YEU

Quality Label

for Youth Work and Non-Formal Education

YOUTH FOR EXCHANGE AND UNDERSTANDING

YOUTH FOR EXCHANGE
AND UNDERSTANDING

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COUNCIL OF EUROPE
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EYF
european youth foundation
fonds européen pour la jeunesse

OPENS
2019
NOVI SAD
EUROPEAN
YOUTH
CAPITAL

CONTENTS

Contents

Introduction

This publication was developed by young youth workers, volunteers and activists from the member organisations MO's of Youth for Exchange and Understanding International (YEU). The project as a whole came under project called **The Wonderful Wizards of Youth Work**, funded by the European Youth Foundation (EYF) of the Council of Europe (CoE) within the format of the annual workplan. More at:

https://www.coe.int/en/web/european-youth-foundation

The project has been co-funded by OPENS - European Youth Capital 2019 Novi Sad, Serbia.

Novi Sad is a city in which the energy of young people can be felt in the air. Whether these are festivals, sport activities, education, activism – young people are the driving force of all events in the city. Therefore, Novi Sad is proud of its title of European Youth Capital 2019 – #OPENS2019!

Before winning the title, Novi Sad was the pioneer of the youth policy. Systematic care of young people has been developed since 2010, though an action plan for young people, as well as from the part of the city budget for the creation of personal content in the city and participation in decision-making city-wide.

The title of the European Youth Capital is a significant recognition for young people and the confirmation that they are doing something good. It is also an opportunity for Novi Sad to become a go-to place for young people from Serbia, the region and Europe in 2019. Through the #OPENS2019 program, young people will get the new premises for youth clubs, centres, info points, improved health and social services in the city, support to create and innovate, an opportunity to improve their knowledge and skills, exchange experiences and opinions with young people

from Europe, an opportunity to influence the development of their city. More at: https://opens2019.rs

The term 'youth worker' throughout the text is applied to all persons who are working directly and indirectly with the young people in the youth organisation.

The aim of The Wonderful Wizards of Youth Work was to "To rethink what is quality youth work and non-formal education for YEU and its youth work providers".

The objectives were as follows:

– To map the strengths and weaknesses, impact and capacities of youth work and non-formal education in YEU and member/partner organisations and create a common ground for understanding our good practices and models;
– To define a set of core competencies for practicing youth work in YEU universe (member organisations, pool of trainers and organisers, work on international level) and serving better young people and their needs;
– To build capacities of youth work providers in order to be reactive to the needs of young people and adapt their practices and methods in line with quality youth work and non-formal education principles;
– To disseminate quality youth work principles and practices by raising awareness about the Youth Work recommendations of the Council of Europe and advocating for their implementation on local/national levels.

The project provided three residential meetings in Belgium, Serbia and Spain which gathered the participants from the YEU member organisations (MOs). This group was involved throughout the whole process from the research of their own youth work realities, to reaching out to European youth work institutions, to interviewing and meeting experts, researchers, politicians and youth workers from different countries. They analysed all the gathered data, created the structure of the publication and were involved in both writing and editing the publication. A team of eight experienced youth workers and trainers were co-opted to support the process and to develop the text provided by the participants between the residential meetings.

Summary of the Findings

Empowerment was a strong focal word to describe the work of the MOs with young people. In general, the work is planned and purposeful, there is a focus on the personal and social development of young people, who are encouraged to develop new attitudes, skills and knowledge. Young people are supported to reach their potential, to work towards improving the quality of life for themselves as well as to their communities. In the work of the MOs, young people gain autonomy, and have the opportunity to realise their own ideas.

Much of the youth work undertaken by the MOs includes broadening the horizons of the young people they work with, promoting acceptance and understanding of others regardless of diversity of background and an individual's identity. Youth work in the MOs is learning focused, some MOs even see it as extracurricular education – complementary to formal education.

Youth work is identified as being voluntary and participative. MOs see a responsibility in engaging with young people in the decision-making processes, both in the running of the organisation and in the day to day interactions of the youth workers with the young people. MOs see their work with young people as part of a process to foster young people's active involvement in society, young people becoming active citizens, part of which is working towards a sustainable civil society, promoting social innovations and working for the future of our environment.

YEU AND THE
COUNCIL OF EUROPE

YEU and the Council of Europe

Youth for Exchange and Understanding (YEU)

Youth for Exchange and Understanding (YEU) was founded in Strasbourg in 1986 by a group of 120 young people from 11 different countries. In 1989 it was recognized as a member association of the European Coordination Bureau (E.C.B.).

YEU is ran by young people for young people by means of a democratic structure and its members are mainly working on a voluntary base. The limit age to participate in the activities is 30 years but the majority of participants are under the age of 25. It is young people who decide about activities of the organization, define the strategies and implement the action plans, run the organization and ultimately evaluate it. It is important to note that most young people in YEU are actively involved in other aspects of civil society, frequently establishing links between the Member Organizations and the local, regional and national institutions, other youth organizations and the community in general, extending the participation in the international organization to the local dimension.

Youth for Exchange and Understanding works to promote peace, understanding and cooperation between the young people of the world, in a spirit of respect for human rights.

Today it is a member of the *European Youth Forum* which is the independent platform for INGYOs and NYCs in Europe. YEU has young people from over 30 countries from across Europe and Africa involved in its activities.

Council of Europe – European Youth Foundation

The Council of Europe is an international organization whose stated aim is to uphold human rights, democracy and the rule of law in Europe. Founded in 1949, it has 47 member states, covers approximately 820 million people. The aim of the Council of Europe is to achieve a greater unity between its members for the purpose of safeguarding and achieving the ideals and principles which are their common heritage and facilitating their economic and social progress. Membership is open to all European states who seek harmony, cooperation, good governance and human rights, accepting the principle of the rule of law and are able and willing to guarantee democracy, fundamental human rights and freedoms.

The main missions of Council of Europe are to protect human rights, pluralist democracy and the rule of law; to promote awareness and encourage the development of Europe's cultural identity and diversity; to find common solutions to the challenges facing European society: such as discrimination against minorities, xenophobia, intolerance, bioethics and cloning, terrorism, trafficking in human beings, organized crime and corruption, cybercrime, violence against children and to consolidate democratic stability in Europe by backing political, legislative and constitutional reform.

Founded in 1972, the European Youth Foundation (EYF) plays a pivotal role in the Council of Europe's work to encourage cooperation between young people in Europe and to facilitate their active participation in civil society and political decision-making. The European Youth Foundation gives young people a voice in political and democratic life and the tools they need to function effectively in today's diverse societies. European Youth Foundation supported European co-operation and focused on multilateral youth activities (participation of youth of many nationalities).

The main mission is supporting young people in getting closer to their objectives and their vision of a better future. The European Youth Foundation (EYF) provides assistance and funding for youth activities which promote human rights, democracy, tolerance and solidarity. The Foundation has an annual budget of approximately 3.7 million Euros, which is mainly made up of obligatory contributions from each Council of Europe member state. Since 1972, more than 300 000 young people, aged between 15 and 30

and mostly from member states, have benefited directly from EYF supported activities. This program made a real contribution towards a closer cooperation between Eastern and Western Europe with in the free circulation of people and ideas in Europe.

HOW TO USE THIS PUBLICATION

How to use this Publication

This publication can be seen as a whole document or a series of smaller ones. Each chapter is an exploration of a different aspect of youth work.

Each chapter is also followed by an extensive list of indicators. It is not intended that each and every indicator should be fulfilled and followed to the letter but that the reader should go through and acknowledge which ones are relevant to their work, context and culture.

The indicator section looks like this:

Indicator	Yes	No	To a certain extent	If yes: **what is the current situation?** If no or partially: **what future action is needed?**

The first column is the indicator.

The second, third and fourth columns are a tick box where you acknowledge your organisation's situation, attitude and or position regarding that indicator. Yes we fulfil or meet this indicator. No we do not. Or we are partially meeting this but not fully.

The fifth column is designed for you to respond to your tick box answer.

- **Yes**: this is our current situation
    - **What is the current situation:** explain what your current situation looks like
- **No**: this is not something we are working on or it is not relevant to us

- – **what future activity is needed:** this is how we intend to respond (if necessary) and this is how we see future developments
- – **Partially**: we are partially meeting this
  - – **what future activity is needed:** this is our current situation and this is how we see further development

The publication is not designed to be done in one sitting, it is a living and evolving document that you can use over the period of a month, 6 months or even a year, going through the text of the chapters and the numerous indicators in the order that suits you. Maybe start with chapter 7 this week, move to chapter 1 next week, then 9 and then back to 7, etc.

Treat it as a tool to challenge your practice and your organisation's structure and approach to youth work. Throughout the publication you will find some good practice examples that, we hope, will help you get inspired and motivated to improve certain aspects of your youth work. We made sure to put lots of relevant references and links to support the content of this Quality Label, which we strongly recommend you to check and explore further.

We hope you enjoy the challenge and find it useful. Any and all feedback is welcome.
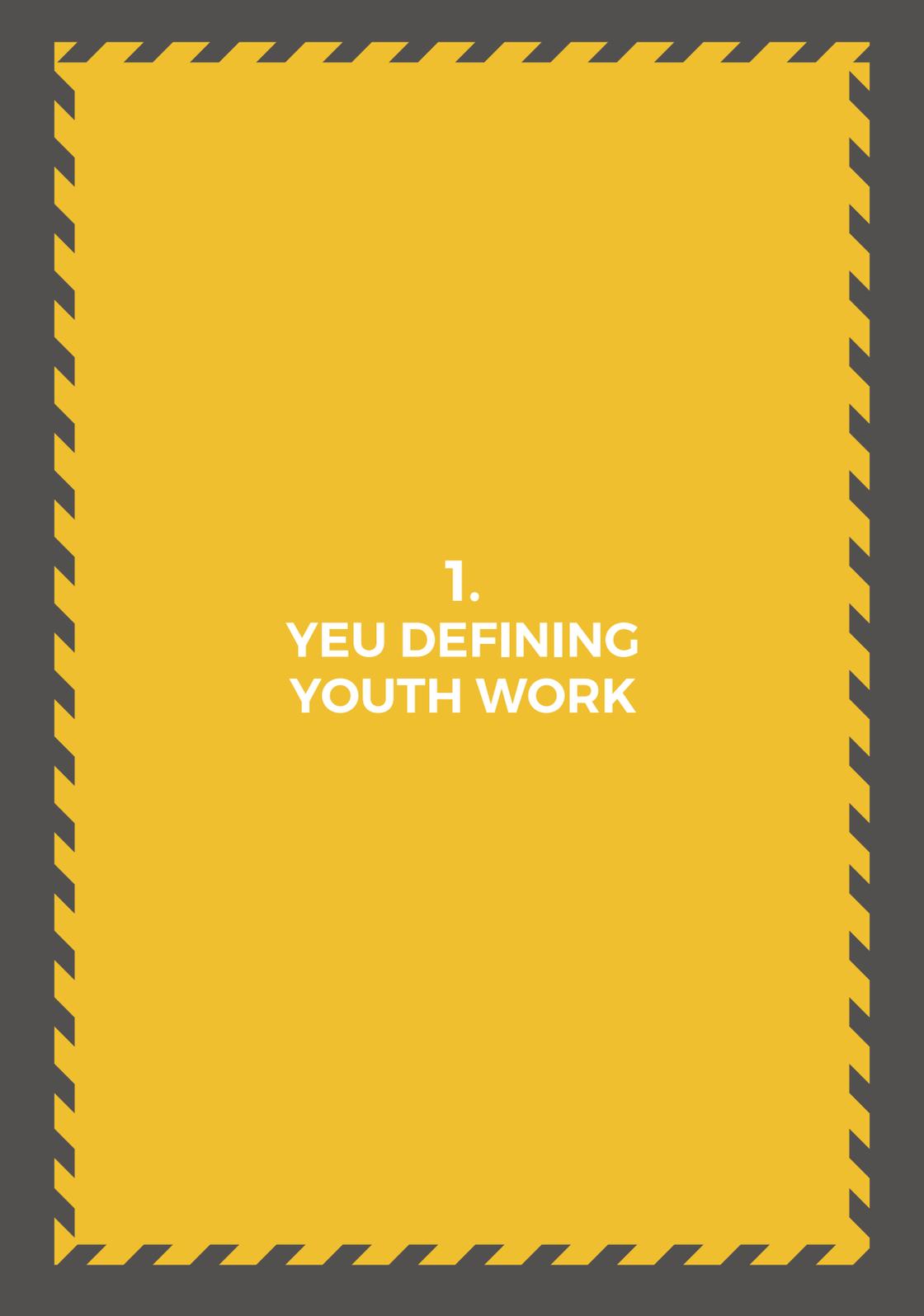
1.
YEU DEFINING YOUTH WORK

1. YEU Defining Youth Work

YEUs definition of youth work is important for the MOs because it is influencing their work. In order to deliver quality youth work, youth workers have to be familiar with it. In this chapter, there is an overview of two models: The Five Pillars of Youth Work and Model for Effective Practice.

