spread their day-to-day working experience with youth<br>Coordinate the round of guessing after the desk research to stimulate competition among groups and make the activity more interesting and challenging |
|---|---|
| Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc. ). | Flip charts/ markers/pencils, laptop to perform desk research (at least one laptop per group) |
| Time needed | 40 min for the desk research, 1 hour for the round circles of the groups guessing the different approaches |
| Comments | Allow enough time to perform desk research<br>Stimulate contribution from experienced youth workers in the implementation of the desk research |

# Sub-module 1.4: Youth policies (Erasmus+)

**Introduction**
As stated in the Council of Europe's website, the description of youth policy is as follows: "*Government's* **commitment** *and practice towards ensuring good living conditions and opportunities for the young population of a country*" (Finn Denstad, Youth Policy Manual, 2009).

A youth policy is about **standards**, but also **methodology** (principles, co-operation), **target groups/ stakeholders, scope** (areas of intervention), **budgets**.

A youth policy is a strategy implemented by public authorities to provide young people with opportunities and experiences that support their successful integration into society and enable them to be active and responsible members of society and agents of change (Council of Europe CM/Rec(2015)3).

A youth policy is about **opportunities, participation, inclusion, autonomy, solidarity,** but also **well-being, learning, leisure time, employment.**

A youth policy is about approaches ranging from regulation to **emancipation**, from prevention to **intervention**, from proactive to **reactive**, problem oriented to **opportunity focused**, from paternalistic to **open**.

A youth policy is about public authorities working with those actors involved in i**nforming, developing, implementing** youth policy such as: youth councils, youth NGOs, interest groups, youth groups, youth workers, youth researchers, young people, schools, teachers, employers, medical staff, social workers, faith groups, the media, and many more.

A youth policy is a **dynamic** process with systems and structures that change constantly.

Each country decides what is to be considered as youth policy.  It is fair to say that a c**ountry's youth policy always mirrors how a government looks at its young people.**

Some national youth policies include anything that affects young people, including social protection, gender equality, unemployment, formal education, health, housing, and so on. Other youth policies are much narrower in scope.



**Objectives**
**Objective-1:** To recognize the importance of youth policies by new and experienced youth workers

**Objective-2:** To adopt and develop professional/vocational principles connected with youth policies by youth workers using Erasmus+ tools

**Objective-3:** To provide youth workers with implementation options in youth works and activities for young people following EU and country youth policies (Erasmus+ and local tools)

**Learning outcome(s)**
The learning outcome(s) are as follows:
• Professional youth workers are expected to deepen their knowledge of EU and local youth policies and related tools in the field of youth work, namely Erasmus+ programme and local policies supporting youth;
• Young people involved in youth work are expected to gain awareness of "EU and local youth policies" and how to implement them at local level.

**Sub-module content**
In this section Erasmus+ programme will be explained as it is the main tool that the European Commission is using for implementing its youth policies in all the Member States.

The European Union's **Erasmus+** programme is a funding scheme that **supports activities in the fields of Education, Training, Youth and Sport.**

The Programme is made up of three so-called "Key Actions" and two additional actions. They are managed partly at the national level by National Agencies and partly at the European level by the EACEA. The European Commission is responsible for Erasmus+ policies and oversees the overall programme implementation.

Erasmus+ provides grants for activities in the fields of education, training, youth and sport. It offers

opportunities for:
- **individuals** to spend a mobility or volunteering period abroad and to receive linguistic training;
- **organisations** to collaborate in project partnerships in the fields of academic and vocational training, schools, adult learning and European sport events.

Erasmus+ also supports teaching, research, networking and policy debate on EU topics. Erasmus+ includes a strong *international dimension*: cooperation with Partner Countries notably in the field of higher education and youth, through institutional partnerships, youth cooperation and mobility worldwide. The programme supports organisations, institutions, bodies or groups. These organisations, in turn support a wide range of individuals, including: students, trainees, apprentices, pupils, adult learners, young people, volunteers, youth workers, teachers, professors, trainers, coaches, athletes, and professionals of organisations active in the relevant fields.

This is explained in the *Erasmus+ Programme Guide*. The European Commission publishes an annual **general call for proposals**. The Erasmus+ Programme Guide explains the relevant actions and the application process.

Erasmus+ actions managed by EACEA, that regard youth are:

***Key Action 1: Learning Mobility of Individuals.*** This action supports mobility in the education, training and youth sectors and aims to bring long-lasting benefits to the participants and the organisations involved. The Education, Audiovisual and Culture Executive Agency (EACEA) manages the selection of projects under:
- *Large Scale European Voluntary Service Events*
- *Erasmus Mundus Joint Master Degrees*

These two actions are included in the *General Call for proposals* and described in detail in the *Erasmus+ Programme Guide.*

The other actions of the KA1 are managed at a decentralised level by the *National Agencies*.

Applications under this action cannot be made by individual students, staff or volunteers. People wishing to participate in an activity will need to contact one of the organisations receiving support from the Erasmus + programme.  For more information about scholarships please visit *this page*.

***Key action 2:*** The actions under KA2 make it possible for organisations from different participating countries to work together, to develop, share and transfer best practices and innovative approaches in the fields of education, training and youth. In particular, KA2 action has a specific section for youth funding projects under the sub-action: "**Capacity Building in the field of youth** supporting cooperation with Partner Countries".

***Key Action 3*** provides grants for a wide variety of actions aimed at stimulating innovative policy development, policy dialogue and implementation, and the exchange of knowledge in the fields of education, training and youth. The majority of them are managed by the EACEA. Most of the actions under KA3 are managed outside the annual general call for proposals. The main instrument for youth is the **"Civil Society Cooperation"**, providing support to European NGOs and EU-wide networks active in the fields of education, training and youth with the aim of raising the awareness about European policies and boosting the cooperation with the public authorities.

For a complete overview of the tools and opportunities for youth at EU level please check the Erasmus+ Programme Guide which provides full details on the several tools available to implement youth policies at EU and national level.

**Learning material**
- Council of Europe „About youth policy ", available at: *https://www.coe.int/en/web/youth/about-youth-policy*
- European Commission - Education, Audio-visual and Culture Executive Agency „Erasmus+ programme ", available at: *https://eacea.ec.europa.eu/erasmus-plus_en*

**Learning activities**

**1)**

| | |
|---|---|
| **Title** | **Exploring youth policies at local level** |
| **Learning outcome/ objectives** | • To enable youth workers (new and experienced) to be aware of national youth policies<br>• To give youth workers new tools and instruments to work at local level according to national youth policies |
| **Module, Sub-module** | **Module 1 Sub-module 4** |
| **Number of Participants** | 15 participants |
| **Description/ Instruction (Describe the implementation of the activities step by step, specifying the handouts or the annex to be used during the activities)** | To carry out the activity, participants must carry out a desk research on youth policies designed in the last ten-fifteen years by their national governments. If there are national groups or participants from the same country, trainees are divided in national groups or in 2-3 groups from the same country to perform this desk research. The groups will write down the results of their research on a flip chart and will share the findings with the other groups. Each national group will synthesize national youth policies and the main funding tools available at local level in 3-5 sentences. In a round table all groups will comment on differences and similarities among national youth policies |
| **Additional information for trainers for face to face session (here you need to provide suggestions to trainers in order to support the implementation of the F2F training)** | During the desk research, make sure everyone is involved in the search<br><br>Try to stimulate the contribution from experienced youth workers so to share their day-to-day working experience with youth and lead the groups in the research<br><br>Coordinate the round of presentation after the desk research to stimulate dialogue among groups and make the activity more interesting and fruitful |
| **Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc. ).** | Flip charts/ markers/pencils, laptop to perform desk research and present results to other groups (at least one laptop per group) |
| **Time needed** | 40 min for the desk research, 1 hour for the round circles of the groups presenting the different youth policies at national level |
| **Comments** | Allow enough time to perform desk research<br>Stimulate contribution from experienced youth workers in the implementation of the desk research and the presentations |

# Sub-module 1.5: Role and competences of the youth worker

**Introduction**
Being a youth worker has become a difficult job considering that in the last years this "professional" figure has become more complex. The "internationalisation" of the youth worker, now more connected and depending on European cooperation tools to boost youth policies at local level, is requiring new skills and competences for working with youth, especially disadvantaged youth.

The **European Portfolio for youth leaders and youth workers** is an initiative of the Council of Europe in cooperation with experts and partners such as the European Commission and the European Youth Forum. It provides youth leaders and youth workers in Europe, volunteers or professionals, with a tool which can help them identify, assess and describe their competencies based on European quality standards.

In using this portfolio, youth leaders and youth workers will not only contribute to the recognition of their experience and skills but also to the recognition of youth work and non-formal education and learning. The use of this Portfolio will engage youth workers (potential and experienced) to self-assess what they think they need to learn or work on to deliver a good quality youth work experience to the young people they work with.



**Objectives**
**Objective-1:** To recognize the main competences necessary to perform the role of a youth worker

**Objective-2:** To develop professional/vocational competences for youth workers

**Learning outcome(s)**
The learning outcomes are as follows:
• Professional youth workers are expected to question their competences in the field of work and learn the professional competences that they need to develop;
• Young people involved in youth work are expected to improve their skills and competences in the field thanks to the Portfolio Competence Framework.

**Sub-module content**
The youth work community of practice around Europe, through ongoing debates and exchanges, has expressed the need for an instrument that could help them gain better recognition for their work. The Portfolio does this by helping members of that community of practice to:
• identify, assess and record their competencies;
• describe their competencies to others;
• set their own further learning and development goals.

The Portfolio Competence Framework (PCF) is a tool for assessing youth work competence and for planning how to develop it. This process is very important, because youth workers are bound to be lifelong learners and youth work itself is a field constantly under development. The Portfolio looks at those things which youth work usually or most commonly does. These things are defined as *"functions of youth work"*. From these functions of youth work, the Portfolio tries to better understand what

youth workers should be able to do; in other words, the competences youth workers need to have in order to perform youth work. Together, the identified functions and competences make up what is called the "Portfolio competence framework".

**1. Function: To empower young people**
The youth leader/worker is able to:
1.  enable young people to participate through developing collective action and learning;
2.  involve young people in planning, delivery and evaluation of the activities;
3.  enable young people to work towards their goals;
4.  help the development of confidence, knowledge, critical thinking, skills and understanding of young people;
5.  get in touch with young people at emotional level;
6.  widen their awareness of the concepts of power and change.

**2. Function: To develop relevant learning opportunities**
The youth leader/worker is able to:
1.  target individuals and groups;
2.  provide young people with appropriate guidance and feedback;
3.  take advantage of spontaneous learning and development opportunities in everyday situations;
4.  identify any special learning needs;
5.  use a range of educational methods and techniques;
6.  stimulate the creativity of young people.

**3. Function: To accompany young people in their intercultural learning process**
The youth leader/worker is able to:
1.  facilitate young people's recognition of their cultural background, values and behaviour;
2.  promote active tolerance and interaction with people from other cultures at home and abroad;
3.  creatively work with conflict towards peaceful solutions;
4.  assist young people in defining their place in a changing world.

**4. Function: To contribute to organizational and youth policy development**
The youth leader/worker is able to:
1.  find resources and manage them;
2.  manage others and work effectively in teams;
3.  work for change and development within organizations;
4.  cooperate with others to shape youth policy.

**5. Function: To use evaluative practice**
The youth leader/worker is able to:
1.  plan and apply a range of participative methods of evaluation;
2.  use appropriate information technology tools when necessary;
3.  demonstrate skills in report writing and presentation for a variety of audiences;
4.  research and use results to influence practice.

**Learning material**
•   Council of Europe "Youth Work Portfolio". Available at:
    *http://www.coe.int/en/web/youth-portfolio/online-portfolio*
•   Council of Europe "European Portfolio for youth leaders and youth workers". Available at:
    *https://www.coe.int/t/dg4/youth/Source/Resources/Portfolio/Portfolio_en.pdf*

**Learning activities**

**1)**

| | |
|---|---|
| **Title** | **Fill in the Youth work portfolio** |
| **Learning outcome/ objectives** | • Professional youth workers are expected to question their competences in the field of work and learn the professional competences that they need to develop.<br>• Young people involved in youth work are expected to improve their skills and competences in the field thanks to the Portfolio Competence Framework |
| **Module, Sub-module** | **Module 1 Sub-module 5** |
| **Number of Participants** | Each participant must complete the on-line Youth Portfolio |
| **Description/ Instruction (Describe the implementation of the activities step by step, specifying the handouts or the annex to be used during the activities)** | In order to be able to have access to the online Portfolio, trainees first need to complete their registration on the website. They are also asked to provide more details about their involvement in youth work. Please follow these 3 steps in order to have access to the online tools:<br><br>AUTHENTICATION: create a new account if needed, and authenticate<br><br>REGISTER: register to the Portfolio website by answering questions related to your profile and involvement in youth work<br><br>ACCESS: access to the on-line tools |
| **Additional information for trainers for face to face session (here you need to provide suggestions to trainers in order to support the implementation of the F2F training)** | Make sure trainees have enough ICT skills to complete an on-line questionnaire<br><br>All participants need a device to browse the Internet<br><br>Support trainees in the process of registering and accessing the Council of Europe website |
| **Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc. ).** | Personal laptop / Multimedia room / projector to guide the completion of the online portfolio |
| **Time needed** | Depending on participants' ICT skills, usually it can take up to 2 hours |
| **Comments** | It can take a long time to fill in the online Youth Work Portfolio, so make sure trainees take breaks and they can complete their portfolio in different sessions |

# Sub-module 1.6: Exchange of good practices in all partner countries

**Introduction**
Exchanging good practices is a very effective way to improve youth work. The nature of youth work is strictly connected with non-formal education, so studying other organisations work with youth can inspire and lead towards new paths when implementing projects with youth.



**Objectives**
**Objective-1:** To provide new tools for implementing successful projects in youth work studying other organizations experience

**Objective-2:** To inspire potential and experienced youth workers with new ideas coming from real cases

**Objective-3:** To provide youth workers with implementation options in youth works and activities for young people to apply new solutions

**Learning outcome(s)**
The learning outcomes are as follows:
- Professional youth workers will broaden their knowledge in the field of work and use new techniques inspired by other professional experiences;
- Young people involved in youth work will inspire themselves with good practices and will learn how to use them in real situations when working with youth.

**Sub-module content**
Learners can read the attached collection of good practices from the project partners, containing eight best practices from Turkey, Italy, Germany, Austria and Spain.

**Learning material**
- Presentation of best practices in partner countries:
  *http://inno4impact.eu/media/module-1-sub-module-6-best-practices.pdf*


**Learning activities**

**1)**

| | |
|---|---|
| **Title** | **Collecting best practices at local level** |
| **Learning outcome/ objectives** | To give youth workers new tools and instruments to work at local level |
| **Module, Sub-module** | **Module 1 Sub-module 6** |
| **Number of Participants** | all participants |
| **Description/ Instruction (Describe the implementation of the activities step by step, specifying the handouts or the annex to be used during the activities)** | To implement the activity, participants must carry out a desk research on best practices at national level. If there are national groups or participants from the same country, trainees are divided in national groups or in 2-3 groups from the same country to perform this desk research. The groups will write down the results of their research on a flip chart and will share the best practices with the other groups |
| **Additional information for trainers for face to face session (here you need to provide suggestions to trainers in order to support the implementation of the F2F training)** | During the desk research, make sure everyone is involved in the search

Try to stimulate the contribution from experienced youth workers so to share their day-to-day working experience with youth and lead the groups in the research

Coordinate the round of presentation after the desk research to stimulate dialogue among the groups and make the activity more interesting and fruitful |
| **Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc. ).** | Flip charts/ markers/pencils, laptop to perform desk research and present results to other groups (at least one laptop per group) |
| **Time needed** | 40 min for the desk research, 1/2 hour for the round circles of the groups presenting the different best practices at national level |
| **Comments** | Allow enough time to perform desk research
Stimulate contribution from experienced youth workers in the implementation of the desk research and the presentations |

# Sub-module 1.7: Ethical conduct in youth work

**Introduction**

The transition from "individual" life to "social" life has made necessary to create common values in the common life area. Living together has revealed the need for various rules and norms. While conducting studies in social sciences, the most effective method is the etymological examination of the studied concept.

*Ethic* is a word derived from the word "ethos", which means "character" in the ancient Greek civilization. It is a philosophy discipline that researches values, norms and moral rules which form the basis of the individual and the social relations established by people.

"Ethics in youth work" is the most important topic that determines the basic values and approaches for youth work. As a youth worker, adopting the values of the study area and carrying out studies for young people on the basis of these values is a key important point. In this respect, this sub-module should be adopted for both youth workers and youth.

Therefore, the content study in this module is organized to achieve the following objectives:
- The recognition and the adoption of "youth work values" by young people;
- The adoption and the development of vocational/professional principles by professional youth workers.



**Objectives**

**Objective-1:** To make the values of the youth work recognized by young people

**Objective-2:** To adopt and develop professional/vocational principles for youth workers

**Objective-3:** To provide youth workers with implementation options in youth work and activities for young people to adopt ethical values

**Learning outcome(s)**

The learning outcomes are as follows:
- Professional youth workers are expected to question their competences in the field of work and learn the professional principles that they need to develop;

- Young people involved in youth work are expected to gain awareness of the "youth work values" and raise awareness.

**Sub-module content**

In the humanitarian studies, it is not possible to reach 100% scientific knowledge. The most important reason for this, it is the constant variation of internal and external factors in human focus. At this point, values, principles and priorities adopted and continuously developed by youth work are of extra importance as the basis of these studies.

The sub-module practice examined and presented the subject through two basic approaches with this sensitivity in order to reach the following two goals:
- To ensure that young people recognize **_the values of youth work_** and assume a multiplier role by adopting these values in the society they live and in the youth work corresponding with their private area;
- To transfer the professional principles that a professional youth worker who plays the role of transferring youth work values should have and adopt.

The "youth" centred approach is dominant in youth work. In youth work, an understanding based **on the learning-based responses** to "youth" needs, problems and solutions is adopted. At this point, a young person involved in youth studies should first recognize, question, adopt these values and apply them in social life and take a multiplier role. The following basic ethical values serve as a framework for all youth work, regardless of the youth workers' professional field of work (health, education, employment, etc.). All public, private and third sector non-governmental organizations working in the field of youth should shape their working culture at the centre of these values.

Basic ethical values of youth work are as follows:
- Voluntary participation of young people in youth work;
- Conducting learning-based (non-formal education) activities;
- Adopting a rights-based approach (adopting respect for differences and diversity, approach without prejudice and encouragement);
- Valuing each individual and his/her ideas;
- Keeping an equal distance to each individual;
- Supporting personal and social development of young people in the youth work carried out, supporting their involvement and active participation in the society, helping them be independent and constant on time;
- Respecting and encouraging young people's right to make their own decisions and choices.

In order to ensure the transfer of the above-mentioned youth work values and to ensure their sustainability, there are basic professional principles that should be adopted in the youth work in which youth workers are actively involved. In line with these professional principles, the values of youth work can continuously improve and develop.

Professional goals (values that should be adopted individually for youth worker) are as follows:
- To recognize the boundaries between personal and professional life; adopting a professional approach;
- To be responsible and accountable for young people and related individuals and institutions;
- The relationship with young people always remains within professional limits to protect the young person and the purpose of the study;
- To develop and maintain the necessary competencies to do the job;
- To work in youth work and in the relevant institutions where these principles are discussed, evaluated and approved;
- To adopt the principle of confidentiality about the personal information and the experiences that the young people shared

Adopting these principles, the youth worker should act as a guide / coach to raise awareness through different tools and methods for young people in order to make them recognize and absorb "youth work values" in their youth work that they are involved in or in duty.