Indicators in this chapter are focused on youth work, education, expression, participation, inclusion, empowerment of youth, values, beliefs, gender, community, volunteers, etc. They are supposed to help youth workers improve their work and track their progress. Also, indicators can address some issues that have not been considered before by the MOs.

The following is the description of youth work as adopted by the Council of Europe member states in The Recommendation CM/REC(2017)4, otherwise known as the Recommendation on Youth Work:

"Youth work is a broad term covering a wide variety of activities of a social, cultural, educational, environmental and/or political nature by, with and for young people, in groups or individually. Youth work is delivered by paid and volunteer youth workers and is based on non-formal and informal learning processes focused on young people and on voluntary participation. Youth work is quintessentially a social practice, working with young people and the societies in which they live, facilitating young people's active participation and inclusion in their communities and in decision making."[1]

The participants of the YEU Workplan: The Wonderful Wizards of Youth Work, explored youth work from the perspective of their own work with young people. The following descriptions are based on the work of the YEU MOs.

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[1] Recommendation CM/Rec(2017)4 of the Committee of Ministers to member States on youth work (Adopted by the Committee of Ministers on 31 May 2017 at the 1287th meeting of the Ministers' Deputies)

In general the MOs work with young people between the ages of 14 and 30 years.

The work of MOs is planned and purposeful, there is a focus on the personal and social development of young people, who are encouraged to develop new attitudes, skills and knowledge. Youth work in the MOs is learning focussed, some MOs even see it as extracurricular education – complementary to formal education. Young people are supported to reach their potential, to gain autonomy, to work towards improving the quality of life for themselves as well as to their communities.

MOs see a responsibility in engaging with young people in the decision making processes, both in the running of the organisation and in the day to day interactions of the youth workers with the young people.

Topic and Themes Worked On

As part of the description of youth work it is important to know what the MOs are actually working with the young people, the following are a selection of the topics and themes:

- human rights
- women's rights
- children's rights
- sustainable
- development goals
- environmental issues
- sex education
- healthy lifestyles
- leadership
- media literacy
- art
- disability
- entrepreneurship
- peace building
- social inclusion
- activism
- participation
- active citizenship
- advocacy
- gender equality
- SDGs
- intercultural
- cooperation
- homelessness
- creativity
- sports
- cultural activities
- gender issues

Examples of Practice

The following are a selection of the activities being conducted by the MOs with the young people:

- Socialisation of young people with disabilities
- Integration of displaced young people

- Consultancy services
- Leisure activities for young people
- Engaging in youth mobility
- European volunteering
- Empowerment of refugee young people
- Empowering student activism
- LGBT youth empowerment
- Rural youth work
- Information services
- Promoting volunteering
- Providing space for self-discovery
- Youth counselling
- Dance
- Photography
- Music
- Foreign language workshops
- Hospital visits for patients

Needs and Challenges

The following are some of the needs and challenges that are being faced by many of the MOs across Europe. Some of these are being openly and effectively tackled by organisations and youth workers and others remain a problem without any clear solution. This publication offers different options and solutions in the text for many of the needs and challenges being faced. The indicators can also be used to strengthen the work of the MOs and individual youth workers in order to support them is their development and in the tackling of these needs and challenges.

Despite some great work being done by the MOs with young people across Europe, the work they are involved in faces many issues. A common issue being faced by many of the MOs is a problem in engaging young people into their activities. Once a young person is engaged, there is often a situation where they leave before the end of the project. Those working in and with rural communities experience the greatest difficulty in reaching out to young people.

Another common issue is a lack of volunteers and this impacts on the amount of work many of the MOs are able to do. There is recognition that the volunteers need more support than many of the MOs are able to give, especially in developing their qualities and competences. It was also highlighted that miscommunication can be an issues between volunteers and those employed or those more involved in the organisation.

MOs see their work as valuable but have a frustration at not having more impact on the communities in which they are based, they would like to make inclusion the norm, to expand their ideas, values and principles

more widely. Another aspect of this same issue is that some MOs struggle because of a lack of interest from the local authorities in supporting youth work.

One specific issue that was raised by the MOs is in relation to gender. Many see their youth work as being very connected to this subject area, from the empowerment of women to the recognition of the spectrum of gender identities, understanding and redefining gender roles.

In general, the MOs was to build their internal organisational capacities, especially in relation to having more and better educated youth workers.

Two Models Defining Youth Work

The second half of this chapter will explore and define youth work according to two models, one from Wales and one from Northern Ireland. These have been chosen because they explore the concept of youth work rather than simply offering a two-sentence definition. It is important to compare and contrast what these two models say in relation to the work described above and for each MO and each person working with young people to examine themselves against these explanations.

Each MO and person working with young people is encouraged to look in detail at their own work and compare it to these models:

- – are we achieving each element in these models?
- – to what extent are we achieving?
- – what more do we need to do or change in order to be closer to these models?

The Five Pillars of Youth Work

'Youth Work in Wales: Principles and Purposes'[2] promotes a model titled 'The Five Pillars of Youth Work', to provide a thorough explanation of what

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[2] ttp://www.cwvys.org.uk/wp-content/uploads/2018/11/YOUTH-WORK-IN-WALES-PRINCIPLES-AND-PURPOSES.pdf

youth work is. Many of the elements described in this model match the existing work of the MOs, other areas need to be developed and improved.
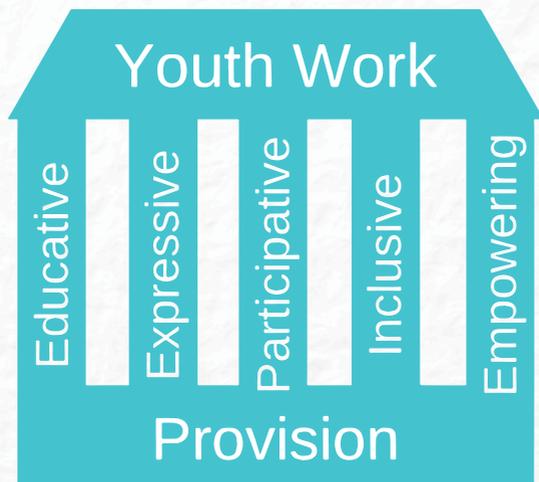
Educative

Enabling young people to gain the skills, knowledge, understanding, attitudes and values needed for their own personal development and fulfilment and as a means of contributing to society as members of groups and communities, locally, regionally, nationally, and internationally.

Expressive

Encouraging and enabling young people to express their understanding and knowledge and their ideas, opinions, emotions and aspirations through a broad range of creative and often challenging opportunities.

Participative

Encouraging and supporting young people to become partners in, and share responsibility for, the opportunities, learning processes and decision-making structures which affect their own and other people's lives and environments.

Inclusive

Enabling young people to develop knowledge, understanding and positive attitudes and behaviour in relation to:

- – racial, social, cultural identity, diversity, ...;
- – heritage;
- – languages and the value of one's own and other languages;
- – citizenship;
- – respect for other people's choices.

Empowering

Equipping young people with the understanding and skills to enable them to exercise their rights including:

- – recognising that all young people have rights and that this implies respecting the rights of others;
- – supporting young people to carry out their responsibilities as citizens and members of their communities;
- – encouraging young people to engage with the personal, social and political issues which affect their lives and the lives of others and to develop qualities of leadership.

Model for Effective Practice

The Model of Effective Practice[3] is produced by Youth Work Northern Ireland under the Department of Education. There are three versions of this model, the official policy level version, one for youth workers and one specifically written for young people. Elements of this model will be further explored in the Chapter - 'The Principles and Purpose of Youth Work' and again in the 'Role of the Youth Worker'.

This model describes youth work as a process where young people can...

- – Have fun, enjoyment and happiness

[3] http://credni.open.wp-dev.web.tibus.net/wp-content/uploads/2014/08/Youth-Work-Model-for-Effective-Practise.pdf

- Opportunities to make new friends
- Take part
- Build confidence
- Build relationships
- Understand others
- Develop own views and beliefs
- Intercultural encounters
- Being stretched

Where young people are...

- Equal to adults
- Central
- Trusted
- Choose to take part
- Grow from the experience
- From every social, political, cultural and economic background

It goes on to explain how youth work must start from the young people's needs and can happen in a variety of contexts, including...

- Recreational and sporting activities and outdoor education
- Creative, artistic and cultural programmes
- Issue-based programmes looking at for example the environment, sexual health, and children's rights
- Faith and spiritual development programmes
- Programmes for specific groups for example: young mothers, young people with disabilities, unemployed young people.

The central idea of this model and therefore of youth work is the personal and social development of the young person, in other words to create opportunities for a young person to become the best person they can be no matter what their identity.

What makes youth work distinct?

– It is based on the needs of young people;
– Young people are central to the planning and delivery of youth work;
– Young people choose to be involved (voluntary commitment);
– Youth workers value young people for who they are now;
– It is founded on a relational and associational way of working with young people;
– Youth Work recognises young people as a partner in the learning process;
– Youth work complements formal education, promoting young people's access to learning opportunities which enable them to fulfill their potential.

Indicators for YEU Defining Youth Work

Indicator	Yes	No	To a certain extent	If yes: **what is the current situation?** If no or partially: **what future action is needed?**
Youth work				
Do you have and use tools to identify and assess the needs of young people?				
Are your aims, objectives and priorities based on the needs of the young people?				

Is the youth workers primary role to build relationships with the young people?			
Does your youth work recognise young people as a partner in the learning process?			
Is your youth work open to young people from every social, political, cultural and economic background?			
Are the young people seen as being equal to adults?			
Does your organisation provide training and support for staff, volunteers and young people?			
Does your organisation create a friendly and welcoming atmosphere for young people, staff and the wider community?			

Does your youth work recognise and nurture the strengths, abilities and interests of the young people?				
Are you enabling young people to contribute to society?				
As a result of the youth work taking place, is there an impact on the community?				
Educative				
Is the knowledge provided in your youth work activities applicable and relevant to the daily lives of the young people?				
Do you see a gradual enhancement of the social skills through your youth work?				
Are you using a human rights approach in your youth work?				

Are you enabling young people to gain the skills, knowledge, understanding, attitudes and values needed for their personal development and fulfilment?				
Is your youth work learning focused?				
Expressive				
Does your youth work allow young people to have an unfiltered voice in topics that primarily affect them?				
Do your youth workers create dialogue when different opinions arise?				
Does your youth work create a safe environment for the young people to express themselves?				

Does your youth work encourage and enable young people to express their understanding, knowledge, opinions, emotions, aspirations and ideas?				
Is your youth work promoting social innovation?				
Participation				
Is your youth work setting a comfortable environment where young people feel safe?				
Does your youth work encourage and support young people to become active citizens?				
Is your youth work clearly preparing young people for participation?				
Do young people have a range of opportunities to get involved in decision-making?				

Are the young people working in partnership with the adults in the decision-making in your organisation?				
Inclusion				
Are you in your work enabling young people to develop knowledge, understanding and positive attitudes and behaviours in relation to: – racial, social, cultural identity, diversity, …; – heritage; – languages and the value of one's own and other languages; – citizenship; – respect for other people's choices.				
Are intercultural encounters encouraged in your youth work setting?				