**Learning material**

- Ethical Conduct in Youth Work, The National Youth Agency, 2004, UK:
  http://www.nya.org.uk/wp-content/uploads/2014/06/Commission-into-the-role-of-youth-work-in-formal-education.pdf
- Institute for Youth Work, Code of Ethics, UK:
  https://cldstandardscouncil.org.uk/wp-content/uploads/2015/07/YWC_FULL.pdf
- Ethical Issues in Youth Work, Edited by Sarah Banks: https://philpapers.org/rec/BANEII-3
- Ethics and Social Welfare Journal:
  https://www.researchgate.net/journal/1749-6535_Ethics_and_Social_Welfare

**Learning activities**

| | |
|---|---|
| **Title** | **Code of Ethics (Stage 1: Self-study, Stage 2: Group work)** |
| **Learning outcome/ objectives** | • To enable young people involved in youth work to question "Why Youth Work?"<br>• Adopting youth work values and developing an approach |
| **Module, Sub-module** | **Module 1 Sub-module 7** |
| **Number of Participants** | 25-30 participants |
| **Description/ Instruction (Describe the implementation of the activities step by step, specifying the handouts or the annex to be used during the activities)** | Preparation: 30 photographs are chosen by the youth worker to make different connotations and each photograph is prepared in colour A4 size<br><br>Implementation: youth worker lays down mixed photo papers on a floor that everyone can focus on<br><br>The implementation has two stages:<br><br>Stage 1: The youth worker asks the question: "Think about the values adopted by youth work and choose a photo paper that you think represents these values". After the elections are made, 15 minutes of individual thinking time is given and the values of youth work are defined by using the chosen photo. After the given period is completed, voluntary youngsters are asked to share their opinions.<br><br>Stage 2: After the individual sharing, groups of 4-5 people are formed in a mixed manner and ask the groups to choose and justify a common photo paper that represents the "values of youth work" and includes everyone's ideas by making individual sharing within themselves. The working time is 45 minutes.<br><br>After the given period is completed, ideas and shares are taken from each group. Then, the youth worker defines the "youth work values" and provides information about their principles. |

| | |
|---|---|
| **Additional information for trainers for face to face session (here you need to provide suggestions to trainers in order to support the implementation of the F2F training)** | Photo cards are a tool for young people to share their individual ideas in a comfortable and safe environment.<br><br>After the implementation, the youth worker is required to provide information describing the "Youth Studies Values". Different methods can be used for this information, such as PPT presentation, itemization on the board or printing out each value on paper.<br><br>While defining each value, it is necessary to share concrete examples, to share examples and experiences from the target audience, and to provide an interactive learning environment with the question-answer method.<br><br>Participation from young people can be stimulated by asking the following questions:<br><br>What was your main basis in determining the values you shared?<br><br>What are the most important youth work values for you? Why is that?<br><br>What can these values bring to young people? |
| **Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc. ).** | For implementation: 30 colour photo papers<br><br>For information: PPT presentation / board-board marker / Paper with printed values |
| **Time needed** | Exercise 60 min, Input 30 min. |
| **Comments** | Attention should be paid to the fact that selected photographs represent values of youth work.<br><br>Determining the selected photographs with a sensitivity that will not cause discrimination and controversy such as religion, language and race.<br><br>Determination of selected photographs by taking into consideration aspects such as copyright, usage permission.<br><br>High quality and colourful preparation of selected photos |

# Sub-module 1.8: Types of Emotional Intelligence

**Introduction**
Emotional intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others.

Emotional intelligence is generally said to include at least three skills: 1) emotional awareness, or the ability to identify and name one's own emotions; 2) the ability to harness those emotions and apply them to tasks like thinking and problem solving; 3) and the ability to manage emotions, which includes both regulating one's own emotions when necessary and helping others to do the same.
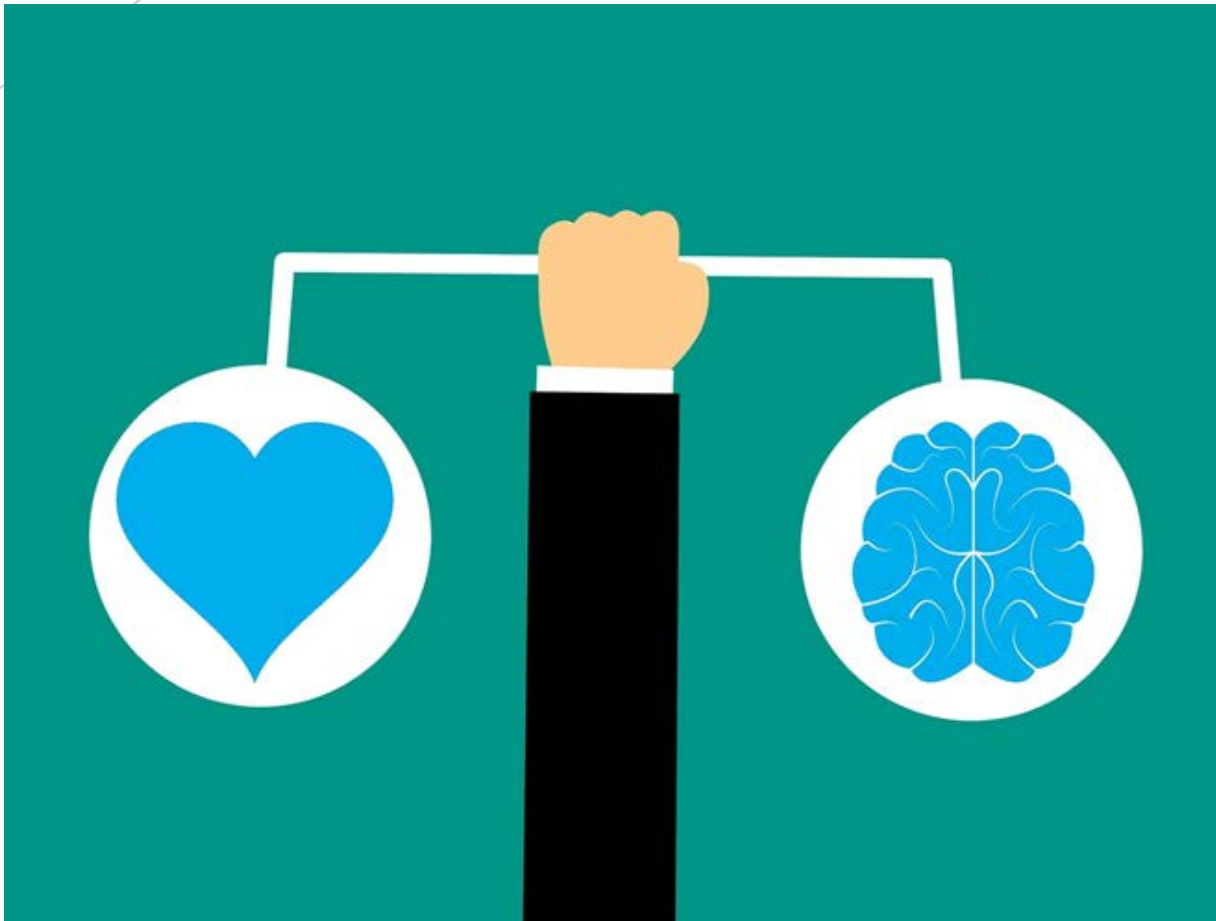


**Objectives**
**Objective-1:** To recognize, understand, and manage your own emotions

**Objective-2:** To understand how others might feel and why (being empathetic)

**Objective-3:** To manage your emotional reactions

**Objective-4:** To choose a different mood or feeling

**Learning Outcome(s)**
People will be able to:
•   Know what emotions they are feeling at any given time, and why;
•   Understand the links between their emotions and their thoughts and actions, including what they say;
•   Understand how their feelings will therefore affect their performance
•   Be guided in how they feel by their personal values.

**Sub-module content**

**Emotional awareness** is an ability to recognize your own emotions, and their effects.
Being aware of your own emotions, and how they affect your behaviour, is crucial to an effective interaction with others, but it can also be crucial to your personal health and well-being. Some people can find the self-analysis of their emotions difficult, especially if they have suppressed them for a long time. It may be hard for people to accurately recognize their emotions and even more difficult to understand why they are feeling them. If you are aware of your own values, you can quickly see why you may have had a particularly emotional reaction to an event or person. Most importantly, you can then take action to address the issue with a better understanding of the problem.

**Accurate Self-Assessment:** Understanding your own and others' emotions also requires a good understanding of your personal strengths, weaknesses, inner resources and, perhaps most importantly, your limits.

It can be particularly hard to admit weaknesses and limits, especially if you are in a competitive and fast-moving work environment, but it is crucial for emotional intelligence and your own well-being.

People who are good at self-assessment generally not only have a good understanding of their strengths and weaknesses, they show a good sense of humour about themselves and their limitations. They are usually very reflective, learning from experience, and also open to feedbacks.

**Self-Confidence:** The final area of self-awareness is self-confidence, having a strong sense of your own self-worth, and not relying on others for the valuation of yourself. People with good self-confidence are:
• Generally able to present themselves well and are often described as charismatic.
• Prepared to voice unpopular opinions, and not always 'go with the flow'.
• Generally decisive, being able to make good decisions grounded in their own values.

**Learning material**
• *https://www.psychologytoday.com/intl/basics/emotional-intelligence*
• *https://www.skillsyouneed.com/general/emotional-intelligence.html*
• *https://www.skillsyouneed.com/ps/self-awareness.html*
• *https://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleID/1156/Emotional-Intelligence-Self-Awareness-Exercise.aspx*
• *https://www.skillsyouneed.com/ips/empathy.html*
• *https://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleID/1051/Motivational-Exercise-Turning-a-Bad-Experience-to-a-Good-One.aspx*

**Learning activities**

**1)**

| Title | Self-Awareness Exercise |
|---|---|
| Objective | Go through the values provided and select the best ones based on the provided instructions |
| Module, Unit | Unit 1 |

| | |
|---|---|
| **Description/ Instruction** | Self-awareness is about understanding your strengths, limitations, attitudes, values and motivations. In this exercise, the delegates have an opportunity to reflect on their values and see exactly what matters the most to them

Setup:
Explain to the delegates that in this exercise they will be examining themselves in respect with a range of values. By understanding the values, they will boost their self-awareness

Provide a copy of the "Value List" to every delegate

Ask delegates to identify ten values which they strongly believe in or that are important to them. The list is only provided as a reference. They can add any other values to the list and select it as part of their most important ten values. Ask them to write these values on a separate piece of paper. For best results, they should be as honest as they can. They should not pick values to show off, for being politically correct or popular fashion. They should only choose based on what is important to them

Allocate about 5 minutes for this part

Now in the next step, ask the delegates to select only five values from the ten they have selected. This is now much harder, but the selection process will force them to see what they truly value the most

Allocate 2 minutes for this part

Allocate few more minutes for reflection so that the delegates can think about what their choices really mean to them
Bring back everyone together and ask them to share their values and observations one by one. If the delegates know each other or are part of a team, sharing important values can be quite educational as people can see what is most important to other team members. Follow with a discussion

Discussion:
What did you learn about yourself in this exercise? Was it difficult to select the ten values? How about narrowing it down to five values? Did you add any new values to the list? What did you think of other delegates' values? If you know the other delegates, did their choices match your expectations? If you have gone through this exercise in the past, were your values any different? What does this suggest? |

| Additional information for trainers for face to face session | - | | |
|---|---|---|---|
| **Additional material if needed** | A copy of the "Value List" provided below | | |
| | **Value List** | | |
| | Love and care | Growth | Power |
| | Community | Being rich | Personal development |
| | Variety | Inner happiness | Religion |
| | Stability | Honesty | Reputation |
| | Efficiency | Selflessness | Novelty |
| | Friendships | Family | Elegance |
| | Fame | Creativity | Self-respect |
| | Competence | Status | Modesty |
| | Ecological awareness | Intellectual freedom | Helping society |
| | Political correctness | Job security | Influencing others |
| | Ethical behaviour | Knowledge | Risk taking |
| | Financial freedom | Merit | Recognition |
| | Financial security | Meaningful work | Certainty |
| | Achievement | Routine | Sex |
| | Adventure | Leadership | Time |
| | Perfectionism | Independence | Truth |
| | Competition | Loyalty | Working for yourself |
| | Order and law | Respecting nature | Working with others |
| | Privacy | Close relationships | Gratitude |
| | | Challenge | |
| **Time needed** | Explaining the Exercise: 2 minutes<br><br>Activity: 5 minutes selecting ten values + 2 minutes selecting five values + 3 minutes reflection = 10 minutes<br><br>Group Feedback: 10 minutes | | |
| **Comments** | - | | |

# Module 2: Youth work in practice

**IIntroduction**

Module 2 aims at providing the readers with a practical guide on youth work practices, mainly focusing on all those tools that are fundamental on the field. If Module 1 is mainly aimed at giving a sense of direction to the readers, imaging that many of them were just beginners, the following sub-modules on the current module will deepen the topic in its practical side. In fact, Module 2 aims at clarifying what means to be a youth worker, showing a wide variety of scenarios and providing pieces of advice and recommendations. Moreover, it wants to clarify potential doubts that the readers may have during the first interaction phases with the young people.

Module 2 is divided into 9 sub-modules, that mainly analyse the most important skills for youth workers. Specifically:

- Sub-module 1 focuses on those motivational skills, which are crucial for the involvement of young people involved in the activities to be organized.
- Sub-module 2 refers to counselling with regard to the specific needs of young people.
- Sub-module 3 is focused on the creation of individual working methods to be used in the daily activities of youth workers
- Sub-module 4 & 5 refers to those management and organizational skills that are useful to plan training courses and exchanges for young people as well as dealing with groups and teams.
- Sub-module 6 is focused on conflict management, a useful resource when it comes to work with people.
- Sub-module 7 is dedicated to the necessary communication skills, which are essential to be a good youth worker.
- The last 2 submodules are focused on the evaluation process through non-formal activities and on the use of the innovative LEVEL5 methodology that aims at assessing competencies in the field of youth work.
- 

The **objectives** of Module 2 are as follows:

- To gain knowledge on motivation techniques that are applicable with youngsters;
- To gain knowledge on the different types of youth work;
- To acquire management and organizational skills in order to plan training courses and youth exchange;
- To develop communication skills – with a focus on team building and conflict management skills - in order to work in group with young people;
- To acquire knowledge on the LEVEL5 methodology in the context of youth work.

The **expected learning outcomes** of the Module 2 are as follows:

- Acquired knowledge about how to explain the motivation techniques that are applicable with youngsters;
- Improved understanding of the different types of youth work;
- Improved identification of management and organizational skills in order to plan training courses and youth exchange;
- Improved ability to apply communication skills – with a focus on team building and conflict management skills - in order to work in group with young people;
- Acquired ability to use LEVEL5 methodology in the context of youth work.

**Keywords**

youth; youth work; group; skills; exchange; methods; trainings

**Sub-modules Overview**

2.1 Self-motivation and motivating youth

2.2 Assessing youth needs and counselling

2.3 Creating individual working methods for youth

2.4 Planning a training/youth exchange

2.5 Working with groups and team building

2.6 Conflict management and resolution

2.7 Communication skills and techniques

2.8 Evaluating non-formal activities with youth

2.9 Validation of Competence Developments in Youth Work with LEVEL5

# Sub-module 2.1: Self-motivation and motivating youth

**Introduction**

Motivation is the process of individuals acting with their own desires and wishes to achieve a specific purpose. Based on this definition, it is important to discover the right sources of motivation for ourselves and for youth in youth work to achieve their own goals. Motivation is a driving force. It should not be forgotten that motivation is possible only if the individual knows what he wants and reminds himself periodically. People are beings who act with their emotions, and because of these emotions, the motivation graph shows a fluctuating course. Most of the time, the transformation and standardization of our goal-oriented work causes the motivation graphic to go down. It is necessary to observe this motivation graphic very well both in our individual goals as youth workers and in the work processes of young people as target audience, and to develop new motivation tools with guidance when it is necessary.

Motivation is an important dynamic in youth work for both youth workers and youth. This dynamic, which must be continuously followed, is important for the learning-based execution of the study and for the sustainability of the active participation.



**Objectives**
**Objective-1:** To ensure sustainability and efficiency in youth work

**Objective-2:** To increase individual-specific planning capacity for youth work

**Objective-3:** To develop individual motivation tools by youth workers

**Objective-4:** To create motivation dynamics for their teams

**Objective-5:** To support youth work to create motivation resources for young people who represent the target audience

**Learning Outcome(s)**

The learning outcomes are as follows:
- Youth workers are expected to gain knowledge about the tools they can use for individual motivation;
- Youth workers are expected to gain proficiency in the methods they can use in all activities/works;
- Youth workers are expected to gain a professional perspective in the activities organized for young people.

**Sub-module content**

Motivation derives from the Latin word "movement:" 1) you must be able to move; 2) you must move others, 3) you must move yourself to move others. In this framework, we should evaluate motivation in three different "roles".

You, as the person responsible for youth work, should be able to motivate your teammates (other youth workers and members). Nothing is easy. You should awaken the energy inside your colleagues. Considering that youth work is carried out on a voluntary basis, you should make an extra effort.

Goal: Sharpen your common goal with your team and analyse them.

Feedback: Gain in-team feedback culture. Correctly communicated and constructive feedback is an important tool for the individuals to develop and motivate themselves.

Responsibility: Take equal responsibility and delegate responsibility in line with your shared goal. It promotes proof of trust and sense of belonging.

Small moves: Create spaces for small moves like "Thank you" and wishes for special occasions.

Appreciate success: Create platforms for the team to show success and be part of it.

Binoculars: Remember that social work is a human-oriented and dynamic field. We do not have always to work like a clock and stick to one plan. Leave the team the freedom to take initiative and decide within the common goal. Remember, all roads lead to Rome!

Be open to changes: the standardization and the habit of the work to reach the common goal is the most dangerous killer of motivation. Gaining different perspectives and changing the chosen path will create new sources of motivation. As a youth worker in youth work, you should be able to motivate your target group (young people).

"Youth" is the focus of youth work and it is important to develop the awareness in young people of their personal development and social participation. In this sense, motivation is one of the most important tools. We have prepared some tips for you, as a youth worker, to make motivational plans in your youth studies:
- Analyse the target audience profile. Each individual has different needs and dynamics. Instead of a standard approach, you should develop specific approaches for each group;
- Create a reliable working environment where young people can easily express their opinions and differences;
- Set common rules and duties with young people who are the target audience. Active responsibility will strengthen the sense of belonging;
- Communicate personally with young people (for example, between meetings etc.);
- List the negative situations that may occur in the activities in your mind and develop a "Plan B" for each negative situation (for example, conflict situations between the target audience, language barrier etc.);
- Use ice breaking and teamwork applications. If necessary, support the target group to be successful by stretching the rules;
- Use "We" instead of "I";

- Make them feel like both they are part of the team;
- Support young people who are the target group in being a team, the team must find itself and develop their dynamics;
- Create individual assessment areas for young people to internalize the question "Why Am I Here?";
- Choose "dialogue" communication method, not "monologue" transfer in the activities;
- In the activity process, create sections to evaluate practices and methods for young people who are the target group;
- Plan activities in which young people can easily express their feelings;
- Create platforms periodically where they can talk on common topics.

You should be individually motivated as a youth worker in youth work. As a youth worker, your motivation is an important component in motivating the team and the target group of young people to do something. No team and youth can be mobilized if the youth worker is not motivated. Ask yourself a few questions and answer them honestly:

How is it going now? Are you stressed, annoyed or tired? Do not you really have time?

Or are you dynamic and full of energy?

What do you expect from the next planned work? Why are you participating in the programme? What do you want to experience? Do you want to convey something to young people or just want to be part of something?

So how can you motivate yourself when you return to your inner world? If you have no motivation now, consider what you can change to be motivated again and why you need to be motivated. Some tips:
- Consider the question "What motivates you?" periodically;
- Remind yourself why you are involved in youth work;
- Set individual goals and analyse them (you can create a road map by doing SWOT Analysis for your individual goal.);
- Remember that you are lucky to do a job you love;
- Remind yourself that your goals are not a result but a learning process;
- Prepare an individual action / learning plan and review it periodically;
- Try to create new circles outside your working area by moving away from your standard environment;
- Create interests outside your work area; this will allow you to look at your own area from the outside.

**Learning material**
- SALTO, Tools for European Youth Work and Training: *www.salto-youth.net*
- Youth in Action, British Council: *https://www.britishcouncil.org/sites/default/files/youth-in-action-bc-yia-organisations.pdf*
- Youthwork Practice Guide: *www.youthwok-practice.com*

**Learning activities**

**1)**

| Title | Why Am I Here? |
|---|---|
| Learning outcome/ objectives | • To plan motivational activities in youth work<br>• To motivate young people involved in youth work through a learning process<br>• To support young people involved in youth work to use permanent tools for their development processes |
| Module, Sub-module | Module 2 Sub-module 1 |
| Number of Participants | 25-30 participants |
| Description/ Instruction (Describe the implementation of the activities step by step, specifying the handouts or the annex to be used during the activities) | Preparation: the youth worker should print as many templates of the learning plan as the number of participants<br>Implementation: the youth worker introduces the activity to young people who are the target group. Young people are asked to prepare an individual learning plan considering the youth work they are involved in. The ideal time for the application is 40 minutes. After the individual plans are made, they are asked to optionally share their own plans in small groups |
| Additional information for trainers for face to face session (here you need to provide suggestions to trainers in order to support the implementation of the F2F training) | During the learning activity, informing the target group should be done before the activity is concluded. Information should be given on *what is learning, the learning styles, learning to learn and the achievements of youth work*<br><br>In order to embody the learning plan, it would be useful for the youth worker to present his own learning plan as an example |
| Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc. ). | Optionally, "Learning" based on the PPT presentation<br><br>Paper, pen<br><br>Individual working environment |
| Time needed | Input 20 min, exercise 30-40 minutes |
| Comments | It would be beneficial for the youth worker to prepare his own learning plan and share it as an example before starting the application<br><br>A space should be created in which everyone can individually prepare plans (chair, table, stationery)<br><br>If the shares are to be received, sharing should be obtained on a voluntary basis<br><br>For the planning period, the time can be changed in accordance with the target group profile |

# MY LEARNING PLAN

**NAME&SURNAME:** ..............................................................

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# MY LEARNING PLAN

**NAME&SURNAME:** ................................................................

| WHAT? | HOW? | WITH WHOM? | WHEN? |
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# Sub-module 2.2: Assessing disadvantaged youth needs and counselling

**Introduction**
The notion "disadvantaged youth" in general refers to young people with fewer chances to achieve goods such as education or societal positions. Definitions of disadvantage widely vary between countries and into the scientific community. In this module, the definition of 'youth from disadvantaged background' or 'youth with fewer opportunities' will be explained and the methods how they should be assessed and guided by youth work will be deepened.



**Objectives**
**Objective-1:** To define 'disadvantaged youth'

**Objective-2:** To identify basic needs of disadvantaged youth

**Objective-3:** To develop help for youth work

**Learning Outcome(s)**
As expected, it is foreseen that the learners will understand the definition of disadvantaged young people, the term 'youth work,' wondering the following questions: how can this help assess young people from disadvantaged backgrounds? What is youth work, what are the types of organizations engaging in youth work, the different types of youth work, the new and different formats of youth work, what are the results of youth work and the outcomes for young people taking part in youth work?

**Sub-module content**
Youth is the time of life when one is young, and often means the time between childhood and adulthood. Youth is an experience that may shape an individual's level of dependency, which can be marked in various ways according to different cultural perspectives. Personal experience is marked by individual cultural norms or traditions, while the youth's level of dependency implies to what extent they still rely

on their family at emotional and economical level. Every young person has needs, interests, desires, values, strengths and weaknesses, which are going to affect his/her behaviour.

However, there are also youth from disadvantaged backgrounds which means young people who are at a disadvantage compared to their peers because they face one or more of the seven exclusion factors: disability, health problems, educational difficulties, cultural differences, economic obstacles, social obstacles or geographic obstacles which are defined by the Erasmus+ programme guide. These factors can pose barriers to young people's inclusion in society (e.g. education, labour market, housing, health, community).

The term "fewer opportunities" means that certain young people have fewer possibilities than their peers. This can come for a variety of reasons:
• Social obstacles: young people facing discrimination (because of gender, ethnicity, religion, sexual orientation, disability, etc.), young people with limited social skills or anti-social or risky sexual behaviours, young people in a precarious situation, (ex) offenders, (ex) drug addicts, young and/or single parents, orphans, young people from broken families, etc.
• Economic obstacles: young people with a low standard of living, low income, dependence on the social welfare system, long-term unemployed youth, homeless young people, young people in debt or in financial problems, etc.
• Disability: young people with mental (intellectual, cognitive, learning), physical, sensory or other disabilities.
• Educational difficulties: young people with learning difficulties, early school-leavers and school dropouts, low or non-qualified persons, young people that did not find their ways in the school system, young people with poor school performance because of a different cultural/linguistic background, etc.
• Cultural differences: young immigrants, refugees or descendants from immigrant or refugee families, young people belonging to a national or ethnic minority, young people with linguistic adaptation and cultural inclusion problems, etc.
• Health problems: young people with chronic health problems, severe illnesses or psychiatric conditions, young people with mental health problems, etc.
• Geographical obstacles: young people from remote, rural or hilly areas, young people living on small islands or peripheral regions, young people from urban problem zones, young people from less serviced areas (limited public transport, poor facilities, abandoned villages...), etc.

The term 'youth work' is used to describe a diverse range of activities, topics and measures provided by a range of actors in assorted fields and settings. However, at the heart of youth work there are three core features that define it as distinct from the other policy fields:
• a focus on young people;
• personal development;
• voluntary participation.

The combination of an increasing demand for youth work activities, the growing expectations of youth work to deliver successful outcomes and the evidence of that success implies that those organizations providing youth work have to find a balance between:
• meeting the priorities set out in policies and funding mechanisms with an ever-increasing trend for youth work practices to be more target-group based, address specific issues and be intervention-based;
• responding to the individual needs and the interests of young people;
• maintaining the core principles that are the basis of the youth work practice.

Youth work activities can be grouped into some broad categories:
• Awareness raising and campaigning;
• Information and counselling;
• International development and civic volunteering;
• Leisure-based courses and activities;
• Project activities (self-organized);
• Street work and outreach work.

These activities can be present in many different fields ranging from culture and arts, crafts, environment, cultural and historical heritage, sports, through to aspects such as politics, citizenship, human rights and issues around health, safety or crime.

Youth work is delivered or facilitated by a range of organizations. Some of them primarily work with young people while others also have different target groups. One organization can engage in a range of youth work activities and work with different objectives depending on the type of young people. Overall, the following main types of youth organizations have been identified based on the literature review and confirmed by the country reports:

- Youth clubs / positive activity provision – these are 'drop-in' youth clubs open to all in the evenings / at weekends / during holidays with a variety of positive activities on offer. This form of youth work provision is usually well established and can be found in all countries studied.
- Youth work providing additional / specialist support within an existing (formal) service / institution, such as schools, libraries or hospitals. Activities in a school environment might include mentoring and counselling; detached work' around corridors, cafeterias, common rooms and play areas; work with school newspapers or school councils and forums; homework and study support clubs; holiday schools and provision; work with young people experiencing difficulties around schooling; pastoral and personal support. By working with young people in schools or hospitals, youth workers are able to help young people make better use of those services, and in some cases, enable the services themselves to become more responsive and effective.
- Outreach / detached youth work (sometimes also referred to as 'street work') is focused on the need to engage the 'hard-to-reach'. It entails youth workers walking the streets / visiting places that are popular among local young people, mobile provision, and/or conducting home visits with a view to recruiting young people to participate in youth activities or providing onsite support. There has been an increase in this type of youth work in a range of European countries as part of a wider shift away from long-term, area-based projects towards short-term work with particular high-risk groups or on particular issues, or as a result of recognition of the fact that mainstream services do not reach many of those young people. Outreach work is also increasingly taking place online instead of on the streets. Outreach work can be connected to the youth work that takes places in more defined settings such as youth clubs.
- One-stop-shop approach includes the provision of information, pieces of advice, guidance and practical support from a range of providers, sometimes situated within one building or setting to provide easy access to all those who need it. This is an increasing popular delivery model in a number of countries across Europe, including Sweden and the UK. Such models have been developed as a response to the fact that the (re-)engagement process of an excluded young person can be complex, involving a range of public authorities. For example, social agencies may deal with benefit arrangements, education and labour market authorities are typically in charge of financing or organizing the training opportunities and health agencies may also be supporting the young person. Thus, some countries, cities and regions have responded to this challenge by setting up 'one-stop shop' types of centres which provide a broad range of services to young people.
- Organized youth associations are the cornerstone of youth work in many countries, with such associations and their activities being based on young people's own involvement and organization. They may range from the very local entity up to pan-European youth organizations such as the European Youth Forum. They adopt multiple roles, since the roles depending on their funding, including the level of state support as well as their involvement in the delivery of services and the project-based opportunities. Many youth associations are also involved in lobbying and driving forward the youth work or the youth political agenda. Many deliver international youth work provide young people from different countries, ethnic backgrounds and cultures with opportunities to meet each other and widen their cultural knowledge and enhance their personal skills (i.e. interaction, communication and understanding).
- The use of online information and advice services is now considered a core element of the youth service offer in many European countries. As well as signposting young people and providing information, advice and guidance services, online portals can also provide information on education, training and employment opportunities and easy-to-use interactive assessment tools, to assist young people in making decisions about their careers. Most of the platforms are universal

services rather than facilities targeted to vulnerable groups of young people. While they in many ways proved to be popular among young people and can be perceived as more accessible than actual physical one-stop shops, they do rely on young people having access to computers and therefore may not be not effective at the moment to deal with complex problems.

• Awareness raising / publicity campaigns – youth work may also involve awareness raising and marketing campaigns, run either by the public sector, interest organizations or by young people themselves. Most of these campaigns deal with health or substance abuse issues, but they can also deal with issues around rights and citizenship.

Youth work provision may vary also in the extent of adult involvement, which may range from the youth work managed by adults - that is the majority, especially for the youngest ones - to completely self-determined youth work carried by young people themselves (generally young adults).

**Different types of youth work:** this section started by presenting the core common features shared by the majority of youth work activities. The subsequent sections showed that despite some key commonalities there are also quite big differences in the types of activities offered and their focus. This leads us to wonder if there can be a grid that would help us understand this diversity of youth work practices. One of the aims of this study was to develop a classification of youth work. Rather than a classification, it was decided to propose a typology based on two main axes in which each axis is a continuum rather than a clear-cut point. The two main axes are:

• The target group – there is a clear distinction to be made between those youth work activities that are targeted to all young people and those that focus on specific groups. The first set offers a space which is expected to be suitable for all youth. The second set recognizes that certain groups of young people have specific needs which are difficult to be catered for in a 'universalistic' context and need to be addressed in a specifical way;

• The objectives of youth work – some youth work activities have the main aim of personal development and self-realization in general, whilst others aim to address specific issues. In this case, the issues are not necessarily target group focused (though they can be). They can also be focused on specific societal issues. It should be noted that the personal development aspect is most likely also present in the issue-based activities, but in the first type of youth work personal development is the main aim.

New and different formats of youth work; Not all young people can be found to be involved or belonging to youth work associations or NGOs. These new formats enable youth work to reach much wider audiences of young people, and in particular to reach those who may not traditionally be involved in such activities. As a consequence, in some countries there is a rise in the establishment of new organizations which implement new methods and approaches towards working with young people, whilst more traditional youth organizations have seen a slight decrease in their members, even though this is not universal and definitive numbers are not available. It is not only organizations in the voluntary or third sector that have implemented new methods and approaches. The country reports highlight growing emphasis on open youth work, youth work for at-risk groups, targeted delivery and outreach-based approaches at a national policy and public-funded programme level.

What are the results of youth work?

Most empirical studies identified look at the outcomes of either so called 'youth development programmes' which take a specific approach to youth work or impacts of extra-curricular activities. These two types of programmes only embrace a portion of what is described in the country reports and case-studies in the field of youth work.

Youth development programmes should adhere to the principles of a strength-based approach (not a treatment or deficit-driven approach), youth empowerment and involvement, recognizing the links between young people and their environment. Their positive outcomes are therefore related to the 'quality' of the work with young people. It can be expected that only a proportion of the initiatives described in the case studies and country reports would correspond to the criteria of a 'youth

development programme.'

Studies looking at the outcomes of extra-curricular activities on the other hand, analyse the impacts of long-term engagement in the practice of a range of activities: from sports or arts, to school societies or school councils. They rarely differentiate between the outcomes of the different types of activities.

Most of the studies (possibly with the exception of studies that look at the outcomes of health prevention measures) look at the results of long-term engagement of young people in youth work. Evidence of outcomes of one-off or very short-term activities is scarce.

Consequently, it cannot be assumed that all youth work will be associated with these types of positive outcomes. Indeed, the results of youth work must also be also seen in the context of the soft, non-formal approaches that may be developed by youth work.

Outcomes for young people taking part in youth work

In youth work, young people:
• Develop certain skills and competences;
• Strengthen their network and their social capital;
• Change certain behaviours.

Even more, for some people, their engagement in youth work constitutes a life changing experience. Several studies also point out the importance of positive relationships built through youth work. Positive relationships with others are seen by researchers as a key aspect of youth development and youth work can facilitate the creation of such relationships. Positive bonding with peers and adults is not only a contribution to young persons' wellbeing, but it also acts in preventing anti-social behaviour.

**Learning material**
• *https://www.style-research.eu/resource-centre/glossary/disadvantaged-youth/*
• *https://en.wikipedia.org/wiki/Youth*
• *https://www.salto-youth.net/downloads/4-17-3230/ImpactOfMobilityOnYPFO.pdf*
• *https://www.salto-youth.net/rc/inclusion/archive/archive-resources/inclusiongroups/inclusionoffenders/InclusionOffendersWho/*
• *https://fdys.ie/wp-content/uploads/2016/02/Firm-Foundations-by-Tessa-Hibbert.pdf*
• *https://ec.europa.eu/assets/eac/youth/library/study/youth-work-report_en.pdf*

**Learning activities**

| | |
|---|---|
| **Title** | **Young People in Your Context** |
| **Objective** | To define who are these 'disadvantaged youth' |
| **Module, Unit** | **Module 2 Unit 2** |
| **Description/ Instruction** | What terms are used in your context or in your language to describe these young people? Put a big piece of paper and hang it to the wall. Give everybody some post-its to write the descriptions on. Hang them on the piece of paper, summarize them and discuss this with the group: what kind of messages do these titles communicate about the young people?<br><br>What are the most important issues or obstacles facing these young people?<br><br>a. In your town?<br><br>b. In your region?<br><br>c. In your country?<br><br>Draw a Venn diagram (partly overlapping circles) on another big piece of paper. Every circle has a theme: one is for your town, the second one is for the region, the third one is for the county. Use pens with different colours and let everybody write down their obstacles on the big paper in the Venn diagram. When everybody is finished, you can describe and summarize what is written, discuss this with the group and draw some conclusions. |
| **Additional information for trainers for face to face session** | This exercise can be done with the young people you work with, with colleagues, or maybe even together with the members of the board in your organization or institution. |
| **Additional material if needed** | A big piece of paper, pens, post-its. |
| **Time needed** | - |
| **Comments** | It would be beneficial for the youth worker to prepare his own learning plan and share it as an example before starting the application<br>A space should be created in which everyone can individually prepare plans (chair, table, stationery)<br>If the shares are to be received, sharing should be obtained on a voluntary basis<br>For the planning period, the time can be changed in accordance with the target group profile |

# Sub-Module 2.3:  Creating Individual Working Methods for Youth: "Biography Protocol"

**Introduction**
Working with the so-called "biography protocol", which is based on the idea of the movement protocol of the artist Morgan O' Hara, is very suitable for an individual working method (see learning material). The focus is on the biographical narratives of the participants, in which different experiences, events, ideas, people, places can be connected and visualized in their own way. Geographical and biographical movements also play an important role. Biographical protocols provide insights into the individual biographies or biographical breaks/crises of young people which are relevant for a differentiated intervention in youth work.



**Objectives:**
**Objective-1:** To raise awareness of the relevance of biographic methods for an appropriate intervention

**Objective-2:** To gain knowledge about how biographical thinking works and which significance this working method has for a life-world oriented youth work

**Objective-3:** To reflect on the effectiveness of biographical concepts in terms of social living conditions of young people, their competences and life strategies they develop in different situations

**Objective-4:** To analyse biographical breaks/ upheavals and the individual coping strategies

**Learning outcome(s)**
The participants:
• Will know the importance of a biographical approach for individual youth work;
• Are able to record the biographical resources of young people, recognize their potential and develop adequate intervention concepts.

**Sub-module content**
After explaining the importance of a biographical approach and its relevance for youth work (see working material in appendix), the concept of the "biographical protocol" will be presented in detail, following the example of the artist Tamara O' Hara.

The biography protocol serves to make the participants reflect on their life stories, to make the relevant key points and connections discernible and try to visualize them. In the visualized biographies should be seen:
• Which experiences or events are marked as biographically relevant;
• Which people or places are mentioned that have a certain significance for biographical developments;
• What lifestyles have been developed;
• Which biographical crises and risks can be identified;
• Which competencies and skills can be read from the biography protocol.
Specifically, it should be discussed to what extent the biography protocols that have been created, visualized and presented by every participant could be helpful for appropriate and future intervention strategies in youth work.

**Learning material:**
• Description for the creation of a biography protocol:
  _http://inno4impact.eu/media/module-2-sub-module-3-text-considerations.pdf_

**Learning activities:**

Creating a Biography Protocol (Biographic Visualization)
1)

| Title | **Biography Protocol - Introduction** |
|---|---|
| **Learning outcome/ objectives** | First introduction to the objectives of biographical working |
| **Module, Sub-module** | **Module 2 Sub-module 3** |
| **Number of Participants** | about 20 |
| **Description/ Instruction** | **Introduction & Welcome**<br><br>Presentation of the submodule and its objectives<br><br>Round of introduction for the participants<br><br>Who am I? Biographical snapshot; what is important for me to say about myself?<br><br>Introductory exercise (reflection)<br><br>• An example of perception: clichéd vision reduces the reality of people's lives: "cleaning up" after the idea of Ursus Wehrli (a Swiss artist)<br>• The participants see the following YouTube video (17 minutes)<br>• _https://www.youtube.com/watch?v=57eeP31s-Rs&list=RDCMU-CAuUUnT6oDeKwE6v1NGQxug&start_radio=1#t=9_<br>• They then "tidy up pictures" themselves, for example by cutting up newspaper illustrations, photos or other images and arranging the parts in a new order.<br>• Exhibition of the results and short reflection in the plenum |
| **Additional information for trainers** | If little time is available, you can watch the video clip without the exercise. |

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| **Material if needed** | Chairs, Laptop, Beamer, WIFI, (additionally various large format illustrations from magazines and other images that can be cut up, scissors, A3-sheets, glue) |
| **Time needed** | 1 hour |
| **Comments** | |

**2)**

| | |
|---|---|
| **Title** | **Biography Protocol - Visualization of the biography** |
| **Learning outcome/ objectives** | • To raise awareness on the relevance of biographical approaches<br>• To provide insights into individual biographical constructions of young people<br>• To visualize biographical breaks and resources |
| **Module, Sub-module** | **Module 2 Sub-module 3** |
| **Number of Participants** | about 20 |
| **Description/ Instruction (Describe the implementation of the activities step by step, specifying the handouts or the annex to be used during the activities)** | All participants read the short instructions (see text: "Considerations and Description …" in appendix)<br><br>**Creation and visualization of an own "biography protocol"**<br><br>Individual work<br>Task: each participant takes a blank sheet of paper in A3 format and tries to visualize his or her biographical developments and to make the relevant connections visible (special experiences, happenings, events, places, people; role models, special memories …)<br><br>Procedure<br>Overall view: locations, people and skills, competences are identified as intersections at certain points, and then linked together if necessary - according to the model "Movement Protocol" by Tamara O' Hara (see description)<br><br>Supporting questions:<br>Which competences/skills have I acquired and where?<br>Where did I get my language competence?<br>Which people and from where have supported, promoted and influenced me?<br>Which places were important for me?<br>Which experiences/events have influenced me positively or negatively? |

| | |
|---|---|
| | Exchange of biography protocols (two persons)<br><br>Two participants choose each other's protocols because they are interested in the other sheet or because it is the exact opposite of their own. They exchange their ideas: "I chose your poster because …: "<br>a) What did I notice during this work?<br>b) What do you notice about my paper?<br>c) What is important to me?<br>d) Which competence stands for which place?<br>e) Where do biographical breaks/crises occur?<br>f) Which coping strategies become visible?<br>g) What do our sketches have in common?<br>h) What differences are there?<br><br>**Visit to the gallery**<br><br>The biography protocols are issued (moderated by a person):<br>Everyone presents:<br>My Biography / My World/ My biographical Map<br>Our similarities / differences<br>Special features/competencies/challenges<br>Biographical crises/risks/breaks/special paths<br>Findings<br><br>Final Title:<br>Everyone is asked to add a title to their own biography protocol<br><br>(Final plenary session - feedback on results of this sub-module, if there is time) |
| **Additional information for trainers for face to face session** | Trainers and participants should be ready to make their own life stories the subject of discussion and reflection. |
| **Material if needed** | flipcharts, chairs, tables, pencils, blank sheets (A3), Laptop, Beamer,<br>Text: "Considerations and Description for the Creation of a Biography Protocol" – copies for every participant |
| **Time needed** | 2 hours |
| **Comments** | |

# Submodule 2.4: Planning a training/youth exchange

**Introduction**

Youth exchanges bring together groups of young people from two or more countries, providing them with an opportunity to discuss and confront various themes while learning about each other's countries and cultures; they help you learn new skills and improve your CV. Many youth and social workers, coordinators often have very good and innovative ideas for intercultural youth exchange projects. Unfortunately, some hesitate to put these into practice, because they think they are lacking experience in the preparation and the implementation of such projects. This module will be a guide on how to successfully plan a youth exchange programme.