Does your youth work promote acceptance and understanding of others regardless of background and an individual's identity?				
Do your youth workers communicate clear messages e.g. signs and leaflets that encourage a wide range of people to get involved in the youth work opportunities?				
Does the youth work organisation conduct an outreach programme to reach out to those not involved?				
Are the youth workers proactive – they don't wait for young people who find it difficult to get involved or are excluded to come to them?				
Do the young people you work with gain an understanding of difference and the importance of rights, fairness and equality?				

Are you as an organisation mindful of any young people with physical or mental health disabilities? Are your activities accessible for every young person?				
Empowering				
Are your youth workers equipping young people with the understanding and skills to enable them to exercise their rights?				
Are the young people encouraged to recognise and respect the rights of others?				
Are the young people supported to carry out their responsibilities as citizens and members of their communities?				

Are the young people encouraged to engage with the personal, social and political issues which affect their lives and the lives of others?				
Do the youth workers work with the young people in a way that supports them to reach their potential?				
Are the young people who attend the youth work activities gaining autonomy and building in their confidence?				
Gender				
Is the youth work of the organisation connected with gender awareness?				
Does the youth work provide a focus on the empowerment of women?				
Does the work of the organisation recognises the spectrum of gender identities?				

Does the organisation promote understanding of and the redefining of gender roles?				
Volunteers				
Are the volunteers in the organisation being supported in a way that their needs are being met?				
Do you as an organisation develop the qualities and competences of your volunteers?				
Do you as an organisation maintain a good level of communication with your volunteers?				
Organisational				
Are the organisational capacities being continuously improved?				

Is your organisation actively working towards better educated youth workers?				
Is there an active interest from the local authorities in supporting youth work in your community?				
Are you as an organisation disseminating good practices online and offline?				
Do you as an organisation recognise the importance of sustainable development in terms of the resources you access and use in your work?				
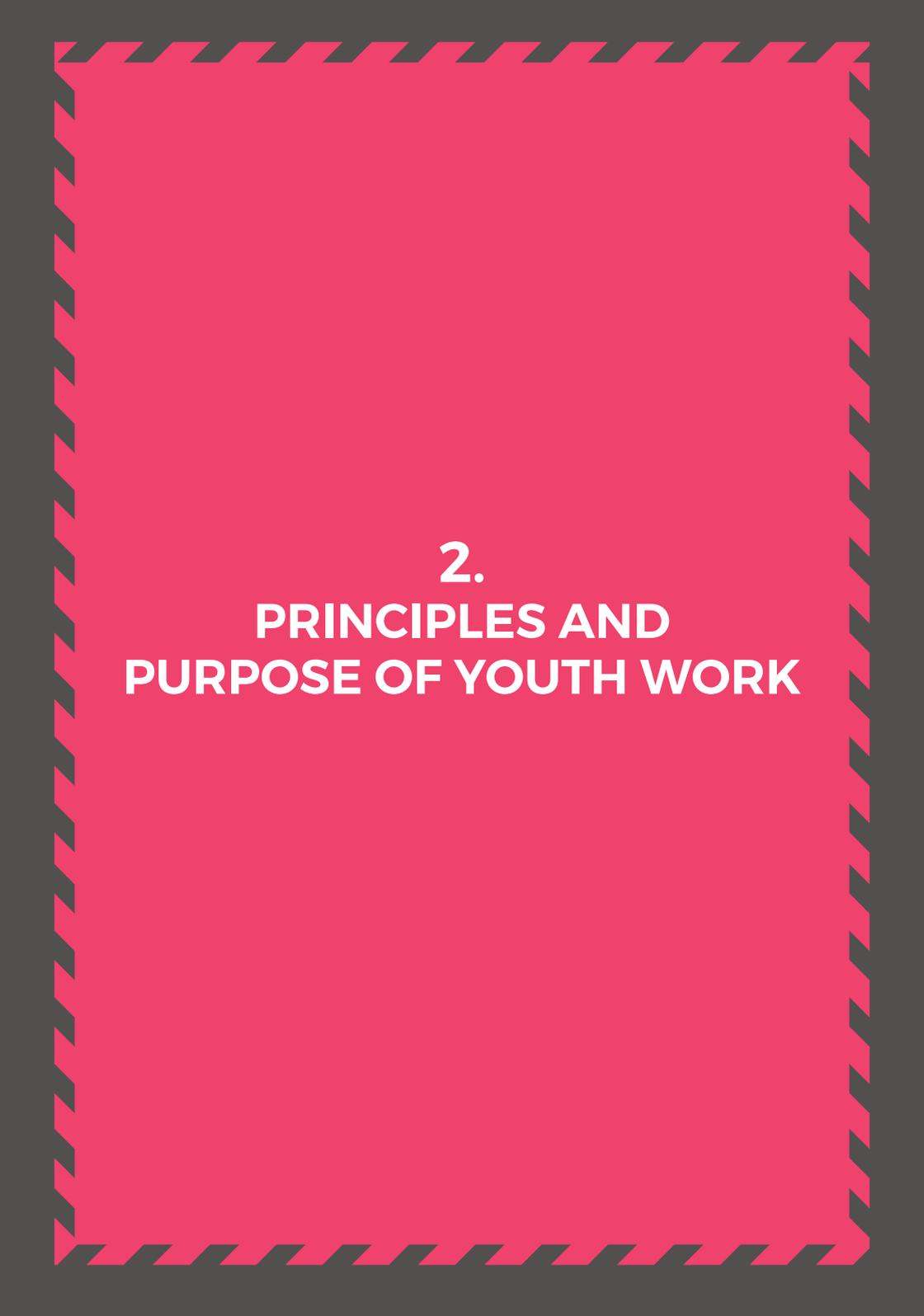
2.
PRINCIPLES AND PURPOSE OF YOUTH WORK

2. Principles and Purpose of Youth Work

In order to provide high quality youth work and reach objectives of youth organization and you as a youth worker, it is important to acknowledge and understand core principles, values and purpose of youth work. To help you to explore that, this chapter covers the concept of youth work, expanding on the next topics:

1. Principles of youth work: they are giving clear understanding of basic concept to prepare young people for participation, promote acceptance and understanding of others, test their values and beliefs.

2. Youth work values: basic and fundamental beliefs that guide or motivate attitudes or actions.

3. Core purpose of youth work: this subchapter covers why youth work exists, and what are its core objectives youth workers set to achieve through non-formal education.

4. Examples of MOs: here you will find out how YEU MOs, as well as some other organizations outside Europe work, what are their main sphere, values and goals.

5. Indicators for principles of youth work - here you can assess the principles of youth work at your organization, and check if they are fully aligned, what exists and what still needs to be improved.

Personal and Social Development of Young People[4]

Preparing Young People for Participation

- Recognising and nurturing the strengths, abilities and interests of young people
- Young people expecting to have a say and to be involved
- Both youth workers and young people ensure their meaningful participation
- Young people working in partnership with adult society (the authorities, schools, broader NGO sector, etc) in decision-making, they are empowered partners in the processes and opportunities that youth organisations provide, and getting involved in decision-making in a way they choose
- Youth work recognises that young people have responsibilities and requirements placed upon them and seeks to support them in addressing those responsibilities and requirements;
- Youth work is based on the voluntary engagement of young people, and the identification of youth work as a partnership with young people outside formal or legal requirements is an important element in securing the voluntary engagement of young people
- Youth workers believing in and willing to engage with young people
- Youth work is essentially focused on activities which are both informal and non-formal. Informal activities seize upon opportunities that are not necessarily planned. Non-formal activities provide planned opportunities which lie outside formal systems such as school-based education. Both kinds of activity can potentially lead to accreditation or recognition

Promoting Acceptance and Understanding of Others

- Creating a friendly and welcoming atmosphere for young people, youth workers and the wider community

[4] http://credni.open.wp-dev.web.tibus.net/wp-content/uploads/2014/08/Youth-Work-Model-for-Effective-Practise.pdf

- Communicating clear messages e.g. signs and leaflets that encourage a wide range of people to get involved
- Proactivity: create an outreach service to those not involved, don't wait for young people who find it difficult to get involved/are excluded to come to you
- Youth workers and young people using respectful language, demonstrating positive attitudes, behaviour, ease with difficult conversations
- Young people gaining an understanding of difference and the importance of rights, fairness and equality
- Youth work recognises that young people have rights and seeks to work in a rights-based way
- Fundamental to youth work are the principles of equality and inclusion
- Youth work starts at whatever point young people are in their lives, regardless of their circumstances and recognises their potential
- Providing training and support for youth workers and young people

Testing Values and Beliefs

- Young people having the opportunity to explore their own values and beliefs, and their attitudes, opinions and beliefs are being valued
- Young people's values and beliefs being explored and challenged in a non-threatening way
- Young people making thoughtful and informed choices as they having an awareness of their personal feelings and the consequences of their behaviour and actions
- Both youth workers and young people ensure an open and welcoming environment
- Youth work has at its core the importance of providing a safe environment for young people and of supporting safety as well as the development and well-being of young people
- Young people being able to change their values and beliefs as a result of exploration

Core Values:

Equity

– Often confused with equality. Equity means that everyone is treated fairly and justly according to their needs. An alternative word can be 'fairness'.

Diversity

– Respecting the differences in our communities and seeing difference as something which benefits everyone. It can also be described as 'acknowledging difference'.

Connectedness:

– Connectedness focuses on how different lives interlink. It involves working together for a common good and acknowledging that we are connected and rely on one another. These can be described as 'being connected'.

Core Purpose of Youth Work

Youth work is intended to:

– promote and actively encourage opportunities for all young people in order that they may fulfil their potential as empowered individuals and as members of groups and communities;
– support young people through significant changes in their lives and assist them to understand their responsibilities;
– support young people to be able to understand and exercise their rights;
– encourage young people to gain and develop knowledge, understanding, attitudes and values and to make constructive use of their skills, resources and time;

- promote opportunities and access for all young people whatever their race, gender, sexual identity, language, religion, disability, age, background or personal circumstances;
- challenge oppression and inequality;
- support and enable young people in keeping themselves safe.

Youth work also:

- recognises the importance of sustainable development and equips young people with the knowledge and skills to play their part in shaping the future;
- encourages young people as local, national and global citizens to exercise their responsibilities;
- encourages young people to protect their own rights and those of others.

Examples of YEU MOs

YEU MOs seek to build capacities of young people on a wide range of fields based on their interests. MOs are also actively engaging, motivating and empowering young people to not only take part in the activities provided but also to become part of the organisation and therefore continue the cycle of engaging, motivating and empowering the following generations. The more work done on capturing and sharing the impact of youth work, the better for the young people to develop.

YEU International provides tools for the MOs to make the youth organisations stronger, it also provides policy papers addressing the needs and concerns of young people as well as those of the MOs. YEU International provides a platform for the MOs to share and not to feel alone in the challenges they face. Below are the descriptions of a number of MOs and how they work:

FRI - Ukraine:
FRI focusses on: human rights protection, design thinking, ecological lifestyle, sex education, healthy life style, leadership, media literacy, and art, etc. All the young people involved are interested in obtaining new skills and knowledge, and want to develop themselves while participating.

Centrifuge - Serbia:
Centrifuge builds on the capacities of the young people through empowering them. Young people are sent on training courses where they can learn more about youth work and NFE, and how to use it on the local level. It is important for young people to understand that they are part of an active approach and are being supported to advocate on the local level.

TOG - Turkey:
TOG engages in subject areas such as: gender, ecological environment, human rights, child and women's rights, homelessness, and disability issues and education for disabled young people. TOG Youth Centres provide activities such as dance, photography, music, English language, consultancy services, nature camps, and participation in international mobility projects, it also encourages young people to engage in hospital visits to patients. There are scholarships and internships for some positions in the youth centers. One of the aims of the work of TOG is for the personal development of young people aged 15-25. The youth centres enable young people to gain their autonomy as individuals, to realise their own ideas and to meet with new opportunities to improve their lives.

Center for Intercultural Dialogue - North Macedonia:
Center for Intercultural Dialogue (CID) is one of the main providers of youth work in North Macedonia working on both local and national, but also international level. On the local level they have center-based youth work. In the main youth center - MultiКулти - youth work has been provided on daily bases since 2010.