**Objectives**

**Objective-1:** To clarify the definition of 'youth exchange'

**Objective-2:** To make participants aware of the importance of youth exchange

**Objective-3:** To make participants understand how to organize a youth exchange

**Objective-4:** To learn how to prepare a youth exchange

**Objective-5:** To understand how to communicate with partners

**Learning Outcome(s)**

The participants will have understanding on what is a youth exchange, the preparation phase of a youth exchange and the youth exchange phases: good & bad practices and Partnership Agreement preparation.

**Sub-module content**

Youth exchanges bring together groups of young people from two or more countries, providing them with an opportunity to discuss and confront various themes while learning about each other's countries

and cultures; they help you learn new skills and improve your CV.

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 exchange gives young people the chance to participate in planning and organising their own activities, to experience decision-making and responsibility and to sample new cultures and values.

A youth exchange is…
• a developmental instrument through which it is possible to work with young people;
• a challenge for young people which can promote personal development, self-awareness and self-confidence;
• a way of broadening horizons, facilitating the learning of new skills and raising awareness of new possibilities;
• a mean of enhancing teamwork that results in a sense of achievement;
• a tool that can promote tolerance and understanding and which challenges prejudices;
• a mechanism that develops relationships within the group, the local community and beyond
• an instrument to help young people learn about themselves, their history, culture and country.

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 organizations from different countries within and outside the European Union. The following activities are not eligible for grants under youth exchanges: academic study trips; exchange activities which aim to make financial profit; exchange activities which can be considered as tourism; festivals; holiday travels; performance tours.

The EU founds this programme to promote the awareness of an European identity among the teenagers and youth and to develop a dialogue about different areas which are of primary importance for the European Agenda:
• Sport
• Communitarian practice
• Sustainability
• Art
• Environment
• Civic Education

Here is a video about what youth exchange is.

Preparation Phase of a Youth Exchange

Organising international youth projects, especially an exchange programme, is not a mission impossible. Bringing the ideas together, some basic knowledge about project management and the regulations of a funding programme enable youth leaders, youth and social workers, teachers as well as young people to prepare for international youth exchanges, youth initiatives or seminars and training events.

Many youth and social workers, co-ordinators often have very good and innovative ideas for intercultural youth exchange projects. Unfortunately, some hesitate to put these into practice because they think they have a lack of experience in the preparation and the implementation of such projects, and therefore they fear that the organization of international youth projects seems too demanding.

A project mainly consists of three stages:
• Preparation
• Implementation
• Dissemination
Youth Exchange Phases: Good & Bad Practices

PREPARATION

| Do | Don't |
|---|---|
| Smart objectives | False expectation |
| Commitment | Overload |
| Adapt | Do it alone |
| Macro vision | Procrastinate |
| Task delegation | Select random people |
| Cooperation | Misleading information |
| Set deadlines | |
| Benchmarking | |
| Prepare participants | |
| Budget | |
| Local community and media | |
| APV (Advance Planning visit) | |
| Insurance | |

IMPLEMENTATION

| Do | Don't |
|---|---|
| Update info (Quality > Quantity) | Not following the plan |
| Few activities | Activities that are not age appropriate |
| Break time (30 min) | Not name tags |
| Mind stimulating activities | Lack of flexibility |
| Small groups | |
| Topic related to the age of participants | |
| Safety | |
| Location | |
| Evaluation | |
| Learning from different cultures | |
| Informal learning | |

DISSEMINATION

| Do | Don't |
|---|---|
| Promotion through social media and mass media | No dissemination at all |
| Workshops related to the topic/local area | Not being realistic |
| Presentation of the result to the authorities and to the community | Being exaggerated and/or underestimated |
| Share the results within interested parties | Misleading information |
| Articles | Underestimate the power of dissemination |
| Cooperation with schools | |

Partnership Agreement Preparation

In order to prepare a Partnership Agreement, it is important to define the following items:
• Title of the YE (youth exchange)
• Dates
• Venue
• List of partner organization
• Participants number and profile

Objectives and Methods of the Youth Exchange
• Mention objectives of the YE as you wrote in the Erasmus+ e-form when submitted to the NA
• Point out details on learning achievements related to the YE
• Give clear references to non-formal methods of the YE

Duties and Tasks
• Info-pack
• Team of trainers and support staff
• Accommodation/food/transport and logistic during YE
• Budget management
• Travel reimbursement
• NA contacts
• Support and Mentoring pre-during-after YE
• Youth-pass
• Evaluation and dissemination of the results

Communication Among Partners
• Before the Agreement make sure you trust your partners
• Be flexible and open to change
• Be clear and simple
• Make the communication constant and fluid
• Communicate each step and decision
• APV
• Assertive communication
• Clear tasks assignment
• Perspectives of future opportunities
• Use of Google Apps to work/establish the tools of communication
• Constant follow-up of the progress and feedback
• Deadlines
• Consequences
• Realistic information

- Keep a proof of communication among partners
- Communication before, during and after the project

Final Partnership Agreement
- Code (Reference number)
- Where and when the project takes place
- Basic information: special needs, health insurance, accommodation, food, number and profile of participants, age range
- Responsibilities: task divisions, budget, payment agreement, deadlines, dissemination, preparation of participants, evaluation, follow up
- Information about the project
- Consequences
- Participants agreement
- Describe the exact activities

Also, here (*https://www.youtube.com/watch?app=desktop&v=BEs_LY0UBZw*) is a video of how to plan a youth exchange activity programme.

**Learning material**
- *https://www.erasmusplus.org.uk/take-part-in-a-youth-exchange*
- *https://www.salto-youth.net/downloads/toolbox_tool_download-file-1607/BOOKLET%20YES-%20compressed.pdf*
- *https://www.leargas.ie/wp-content/uploads/2015/05/Guide-Youth-Exchange-Project-Management.pdf*
- *http://michaelkimmig.eu/international-youth-projects/*
- *https://www.salto-youth.net/tools/toolbox/tool/what-is-a-youth-exchange-action-1-1.1306/*

**Learning activities**

| Title | What is 'youth exchange'? |
|---|---|
| Objective | *https://www.youtube.com/watch?v=oG80J6sK91Y* <br><br>Showing to people who never participated in a youth exchange what it is about, and what its main activities are through the use of this video <br><br>People who never participated in a youth exchange are often puzzled about what they really look like, and can have difficulties in developing a project. The only way to really understand is experiencing one! <br><br>Since it's hard to make them experience one, during a training course, this video allows them to have a second-hand experience of how it looks like <br><br>It also helps participants build timetables of activities |
| Module, Unit | Module 2 Unit 3 |

| | |
|---|---|
| **Description/ Instruction** | Watch the video together

As you will see on the video, the subtitles are organized by colours in various sections; each section is a piece of what a project may be composed of

You should write the list of activities (which you can find below) on a flipchart, using the same colours: after showing the video you should go again through each type of activity making sure participants have a clear idea of what each one of them is about. Ask if there are any questions!

Glue the flipchart to the wall, so that if participants create timetables later on in the training course, they can go back to it and get ideas for what type of activities they can include

Divide the group in roundtables, each one with a trainer with a timetable of a good project on his/her hands. The trainer will now show how compose the timetable of the project in relation of the activities shown in the video. After 5-10 minutes the groups can rotate and meet another trainer with a different timetable. It can be useful to show very different projects in order to give an idea of how much youth exchanges can differ from one another. If the participants are familiar with the concept of aims and objectives, you can use the timetable to show how the activities reflect the aims/objectives of the project

Here is the general list of activities shown in the video that you can rewrite on the flipchart:
Main activities:
- Sharing and discussing (blue)
- Learning through experience (green)
a) young people's participation
b) creative workshops
c) role plays and simulations
- Planning together and developing positive contributions (orange) for example, activities for local impact
a) analysis of specific topics/issues
b) developing ideas and solutions together
c) implementing ideas (for example local actions during a project)
Other activities:
- Team building activities
- Ice breakers and warm-ups
- Intercultural activities (such as intercultural dinner)
- Free time and socialization
- Excursions |

| | |
|---|---|
| **Additional information for trainers for face to face session** | - |
| **Additional material if needed** | Projector, flipchart, green/blue/red markers, printouts of projects timetables (better if each participant has one of each project) |
| **Time needed** | Approximately 1 hour / 1 hours 20 min.<br><br>Arranging chairs, sitting down, making sure the project works: 5 min.<br><br>Video: 11 min.<br><br>Providing inputs on pieces of a youth exchange and answering questions: 15-20 min.<br><br>Round tables: 30-45 min. |
| **Comments** | This activity can be useful in explaining and giving an indirect experience of what a youth exchange is to people who never participated in one.<br><br>The expected learning outcomes are:<br>- People will have a general feeling and image of what a youth exchange is<br>- People will have a better idea of what type of activities can compose a youth exchange<br>- The list of many possible activities can help participants develop timetables for projects.<br><br>*(It is important to explain to participants that the list of activities shown is not a fixed, but simply a set of options and examples. A project can have only a few of them, more or less different!)<br><br>**(It can be useful to also show other videos of past projects, since this one mainly focuses on activities, but less on content) |

# Sub-module 2.5: Working with groups and team building

**Introduction**

The main point of youth work is the "designed learning process." At this point , by adopting the experiential learning theory, it is necessary to design a learning environment that will gain a realistic experience in order to support the young people who are the target audience to "feel themselves in a team", "set a common goal with team members", and "take an active role in the team".

Teamwork is essential in youth work because it is important in terms of supporting young people to take part in society, active participation in democratic and social life, voluntary work for social problems, and take initiative for youth rights and youth work. A youth worker should design a learning environment where young people who are the target group will gain awareness about the principles presented below in order to take part in an effective team:

Some principles for effective teamwork:
- Commitment! A team can work effectively only if each member wants to work;
- Discuss basic approaches and ideas, evaluate teamwork and take the time to give feedback to each other;
- Know and identify team members: each individual's competences (knowledge, skills and approach) are different, distributing tasks and developing coordination skills according to these competencies;
- Make a contract; everyone is responsible!
- Act on the basis of common values and targets;
- Accept yourself and others;
- Self-responsibility: to have the awareness of "I am responsible for my own actions and behaviour;"
- Trust and support each other's abilities and performances;
- Respect everyone's limits;
- Be ready to take the risk of doing something new, asking yourself;
- Accept mistakes as a chance to learn;
- Process-oriented thinking: goals are important, but the process is also important. The team can improve itself by examining their processes and practices;
- Establish some procedures to analyse situations and solve problems;
- Be ready to accept emotions as part of the business process;
- Establish a balance between efficiency and social quality;
- Be proud of the team's successes;
- Teamwork is also fun! If not, something is wrong.

In order for these principles to be implemented individually and as a team, the youth worker should use interactive learning-based interactive tools and support the group's competence with practical activities.

Objectives
Objective-1: To raise awareness of the importance of teamwork in youth work

Objective-2: To support young people to take part in the team

Objective-3: To gain necessary knowledge, skill and attitude for effective team work

Objective-4: To support young people in recognizing different roles within the team, gain awareness of self-development

Learning Outcome(s)
Youth workers are expected to gain equipment about the importance of teamwork to create an effective learning space. Youth workers are expected to adopt theoretical approaches to teamwork. Youth workers are expected to take on the role of a guide / coach in order for young people, who are the target group, to take part in the team.

Sub-module content
Different theories and model studies were prepared for effective and communication-centred teamwork. Considering that the basic approach of youth studies is "learning", we can proceed on the two most effective basic models for experiential learning-based team formation. Bruce Tuckman revised his teamwork theory model, which he created in 4 stages in 1965, to 5 stages in 1977:

1. Forming
It is the first stage of the teamwork process. The team members meet each other, learn the overall purpose, goal of the project and how the team structure will be. The goal of the team leader is to enable team members to understand their responsibilities, their communication with each other, and the goals to be achieved. Team members usually exhibit independent and individual behaviour at this stage and are not very clear.

2. Storming
Storm period is a typical period in which team members begin to understand the assigned tasks and

test the structure of the team leader. They show some emotional approaches for the short tasks they started to perform after the team formation phase, and internal team contradictions arise. The reasons for these responses are the magnitude of the task, the thought of the time given to be short, and the planning and the monitoring studies carried out so far are not sufficient.

3. Norming

The peculiarity of this period is defined by expressing thoughts about tasks, regular communication, team members being more collaborative and adapting. At this stage, team members define their real roles within the team and begin to trust each other.

4. Performing

The team works to fulfil expectations. The problems and contradictions that arise are at normal levels. The team does their job using the necessary techniques and procedures. Team members become independent and functional relationships continue this situation. Members work in mutual trust and solidarity, and handle problems easily and effectively.

5. Adjourning

It is both the easiest and most difficult stage. The high-performance levels achieved at the end of the work give great personal satisfaction. With hard work tempo and termination following intense participation, a great sense of emptiness and anxiety for the next study can occur.

The stages of the 7-stage High Performance Teams Model developed by Allan Drexler, David Sibbet and Russ Forrester working over 10 years are as follows:

Orientation: The first question asked in the first phase of the model is "Why are we here?". The team must work together for each task that the organization deems to be useful or important. Team members cannot set a role for themselves and often feel anxious. There is a distance between team members. As the relationship among the members improves, they will be more participatory and eager for the team to achieve its goals.

Building Trust: According to the model, this is the stage where people learn who they work with. In other words, it is the stage of understanding their expectations, processes and competencies. After the individual roles and responsibilities become clear and they understand each other's way of doing and experience, a sense of trust begins to sit in the team.

Target Clarification: This is the phase where the team tries to set a common vision by discussing the possibilities, variations and results to achieve the goal. There may be some disagreements but before proceeding, it is necessary to make sure that everyone has the same viewpoint. It is also the right time to solve individual and team conflicts.

Commitment: This stage includes the most challenging tasks the team will encounter throughout the entire process. When things are left unfinished, some team members may not take their own individual responsibilities for the success of the team, but can proceed according to the preferences of others, while others can act without offering any viable alternative solutions and without learning a lesson from the situation. Such behaviour indicates a lack of clear definition, roles and priorities on how work will continue.

Application: Timing and planning are important at the application stage. If your team encounters unexpected obstacles and has to try to find its way again, you may have to go back to previous stages of the process. The key here is to impose some shared processes so that the team can complete its work. This can be achieved through online project management tools, flowcharts or business plans.

High Performance: The goal of all teams is to achieve high performance and research shows that many of them never reach. But it does not necessarily have to reach the highest performance to complete a good job. The process specified in the Drexler / Sibbet model is designed to be a high-performance

team and increase the likelihood of spending more time at this stage.

Renewal: The first question asked in this process is "Why continue?" Renovation can be considered as both an end and a new beginning. Each team member may want to think about what work is going on, what does not work, what is left behind, and which ones need to be addressed again.
Within the framework of these two effective approaches, a youth worker needs to:  *planning the team building processes of the target audience and preparing appropriate tools and environments; *supporting their role in the team by creating individual evaluation processes; *providing guidance in the role of coach / coach when necessary.

**Learning material**
- SALTO, Tools for European Youth Work and training:
  www.salto-youth.net
  www.project-management-skills.com/teamwork-theory.html
- Facilitating Creative Thinking, The Class Process Book, 2016:
  https://www.researchgate.net/publication/283913890_Facilitating_creative_thinking_in_the_classroom_Investigating_the_effects_of_plants_and_the_colour_green_on_visual_and_verbal_creativity
- The Grove Consultants International, 2008: https://grovetools-inc.com
- T-Kit No:6 Training Essentials, Council of Europe and European Commission:
  https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-6-training-essentials
- Understanding Youth Work Law, Brian P. McGinley:
  https://www.ebooks.com/en-cx/book/1657949/understanding-youth-work-law/brian-p-mcginley/
- Managing Modern Youth Work, Mary Tyler, Lix Hoggarth, Bryan Merton, UK:
  https://www.amazon.co.uk/Managing-Modern-Empowering-Community-Practice%C3%BDLM-ebook/dp/B003V4ATP8
- Building Youth Volunteer Team, Mark Devries, Nate Stratmen:
  https://books.google.com.tr/books?id=r9IHBgAAQBAJ&pg=PA9&hl=tr&source=gbs_toc_r&cad=4#v=onepage&q&f=false
- Youth Work: Preparation for Practice, Jason Wood, Sue Westwood, Gill Thompson:
  https://books.google.com.tr/books?id=axFUBAAAQBAJ&printsec=copyright&redir_esc=y#v=onepage&q&f=false
- Youth Work and non-formal learning, European Commission:
  https://ec.europa.eu/assets/eac/youth/library/reports/youth-work-nonformal-learning_en.pdf

**Learning activities**

| Title | ROBOT |
|---|---|
| Learning outcome/ objectives | • To gain team spirit in youth work<br>• To support young people to take part in the team in youth work<br>• To gain qualification about team-building processes for effective team work |
| Module, Sub-module | Module 2 Sub-module 5 |
| Number of Participants | 30-36 participants |

| | |
|---|---|
| **Description/ Instruction (Describe the implementation of the activities step by step, specifying the handouts or the annex to be used during the activities)** | Preparation: youth worker prepares 6 sets of stationery materials. Each set can be arranged in different colours to be the same materials<br><br>The task cards in the annex are printed out. The youth worker informs the target group about the application. The target group is divided into 6 groups<br><br>Task: Each team must complete a different part of the robot with the materials given in the specified time. After the given time is completed, all groups are asked to combine the parts they have prepared and create a standing robot<br><br>Rules:<br>-Groups are not allowed to directly meet with each other<br>-Communication between the groups can only be made through written notes with the postman<br>-Each group chooses a representative within the group and the representatives will be given 3-minutes face-to-face interviews during the application period under the control of the moderator<br><br>In the implementation process, the moderator plays the role of the postman and delivers the correspondence between the groups<br><br>Each group is positioned so that it cannot see the other groups. The purpose of the application and the task of each group is to complete the task on the card with the given materials and within the specified time |
| **Additional information for trainers for face to face session** | After the application, the team should be asked questions about the practice, and the teamwork process should be evaluated as personal and as a team. Questions to be addressed to the target group are:<br><br>1. How was the process you experienced in practice step by step?<br>2. How did you achieve the distribution of tasks within the group?<br>3. How was the role distribution and timing?<br>4. How did you establish communication within the team?<br>5. Was there anyone you thought was effective during the application and speeded up your decision-making process? If yes, how did this person speed up the process?<br>6. Do you see a similarity between the team works you are involved in in daily life and the practice you live here?<br>7. 7What do you think are the most important factors and values that ensure a good teamwork?<br>After the questions, written or verbal information should be provided on the "Tuckman Team Processes" theories regarding teamwork |

| | |
|---|---|
| **Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc. ).** | Material Set: paper tape, coloured felt-tip pen, tack-it, coloured balloon, coloured string, coloured paper, post-it, tape, coloured cardboard, adhesive (for each group) Mission cards |
| **Time needed** | Exercise: 50 min., input: 30 min. |
| **Comments** | • Timing should be paid attention during application<br>• Active participation of all members of the target group should be ensured during the implementation<br>• Indoor and outdoor application can be done<br>• The application can be made easier / harder according to the group profile. (e.g. reducing / increasing the given time, reducing / increasing the number of representative meetings)<br>• The moderator should take the role of a postman in the application process, more than one person in the team can take the role of a postman |

Mission Cards:

The world is coming to an end, but a robot that you design as a team can stop that. However, in order for this robot to be created, scientist teams in different parts of the world need to prepare different parts of the robot.

Your only means of communication are written notes and this communication can take place through the postman.

Your task is to complete the **LEFT ARM of the robot** with the materials provided within 40 minutes and come together with other groups after the given time to complete the robot that can stand to save the world.

The whole world trusts you; we wish you success.

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The world is coming to an end, but a robot that you design as a team can stop that. However, in order for this robot to be created, scientist teams in different parts of the world need to prepare different parts of the robot.

Your only means of communication are written notes and this communication can take place through the postman.

Your task is to complete the **RIGHT ARM of the robot** with the materials provided within 40 minutes and come together with other groups after the given time to complete the robot that can stand to save the world.

The whole world trusts you; we wish you success.

---

The world is coming to an end, but a robot that you design as a team can stop that. However, in order for this robot to be created, scientist teams in different parts of the world need to prepare different parts of the robot.

Your only means of communication are written notes and this communication can take place through the postman.

Your task is to complete the **LEFT LEG of the robot** with the materials provided within 40 minutes and come together with other groups after the given time to complete the robot that can stand to save the world.

The whole world trusts you; we wish you success.

The world is coming to an end, but a robot that you design as a team can stop that. However, in order for this robot to be created, scientist teams in different parts of the world need to prepare different parts of the robot.

Your only means of communication are written notes and this communication can take place through the postman.

Your task is to complete the **RIGHT LEG of the robot** with the materials provided within 40 minutes and come together with other groups after the given time to complete the robot that can stand to save the world.

The whole world trusts you; we wish you success.

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The world is coming to an end, but a robot that you design as a team can stop that. However, in order for this robot to be created, scientist teams in different parts of the world need to prepare different parts of the robot.

Your only means of communication are written notes and this communication can take place through the postman.

Your task is to complete the **BODY of the robot** with the materials provided within 40 minutes and come together with other groups after the given time to complete the robot that can stand to save the world.

The whole world trusts you; we wish you success.

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The world is coming to an end, but a robot that you design as a team can stop that. However, in order for this robot to be created, scientist teams in different parts of the world need to prepare different parts of the robot.

Your only means of communication are written notes and this communication can take place through the postman.

Your task is to complete the **HEAD of the robot** with the materials provided within 40 minutes and come together with other groups after the given time to complete the robot that can stand to save the world.

The whole world trusts you; we wish you success.

# Sub-module 2.6: Conflict Management and Resolution

**Introduction**

This exercise serves groups or teams to observe different styles of conflict resolution. The reflection after the exercise will help the participants to reflect on their own feelings and emotions during the exercise and their emotions towards the other participants and their roles in the exercise. In this way this exercise also trains self-awareness (knowing one's internal state (feelings and emotions), one's resources (strengths and weaknesses), one's preferences (drives, values, prejudices) and one's needs and impact on others.

It mostly is based on the conflict of interests – as the tasks the participants have to fulfil seem to be contradictory and need a lot of clarification (without talking) to be fulfilled. It is important to understand the possible reason/root which causes the conflict in order to be able to manage it well and eventually to resolve it.

Other types of conflicts and possible reasons for their occurrence might be:
• Conflict of relationships – poor communication, various stereotypes, negative behaviour
• Conflict of information – lack of information, wrong information, different criteria, interpretations
• Conflict of the structure – different resources, geographical constraints, time constraints
• Conflict of procedures – unclear rules, violation of the rules, unclear goals
• Conflicts of values – religion, ideology, morality, conflicting values.
• Understanding the reason behind helps address it with the involved parties, but it is also important to understand, that conflicts are processes - they develop over time;
• Conflicts are interaction - more than one party is always involved;

There is always a specific reason for a conflict to arise - a difference in views, goals, needs, interests or values;

In a situation of conflict, there is an assumption that one party may take or has taken actions that threaten the other party;

Conflicts can have negative or positive consequences, depending on whether they are well managed or not.

Additionally, there are 2 important facts:
• Only a conflict that people are aware of can be addressed.  If people do not realize that, they have a conflict it cannot be solved.
• People can only find a solution if all involved parties are willing to do so. It is impossible to solve a conflict with a person who wants to have a conflict.
**This information shall NOT be given BEFORE the exercise as it would limit the experiences of the participants. But it shall help the reflection process afterwards.**

**Objectives**

**Objective-1:** To observe how you personally deal with different situations of conflict
**Objective-2:** To observe how the group as such deals with different situations of conflict
**Objective-3:** To train the group to improve their competences in dealing with such situations

**Learning outcome(s)**
Be more aware of different styles of dealing with conflict and train competences in conflict resolution as a group.



**Sub-module content**
Lego exercise in a group with different conflicting tasks to be carried out by different group members.
Learning material
• A box filled with Lego stones
• A platform to build on
• Cards with the exercise instructions for each participant

Learning activities

Description of learning materials for face-to-face usage

| Title | Task fulfilment |
|---|---|
| **Learning Outcomes/ Objectives** | At the end of this exercise participants will<br>• be able to have observed different kinds of conflict resolution both at personal and at group level<br>• have improved their competences in dealing with such situations of contradictory tasks<br>• have improved their strategies to deal with such situations in daily work |
| **Module, Sub-module** | Module 2 Sub-module 6 |
| **Number of Participants** | 12 per group (otherwise cut some missions out example Nr 10 and Nr 12 but pay attention which ones you take out!) |

| | |
|---|---|
| **Description/ Instruction (Describe the implementation of the activities step by step, specifying the handouts or the annex to be used during the activities)** | Instructions for the group:<br>- you are not allowed to talk during the exercise<br>- you are not allowed to see the missions of the others<br>- there is a reward if you succeed in the exercise in all points, up to the trainer to decide<br><br>Then, let the participants draw the missions which you prepared on cards (there are 12 which they do not see which one is which one). The statements to be reported in the cards are the following:<br>• You are the only person allowed to build (put together pieces) in the first 3 layers of the structure<br>• You have to ensure that the 3rd and 4th layers in the structure consist only of yellow pieces<br>• You have to ensure that the 2nd and 6th layers of the structure are made up of exactly 8 pieces<br>• You are the only one allowed to build (put pieces together) on layers 5 and 6 of the structure<br>• You have to ensure that a maximum of 8 pieces are used in layers 3 and 5 of the structure<br>• You have to ensure that any pieces next to each other in the 1st, 6th and 8th layers are not the same colour<br>• You have to ensure that you and only 2 others build on layers 4 and 8<br>• You have to ensure that layers 2 and 5 of the structure consist only of red pieces<br>• You have to ensure that the construction is completed as fast as possible<br>• You are the leader of the group<br>• You have to ensure that max. 3 people build (put together pieces) on layers 4 and 7<br>• You are the one who has to reflect on what is going on when I ask you<br><br>If the advice is understood you can start the exercise and tell them that in 5 min. you will check who accomplished the mission<br>At the end, after the 5 min., even if nobody accomplished the mission (as this is not the real mission) the mission is that the group has to identify the problems of the contradictory cards and look for solutions; that requires an experienced team |
| **Additional information for trainers for face to face session** | If people say that it was not possible to do that because they were not allowed to communicate, you can tell them that there might be other ways to communicate apart from talking<br><br>If they want to have a second try and there is time, you can give them a second chance<br>You can also let groups play against one another if there are enough people<br>You can also combine this with leadership |

| Material if needed | A box full with Lego stones<br>A platform to build on<br>Cards with the exercise instructions for each participant |
|---|---|
| Time needed | About 30 min. without a second chance! |
| Comments | |

# Sub-module 2.7: Communication skills and techniques

**Introduction**

This exercise helps improve communication between team members or groups. It rises the awareness of people in regards to what they are saying and what the counterpart may understand. It serves them to understand how clear or unclear communication might be.

According to Merriam-Webster Online dictionary communication is: "the act or process of using, words, sounds, signs or behaviours to express or exchange information or to express ideas, thoughts, feelings, etc., to someone else.

The communication process consists of:
• A sender – the person who has a "First Thought" that he/she wants to share with the other persons/s;
• A message – which is the result of the Sender Coding this Thought in works, gestures, tone of voice and so on;
• A Medium – the way the Message is delivered (written, by phone, face-to-face...)
• A Receiver – the person who receives and decodes the message into a "Second thought"
• Feedback – the information that the receiver returns to the sender, related to the Message

The exercise makes perfectly clear this process of sending and receiving and decoding a message by the different roles people are taking over. It helps people experience this process and the need to reassure them if the message is received in the right way.

Additionally, we have to distinguish between verbal and non-verbal communication:

Verbal communication

Words are the main element of verbal communication. The words we use depend on our vocabulary, experience, personal understanding of the world. For example, the word "dangerous" would mean one thing to a person that likes driving racing cars and climbing high mountains, but completely another thing to a person who tries to avoid all possible risks.

We have to be very careful in choosing our words and sentences and communication structures. The language we use has to be understandable for our communication partner. Words that are not familiar should not be used, or they should be explained first. Jargon (even professional) should be avoided. Shorter sentences should be used, especially in verbal (not written) communication. The longer the sentence is, the bigger are the chances to misunderstand it.

Nonverbal communication is extremely important in cases of face-to-face communication. Nonverbal communication (vocal aspects and body signals) is the basis of trust, because it either confirms or rejects the message of the speaker;
It is the sender's responsibility to formulate a clear message and deliver it in an understandable way.

**It is recommended NOT to deliver this information BEFORE the exercise, as this might influence the results and thus limit the experiences of the participants, BUT to elaborate it with the participants AFTER in the reflection part resuming their experiences!!!**



**Objectives**
**Objective-1:** To observe the ability of expressing clear and precise messages

**Objective-2:** To observe how things could be understood differently

**Objective-3:** To observe how perceptions influence communication

**Learning outcome(s)**
Learn to communicate more clearly and be aware of possible misunderstandings and the need of a re-checking to see if the other person got the message right.

**Sub-module content**
Lego exercise to analyse and train group communication.

**Learning material**
• 2 sets of Legos with 10 pieces each and a plate on which the objects may be placed; the groups should not be able to see each other.

**Learning activities**

**1)**

| Title | Transmitting information |
|---|---|
| Learning Outcome/ Objectives | At the end of this exercise participants can<br>• Improve their awareness of their own communication style<br>• See the importance of clear communication<br>• See the need of checking if messages were understood in the right way<br>• Improve their awareness of how people have different perceptions of the same thing |
| Module, Sub-module | Module 2 Sub-module 6 |
| Number of Participants | 3-7 per group |

| | |
|---|---|
| **Description/ Instruction (Describe the implementation of the activities step by step, specifying the handouts or the annex to be used during the activities)** | In each group there are 4 roles:<br>- one architect<br>- one courier<br>- one engineer<br>- observers<br><br>Architect and engineer are on the opposite corners of a room<br>The architect gets a finished Lego building of 10 bricks, he/she is the only person who is allowed to see this, so you have to take care that it cannot be seen by the other participants<br><br>The engineer receives the other set of bricks in separate pieces<br>Instructions for the exercise:<br>• The architect shall give instructions to the courier how the building should be built<br>• The courier has to pass this information step by step to the master builder<br>• He/she passes between the two till the engineer thinks that the building is done<br>• The courier should not be able to see nor the original building nor the building of the master builder<br><br>The other participants are observers, they are watching the exercise, can take notes on what worked well, at which point there were misunderstandings and why. They are not allowed to communicate with the others or somehow participate in the exercise<br><br>If there are multiple groups, they can play against each other |
| **Additional information for trainers for face to face session (here you need to provide suggestions to trainers in order to support the implementation of the F2F training)** | Advice for the discussion after the exercise:<br><br>After the exercise all participants may see the original models and the replicates of the engineers. In most of the cases there are big differences between them. This might lead to discussions, which have to be moderated by the trainer<br><br>Questions to the group should be:<br><br>How did you feel during the exercise?<br><br>What would you differently do next time?<br><br>You might repeat the exercise with changed roles and the group can evaluate if they could make progress in their communication. |
| **Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc. ).** | 2 sets of Legos with 10 pieces each and a plate on which the object may be placed; the groups should not be able to see each other |
| **Time needed** | About 45 min |
| **Comments** | |

# Sub-module 2.8: Evaluating non-formal activities with youth

**Introduction**

People are constantly learning everywhere. However, it is very likely that the non-formal learning, whether at home, at work or elsewhere, is much more important, relevant and meaningful than the kind of learning that takes place in formal settings like schools. So, there are different forms of learning – the three main types are: formal, non-formal and informal learning. The youth sector is traditionally classified as non-formal learning. But what does this mean?

Before we talk about methods and tools for evaluating non-formal activities with young people, we want to create a common understanding of what we mean with non-formal learning as opposed to formal or informal learning. In addition, we would like to shed light on other terms that are frequently used in the context of evaluation.

**Objectives**
**Objective-1:** To create a common understanding of what non-formal learning means

**Objective-2:** To become familiar with terms and definitions related to evaluation
**Objective-3:** To give an overview on tools that are available at European level

**Objective-4:** To present a set of assessment methods that can be used to assess learning outcomes in youth activities

**Learning outcome(s)**
Learn how to evaluate non-formal activities for youth.

**Sub-module content**
There are many different terms that are used rather randomly. We would like to create a common ground by giving some definitions of the terms that we frequently use in our training modules.

According to CEDEFOP – European Centre for the Development of Vocational Training –, that is one of the most important players when it comes to validation of non-formal and informal learning, the definitions are as follows:

Non-formal learning: Learning which is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, learning time, or learning support), but which contain an important learning element. Non-formal learning is intentional from the learner's point of view. It typically does not lead to a certification. Source: Cedefop, 2003.

Informal learning: Learning that results from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. Informal learning is in most cases unintentional from the learner's perspective. However, informal learning outcomes may be validated and certified. Source: Cedefop, 2008.
Formal learning: Learning that occurs in an organised and structured environment (such as in an education or training institution or on the job) and it is explicitly designated as learning (in terms of objectives, time or resources). Formal learning is intentional from the learner's point of view. It typically leads to a certification. Source: Cedefop, 2008

More information on youth work and non-formal learning can be found in a dedicated report published in 2015: *https://ec.europa.eu/assets/eac/youth/library/reports/youth-work-nonformal-learning_en.pdf*
Also, we are using a set of terms related to evaluation, assessment and validation. Are there any differences or what do they refer to?

Evaluation is the process of observing and measuring a thing for the purpose of judging it and determining its 'value' or 'worth', generally by comparison to an agreed standard.

Assessment involves a process of observation or measures of the effectiveness of something. 'Summative' assessment measures the endpoint: how well the learner has done or how much the learner has achieved. A 'formative' assessment is done for the purpose of improving the impact of a learning activity through reflection and feedback. It is learner-centred, course-based and not graded.

"Validation is the process of identifying, assessing and recognising a wider range of skills and competences which people develop through their lives and in different contexts… "(CEDEFOP). The objective is to make visible and value the full range of individual's qualifications and competences, irrespective of where these have been acquired.

This means for us that, when we want to see how much a young person has learnt in our non-formal activities, we would need to assess the learning outcomes by means of various assessment methods, and this would happen in the context of an evaluation.

**Learning material**
• M2.8.1 Power point on a selection of exemplary assessment methods:
  *http://inno4impact.eu/media/module-2-sub-module-8-1-assessment-methods.pdf*
• M2.8.2 Catalogue of various assessment methods:
  *http://inno4impact.eu/media/module-2-sub-module-8-2-assessment-methods.pdf*

**Learning activities**

**1)**

| Title | Assessing learning outcomes with young people |
|---|---|
| Learning Outcome/ Objectives | • Learners can choose the appropriate assessment method<br>• Learners have practiced a few methods themselves |
| Module, Sub-module | Module 2 Sub-module 8 |
| Number of Participants | Max. 20-25 |
| Description/ Instruction (Describe the implementation of the activities step by step, specifying the handouts or the annex to be used during the activities) | In this activity, we want to prepare future assessment of the learning outcomes of the young people you work with<br>When you think about your group of young people, how would you assess the non-formal activities to find out what the young people have learnt? Which assessment methods would you choose? You should consider the following aspects for the selection of appropriate assessment method(s):<br>• How is the language knowledge and the level you are working with?<br>• How would you explain to your learners what learning outcomes or competences are and what competence development is?<br>• Which competences would you choose to assess with your learners?<br>• Which methods would you use to assess their competences?<br>• Would you opt for self-assessments (and support them, if needed) or would you do the assessment for/with them?<br><br>Divide the group into small groups of two or three and let people discuss their answers. In a second step, they can also test two or three assessment methods in the small group (e.g. they do a self-assessment/peer assessment on the learning outcomes of the previous training sessions, and then they position themselves on a line and share the learning with the others (see list of assessment methods) |
| Additional information for trainers for face to face session (here you need to provide suggestions to trainers in order to support the implementation of the F2F training) | We have gathered some tips from practice that you may wish to consider when you assess outcomes of your non-formal learning activities:<br>• Use simple words and questions<br>• Tell your learners why you do assessments. Point out that the idea is to document and make their learning and competence development visible for themselves<br>• Only assess one, maximum two competences<br>• Be aware that not every assessment method is suitable for every competence and/or for your participants. Choose the competence and the assessment carefully<br>• Create a comfortable setting for your assessment |

| Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc. ). | Catalogue of assessment methods<br>Pen and paper |
|---|---|
| Time needed | 45 minutes |
| Comments | |

# Sub-module 2.9: Validation of Competence Developments in Youth Work with LEVEL 5

LEVEL 5 ... because learning happens everywhere!
When we learn, we develop our competences, i.e. our capacities and potentials to meet challenges and to solve concrete tasks. Meeting these challenges, we grow – we are constantly evolving and become more capable. Since the age of the Enlightenment we know by the works of the Swiss pedagogue Pestalozzi that learning happens with "head, heart and hand". In recent years, neurobiological (brain) research has clearly demonstrated that the non-cognitive dimensions are of special importance for the learning process. The LEVEL 5 methodology is based on these notions. In a three-dimensional model, the so-called LEVEL 5 cube, developments of knowledge, skills and attitudes are visualised on five quality levels for two points in time, at the beginning of a learning activity and at the end. In this way, the cube visualises competence developments at a glance. The levels of a competence are defined through so called reference systems in which a competence is described on five levels in each competence dimension.

In the context of our project, you have the opportunity to use LEVEL 5 to reflect on your own learning and to reflect together with the young people you work with about their learning and progress.