CID works a lot on the youth development through providing different learning opportunities for young people on a wide spectrum of topics. Also, the work of CID is focused on youth empowerment, youth participation and advocating for youth rights.

Bridge to the Future - Azerbaijan:
Bridge to the Future Youth Union is a national Non-Governmental Organization established in April 2000. The mission to assist the active participation of Azerbaijan's youth, establishment of healthy civil society, and youth representation at the international level. Bridge to the Future strives to increase youth participation in activities, support disabled people in personal development and acquiring necessary job search skills, devel-

op intellectual abilities and professional skills of youth, involve youth in volunteer work, form civil society through the youth movement, ensure youth participation in environmental actions, and to develop mutual relationships between Azerbaijani and world youth.

Ireli Public Union- Azerbaijan
Ireli provides opportunities for young people to participate in training courses related to topics such as active citizenship, advocacy, gender equality, and the SDGs. Ireli regularly surveys young people to better understand the interests and needs of the young people. They also engage in the concept of active youth participation. In their main youth centre building they have conversation clubs, seminars, driving courses, webinars, internships, youth exchanges in local and international level, workshops, sport and intellectual competitions, etc.

Indicators for the Principles and Purpose of Youth Work

Indicator	Yes	No	To a certain extent	If yes: **what is the current situation?** If no or partially: **what future action is needed?**
Good Practice				
In your youth work do you support and collaborate with partners?				
Does your organisation work towards equal opportunities?				

Do you as an organisation provide an inclusive approach to all aspects of your work?				
As an organisation do you respect all aspects of human rights?				
As an organisation are you providing a safe and secure environment for all employees and (young people) who attend activities?				
Values				
Equity – is everyone in the organisation treated fairly and justly according to their needs?				
Diversity – does the work of the organisation respect the differences in the community?				
Diversity – Does the organisation base its work on seeing difference as something which benefits everyone?				

Connectedness – are the young people who attend the youth work activities aware of how different lives are interlinked?				
Connectedness – are the young people who attend the youth work activities working together for a common good?				
Connectedness – are the young people who attend the youth work activities able to acknowledge that we are connected and rely on one another?				
Testing Values and Beliefs				
Do the young people you work with have the opportunity to explore their own values and beliefs?				
Are the young people you work with supported in making informed choices?				

Do the young people you work with have their attitudes, opinions and beliefs are valued?				
Are the young people's values and beliefs being explored and challenged in a non-threatening way?				
Are the young people you work with made aware of the consequences of their behaviour and actions?				
Core Purpose				
Does your youth work promote and actively encourage opportunities for all young people?				
Are the young people you work with empowered to fulfil their potential as individuals?				

Are the young people you work with recognised as active members of the community by the people of the community?				
Are your youth workers supporting young people to be able to understand and exercise their rights?				
Does the work of your organisation encourage young people to gain and develop knowledge, understanding, attitudes and values?				
Are you working to support young people to make constructive use of their skills, resources and time?				
Do you promote opportunities and access for all young people whatever their ethnicity, gender, sexual identity, language, religion, disability, age, background or personal circumstances?				

Do your youth workers actively challenge oppression and inequality?				
Does your youth work support and enable young people in keeping themselves safe?				

3.
ETHICAL PROCEDURE, PRACTICE & POLICY

3. Ethical Procedure, Practice & Policy

As a youth worker, it's important to understand your purpose, the core principles you need to follow, and know what benefits you'll bring to the people you support. This knowledge will enable you to provide the best youth work you can and recognise why it's such a fulfilling role.

Some of the core principles of youth work are based around ethics of youth work practice, this includes elements such as fundamental values of equality and inclusion, and the recognition that young people have rights, as explored in the previous chapter.

YEU supports and promotes the use of ethical principles in youth work practice, such provision must exhibit equal treatment towards everyone; include young people from different backgrounds, especially disadvantaged and vulnerable areas as well as promote human rights, inclusion, and tolerance.

A Code of Ethics

Integrity is the cornerstone of any profession, perhaps more so in youth work. Youth workers have a personal responsibility concerning themselves and the nature of their interventions within their work. For proper assurance of these responsibilities' youth workers must follow a code of ethics. A code of ethics is a set of principles of conduct to guide and support organisations and youth workers who are involved in providing different services to young people. The code of ethics is owned, managed, organised and evaluated (allowing modification if/when required) by the workers, volunteers and members.

Below is an example of a code of ethics, MOs are strongly encouraged to check themselves and their work against this code of ethics (see indicators below).

Code of Ethics

1. Interventions in Youth Work

1.1 . They should at all times be aware of the policies, procedures, and guidance available to them to support their work involving young people in a safe, and effective learning environment.

1.2 All those who are identified as people who work with young people through their involvement in the youth work organisation have particular responsibilities to:

1.2.1 work with young people in a way that clearly demonstrates a commitment to the purpose, principles and values of the occupation;

1.2.2 Advocate for the right of the young person to express themselves

1.2.3 develop and utilise the skills, knowledge and experience as effectively as possible

1.2.4 undertake in-service training and development in order to remain up to date on specific issues and relevant curricula and legal issues

1.2.5 regularly reflect upon attitudes and methods of intervention

1.2.6 maintain high personal standards of conduct and avoid acts which may bring the youth organisation into disrepute

1.2.8 manage conflict and boundaries objectively

1.2.9 acknowledge personal limitations in knowledge and competences

1.2.10 ensure that their practice is not influenced by personal gain or commercial considerations

1.2.11 continuously evaluate outcomes and dilemmas encountered

1.2.12 be aware of, and take responsibility for personal, physical and mental competencies required to meet young people's needs

1.2.13 not work under the influence of intoxicating substances

1.2.14 ensure the safety of young people at all times

1.2.15 avoid the personalisation of issues with young people and colleagues at work

1.2.16 act in a way that encourages equal opportunities, opposes discriminatory action or policy and harassing, intimidating or bullying behaviour

1.3 Youth workers have a particular responsibility to maintain and enhance the physical, emotional and educational well-being of the young people they work with and to provide them with honest descriptions of roles and responsibilities and opportunities.

1.3.1 local and national policies which impact youth work

1.3.2 health and safety legislation and national guidelines on safeguarding and child protection relevant in all practice settings

1.3.3 best practice related to the use of information and communication technologies including the use or not of social networking sites

1.3.4 the law as it affects young people

1.3.5 anti-discriminatory practice and legislation

1.3.6 employment law, practice and policies

1.3.7 the organisations expectations

1.3.8 effective communication skills

1.3.9 the needs and aspirations of young people

1.3.10 educational, social policy, welfare and other support opportunities available to young people

2. Responsibility for young people

2.1 Youth Workers have a responsibility to:

2.1.1 promote policies and practices that enhance the self-determination, self esteem, collective responsibility and the active citizenship of young people

2.1.2 advocate for the rights of young people

2.1.3 support young people for the purpose of extending and developing their experiences, interests, awareness and responsibility

2.1.4 assist young people in the transition to adulthood by respecting and understanding their needs at a time of physical and emotional change

2.1.5 respect confidences shared by young people and their privacy while upholding those established protection and employment guidelines developed to support and protect young people and ensuring that the welfare and personal safety of the young person are at all times primary

2.1.6 create and ensure the maintenance of safe and healthy settings

2.1.7 avoid participation in practices which are disrespectful, degrading, dangerous, exploitative, intimidating, psychologically damaging or physically harmful to young people

2.1.8 protect young people from abuse and neglect

2.1.9 report abuse and neglect so that action can be taken

2.2 In this work, which is primarily concerned with the creation of non-formal and informal learning opportunities for the purpose of social education, youth workers need to ensure clear boundaries at all times between work and personal relationships. In particular they must:

2.2.1 ensure that young people themselves understand the boundaries between work and personal relationships

2.2.2 avoid emotional dependency relationships with young people

2.2.3 never encourage or engage in sexual intimacy with young people when working

2.2.4 challenge the use of inappropriate words and language

2.2.5 respect the physical and emotional privacy of young people

2.2.6 adopt a young-people-first approach at all times

2.2.8 Don't abuse the power of your position over young people for personal interests

2.2.9 ensure that educational needs are paramount and not those of commercial or other interests

3. Responsibility to colleagues

3.1 Youth Workers have responsibilities to their immediate colleagues and to staff and volunteers in other agencies seeking to collaborate with the service to benefit young people. There are therefore occupational responsibilities, where appropriate, to:

3.1.1 treat colleagues with respect, courtesy, fairness and good faith

3.1.2 maintain occupational relationships of trust and co operation

3.1.3 ensure that those who work with young people are appropriately supported on the basis of clear expectations and boundaries

3.1.4 act as a member of a team, sharing information, concerns and opportunities and ensuring effective communications

3.1.5 Respect confidentiality of discussions with colleagues about their occupational problems and difficulties

3.1.6 challenge ineffective practice

3.1.7 seek to resolve differences and difficulties openly, swiftly and within the recognised organisation channels of communication

3.1.8 uphold health and safety practices

4. Responsibility to youth work and the organisation

4.1 Youth Workers are clearly accountable to the concept of youth work and have responsibilities to:

4.1.1 uphold the rules and regulations

4.1.2 share developments in theory and practice

4.1.3 support the implementation of code of ethics

4.1.4 discuss disagreements and concerns and potential breaches of the code openly and honestly with colleagues

Good Practice Example:

LGBT United Tetovo

Due to the sensitivity of working with the LGBT community in North Macedonia, where many members of this community are still not out to their family members, friends and to the surrounding where they live. When these individuals want to go to activities organized by LGBT United Tetovo, they are reluctant due to the participation lists, and the obligation of signing them. In order to change this and support the community members LGBT United has put in practice only counting of people and offering them to sing the participants list with any other name then theirs.

Indicators for Ethical Procedure, Practice & Policy

Indicator	Yes	No	To a certain extent	If yes: **what is the current situation?** If no or partially: **what future action is needed?**
Interventions in Youth Work				
Are your youth workers aware of the policies, procedures, and guidance available to them to support their work involving young people in a safe, and effective learning environment?				
Are your youth workers working with young people in a way that clearly demonstrates a commitment to the purpose, principles and values of the occupation**?**				
As an organisation, are you advocating for the right of the young person to express themselves?				

As an organisation do you promote and undertake in-service training and development in order to remain up to date on specific issues and relevant curricula and legal issues?				
Do you work with your youth workers to regularly reflect upon their attitudes and methods of intervention?				
Do you work with your youth workers to maintain professional boundaries with young people?				
Do your youth workers continuously evaluate the outcomes of their work?				
Do your youth workers act in a way that encourages equal opportunities and actively oppose discriminatory actions, harassment, and intimidating or bullying behaviour?				

Responsibility for young people				
As an organisation do you promote policies and practices that enhance the self-determination, self-esteem, collective responsibility and the active citizenship of the young people you work with?				
As an organisation are you advocating for the rights of young people?				
Does your youth work practice support young people in extending and developing their experiences, interests, awareness and responsibility?				
Does your youth work practice assist young people in the transition to adulthood by respecting and understanding their needs at a time of physical and emotional change?				

Do you as an organisation have a policy that respects confidences shared by young people and their privacy while still respecting legal requirements for reporting criminal offences?				
Do you as an organisation maintain health and safety rules and laws?				
Do you work to protect young people from abuse and neglect?				
Do you as an organisation have policies in place for reporting abuse and neglect so that action can be taken?				
Do you ensure that young people themselves understand the boundaries between work and personal relationships?				

Are your youth workers aware of the importance of avoiding emotional dependency relationships with young people?				
Do your youth workers challenge the use of inappropriate words and language?				
Do you as an organisation adopt a young-people-first approach at all times?				
Do you as an organisation ensure that educational needs are paramount and not those of commercial or other interests?				
Responsibility to colleagues				
As an organisation ensure that all members of staff and volunteers treat colleagues with respect, courtesy, fairness and good faith?				

Do you as an organisation ensure that those your youth workers are appropriately supported on the basis of clear expectations and boundaries?				
Do you as an organisation actively encourage your staff and volunteers to be a team; sharing information, concerns and opportunities and ensuring effective communications?				
Are you as an organisation monitoring and where appropriate challenging ineffective practice?				
Do you as an organisation seek to resolve differences and difficulties within the organisation, openly, swiftly and within the recognised organisation channels of communication?				

Do you as an organisation uphold health and safety practices based not just on national legislation but internationally recognised good practice?				
Responsibility to youth work and the organisation				
As an organisation do you support the implementation of a code of ethics?				
Do you as an organisation discuss disagreements and concerns and potential breaches of the code openly and honestly with colleagues?				
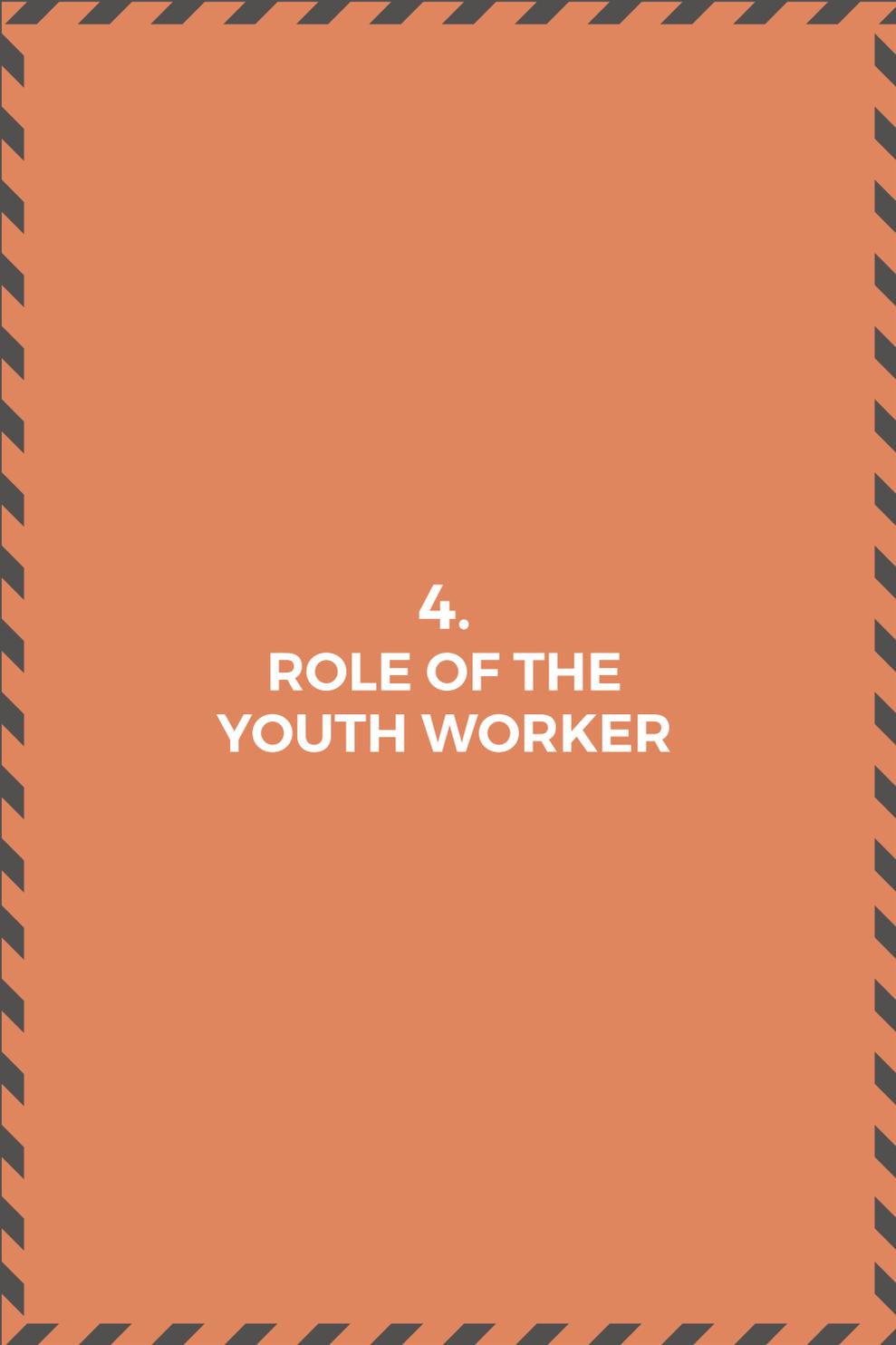
4.
ROLE OF THE
YOUTH WORKER

4. Role of the Youth Worker

Youth work offers young people safe spaces to explore their identity, experience decision-making, increase their confidence, develop interpersonal skills and think through the consequences of their actions. This leads to better informed choices, changes in activity and improved outcomes for young people.

Effective delivery of youth work is important to promote young people's personal and social development and enable them to have a voice, influence and place in their communities and society as a whole.

Role of the Youth Worker

Youth workers support young people with a whole range of issues from behavioural difficulties to teenage pregnancy. The competences needed and the amount of work required is huge.

In some countries, the youth worker is a role incorporated into the services offered by local authorities. There is a breadth of jobs and sectors where working with young people plays a dominant role, and where the skills and knowledge of youth workers are in demand; from criminal justice to social care, across the private and voluntary sectors. Ultimately, all youth work has one key aim – to support young people's emotional and social development in an informal setting but through educational processes.

By developing supportive relationships with young people, and opening their eyes to new experiences, youth workers foster increased confidence, ambition and empathy. This prepares them to make a positive contribution to society in adult life. Youth workers need to be able to tackle a whole spectrum of issues. The youth worker needs to provide positive and appealing activities and continuing to create opportunities for exploring, addressing and tackling the issues which affect young people. Sometimes it

involves one-to-one sessions or informal meetings with the young people going through hard times. It makes this a very challenging but incredibly rewarding role.

The youth workers work is often based on the needs of young people, the youth worker is responsible for researching data and identifying youth and community needs. This could mean conducting online/offline surveys, gathering feedback from young people, evaluating the impact of their work on the young people.

The work includes defining specific target groups and including them in the Action Plan. The youth worker is responsible for youth participation in all stages of planning and ensuring that activities developed are based on young people's input. The youth worker needs to be supporting young people to voice their opinions and ensuring their ideas are gathered. Creating a safe space is really key to good youth work, this allows young people to express their feelings and needs. The youth worker is responsible for measuring the progress, conducting monitoring, making comparison of what was before, and what is achieved.

Roles of Youth Workers in YEU

YEU is largely run by young people for young people by means of a democratic structure. In many of the MOs, staff are often young people themselves and are mostly volunteers, activists who plan and organise youth and community programmes.

YEU has 33 member organisations in total (at time of writing - 26 full members and 7 observer members). It is important to note that most young people in YEU are actively involved in different aspects of civil society, frequently establishing links between the MOs and the local, regional and national institutions, other youth organisations and the community in general, extending the participation in the international organisation to the local dimension. The role of youth work and youth worker is crucial in YEU, especially in the day-to-day work and running activities that foster closer cooperation, tolerance, better understanding and awareness among the young people of the world. Moreover, the MOs and their youth workers work together to encourage the active involvement of all young

people in society without distinction because of ethnicity, social status, educational levels or any other form of identity.

Youth Work in YEU is a distinct educational process adapted across a variety of settings to support a young person's personal, social and educational development. Young people are supported to explore their values, beliefs, ideas and issues, to enable them to develop their voice, influence and place in society as well as to acquire a set of practical or technical skills and competencies, to realise their full potential.

The principles of YEU Youth Work are supported by reflective practice and peer education, establishing and maintaining relationships with young people and community groups in MOs.

Good Practice Example:

> **Bosnia & Herzegovina**
>
> Even though the defined/clear role of youth workers and delivery of youth work still do not exist in some countries, in Bosnia & Herzegovina there are youth centres where their members (workers) have information points where youth workers are giving special relevant info about them as NGOs. The role of youth workers is divided in 2 directions:
>
> – Continuous activities and workshops for everyone. They organize special seminars, workshops which are open to all youth of the community.
> – Youth workers planning the schedule for youngsters training for capacity building, in order to become multipliers. Also, there are some specific programmes and trainings for members who joined the field of youth sphere, during which instructions for further career steps are shared with them.

Indicators for the Delivery of Youth Work

Indicator	Yes	No	To a certain extent	If yes: **what is the current situation?** If no or partially: **what future action is needed?**

General				
Youth work engages directly with young people, interact with them				
Youth work helps young people develop and mature into responsible adults				
Youth work supports young people to voice their opinions				
Youth work provides a good role model in the lives of young people				
Indicators for youth participation				
Youth work advocates for young people's participation				
Youth work challenges views and behaviours which undermine young people's participation				
Youth work builds positive relationships among young people				

Youth work supports young people to participate in decision-making				
Youth Worker				
Youth worker encourages young people to think through the consequences of their actions				
Youth worker promotes young people's personal and social development				
Youth worker enables young people to have a voice				
Youth worker enables them to find their place in their communities and society as a whole				
Youth worker supports young people's emotional development and foster increased confidence, ambition and empathy				
Youth worker develops supportive relationships with young people				

Youth worker is preparing young people to make a positive contribution to society in adult life				
Youth worker creates opportunities for exploring, addressing and tackling the issues which affect young people				
Youth worker creates a safe space to explore their identity				
Youth Worker and the MO				
Establishing links between the MOs and the local, regional and national institutions, other youth organisations and the community in general				
Foster closer cooperation, tolerance, better understanding and awareness among the young people of the world				

Encourage the active involvement of all young people in society without distinction because of ethnicity, social status, educational levels or any other form of identity				
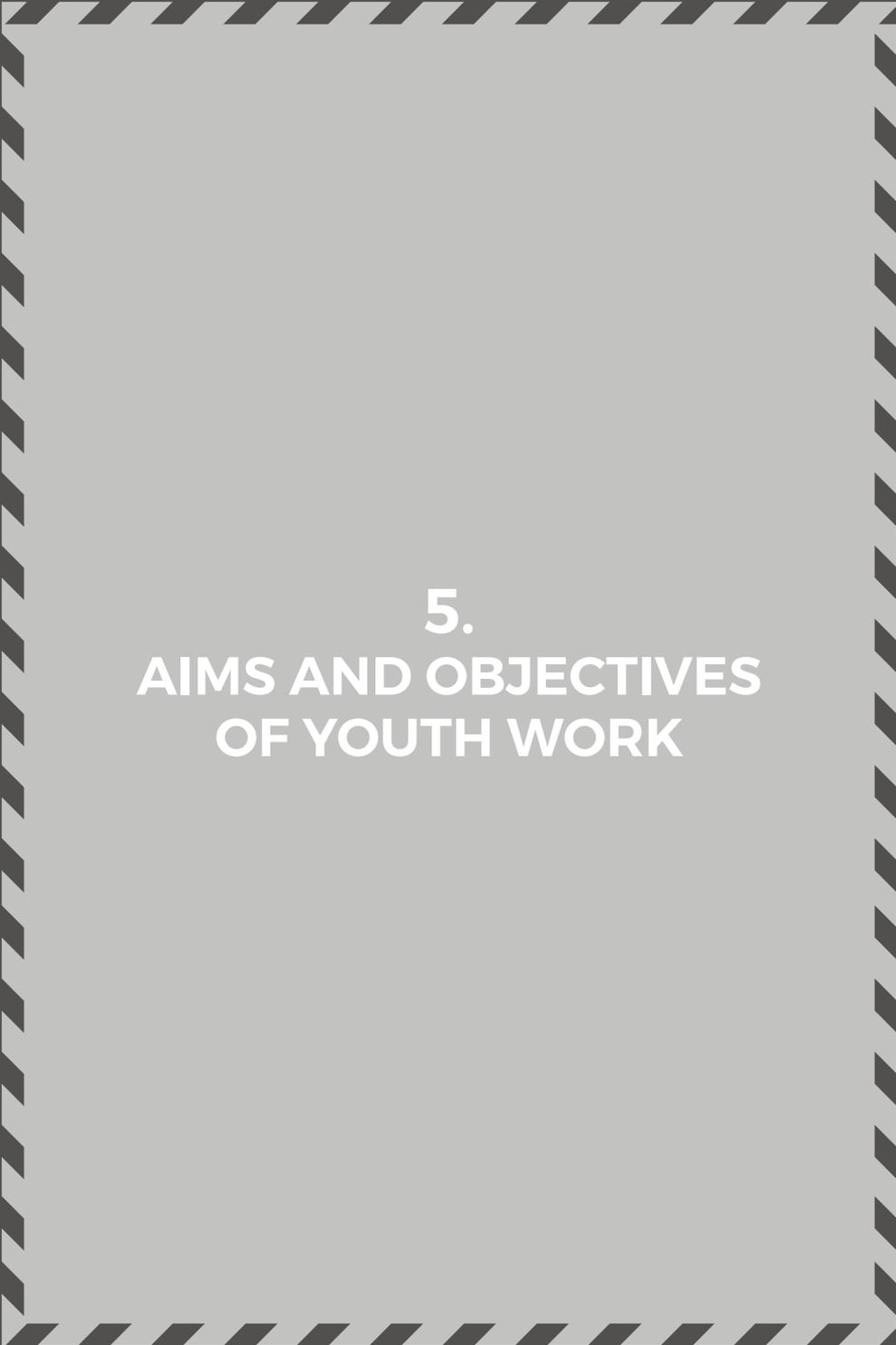
5.
AIMS AND OBJECTIVES
OF YOUTH WORK

5. Aims and Objectives of Youth Work

Introduction

This chapter reveals the basic principles for constructing the goals and objectives of organisations based on the needs of young people. Moreover, here you can find the experience of working with young people in various MOs of YEU and examples of putting the theory into practice. It also describes the process of interaction with young people in different countries of the world. The indicators provided in this chapter will help you evaluate the quality of specific goals and objectives and improve them if necessary.