**Objectives**
**Objective-1:** To introduce the LEVEL5 method and its core principles

**Objective-2:** To introduce the competence framework in youth work

**Objective-3:** To introduce a variety of assessment methods to assess competences

**Objective-4:** To give guidance on how to use LEVEL5 to assess your own competences and the youth ones

**Learning outcome(s)**
Learn how to validate the competence developments in youth work with LEVEL 5.

**Sub-module content**
LEVEL5 is an approach and instrument to document and visualise competence developments. This unit will introduce the following topics:
• Validation system LEVEL 5 – general introduction
• Competence selection
• Reference systems
• The competence framework in youth work
• Assessment and documentation of the competences
• Learning material

**Learning material**

- M2.9.1 PowerPoint presentation: Introduction to LEVEL 5:
  *http://inno4impact.eu/media/module-2-sub-module-9-1-intro-level5.pdf*
- Short introductory video: *https://www.youtube.com/watch?time_continue=6&v=EtPgJQRMnFI*
- M2.9.2 PowerPoint presentation: Working with reference systems:
  *http://inno4impact.eu/media/module-2-sub-module-9-2-reference-systems-level5.pdf*
- M2.9.3 PowerPoint presentation: Selecting competences:
  *http://inno4impact.eu/media/module-2-sub-module-9-3-selecting-competences-level5.pdf*
- M2.9.4 Competence framework in youth work:
  *http://inno4impact.eu/media/module-2-sub-module-9-4-inventory-competences.pdf*
- M2.9.5 Assessment methods:
  *http://inno4impact.eu/media/module-2-sub-module-9-5-assessment-methods-level5.pdf*
- M2.9.6 Documentation presentation:
  *http://inno4impact.eu/media/module-2-sub-module-9-6-documentation-level5.pdf*
- M2.9.7 Tutorial Certificate:
  *http://inno4impact.eu/media/module-2-sub-module-9-7-tutorial-certificate.pdf*
- M2.9.8 Documentation:
  *http://inno4impact.eu/media/module-2-sub-module-9-8-documentation.pdf*

**Learning activities**

| | |
|---|---|
| **Title** | **The validation system LEVEL 5 (can be used in face-to-face or online)** |
| **Learning Outcome/ Objectives** | To make learners familiar with: the purpose of validation the basic definitions underlying LEVEL 5 the main principles of LEVEL 5 |
| **Module, Sub-module** | **Module 2 Sub-module 9** |
| **Number of Participants** | - |
| **Description/ Instruction** | LEVEL 5 is the core concept for the validation of the competence development within INNO4IMPACT. LEVEL 5 is an approach and an instrument to document and visualise the competence developments. The methodology follows the basic idea that a competence is the ability to apply a synthesis of knowledge, skills and attitudes in a particular situation on a particular level. In this unit, we want to make you familiar with the principles of the LEVEL5 methodology Face-to-face: The trainer asks the participants to reflect on the benefits of validation Participants are divided into two groups: one will discuss and write down post-its concerning the benefits of validation for youth workers and the other will do so for young people The two groups will come back together and share their findings with the other group The trainer presents the slides to introduce LEVEL 5 Online: Go through the presentation and get to know more |

| | |
|---|---|
| **Additional information for trainers for face to face session** | The trainer should have a good understanding of the LEVEL 5 methodology. |
| **Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc. ).** | M2.9.1_Intro_LEVEL5_Inno4Impact |
| **Time needed** | 45 min |
| **Comments** | |

**2)**

| | |
|---|---|
| **Title** | **The competence framework for youth work (can be used in face-to-face or online)** |
| **Learning Outcome/ Objectives** | To select the most suitable competences for your youth work context<br>To understand how a LEVEL5 reference system is built and how to use it |
| **Module, Sub-module** | **Module 2 Sub-module 9** |
| **Number of Participants** | - |
| **Description/ Instruction** | LEVEL 5 is about competence development. Thus, one of our first steps in applying this methodology is to think of the competences you have as a youth worker and the young people you work with want or should develop<br><br>The project team has set up a competence framework consisting of ten competences that can be interesting in youth work.<br>Each competence is described by means of a reference system. The reference systems are used for the three-dimensional description of a competence and are the central tool of LEVEL 5 to record the individual competence developments<br><br>At a first glance, it seems very complex – this unit will help you reduce this complexity |
| **Additional information for trainers for face to face session** | The competence framework consists of competences that can be of interest for both the youth worker and the young people he/she works with. Depending on the activities, those competences that are interesting and provide meaningful results should be selected |
| **Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc. ).** | M2.9.2_Selecting competences<br>M2.9.3_Working with reference systems<br>M2.9.4_Competence framework |
| **Time needed** | 3 hrs |

| | |
|---|---|
| **Comments** | If the youth worker wants to use LEVEL 5 also with the young people, he/she should present the competences in a suitable way. Young people could try to find definitions of the competences themselves, and then choose the one(s) they would like to assess. In addition, the reference systems are by far too complex and theoretical and young people should not just receive the reference systems and work with them by themselves. In the next unit, we will present some assessment methods that can be used with young people |

**3)**

| | |
|---|---|
| **Title** | **Assessment Methods (can be used in face-to-face or online)** |
| **Learning Outcome/ Objectives** | Explain the most common assessment methods<br>Choose the most appropriate assessment method for your setting |
| **Module, Sub-module** | **Module 2 Sub-module 9** |
| **Number of Participants** | - |
| **Description/ Instruction** | The term assessment describes the process of gathering information to be able to evaluate something, in our case, the individual learning progress of specific competences<br>After you have chosen the reference system(s), you want to work with, the next step is finding the right assessment method/s, and then evaluating yours or your learner(s) competence(s). This unit offers you some useful information to assess your learners in the LEVEL 5 procedure<br>Generally, assessment methods for competences can be differentiated along two dimensions:<br>Individual versus collective methods<br>Descriptive versus productive methods<br>There is a vast number of approaches, but here we will focus on some easy-to-use methods that can be applied in almost any contexts<br>The presentation contains various assessment methods and explains how they work |
| **Additional information for trainers for face to face session** | The trainer should illustrate a few examples and let the group try out some assessment methods |
| **Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc. ).** | M2.9.5 Assessment methods |
| **Time needed** | 1 hr |
| **Comments** | If the youth worker also wants to use LEVEL 5 with the young people, he/she should select suitable assessment methods. It is not a good idea to simply use the reference systems for self- or peer-assessment |

**4)**

| | |
|---|---|
| **Title** | **Documentation**<br>**(can be used in face-to-face or online)** |
| **Learning Outcome/ Objectives** | Use the assessment results for ratings within the LEVEL 5 metho-dology<br>Document the assessment results to evidence the ratings<br>Use the provided templates to document results |
| **Module, Sub-module** | **Module 2 Sub-module 9** |
| **Number of Participants** | - |
| **Description/ Instruction** | Reasoning and rating are the last step in the LEVEL 5 procedure. The rating summarizes the results of the assessment and descri-bes the development process of the learner by identifying the competence level in each dimension<br><br>The presentation gives guidance on how to rate and document results of assessments, so they deliver meaningful evidences of competence developments<br><br>With LEVEL 5, the competence developments can be visualised in a certificate generated by the LEVEL 5 software. Here we pro-vide an offline template that collects all the information we need to generate such certificates. Please use it to document your or your learners' competence developments<br><br>To receive the certificates, send the template to level5@bupnet.de and you will receive them within one week |
| **Additional information for trainers for face to face session** | |
| **Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc. ).** | M2.9.6 Documentation presentation<br>M2.9.7 Tutorial Certificate<br>M2.9.6 Documentation |
| **Time needed** | 3 hrs |
| **Comments** | |

# Module 3: Working with disadvantaged groups

**Introduction**

Module 3 is focused on specific operational contexts, involving disadvantaged background, diversity, intercultural learning and cultural competence. The main idea is to provide the readers/youth workers with support in those social contexts in which it is more difficult to operate and, consequently, the youth work is more requested, and its action can be really important. Specifically, Module 3 deepens this topic, referring to those young people who are at risk of social exclusion because of reasons such as discrimination and racism. In these contexts, youth work may create new opportunities for youngsters, avoiding escalations and risks such as the abuse of alcohol and drugs.

Module 3 is divided into 7 sub-modules. The first part approaches the topic in a more theoretical way: the first sub-module explains the definitions of disadvantaged background, diversity, intercultural learning and cultural competence. The second and the third sub-modules contextualise the concept of diversity in our globalised world. Then, the following three sub-modules provide the readers with knowledge and skills in the field of psychological and professional support in order to prevent any kinds of abuse as well as safeguard disadvantaged youth. Finally, the seventh sub-module explains how to carry out workshops with youngsters with a didactic and entertaining methodology.

The **objectives** of Module 3 are as follows:
- To gain knowledge on the following definitions: disadvantaged background, diversity, intercultural learning, cultural competence;
- To acquire the necessary skills in order to provide psycho-social support for disadvantaged youth;
- To gain knowledge on the tailoring methodology of youth work;
- To acquire the necessary skills in order to conduct bread baking workshops.

The **expected learning outcomes** of the Module 3 are as follows:
- Increased knowledge on the following definitions: disadvantaged background, diversity, intercultural learning, cultural competence;
- Improved the necessary skills in order to provide psycho-social support for disadvantaged youth;
- Acquired ability in tailoring methodology of youth work;
- Developed necessary skills to conduct bread baking workshops.

**Keywords**

youth; work; disadvantage; diversity; workshop; social inclusion; intercultural competences

**Sub-modules Overview**

3.1 Key concepts: disadvantaged background, diversity, intercultural learning, cultural competence 3.2 Social inclusion and community building: The Integrative Diversity Concept

3.3 Managing diversity in a changing and globalised society

3.4 Providing psycho-social support for disadvantaged youth

3.5 Abuse prevention and safeguarding of disadvantaged youth

3.6 Tailoring youth work for disadvantaged youth

3.7 Bread baking workshops

# Sub-module 3.1: Key concepts: disadvantaged background, diversity, intercultural learning, cultural competence

**Introduction**
To set the stage for Module 3 Working with disadvantaged groups some theoretical inputs are needed. This Unit introduces key concepts like disadvantaged background, the perception of self and others, culture, diversity, interculturality and intercultural competences.



**Objective**
**Objective-1:** To clarify the definitions of the most important concepts in the field of youth work

**Learning outcome(s)**
After studying, this sub-module participants will know the definitions and the relevance on the following key concepts:
•   Disadvantaged backgrounds in youth work and how they lead to fewer opportunities;
•   Perception of self and others – introduction to the concept of multiple identities and how they are co-constructed while interacting;
•   Culture – how do we understand the term and what are key points of professional definitions;
•   Diversity and Diversity Management;
•   Interculturality and how to deal with intercultural relationships via intercultural competence.

**Sub-module content**
Unit 1 consists of a PowerPoint presentation that delivers the basic theoretical knowledge for Module 3.

The theory input is supplemented by two practical activities to reflect on our perception of the term culture.

**Learning material**
- Presentation: M3.U1.A1 Key concepts:
  *http://inno4impact.eu/media/module-3-sub-module-1-1-key-concepts.pdf*
- Handout: M3.U1 Handout culture:
  *http://inno4impact.eu/media/module-3-sub-module-1-2-handout-culture.pdf*

**Learning activities**

**1)**

| | |
|---|---|
| **Title** | **Key concepts for working with disadvantaged backgrounds** |
| **Learning Outcome/ Objectives** | After studying, the sub-module participants will know the definitions and the relevance on the following key concepts:<br>• Disadvantaged backgrounds in youth work and how they lead to fewer opportunities<br>• Perception of self and others – introduction to the concept of multiple identities and how they are co-constructed while interacting<br>• Culture – how do we understand the term and what the key points of professional definitions are<br>• Diversity and Diversity Management<br>• Interculturality and how to deal with intercultural relationships via intercultural competence |
| **Module, Sub-module** | **Module 3 Sub-module 1** |
| **Number of Participants** | max 25-30 |
| **Description/ Instruction** | Unit 1 is a theory input assisted by a PowerPoint presentation<br><br>The presentation contains two activities to reflect on our perception of the term culture |
| **Additional information for trainers for face to face session** | Trainers should get familiar with the key concepts before presenting them and do some additional research – if necessary – to be able to answer to additional questions from participants<br>For the first activity, a YouTube video should be shown that participants analyse. Make sure that you do have Internet connection and loudspeakers to be able to present the 1.30min video<br>The video is in English – make sure that your participants understand English or research a similar video in your national language beforehand |
| **Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc. ).** | Projector for ppt presentation<br>For the activities:  Internet Loudspeakers<br>Pen and paper |
| **Time needed** | 1h – 1h 30min |
| **Comments** | |

# Sub-module 3.2: Social inclusion and community building: The Integrative Diversity Concept

**Introduction**

Globalization and increasingly diversified societies have a significant influence on the challenges and opportunities in youth work. For a better understanding of those challenges and opportunities, it is useful to consider this globalised context.

This sub-module introduces the idea of an Integrative Diversity Concept that is key to deal with our diverse surroundings and helps youth workers create an inclusive culture in their youth club or activities.



**Objectives**
**Objective-1:** To introduce and clarify the Integrative Diversity Concept

**Learning outcome(s)**
After studying this sub-module participants will…
• … know the challenges and opportunities arising from a globalised, diverse society;
• … know the concepts "inclusion" and "diversity," and being able to distinguish between them;
• … be able to create a diverse culture in a youth club or in activities;
• … know 5 activities they can do with youngsters to increase diversity.

**Sub-module content**
The sub-module opens with a short theory input on globalization, inclusion, diversity and the inclusive diversity concept. It is delivered in a PowerPoint presentation.

The second part consists of 3 practical tips for youth worker on how to foster diversity in their youth clubs or activities.

The sub-module closes with a detailed description of 5 activities that youth workers can do with youngsters to increase diversity in a group. In a face-to-face training, those activities can be tried out with the participation of the youth workers.

**Learning material**
- Presentation: M3.U2.A1 Social inclusion and community building: The Integrative Diversity Concept: *http://inno4impact.eu/media/module-3-sub-module-2-1-integrative-diversity-concept.pdf*
- Practical tips: M3.U2.A2 Practical tips for youth workers to shape a diverse culture handout: *http://inno4impact.eu/media/module-3-sub-module-2-2-practical-tips-handout.pdf*
- Handout: M3.U2.A3 Diversity activities handout: *http://inno4impact.eu/media/module-3-sub-module-2-3-diversity-activities_handout.pdf*

**Learning activities**

**1)**

| | |
|---|---|
| **Title** | **Social inclusion and community building: The Integrative Diversity Concept** |
| **Learning Outcome/ Objectives** | After studying this sub-module participants will…<br>• … know the challenges and the opportunities arising from a globalised, diverse society<br>• … know the concepts "inclusion" and "diversity," and being able to distinguish between them |
| **Module, Sub-module** | **Module 3 Sub-module 2** |
| **Number of Participants** | max 25-30 |
| **Description/ Instruction** | The sub-module opens with a short theory input (PowerPoint presentation) on globalization, inclusion, diversity and the inclusive diversity concept. It is delivered in a PowerPoint presentation |
| **Additional information for trainers for face to face session** | Trainers should get familiar with the theory before presenting it and do some additional research – if necessary – to be able to answer additional questions from participants |
| **Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc. ).** | Projector for ppt presentation |
| **Time needed** | 20-30 min |
| **Comments** | |

**2)**

| | |
|---|---|
| **Title** | **Practical tips for youth workers to shape a diverse culture** |
| **Learning Outcome/ Objectives** | After studying this sub-module participants will…<br>• … be able to create a diverse culture in a youth club or in activities. |
| **Module, Sub-module** | **Module 3 Sub-module 2 Activity 2** |
| **Number of Participants** | max 25-30 |

| | |
|---|---|
| **Description/ Instruction** | The second part consists of 3 practical tips for youth workers on how to foster diversity in their youth clubs or activities<br>Trainers should present the 3 tips, discuss with participants how they could implement and distribute the handout |
| **Additional information for trainers for face to face session** | |
| **Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc. ).** | Printed handout for every participant |
| **Time needed** | 10 min |
| **Comments** | |

**3)**

| | |
|---|---|
| **Title** | **Diversity activities** |
| **Learning Outcome/ Objectives** | After studying this sub-module participants will…<br>• … know 5 activities they can do with youngsters to increase diversity |
| **Module, Sub-module** | **Module 3 Sub-module 2 Activity 3** |
| **Number of Participants** | max 25-30 |
| **Description/ Instruction** | The sub-module closes with a handout with detailed descriptions of 5 activities that youth workers can do with youngsters to increase diversity in a group<br>In a face-to-face training those activities can be tried out with the participating youth workers |
| **Additional information for trainers for face to face session** | Trainers should decide beforehand if they want participants to try out some of the activities and choose which one(s). The activities as well as needed materials etc. are described in the document<br><br>Alternative:<br>Participants can read through the activities and decide themselves which one they want to try out as a group |
| **Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc. ).** | Printed handout for every participant<br>Material necessary for the chosen activity (see handout) |
| **Time needed** | Depending on the chosen activity |
| **Comments** | |

# Sub-Module 3.3: Handling Diversity in a Globalized Society

**Introduction**

Social and individual diversity is part of the social normality and is relevant to youth work in every respect. Social life and individuality are inconceivable without diversity. Therefore, the participants should gain ideas and conceptions about what diversity means in a globalized society.

Here the question arises how diversity can be made visible, shaped and used as an important resource in youth work. One aspect is migration or mobility, which creates new forms of diversity that are essential for youth work.



**Objectives**

**Objective-1:** to know and understand ideas and perspectives about diversity

**Objective-2:** to increase awareness on the importance of diversity for concrete youth work and development of measures

**Objective-3:** to reflect on new forms of diversity and their relevance to youth work

**Objective-4:** to analyse situations and life plans that are characterized by diversity and their potentials

**Learning outcome(s)**

The participants are able to:
- assess the importance of the diversity perspective in practical work;
- to make different forms of diversity visible and to recognize them;
- to deal with diverse situations and to develop concepts from it.

**Sub-module content**

After an overview of the contents and objectives of this module unit, the presentation "Handling Diversity in the Globalized Society" will give first ideas about diversity and provide insights into its significance in everyday life. The idea here is that diversity is the basis for social life and individuality. Cities in particular are inconceivable without diversity, indeed, they even depend on it.

The following points will be introduced and discussed in the presentation:
1.  Diversity moves
2.  Cities as places of diversity
3.  Mobility and transnational social capital
4.  Post-migrant diversity
5.  Visions for youth work

In order to make the hidden elements of diversity in our individuality visible, a group activity will then be carried out under the motto: "Dimensions of my diversity". The participants will have the opportunity to exchange views, share experiences, to discover connections and interesting contrasts.