Given the fact that the areas of work of the NGOs are different and aimed at different target audiences, each organisation works with the specifics of the youth that it has identified, this chapter provides you with a list of key advice that will help you develop the capacities of your organisation's youth workers. Furthermore, there are indicators of determining the needs of youth that can be used in building the work strategy.

Aims and Objectives

The aim of youth work in the widest sense is to enable young people to form their future. Youth work is the extracurricular education system, which includes both informal and non-formal education. Moreover, youth work is an activity that seeks to engage young people in coordinated programmes, including those that are recreational, educational, or social by nature and design. The emphasis of youth work is on inclusion and integration of young people into society through various educational and non-educational aspects. The aim of youth work is to support young people in the process of independence by their youth workers, who help them in their personal and social development in order to become active

members of the society which they are a part of (Smith, Jang 2000, by: Kalaba, 2008).

Youth work supports young people in reaching their full potential. It encourages personal development, autonomy, initiative and participation in society.

Example Objectives for Youth Work

- to encourage personal development and social education, shaped in part by young people, based on learning from experiences in a safe and enjoyable environment;
- to promote health and well-being among young people;
- to build positive self-esteem, self-awareness and self-acceptance as a support to young people in making considered life decisions;
- to promote respect for individual differences and an acceptance of the individual's right to personal choice;
- to encourage and give opportunities for involvement in initiating, planning, management and evaluation of youth work, at all levels and in all areas;
- to encourage understanding of diverse groups in society and the involvement of young people in peace building and conflict transformation;
- to challenge young people to develop their role as active citizens and to identify issues at personal, local and global levels and create strategies for action.

Aim and Objectives Themes of YEU

YEU includes MOs from different countries who work in the same direction on their local levels. They are a broad cross-section of organisations working in a variety of settings and conditions. However, each of these organizations has its own specifics and its own goals and objectives, a wide variety of subjects and broad spectrum of young people, each grouping with different needs. As a result, the aims of the organisations in general is very large but is always focused on improving the conditions and access to the rights of young people in that country.

Below are examples of some of the key areas of work of two YEU MOs and their priorities which are therefore reflected in the respective organisational aims and objectives.

Identifying Young People's Needs

Youth workers carry out a potential and needs assessment process with young people in order to identify their strengths and the areas in which they are currently experiencing difficulties. There is no definitive potential and needs assessment process. There are a range of creative approaches that can be carried out with young people in order to develop a potential and needs assessment process for your youth project/service. When carrying out an assessment, youth workers should ensure that the process is sensitive to the individual differences of young people i.e. age, culture, gender, sexual orientation, marital status, family status, disability, ethnic background, membership of the traveler community and religious beliefs. In many instances, youth workers carry out informal potential and needs assessment without naming it as such.

This is a common practice in some YEU MOs and for YEU itself, and it is a practice that should be adopted by all youth organisations to do on a regular basis. For example; Bridge to the Future and Ireli from Azerbaijan both conduct surveys related with the interest of youth. Centrifuge from Serbia is in the process of mapping their community.

MO Good Practice Example:

Ireli

1st step - When we established the NGO we decided in which direction we want to work with youth and after brainstorming activities, meetings, discussions and measuring the capabilities and backgrounds of having a team, we put down our own aims and objectives through which we will be able to work.

2nd step - At the beginning of each year we produce the strategic and action plans with specific aims and goals of the NGO and we follow this plan till the end of the year.

3rd step - At the end of each year we gather our members, projects' participants, activists and organize "Summing up Ceremony" in order to present what we did. During the preparation for this event we collect all our actions, measure our carried-out activities and evaluate if we have reached our aims and objectives for the specific year or not.

MO Good Practice Example:

APY

For redefining aims and objectives, APY has started implementation of the methodology called "Tools for citizens". This tool is for developing the team and organizations. It is mostly made for civil society actors working in a team in small and grass root organizations, initiatives, social businesses, community groups or informal groups. This tool helps to identify needs and implement tailor-made workshops to address those needs. Toolbox focuses on relevant themes for developing your organization, the work in your team and with your community, like Strategy, Vision & Mission, Risk & Resilience, Internal Communication & Decisions, Knowledge & Learning, Roles & Responsibilities, etc.

It is co-created by civil society actors and based on their concrete needs and challenges. It takes approximately 1 year to fully implement the methodology and see the final results of this toolbox.

After implementation the expected result is to have a more structured working process, to redefine the strategy, the vision and the mission of the organization. It also helps to track the progress of the NGOs development.

Indicators for Aims, Objectives and Needs

Indicator	Yes	No	To a certain extent	If yes: **what is the current situation?** If no or partially: **what future action is needed?**
Aims and Objectives				
Youth work aims to encourage understanding of diverse groups in society;				
Youth work gives young people the opportunity to be creative and express themselves;				
Youth work aims to create a sense of community belonging and a positive group atmosphere;				
Youth work through developed activities and strategic documents aims to promote respect for all identities of young people;				

Youth work through developed activities aims to promote the voice, influence and participation of young people in decision making;				
Youth work aims to develop confidence, respect, self-esteem, identity and creativity of young people;				
Youth work through developed activities and strategic documents aims to develop new or existing competences and abilities of young people;				
Aims and objectives of an activity are defined and linked to the participants' identified needs and the funding programme;				
Aims and objectives of activities are aligned with the mission and values of a youth organization;				

Aims and objectives of the funding programme are transmitted and promoted during the activity;				
Needs Assessment				
Needs assessment process is formalized and recorded;				
Need assessment is communicated with all interested parties;				
Need assessment is focused on developmental, behavioural, emotional, educational, physical and social potential and needs of young people;				
The final report of need assessment is communicated with young people and other relevant stakeholders;				
Needs assessment is reviewed and evaluated on a regular basis;				
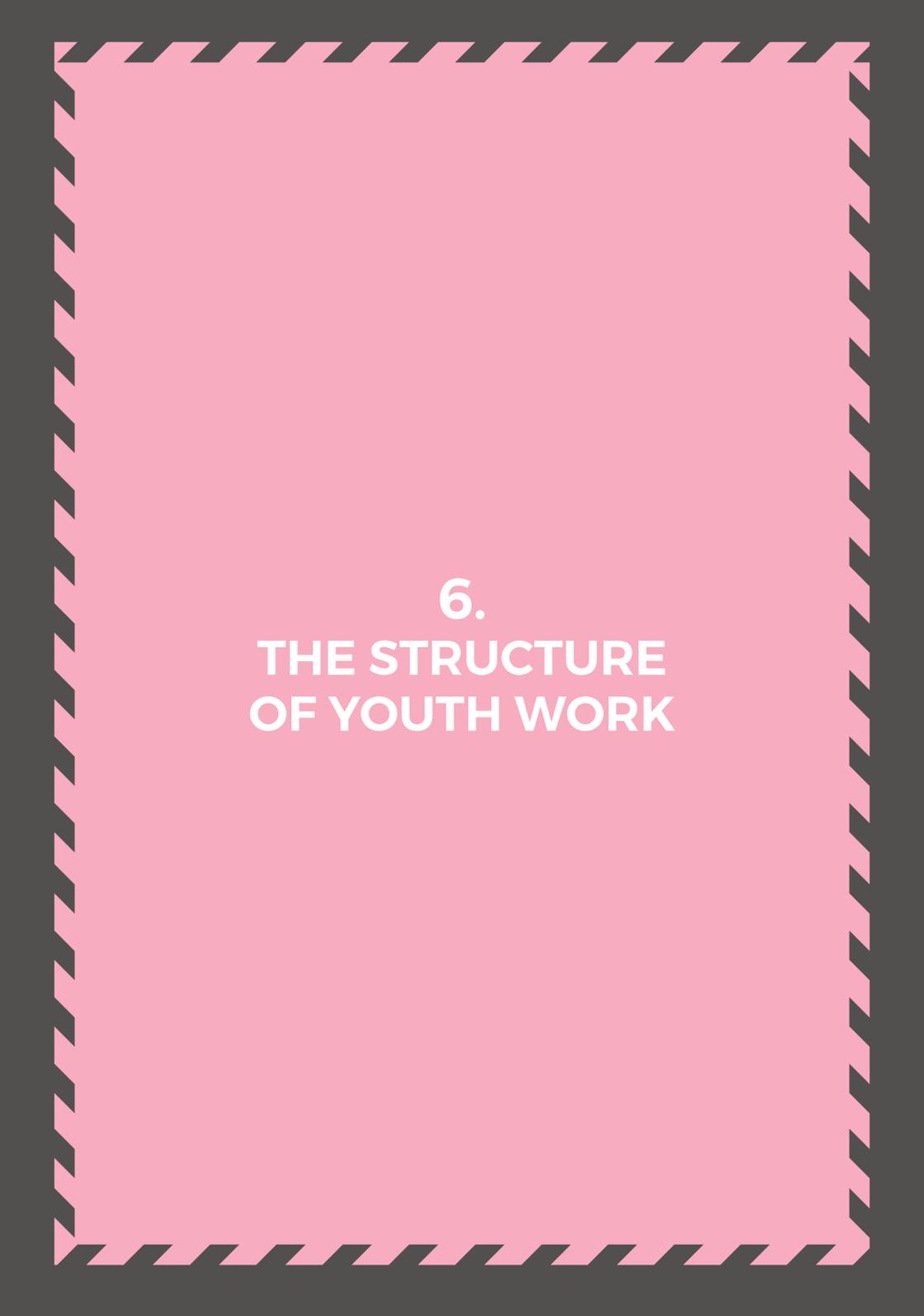
6.
THE STRUCTURE
OF YOUTH WORK

6. The Structure of Youth Work

In this specific chapter, you will find out if your organization is providing a quality youth work for its beneficiaries. The answers you will be giving in this set of indicators will provide you with the information you need to implement your projects in each phase (preparing and planning, implementing, monitoring and evaluating) as well as quality and steps for follow-up activities that are, especially today, one of the most important parts of youth work. This is relevant because it connects past and future activities and provides continuity, as well as a clear image of what needs to be done and possibly improved.

Here, you will be able to measure the quality of the youth work you deliver and project cycle management within two scales of indicators. In the first one, you should take into consideration the things you are doing in your practice. Try to be specific, honest and clear because it will show you how to develop more. Include all of the stakeholders, think about your target groups and all of the young people that are in some way related and included in your work.

Check out if you have created a structure or a plan to deliver youth work since it can ensure the quality of the outcomes for the activities and your project as a whole.

Youth work happens in a specific context and cannot be organized in a vacuum. It connects different stakeholders, it takes into consideration local and national reality, the environment young people live in, the structure of the organization and the way goals have been decided and structured.

At the same time, it is flexible to suit the needs of young people and to create a comfortable working and learning environment. Most importantly, youth work is and should not be done without some level of co-management between young people and other stakeholders possibly unrolling into a high level of participation for young people.

Youth work happens in youth centres, organizations, schools and colleges, parks, streets and shopping centres – wherever young people gather. Youth work methods include support for individuals, work with small groups and learning through experience. It can be performed and organised in a diversity of forms, through daily and specific activities, education, training and workshops, project-based, events, exhibitions, supported by studies and publications, etc. Youth work offers young people safe spaces to explore their identity, experience decision-making, increase their confidence, develop interpersonal skills and think through the consequences of their actions.

Strengths in youth work might appear as able to look at how young people are feeling. Youth work is usually fun - which means that there is evocative power at play. It is innovative, and it is based on core human values, such as equality, dignity and solidarity and believe in the agency of the young people.

Weaknesses in youth work might appear when everything you do with young people is labelled under it or if people practising it find difficult to agree on what Youth work is and does (especially at the European level). In some cases, lack of mandate and resources, the inability to take part in influential networks, inadequate education and training infrastructure in some cases, and unmanageable volunteers or staff retention causing instability most of the time.

Youth work structure in YEU

Depending on the size of the organisation, MOs can consist of just a few volunteers working together on one project or activity while the bigger structures might have different departments. Some organisations offer daily programmes, others are more periodical– once or twice per week. Some MOs are individual independent organisations, while others are a national network or consist of a number of centres and clubs in a geographical area. Most of the organisations in YEU focus on youth work development.

Indicators for Quality Structures of Youth Work

Indicator	Yes	No	To a certain extent	If yes: **what is the current situation?** If no or partially: **what future action is needed?**
Did you set up a dialogue between all relevant stakeholders in youth work?				
Are you transforming aims and objectives into coherent youth work strategies and plans?				
Is your youth work based on and respond to the needs, interests, ideas and experiences of young people as perceived by themselves?				
Does your youth work contribute to the personal and social development of young people through non-formal and informal learning?				

Is your youth work based on clear and measurable qualitative and quantitative indicators regarding young people's needs and trends?				
Are you allocating relevant resources that are appropriate in relation to youth work aims?				
Have you defined and established the preconditions and work processes needed for carrying out quality youth work that will include a comprehensive system for documenting it?				
Are you continuously exchanging information about plans and activities with other local, national and European actors in the field of youth and actively engage in both cross- and intra-sectoral cooperation?				

Are you encouraging common efforts of all stakeholders to cooperate around quality development and adoption of innovations?				
Are you documenting and making visible young people's non-formal and informal learning outcomes, i.e. knowledge, skills, attitudes and values, achieved through youth work and supporting the validation of achieved competences?				
Are you providing youth workers with information, education, training and support that is relevant and adapted to local needs and to stimulate and support continuous competency development?				
Do you have regular and up to date mapping of local realities and needs?				

Do you have regular and up to date awareness and connection to European policies related to youth work?				
Do you have clear procedures for continuous updates on new national and international research, trends and methods in the field of youth and youth work?				
Is your organisatin clearly positioned in relation to and connected with broader youth policy on all levels, from local to European?				
Is your organisation officially accreddited as a youth work provider in your country (if available)?				
Initiation				
Have you analysed the needs, challenges, opportunities and context?				

Are you sure that young people's needs are taken into account?				
Have you developed the realistic aim and SMART objectives?				
Have you determined the scope of your project?				
Have you defined the approach and methods to be applied for delivering the required project results?				
Have you determined the project Owner ("who needs this project to be successfully done?")?				
Have you approached the potential sponsors or financiers with your Plan?				
Have you appointed and empowered the Project Manager/ Youth worker who is able to drive the project performance?				

Have you created descriptions of the Project Roles and concerned requirements?				
Did you make sure that the programme is driven by the will to support young people in their personal and social development?				
Planning				
Have you created a detailed programme of activities to address the objectives?				
Have you conducted time and budget estimation of each task or deliverable involved in the project?				
Have you identified a detailed assignment of each task until the end of the project?				
Have you created the Project Schedule with milestones and critical path?				

Have you created the Project Financial Plan?				
Have you conducted a risk analysis and assessment to find out and mitigate possible threats endangering the project success (Risk Plan)?				
Do you have a clear and documented definition of the criteria for the successful completion of each task or deliverable involved in the project (Project Quality Plan)?				
Have you identified the project stakeholders and their contribution?				
Have you established project reporting procedures, frequency and channels (set up Communication Plan);?				
Execution and Monitoring				

Did you make sure the Project Plan is communicated to everyone involved, got into motion, and is being performed?				
Have you ensured that the project activities are properly executed and controlled one-by-one as the timeline requires?				
Manage Quality: Did you make sure that the outputs and deliverables are produced, documented and are responding to the need?				
Did you make sure team meetings are regularly held to update, inform and discuss the changes, and review the achievements?				
Did you make sure to monitor progress and results, check them according to the plan, and if needed adapt changes?				

Are you ensuring capacity building of youth workers in your organization?				
Did you make sure the project is not running out of its budget?				
Did you make sure to involve young people actively in the implementation of the programme and make sure they have a meaningful role?				
Closure phase				
Have you collected all the outputs and results of the project and documented it properly?				
Did you make sure to release and disseminate final deliverables in a proper way?				
Did you organize handing over the project products and documentation to the partners?				

Have you performed the evaluation meaningfully and addressed all the challenges you encountered?				
Have you recognised the achievements and learning outcomes of youth workers and young people?				
Have you made follow up plan of the project and ensured that the results will be further used (exploitation of results)?				
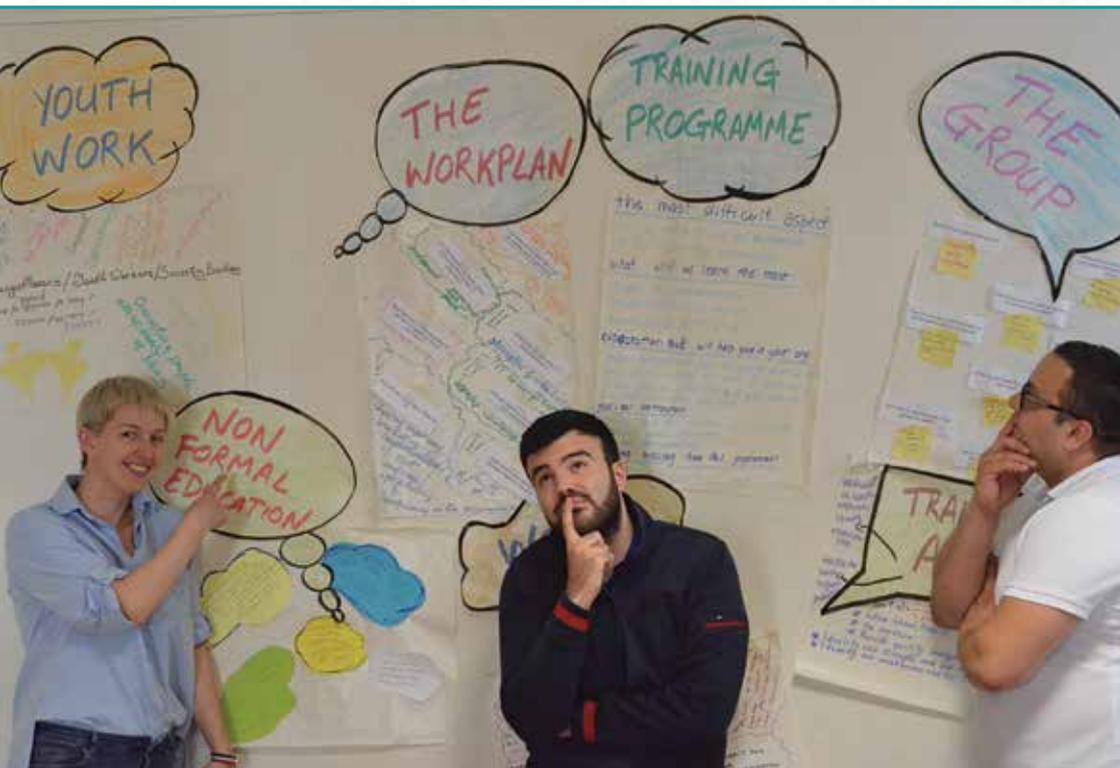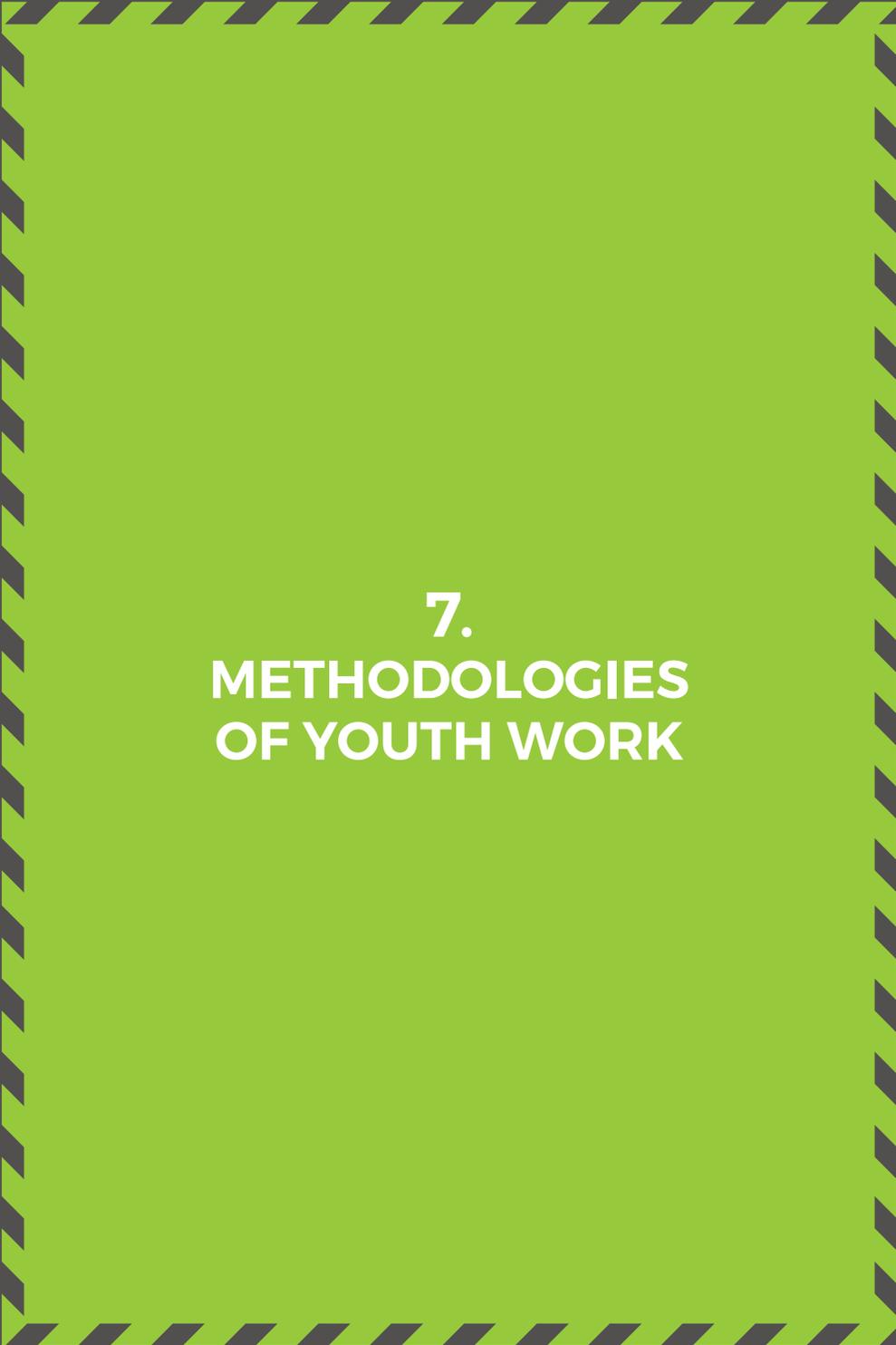
7.
METHODOLOGIES
OF YOUTH WORK

7. Methodologies of Youth Work

In youth work, methodologies and tools are very important because they help you reach the project's goals and objectives. Non-Formal Education (NFE) is often regarded as an integral part of providing quality youth work. This section takes this into account and focuses on it when referring to methodologies and tools used and what characteristics they should have for ensuring the delivery of quality youth work. In other words, it explores how quality youth work depends on effective methods of NFE. Furthermore, this chapter includes examples of various tools and methodologies that YEU MOs are using and/or are aware of, as well as, some input from visitors and experts during the Workplan on their tools and youth work methodologies.