**Learning material**
*   Presentation: Handling Diversity in the Globalized Society:
    *http://inno4impact.eu/media/module-3-sub-module-3-1-presentation.pdf*
*   Notes on Arredondo's Model (for the Activity "Dimensions of my diversity"):
    *http://inno4impact.eu/media/module-3-sub-module-3-2-notes-diversity.pdf*

**Learning activities**

**1)**

| Title | Presentation „Handling Diversity in a Globalized Society" |
| --- | --- |
| **Learning Outcome/ Objectives** | The participants are introduced to<br>• Ideas and perspectives about diversity<br>• The importance of diversity for concrete youth work and the development of measures<br>They are able to<br>• reflect on new forms of diversity and their relevance to youth work<br>• recognize situations and life plans that are characterized by diversity |
| **Module, Sub-module** | **Module 3 Sub-module 3** |
| **Number of Participants** | about 20 |
| **Description/ Instruction** | After welcoming the participants and introducing the contents and objectives of the course unit, a thematic introduction is given using the PowerPoint presentation (attached PPT-file)<br><br>The presentation is followed by a short reflection with the participants, whereby their own experiences in youth work can be brought in |
| **Additional information for trainers for face to face session** | |

| | |
|---|---|
| Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc. ). | Chairs, tables, PPT-file, Beamer |
| Time needed | 1 hour |
| Comments | |

**2)**

| | |
|---|---|
| Title | Activity: „Dimensions of my Diversity " |
| Learning Outcome/ Objectives | Participants<br>• assess the importance of their own elements of diversity<br>• make different forms of diversity visible and recognize them,<br>• get new inspirations to value diversity in youth work |
| Module, Sub-module | **Module 3 Sub-module 3** |
| Number of Participants | About 20 (split into small groups of 4 of 5 during activity) |
| Description/ Instruction | **Stage 1 (15 min)**<br>Trainer introduces the A, B, C 'Dimensions of Diversity' (5-10 min). Refer to your own experiences (A-dimensions are those which are usually most visible/recognized and those aspects of ourselves for which we are most likely to experience discrimination. In most countries, these "protected characteristics" are covered by anti-discrimination legislation). Discuss the "fixed" aspects as identified by Arredondo in 1992: Have we seen changes since then?<br><br>**Stage 2 (15 min)**<br>The A, B and C flip chart sheets are placed on different walls as "stations". Ask the participants to reflect on their dimensions of diversity in A, B and C. Then, take 10-15 minutes for everybody to write down words, sentences, pictures on post-it notes that identify his/her diversity and what they would like to share with the group (Try to find at least 4 or 5 for each station.) When finished, they stick each post-it on the appropriate flipchart paper/ station. (The post-it notes do not need to indicate a name, unless the participants wish it)<br><br>**Stage 3 (15 minutes)**<br>In groups of 4 or 5 people, visit each station to explore the diversity in that group and present your own contributions<br><br>**Stage 4 (15 minutes)**<br>Feedback from the whole group about what made the activity visible/ revealed, what you enjoyed or what you were uncomfortable with. What new perspectives did you find? What were the aspects that interested or surprised you most about your own experience you had seen using this model, or about the contributions of others?<br>How would you change or add to the Arredondo model today? |

| | |
|---|---|
| **Additional information for trainers for face to face session** | **Pre-activity:**<br>Read the attached text "Notes on Dimensions of Diversity"<br>Write dimensions A, B and C on 3 separate flip chart sheets and think about your own and other examples of dimensions of diversity, so that you can illustrate them when explaining the model<br><br>It is helpful to give participants many examples from your own experience of what they can write on post-its. Keep your eyes open for those who need support<br>Participants are often surprised at their own rich diversity<br>It is often a matter of creating links between group members that were previously hidden, and sharing experiences that have arisen from prejudice, disadvantage, but also skills, resources and advantages. There can also be a lot of commitment and humour when it comes to individual memories of "era", epoch, fashions etc. |
| **Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc. ).** | Attached text: "Notes on the Dimensions of Diversity"<br>Flip chart with A, B and C dimensions summarized on 3 separate pieces of flip chart paper<br>Flip chart pens<br>Different colour packs of post-it notes<br>Blue tac (or drawing pins)<br>Chairs, tables… |
| **Time needed** | About an hour |
| **Comments** | More details on Arredondo's Model:<br>*https://psychology.iresearchnet.com/counseling-psychology/history-of-counseling/patricia-arredondo/* |

# Sub-module 3.4: Providing psycho-social support for disadvantaged youth

**Introduction**

Social exclusion and social inclusion are dynamic concepts that express the process of the individual, while lack of opportunity is a situation in which the individual is. Social inclusion refers to the integration of the individual with the society by reducing or eliminating the disadvantages and the participation process in social life. To sum up, social inclusion is to enable individuals with disadvantaged access to opportunities in social life.

Social inclusion places the individual at the centre and emphasizes the improvement of the life of the individual who is exposed to social exclusion. Therefore, it is expected that the studies to be conducted will directly touch the disadvantaged youth groups and produce concrete outputs. In the youth work towards social inclusion, the structure has difficulties for both the team and the group with limited opportunities. Therefore, the process of mutual recognition and understanding is of great importance. In studies conducted with a group with limited opportunities, young people should be able to express themselves in a comfortable way. It is necessary that the work done should be fused with peer groups (not disadvantaged), and areas designed to increase mutual tolerance and awareness should be designed.

As a youth worker, it is an important requirement the fact that approaches and attitudes are as inclusive as discourse sensitivity in the context of social inclusion. In many youth works, disadvantaged youth share that their highly sensitive peers and youth workers make them feel more excluded. In youth work, social inclusion should lead the individual with the "unconditional acceptance" approach, and develop the necessary conditions, working environment and approach so that the disadvantaged young person does not feel the limitation.

Young people with fewer opportunities are those who are faced with one or more conditions and obstacles mentioned in the summary list below, and have fewer opportunities than their peers. Sometimes, these special situations or barriers deprive young people of formal and non-formal education, international mobility and participation, active citizenship, responsibility and involvement in all the layers of society.

Social inclusion in youth work aims to be an important tool for the increase of active citizenship and employment through the social inclusion of young people with fewer opportunities.

**Objectives**
**Objective-1:** To transfer the social inclusion approach in youth studies

**Objective-2:** To increase youth's awareness about their own prejudices

**Objective-3:** To develop competencies for the principle of social inclusion

**Learning outcome(s)**
▪        Youth workers gain planning and implementation equipment in their work for disadvantaged youth.
▪        Youth workers adopt theoretical approaches to social inclusion.

**Sub-module content**

In order for the community to truly benefit from the participation of young people, all young people should receive tools and opportunities to fulfil their right to participate. It is very important for young people with fewer opportunities to feel their participation and contribution, not because they have as many basic rights as other young people. However, this is not only a matter of the inner ethical value of

preventing exclusion or realizing the richness of diversity. The participation of young people with fewer opportunities is the barometer of the health underlying our democracies and societies. The voices of the most vulnerable and marginalized youth must be heard, because their contributions, perspectives and knowledge are invaluable and unique in an effort to build a better society for all tomorrow.

Youth work plays an important role in reaching young people facing exclusion and bringing them together. It is true that there are many factors that can contribute to the social inclusion of young people in society, such an inclusion tool can be the basis not only for young people's abilities and powers, but also for youth work and youth organizations to reach young people with the least opportunities.

If youth workers and youth organizations cannot reach and include young people with the least opportunities in their activities, where else can they benefit from the non-formal education experiences provided by these activities? How else can the most marginalized youth participate in other youth activities open to them in our societies? And where will the most vulnerable young people find encouragement and support to improve their self-esteem and confidence, apart from the official structures that do not always provide the best service to them? Without such wide-ranging inclusion, where will the most isolated young people develop the skills and beliefs necessary to take on the challenge of representing others?

It is important to adapt your workspace to your needs when you try to reach young people with fewer opportunities. As a youth worker, you must find the right balance between youth interests, abilities and their limits. Secondly, to give them a sense of belonging, you need to develop sensitivity to involve young people throughout the process.
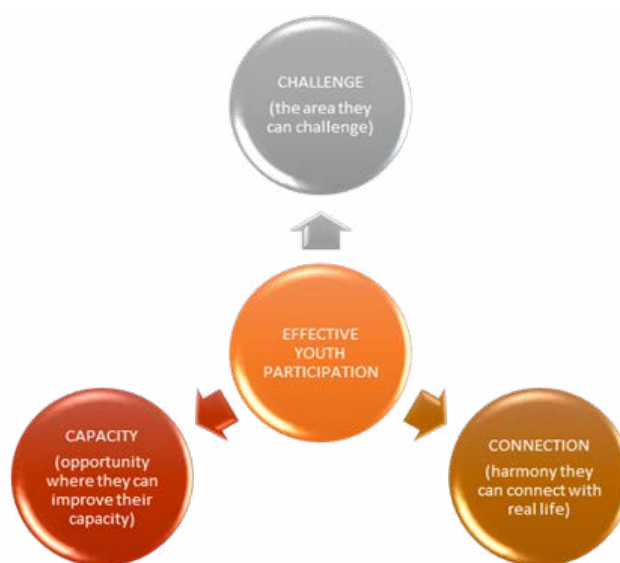


*Jans & De Backer (2003) described 3Cs for "EFFECTIVE YOUTH PARTICIPATION": CHALLENGE, CAPACITY and CONNECTION, 19, Council of Europe Publishing:*
*https://www.salto-youth.net/downloads/4-17-402/tkit%20Social%20Inclusion.pdf*

1. CHALLENGE (where they can challenge): this means that an activity should be difficult for young people; the youth worker must persuade young people to try and push their limits. However, this challenge should not cause disappointment if they leave them or fail, and cause them to think twice before re-joining such work. On the other hand, the challenge should not overload young people and be careful to say "yes, we did" as a sense of success.
2. CAPACITY (in which they can improve their capacities): the youth worker should know the capacities and the skills of young people and adapt them based on "learning" to develop a series of small achievements and competences.
3. CONNECTION (harmony they can connect with real life): first of all, young people should feel connected to the activity. The event should be adapted to the world where young people live and be compatible. When you manage to address these three Cs in your work and stay in balance, you take the

first step towards a successful youth work.

Another principle in youth work, through which you ensure effective participation of young people with fewer opportunities, is to include young people from the very first moment. Your approach as a youth worker is not an activity for young people; rather it should be a better work with young people, even by young people. The young people you work with tell you what they like and what they don't like; they share with you why their friends, families and people around them do not want them to participate in such a study. For this reason, it is very important that the activity revolves around the youth and gives them a sense of belonging and responsibility. Equal and active participation should be ensured in planning, implementation and evaluation of youth work.

As a youth worker, we have prepared a checklist that will make your job easier before working:
- Get to know your target audience, their needs and interests, their cultural background, their vision for the future, their family and social environment;
- Use different ways and different settings to communicate and adapt your event to the target group (word of mouth; in schools, community centres, supermarkets, streets; with posters, local and media tools);
- Take a look at who was actively involved in your similar activities in the past (age group, gender, culture or mixed) and analyse why those who did not actively participate (friends, family, etc.);
- Overcome all practical obstacles (appropriate timing, reduction of the financial barriers, accessibility of the meeting place, etc.);
- Make sure the event appeals to the target group (or, in the worst case, make it look attractive). It may be tempting to join a few small deals (free drink, free access to the gym, hat or t-shirt);
- Adapt youth workers to the target audience and to the activity subject, taking into account cultural, age, gender or religious issues;
- Make sure other stakeholders (parents, teachers, neighbourhood) are aware of the event, confirm and support it;
- Present the event in a form or method appropriate to the group and to the event theme (peer education, video, research, discussion, etc.);
- Make sure that the activity is difficult enough (challenge) but not too difficult to achieve;
- Adapt the activity to the skills of the youth;
- Connect the activity to the adaptation of young people to daily life;
- Engage young people in the development and the implementation of the whole activity.

**Learning material**
- SALTO, Tools for European Youth Work and training: *www.salto-youth.net*
- T-Kit No:8 Social Inclusion, Council of Europe and European Commission:
  *https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-8-social-inclusion*
- Youth Work and non-formal learning, Council of Europe and European Commission:
  *https://ec.europa.eu/assets/eac/youth/library/reports/youth-work-nonformal-learning_en.pdf*

**Learning activities**

**1)**

| Title | TUVAL/CANVAS |
|---|---|
| Learning Outcome/ Objectives | Adopting social inclusion approach in youth work Raising awareness of prejudices in youth work |
| Module, Sub-module | **Module 3 Sub-module 4** |
| Number of Participants | 30-36 participants |
| Description/ Instruction (Describe the implementation of the activities step by step, specifying the handouts or the annex to be used during the activities) | The application is an effective practice for young people to share different ideas and approaches and contribute to the discussion about how young people are seen by adults in the society

The moderator gives information about the implementation. The target audience is divided into groups of 6 according to the total number of participants. Each group is positioned to sit in a circle so that the group members can see each other. Paper and coloured wooden pencils are distributed to each group

One person from each group takes the pen and paper; then, explain that you want them to 'scratch the head of a typical young woman or a young man', or if you are working on specific topics such as drug use, you can ask them to draw a 'typical drug addict'. Pay attention to detail requirements such as hairstyles, hats, makeup

After the 1st persons in the groups complete the drawing, ask the other group members to fold the paper so that they do not see the drawing, and ask them to forward it to the next right person. Then, they have to pass the paper to the next group member and complete the picture until they complete their head, body, arms, legs and feet. After the pictures are completed in the groups, ask them to share the picture with the group and with the other teams |
| Additional information for trainers for face to face session (here you need to provide suggestions to trainers in order to support the implementation of the F2F training) | After the implementation, the team should answer about questions regarding the process, and social inclusion and active participation process should be evaluated at personal and group level. Questions to be addressed to the target audience: 1-People are typical teenagers, drug addict etc. Have similar alike ideas? 2-What are the differences? 3-How do you think you gained the information you have while drawing the pictures? To what extend are they true? After questions, start a discussion about stereotypes and how they affect people's opinions and thoughts. Discuss how stereotypes are internalized from the images we see in the media and in our own experiences |

| Material if needed (e.g. flipcharts, pen, pencils, cardboard, chairs etc. ). | Paper<br>Pen |
|---|---|
| Time needed | Exercise 30 min, input 30 min. |
| Comments | • Timing should be paid attention during implementation<br>• It should be reminded that all members of the target audience should not see the drawings during the implementation<br>• The moderator should not make judgmental statements about the drawings after the implementation<br>• The moderator should determine the target audience profile while preparing the questions after the implementation |

# Sub-module 3.5: Abuse Prevention and Safeguarding of Disadvantaged Youth

**Introduction**

All young people have the right to be protected from violence, exploitation and abuse. Yet, worldwide millions of them from all socio-economic backgrounds, across all ages, religions and cultures suffer violence, exploitation and abuse every day. Millions more are at risk, especially young people with fewer opportunities such as youth in rural areas.

There is significant evidence that violence, exploitation and abuse can affect the young people's physical and mental health in the short and long period, impairing their ability to learn and socialize, a s well as impacting their transition to adulthood with adverse consequences later in life.

So, the question is, how can we protect them from such harm as youth workers? This module will explain what abuse is and how it begins in family in the first place and then how youth workers can assist these young people in need and safeguard them through youth work.

**Objectives**
**Objective-1:** To Understand what abuse is and how harmful it is for youth

**Objective-2:** As youth workers, how to assist youth and prevent them from harmful behaviours

**Objective-3:** To understand how a youth worker should behave
**Learning outcome(s)**
In the learning outcomes, it is foreseen that the learners will have information on the following aspects: abuse awareness, abuse definition, what are the risk factors for abuse, safeguarding youth, raising awareness on safeguard in youth organizations and general values.

**Sub-module content**
Violence, exploitation and abuse are often practiced by someone known to the young person, including parents, other family members, co-workers, employers and other peers. Only a small proportion of violence acts, exploitation and abuse are reported and investigated, and few perpetrators are held accountable.

Any kinds of abuse can occur in homes, families, schools -if the young person goes to one-, workplaces and communities across all contexts, including as a result of conflict. Vulnerability is also associated with age; younger people are at greater risk of certain types of violence and the risks differ as they get older.

Abuse occurs when the behaviour of someone in a position of greater power than a young person, abuses that power and causes harm to that young person. Abuse in general is categorized into three groups:
• Emotional Abuse;
• Physical Abuse;
• Sexual Abuse.

Emotional abuse is the persistent emotional ill-treatment of a young person such as to cause severe and persistent adverse effects on the young person's emotional development.

Physical abuse is any form of non-accidental injury or injury which results from wilful or neglectful behaviour towards a young person.

Sexual abuse occurs where a young person is used by another person for his or her gratification, for sexual arousal or for that of others. Indirect abuse occurs where young people have been photographed, videotaped without their will or filmed for pornographic purposes or forced to do such things for a 'favour'.

**The Consequences of Abuse**

Apart from physical injuries, abuse is associated with a number of other consequences, including:
• Alcohol and drug abuse;
• Delinquent, violent and other risk-taking behaviours;
• Eating and sleep disorders;
• Poor social skills;
• Poor relationships;
• Reproductive health problems;
• Post-traumatic stress disorder;
• Depression and anxiety;
• Suicidal behaviour and self-harm.
Many of these problems, in turn, increase the likelihood of several major adult forms of illness and disease.

**What Are the Risk Factors for Abuse?**

Abuse – whether physical, sexual or emotional – depends in part on the young person's vulnerability. Young people are at risk of physical abuse, whereas the highest rates of sexual abuse are found among young people who have reached puberty or adolescence.

Other factors that increase a young person's vulnerability to abuse include:
• Household overcrowding;
• Lack of income to meet the family's needs;
• The presence of other violent relationships at home;
• Being financially dependent on the family due to lack of a job;
• Insufficient education (especially in rural areas where young people are being forced to work in young ages rather than finishing schools).

Researches also show that abuse of a young person is more likely in communities with high rates of poverty and fewer rates of social networks and neighbourhood support systems that have been shown to protect young people.

**What can be done to prevent abuse?**

Approaches to prevent abuse focus on:
• Therapy and other services for young people who have witnessed or experienced abuse;
• Treatment programmes for perpetrators, especially those people who sexually abuse young people;
• Legal remedies such as arrest and prosecution policies (if the case is really harmful), youth protection services and mandatory and voluntary reporting systems to aid in the identification of cases of abuse.

**Safeguarding Youth**

Safeguarding is a subject of growing importance in youth work. It deals with the subject of the protection of young people in need against various forms of abuse. In this unit, essential elements of safeguard in youth work will be emphasized, both for youth workers and youth in need.

Safeguarding means:
• Protecting young people from abuse and provide them a safe environment;
• Preventing harm to young people's health or development (educational, emotionally, socially, etc.);
• Taking action to enable all young people have the best outcomes;
• Making them socially more involved and have self-esteem about what they're capable of, their strengths;
• Raising awareness on safeguard in youth organizations.

**Code of behaviour when working with young people**

In some of the European countries, youth work organizations develop very specific codes of behaviour as a guideline for their youth workers in order to guarantee safety for young people. Such a code of behaviour can be a very useful tool to raise awareness on safeguard inside an organization. However, it is very hard to build one universal code of behaviour which applies to all youth work organizations in Europe.

For this chapter, it is presented an Irish code of behaviour. As this code is very detailed, it gives a good overview on which elements can be included in such a code of behaviour. The ideas one finds here below can easily be used as a starting point for a discussion on which behaviour is defined as (in) appropriate in the specific situation in which one works.

The aim of this is to ensure the safety of young people, to enhance the work practices of youth workers

and to reassure parents (if needed) - as well as young people themselves - that there is a commitment to best practice.

The code is youth-centred and stresses the importance of:
• Listening to young people;
• Valuing and respecting them as individuals;
• Appreciating their efforts as well as their achievements;
• Involving them in decision making (when it is appropriate);
• Encouraging them and make them see they are valuable and what they do to improve themselves is important.

**General Conduct**

Punishing young people harshly is not permissible under any circumstances.

Verbal abuse of young people or telling jokes of sexual nature in the presence of young people can never be acceptable. Great care should be taken if it is necessary to have a conversation regarding sexual matters with a young person.

Understanding the fact that every individual is different and comes from a different background, and consequently acting based on that fact. All young people must be treated with equal respect.

Youth workers should not engage in or tolerate any behaviours – verbal, psychological or physical – that could be defined as bullying or abusive regarding the young person's life, knowledge, sexuality, gender or education level.

Under no circumstances should youth workers give/share alcohol, tobacco, or drugs to young people even if the young person says he/she uses it but cannot buy it because of lack of money. Alcohol, tobacco or drugs must not be used by the youth worker, while working with young people to not encourage them to start using them.
 Only appropriate language, material or media products (such as camera, phones, Internet, and video after making them know that there will be a recording or asking for permission to do so) and activities should be used while working with young people. Sexually explicit or pornographic material is never acceptable.

**Respect for Privacy**
• The privacy right of young people must be always respected;
• Photographs of young people must never be taken without asking them, if there is an activity/workshop that requires taking photographs;
• If one person doesn't want to be involved in the picture, his/her decision should be respected.

**Young people with Special Needs or Disabilities**
• Young people with special needs or disabilities may require more sensitivity and clear communication for a better understanding and comfort;
• When it is necessary to carry out tasks of a personal nature for a young person with special needs, this should be done carefully with full understanding;
• The tasks should be undertaken with the utmost discretion not to make them feel like they are forced to do some tasks that they feel like they cannot manage.
• Youth workers need to respect their choices if they do not want to be involved in a certain task or an activity because of their conditions or insecurities.

**Vulnerable/Disadvantaged Young people**
• Workers should be aware that vulnerable young people may be more likely than other young people to be bullied or subjected to other forms of abuse and may also be less clear about physical

and emotional boundaries.

- It is particularly important that vulnerable young people should be carefully listened to, in recognition of the fact that they may have difficulty in expressing their concerns and the importance of what they say must not be underestimated.

**Young people with fewer opportunities in rural areas**

Young people in rural areas have often found themselves marginalised both by decisions based on the formulation and the development of rural policy and decision-making processes related to youth policy. However, young people in the countryside are more harshly affected by some facts than the other young people because of the transitions taking place in the contemporary society.

The following serious problems affect young people in rural areas: relatively high rates of unemployment, marginalisation, lack of appropriate resources, level of education below the one available in towns and cities, poor environment, financial dependency on their families. Some of those factors lead to some forms of abuse. Below there are particular areas which are related to any kinds of abuse:

**Substance abuse:** even though it is often perceived to be a problem of the inner city, substance abuse has long been prevalent in rural areas. Young people in rural areas have higher rates of alcohol abuse, tobacco use, while prescription of drug abuse has grown in towns of every size. Unfortunately, substance abuse can be especially hard to combat inside rural communities due to limited resources for prevention, treatment, and recovery.

Factors contributing to substance abuse in rural areas include:
- Low educational attainment;
- Poverty;
- Unemployment;
- High-risk behaviours;
- Isolation.

Substance abuse can result in increased illegal activities as well as physical and social health consequences, such as poor academic performance, poorer health status, changes in brain structure, and increased death risks from overdose and suicide.

Where to start as youth workers? Developing intervention programmes for youth alcohol abuse is a logical and important starting place. Alcohol use is, by far, the most commonly abused substance, often co-occurs with the use of illicit drugs, and it is correlated with poor school performance or social problems.

It is important to consider what can be done to enhance the infrastructure of rural communities to support the prevention of substance abuse and early intervention for rural youth and young adults. One way to do this is by adapting best practice and model prevention programmes to rural areas. While progress has been made in identifying such practices and programmes, it needs to be understood how to implement them and make them work in different rural communities.

**Marriage in young ages leads to domestic abuse:** the nature and the patterns of domestic abuse were different for young people in rural areas in comparison with those ones in the urban areas. It must be said that young people in rural areas are less willing to report an abuse or act on it. Domestic abuse in rural areas holds a greater risk of harm to young people than adults due to their relative remoteness or other factors related to rural locations.

In rural areas, strong religious beliefs and the strict family rules may force young people, especially females, to marry at young ages without their will. This can be really problematic for young people because of the prevention of their further education and career plans in their minds. Due to the prevention of these wills, an unhappy marriage can occur, that it may even end up with domestic violence. The worst part is that young people cannot report those acts against themselves and have to remain silent because of the strict rules they have in their communities.

**Responding to a young person making a complaint**

Although general rules on appropriate behaviour are important, they are not sufficient. Every organization ought to think in advance on how to deal with young people if they reveal abuse to a youth worker. As youth workers risk to be emotionally overwhelmed by the story of a young person, guidelines on how to respond can be useful. As in the previous part of the text, the ideas listed below make not an exhaustive and compulsory list about proper behaviour; however, it can help trigger the debate on which reactions are (in)appropriate. Also, the question about what tasks are to be performed by youth workers and what should be dealt with by youth protection agencies/therapists (if needed), ought to be deeply thoroughly discussed within every organization.

**Dos**
• Listen calmly and take them seriously.
• Adopt an empathic listening style which is compassionate, calm and reassuring.
• Make them realize they matter and are also a part of the society.
• Let them know that you will do what you can to help.
• Tell them they are not to blame for any kinds of abuse.
• Let them know you are there to support.
• Report abuse if the young person cannot due to several family/religious reasons.

**Do-nots**
• Do not dismiss their concerns.
• Do not question beyond checking what has been shared to you. There must be no probing for details beyond that which have been freely given.
• Make no promises that cannot be kept, especially with regards to secrecy, but note carefully what is being sought.
• However, do not disclose the details of the allegation to anybody else – even if the allegations involve them in any other ways.
• Explain to the young person that this information will need to be shared with others and at the end of the discussion tell them what you plan to do next and with whom this information will be shared. Let them see you are on their side and try to help.

**Values**

**Safety**

Safety is one of the values that not only in youth work, but also in society in general has gained considerable significance over the last decade. Many people claim that risk factors for young people are gradually rising in particular in rural areas; therefore, efforts to protect young people with fewer opportunities should equally increase. So, there should be a balance between two highly important values: providing the necessary support for young people and giving them enough freedom to develop themselves at social and emotional level. It is obvious that many (intercultural) factors like the safety of the place where a young person lives, mental and physical health of a young person, life-events in their environmental influence will move the balance of these two values.

**Privacy**

Besides 'safety', 'privacy' is another hot issue in the European youth work. Youth workers who strongly support this value are likely to have private conversations with young people. Youth workers see the fact of talking about private issues in one-to-one conversations as respectful for the young people.

**Responsibility**

Another value that is strongly emphasized in youth work is 'responsibility'. Youth workers are given responsibility over the young people they are working with: these young people must spend a nice time in a safe and appropriate way. By taking care of young people, youth workers themselves get a chance to develop into independent and mature adults. In this way, youth workers can broaden their view as well as become more aware of their own values and convictions to help and support the young people in need.

**Learning material**

- *https://www.unicef.org/protection/57929_57972.html*
- *http://newman.nd.edu/university-church/child-protection-policy/*
- *https://www.who.int/violence_injury_prevention/violence/world_report/factsheets/en/young personabusefacts.pdf*
- *https://pcaky.org/sites/default/files/inline-files/PCAK%20CAPM%20Tip%20Sheet%20-%20Ideas%20 for%20Events%20%26%20Activities.pdf*
- *https://www.salto-youth.net/downloads/toolbox_tool_download-file-884/Dignity-DB-Youthnet-Low.pdf*
- *https://learning.nspcc.org.uk/safeguarding-young person-protection*
- *https://www.highspeedtraining.co.uk/hub/safeguarding-scenarios-and-answers-for-education/#examplescenarios*
- *https://www.ruralhealthinfo.org/topics/substance-abuse*
- *https://onlinelibrary.wiley.com/doi/full/10.1111/j.1748-0361.2008.00162.x*
- *https://www.northyorkshire-pfcc.gov.uk/content/uploads/2019/07/Domestic-Abuse-in-Rural-Areas-National-Rural-Crime-Network.pdf*

**Learning Activity**

**1)**

| Title | A Safeguarding Scenario: How would you react? |
|---|---|
| Objective | It will help participants in how to approach to a young person facing a possible abuse and will guide them to successfully safeguard young people in need |
| Module, Unit | Module 4 Unit 2 |
| Description/ Instruction | Hand out the scenario below - which is written on A5 papers - to the participants in the activity<br>Scenario<br>A'isha, age 19<br>A'isha is known for being an inquisitive and chatty member of the training in the youth centre, who came from a rural area to a big city for her education. Recently, however, you have noticed a complete change in her behaviour. For the last couple of weeks, A'isha has been much quieter and withdrawn, she seems like her mind is overwhelmed with things she does not open up to you or her peers. You also notice that although it is a very hot summer and A'isha wore normal clothes for summer a few weeks ago, she has recently been consistently wearing unsuitable, thick clothes that hides her wrists and she was looking really tired. |

| | One day, you found the right time to ask her if something is wrong or not during one of the breaks, since she trusts you she said her family has really strong cultural beliefs and want her to stop her education and come back to her hometown to marry with a man she barely knows, and she said he is in this city, insisting on taking her in their hometown and marry; then, she left the room. Even so, this answer did not make you satisfied and you are sure there is more than that |
|---|---|
| | Safeguarding issue? |
| | This has the potential to be a safeguarding issue |
| | Here, you have no evidence that A'isha is at risk of harm, only thing you can comment on about abuse is her wrists that have been hidden and her unhappy and inactive behaviours. However, as a youth worker, you know her well from the training and the workshops. You have your suspicions that the A'isha's drastic change in personality may be a result of verbal or physical abuse occurring. This is coupled with the fact that A'isha recently seems unhappy and stands out wearing what is considered winter clothes in hot temperatures a few weeks before she was wearing suitable clothes for summer |
| | -Give participants some time to read and think |
| | In order to guide them into the focus point, helpful comments can be written on flipchart, such as: |
| | There is a possibility of abuse here |
| | Her education opportunities have been tried to be neglected by her family |
| | She seems hopeless |
| | - When the time ends, start a discussion and ask them: |
| | How to approach that young girl and how not |
| | - Write briefly their ideas on the flip chart after having divide the chart in two columns in the middle that show 'dos and don'ts'. |
| | (For better understanding, use blue marker to write dos, and the red marker to write don'ts) |
| | -After that, ask them: |
| | If it is an actual abuse issue, how would they assist her? |
| | Whom should they contact first? |
| | If her family causes this unwillingness, is it wise to get contact with them? |
| | When should they inform authorities? |
| | - After this discussion, ask them if they have any further questions |
| **Additional information for trainers for face to face session** | - |
| **Additional material if needed** | Flipchart, blue/red markers, copies of the scenario on A5 papers |

| Time needed | Approximately: 20 min.<br>Time to read, think and gather ideas: 2min.<br>Discussion time: 15 min.<br>Answering questions: 3 min. |
|---|---|
| Comments | The expected learning outcomes are:<br>Participants will have a general point of view about:<br>• How to define an abuse situation<br>• How to approach young people in need and what safeguarding is<br>• What they are capable of as youth workers<br>• How to handle the situation without being involved too much<br>• How to avoid provocation between involved parties that may cause even more harm<br>• Where to consult first |

# Sub-module 3.6: Tailoring Youth work

**Introduction**

The role of youth work and its specific contribution to addressing the challenges young people face are important, in particular the transition from education to employment. Here, youth work is defined as 'actions directed towards young people regarding activities they take part on a voluntary basis, designed for supporting their personal and social development through non-formal and informal learning'. Quality of youth work plays a big role here and is related to aims and outcomes, but also to the pre-conditions and work processes/methods that are set up in order to make these outcomes come true. Parallel to this, it also states that quality development must have a holistic approach, include both quantitative and qualitative aspects, be continuously carried out in a systematic way and address the youth work context as a whole, from policy to practice. In this module, the concept of quality in youth work will be presented.

**Objective**
**Objective-1:** To understand the concept of quality in youth work

**Learning outcome(s)**
As expected learning outcomes, it is foreseen that the learners will have information on tools to gather knowledge including: tools for the statistical collection (number of participants, type of activities, costs, etc.), tools for documentation of work processes, tools for self-assessment, tools for peer assessment, tools for external assessment, tools for young people's review/survey (regarding background and their perception of participation, learning, etc.), tools for staff review/survey (regarding working conditions, need for competence development, etc.), tools for the structured collection of external knowledge (research, reports, citizen/expert councils.).

**Sub-module content**
A "quality system" is here understood as: a set of tools designed for gathering knowledge on different ways of organizing and conducting youth work corresponding with desired outcomes and tools to manage this knowledge, in a way that enables adequate support for the quality development. In other words, a quality system is a mean to find out how reality corresponds with indicators, in a way that it provides the knowledge needed in order to diminish a possible gap in the process of continuous improvement.

This means that the purpose of a quality system is to support and improve work, and the knowledge gathered is first of all to be used as a basis for a constructive analysis and reflection. Analysis and reflection based on relevant and structured knowledge constitute the necessary ground for all kinds of development and without it no real progress can be made. Provoking debate and critical reflection are core functions of a good quality system.

Since all aspects of youth work, i.e. how aims are formulated, how financing is provided, how work is organized, how support is delivered, etc., affect the final outcome, a quality system must take all these aspects into account and deal with the youth work context as a whole. Just gathering quantitative data or only focusing on the performance of youth workers does not give sufficient basis for a reliable analysis and runs an obvious risk of leading to wrong conclusions – quality systems must have a holistic perspective. This also means that quality systems must be constructed as, what is usually called, a quality circle – a periodic process of gathering knowledge, reflection, change, gathering knowledge. This in turn means that a quality system must be closely connected to a support system that can provide the different services needed to enable change: i.e. competence development, development of new methods, research, organizational support, etc. Having a quality circle means using well-defined methods for the assessment of pre-conditions, processes and outcomes of youth work in relation to indicators and to the use of the gathered knowledge as a basis for continuous improvement. Having a quality system that enables adequate support for the development of youth work is counterproductive if the support needed is not actually provided, and every system needs motivated persons to properly work. On the other hand, a well-functioning quality circle makes sure that work is effective at all stages and continuously knowledge-based, planned, outcome-focused and evaluated and that the result of the evaluation is used to improve work. Although knowledge is mainly to be gathered in order to enhance quality, it could in some cases also be used to measure quality and monitor the degree of success. To conclude, quality circles are necessary to create a learning organization that is able to improve youth work. This will ultimately result in better outcomes for young people and enhance the credibility of youth work.

**Learning material**
• The handout below (survey in the learning activity) and a pen/pencil.

**Learning activity**

**1)**

| | |
|---|---|
| **Title** | **Self-assessment survey for youth workers** |
| **Objective** | Collecting a self-assessment data from youth workers via the survey to see what they are capable of and what areas they are challenging while working with young people for the future development of youth works in general |
| **Module, Unit** | **Unit 1** |
| **Activity format** | Survey |
| **Description/ Instruction** | Web-based self-assessment survey for youth workers about what they are capable of and not in the way of working with young people and understanding their concerns about their lives. After collecting the data from the survey, youth organizations or NGOs can prepare an action plan for the future development with their youth workers<br>Questions directly linked to the overall self-evaluation and needs in youth work via youth workers. All questions are posed as statements to which you could agree from not at all to totally, on a three-grade scale<br>E.g. "I treat all young people with respect", "I am able to manage conflict situations in a group"<br>Strength of the survey:<br>Easy to handle, no paperwork for staff if it is done via online<br>Puts focus on the most important aspects of work while working with young people<br>Gives structured inputs for self-analysis and reflection<br>Creates reliable and comparable statistics on youth workers, what kind of skills and competences they have and what they need to improve themselves and their work to make young people's lives better |

| Statements | No | Somewhat | Yes |
|---|---|---|---|
| I am aware of and can acknowledge differences, similarities, barriers, challenges or values when working in a cultural or multicultural environment with young people. | ☐ | ☐ | ☐ |
| I recognize and interpret words, body language & non-verbal communication in a culturally appropriate manner. | ☐ | ☐ | ☐ |
| I explore the complex connections between identity, politics, society & history with young people. | ☐ | ☐ | ☐ |

| Statements | No | Somewhat | Yes |
|---|---|---|---|
| I understand their concerns (especially young people with fewer opportunities) about their lives such as the matters of unemployment, social exclusion, judgement by others. | ☐ | ☐ | ☐ |
| I am good at motivating and empowering young people with new ways of thinking. | ☐ | ☐ | ☐ |
| I respect differences of opinion and experience. I can remain calm, cooperative and able to compromise. | ☐ | ☐ | ☐ |
| I am positive and willing to adapt; I meet changes and setbacks as they arise and accept both praise and criticism equally. | ☐ | ☐ | ☐ |
| I am sensitive, tolerant, patient, helpful and supportive. | ☐ | ☐ | ☐ |
| I communicate effectively to demonstrate understanding, negotiate, and balance diverse views and beliefs to reach workable solutions. | ☐ | ☐ | ☐ |
| I recognize when there is a need for change, and I am able to build on my own learning to deal with it. | ☐ | ☐ | ☐ |
| I put myself in young people's shoes that I work with if it is needed. | ☐ | ☐ | ☐ |
| I model how to be curious, experiment, and question the world around us and I encourage young people to engage in this type of exploration and problem solving in a safe and respectful environment. | ☐ | ☐ | ☐ |
| I treat young people with respect and openness, and I accommodate different points of views. | ☐ | ☐ | ☐ |
| I encourage young people to think critically about their world and to become innovative problem solvers. | ☐ | ☐ | ☐ |
| I see young people as equals in the learning and development process and enjoy using a learn-by-doing approach to help young people research and discover new solutions. | ☐ | ☐ | ☐ |

**Additional information for trainers**

| Additional files | This survey above can be done online (e.g. Google form) |
|---|---|
| Time needed | 5-10 minutes |
| Comments | The self-assessment survey is an important tool to create a shared understanding of the quality of the work. The criteria help a youth work community reflect the actualization of the work's aims from the same point of view |

# Submodule 3.7: Bread baking workshops

**Introduction**

The methodology within this submodule has adapted from the project ''BREAD FOR INTEGRATION.'' Moreover, many practices based on bread baking are carried out with different objectives and there are other events that are carried out with similar activities/concepts with target groups. In some of these practices, the main aim is to engage with local communities and create opportunities aimed at knowledge sharing and cultural production. Therefore, the bread baking methodology can be considered as a link to the way we connect cultural ideas about self-determination, and also develop various interests in the long-term and it will also act as a meeting site for youth workers and young people with disadvantaged backgrounds.

Moreover, in the long-term, they can use this activity to be specialized in dealing with interculturality, support these groups and communities, as well as how to promote their social inclusion through bread baking workshops or workshops with similar concepts. They will be skilled at implementing the methodology especially for their target groups and at improving skills for youth workers and other actors working in the field of youth; there will be a special focus on how the approach can be used to support disadvantaged groups and boost social inclusion.



**Objectives**
**Objective-1:** To carry out a bread baking workshop with youngsters (in amateur way)

**Objective-2:** To discover disadvantaged youngsters' interests and increase interaction among them

**Learning outcome(s)**

Participants will be able to:

• Receive information on how to support their target group through a bread baking workshop.
• Think/create possible ways to create warmer relationships with youngsters as well as eliminate negative feelings (if any) and provide a fun and instructive environment.

**Sub-module content**

The module will be tangent to both theoretical inputs and practical methods of bread baking corresponding to the focus topics, e.g. community building, inclusion, uncovering hidden agendas about social inclusion of youngsters into local society and so forth. The workshop will include a practical part to experience at least one method of bread baking with youngsters. However, the main aim of this module is to create fun environment not to provide comprehensive and professional information to the youngsters.

**Learning material**

• Bread flour, salt, instant or active dry yeast, vegetable oil, warm water and a variety of toppings (e.g. seeds, nuts, dried fruit, grated cheese, chopped fresh herbs).

**Learning Activity**

**1)**

| Title | **Bread baking workshops** |
| --- | --- |
| **Objective** | Carry out workshops with youngsters with a didactical and entertaining methodology |
| **Module, Unit** | **Module 3 Unit Bread Baking Workshops** |
| **Description/ Instruction** | Before starting to show a video *https://www.youtube.com/watch?v=R1iclVhiyMI&t=155s*  on how to make bread, the participants can take note to remember the information on how to make bread while watching the video. The participants are grouped in teams in order to increase their team-work skills<br>In order to make the workshop and create a challenging environment among the groups, hand out the picture of bread in different shapes and with different toppings. Ensure that good food hygiene and safety is followed at all times. They could finish the rolls using topping ingredients to add extra flavour<br>When they finish their product, ask the groups to taste other groups' breads and check their appearance (consistency of the bread shape in the picture and in the final part) to give points (from 0 to 10) to each group considering the appearance, the colour and the flavour of the baked rolls<br>At the final stage, ask questions about the relationship between the process/results/aim of this workshop and the topic of inclusion/diversity /community building |
| **Additional information for trainers for face to face session** | It is necessary to provide a kitchen environment to the participants where they can effectively work to bake their breads |

| | |
|---|---|
| **Additional material if needed** | Bread flour, salt, instant or active dry yeast, vegetable oil, warm water, variety of toppings, e.g. seeds, nuts, dried fruit, grated cheese, chopped fresh herbs |
| **Time needed** | Bread baking process from start to finish: 2 hours<br>Tasting and give point process: 30 minutes<br>Open question session: 30-45 minutes according to number of groups and their dynamics |
| **Comments** | - |

# Inno4Impact

## Increasing Social Effectiveness
## through Innovative Methods and Tools
## in Non-formal Education-based Youth Work

Project n° 2019-2-TR01-KA205-078672

## IO2: Designing training modules
## in youth work and pilotingWork