Finally, there is a collection of indicators at the end of the chapter, which organisations are invited to use in order to reflect on and assess theirs and their youth workers' knowledge and choice of methodologies and work on improving and enhancing their effectiveness if needed, striving towards higher quality youth work. Some indicators are more relevant to mobility projects (like youth exchanges or training courses), but most can also be used for shorter and/or local workshops. Feel free to approach them from your own perspective and scope of work.

Non-Formal Education in Youth Work

Non-formal education (NFE), as defined by YEU is comprised by any organised educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clienteles and learning objectives. Non-formal education became part of the international discourse on education policy in the late 1960s and early 1970s. It can be seen as related to the concepts of recurrent and lifelong learning. Tight (1996: 68) suggests that whereas the latter concepts have to do with

the extension of education and learning throughout life, non-formal education is about acknowledging the importance of education, learning and training which takes place outside recognized educational institutions. Fordham (1993) suggests that in the 1970s, one of the four characteristics that came to be associated with non-formal education is, 'Flexibility in organization and methods.

As the main principles for Non-Formal education YEU considers that it's crucial to have:

§ Specific (safe) environment
§ Active participation in learning process
§ Learning through experience
§ Non-formal communication
§ Non-formal evaluation [self-assessment]
§ Importance of the group process

In general, YEU always strives to be innovative and updated when it comes to the methodologies used, as well as, to implement and promote methodologies and tools that empower validation and recognition of NFIL like Open Learning Badges.

Current Trends

Some experts and visitors during the Wonderful Wizards of Youth Work process implementation were asked: "what are the current trends and/or changes in methodologies in youth work around Europe and/or the world". A representative from SALTO Training & Cooperation referred to the digitalisation of youth work and raised the questions of whether it is a need, a must or a pushed topic nowadays. They also referred to "the ways of doing youth work changing – somewhere in between what used to be done in the past few decades and fast, snappy, easy to do and to repeat actions, for a maximum impact" and mentioned that "a real space to work on and around Education and Training of youth workers is now appearing. The political context is changing too, in some cases getting more radical than ever, affecting youth work and how it is done". They also mentioned

that the civic role of European youth work or even simply, of youth work, is getting more visibility.

Samia Fituri of the World Organisation of the Scout Movement talked about how the "SDG as a framework and as an operational method, serves as a global framework for all the worldwide organisations which are members of scouts" and how "some of these approaches do support specific points, like nature". Furthermore, she explained how scouts "usually try to plan when it comes to the practices and methods but also there is equal freedom in order to experiment and always try new things" and about their approach of "developing international and regional strategy every 3 years, which paths the way for their members and volunteers, regarding which are the points they want to work on."

Methodologies

A selection of Methodologies & Tools commonly used by YEU MOs are summarised in the following table:

Methodology / Tool	Characteristics	Potential Use and Benefits for Young People
Human Library	In the Human Library you don't read books, but people. Interesting people, whom you perhaps would not meet in your daily life. Is it correct what we think about them, based on the outside appearance? A refugee, an ex-hooligan, an ex-criminal, a transgender, a homeless person and a teen mother are there to tell you their story. In an open conversation, where everything can be asked. Clear list of rights of both readers and books is established in advance.	Creating a space of dialogue and understanding Promoting respect for Human Rights Passing knowledge and experience of people exposed to discrimination, stereotyping, prejudices and exclusion Shaping attitudes of openness and acceptance towards 'otherness'.

Open Space	Participants suggest topics for discussions and workshops and they are taking place with the participation of others. It is a method which requires a high level of responsibility from participants. Workshops are led by participants,the discussion is free, participants can switch between workshops or open new topics. At the end, conclusions are presented to others.	Open Space meetings are: Easy to organize, requiring very little lead time; Effective both for small and big groups; Interactive and "out of the box" approach; Effective for existing or new organizations, coalitions or associations; Facilitated by only one or two facilitators, no matter how large the group; Less demanding and less complicated than other large group methodologies;
Study Visit	A study visit is a short stay for some days or even weeks in a host country for an individual person or a group. Study visits usually include presentations and local visits to special departments, for example to NGOs, educational/training institutions, ministries or to other European and/or national facilities.	A forum for discussions, exchanges and learning about topics of common interest like European and national priorities can be done. Working together and reflecting on various j issues and challenges, sharing different points of view, discovering and accepting other ways of seeing things and many other positive aspects make both organisers and participants feel more like members of a common European space.

Excursion	Planned trip during a youth mobility, which can give more information from practice to the topic.	The place of excursion is planned by the trainer (and/or organiser) connected to the theme of the educational activity. Usually, it includes a practical presentation followed by a discussion where links with the topic are explained.
Job Shadowing	Job shadowing (or work shadowing) is on-the-job learning, career development, and leadership development programme. It involves working with another employee who might have a different job in hand, has something to teach, or be able to help the person shadowing them to learn new aspects related to the job, organization, certain behaviours or competencies.	It allows you to get an insight into the working life of the profession. It allows you to get an insight into the employer and organisational culture. It gives you a different perspective on your work by learning from others' experiences. It expands your network and helps you make professional contacts. It gives you the chance to reflect on your own professional practice. It informs you about the daily joys/struggles of the profession and its limitations.

Seminar	A seminar is a form of academic instruction, either at an academic institution or offered by an NGO or professional organisation. It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject. A seminar's aims could be accomplished through an ongoing dialogue with a seminar leader or instructor, or through more formal presentations.	It is essentially a place where assigned readings are discussed, questions can be raised and debates can be conducted. Attending a seminar has numerous benefits, including improving communication skills, gaining expert knowledge, networking with others and renewing motivation and confidence.
Training Course	A training course is an educational activity on a particular topic led by non-formal education principles.	A training has a participative and learner-centred approach, is carried out on a voluntary basis and is therefore closely linked to young people's needs, aspirations and interests.

Youth Exchange	Youth exchanges allow groups of young people from different countries to meet, live together and work on shared projects for short periods. Youth exchanges take place outside the school environment. On a youth exchange, you can expect to participate in activities such as workshops, exercises, debates, role-plays, outdoor activities and more. Participants' learning experiences are recognised through a Youthpass.	The main purpose of youth exchanges is to develop competencies, strengthen values like solidarity, democracy, and friendship, and discover new cultures, habits, and lifestyles through intercultural and peer-learning.
Sport Activity	Participation in sport is also enjoyable, providing an alternative to the conventional education system and is therefore able to directly encourage engagement with school and education. In addition to this, to effectively participate in sports the participants require a healthy diet and a generally healthy lifestyle.	Sports programmes can encouragebehaviourall change in young people and skills learnt in sports are transferable to other areas of life. Transferable skills learnt through sport include: Commitment to and understanding the consequences of not meeting commitments Communication skills Problem solving Team work Dealing with stress Goal setting and future planning

Art and Craft	Art and craft workshops are made up of a number of activities which include music, drama, mime, improvisation, movement, voice development, craftwork video production, etc.	These activities teach participants acting and performance skills as well as confidence, social and interpersonal skills. Participants also learn valuable life skills, such as responsibility, commitment and how to effectively transfer a key message to targeted audiences by using innovative approaches. Youth workers can facilitate youth's development of life skills such as problem solving, decision-making and team work through different artistic workshops.
Digital Tools & Social Media Channels	By digital tools, MOs refer to tools such as: Kahoot, Menti, padlet, canva, Basecamp, trello, social media campaigns (#), SALTO youth toolkit. By social media channels MOs refer to Facebook, Twitter, Instagram, YouTube, etc.	Potentially increased participation - access to training, i.e. opportunities to reach and engage more youth. Social media channels and other online platforms can be used to inform young people of the rights and opportunities they have, as well as, to spread the work of youth and youth workers and share the activities offered by the MOs, i.e. enhanced multiplication and dissemination. Using such tools, content can be made more engaging, thus facilitating learning.

Storytelling & Digital Storytelling	Storytelling can be used during mobilities and other projects to enhance and facilitate the learning by engaging the participant by creating feelings, thus making the activity more memorable and impactful. Storytelling as an educational tool refers to learning by sharing stories - real or fictional.	Storytelling has aspects that appeal to almost all types of learners (kinesthetic, auditory, visual). It has the power of building familiarity, connections and trust between participants, emotions and ideas. Stories "stick" - we are 20% more likely to remember facts when they are presented to us through stories. Sharing stories can be powerful, emotional, as well as, offer a push and inspiration for doing youth work.
Toolkits, Manuals, Handbooks, Publications	Toolkits, manuals, handbooks and publications with the collection of useful practices for youth work from different projects divided by themes and objectives such as: peace building, active citizenship, leadership, etc. (e.g. 2250 Toolkit for Youth, ENTER " Taking it Seriously", Bookmarks, We can, Variety is the spice of life, Brave new you, and many more).	Access to hundreds of tools and methods that can be used to assist and enhance the facilitation of a vast variety of topics and activities.

Energisers & Icebreakers	Energisers - short activities used throughout the course to encourage participant involvement and interaction. These activities may be used at the beginning of each day to bring the group together and begin work on a positive note. Icebreakers - As the name suggests, these sessions are designed to "break the ice". This methodology can be used when working with youth who do not usually work together, or may not know each other at all and they meet for a specific, common purpose.	Both icebreakers and energisers heighten the effectiveness of training sessions when targeted to the training topic and/or the needs of participants. Even if unrelated to the topic, Icebreakers can also encourage interpersonal communication and start off the session with laughter and positive interaction.
Gamification	The application of typical game elements (e.g. point scoring, competition with others, rules of play) to other areas of activity. A concept that started in marketing to engage customers with a product or service and is currently being used more and more in learning and education.	Effective learning by engaging the young people more than many traditional educational methods. Can easily and successfully be combined with other methodologies, for maximum effectiveness in reaching the objectives of an activity.

Gamification - Network's and MOs Good Practice Example:

YEU International

Gamifyeu.org

is a platform developed as part of the project "YES! GAM-EU: Youth Engagement Strategies and Gamification in the EU." GamifyEU is a journey of discovery through the history, principles, and purpose of the European Union. It is a quest to better understand the EU, from its origins all the way into the present and future. By playing their way through Europe, young people can learn more and more about the EU! Only THEY can decide how the EU will be in the upcoming years!

www.gamifyeu.org

Human Library - Good Practice Example:

JUB

JUB, a youth organization from the Netherlands has organized many human libraries which have served to raise the visibility of different vulnerable groups, their issues and challenges, stereotypes and prejudices that they have been facing on a regular basis. Through Human Library projects they have created a safe space for dialogue where topics are discussed openly between their human books and their readers.

More about the tool can be found on the Facebook page "Human Library Groningen".

Open Space - MO Good Practice Example:

YEU Cyprus

YEU Cyprus uses this approach and calls it CoW (co-working space). CoW Spaces are done:

– Internally (between board members, officers and ESC volunteers) - each person offering workshops and sharing their knowledge on topics of their interest and/or expertise, as well as,

– Externally (during TCs, YEs, etc.).

MO Good Practice Example:

> **FRI**
>
> NFE Summer Camps - FRI organises every summer more than 20 camps that last between 4 to 5 days for hundreds of young people for learning while resting in nature.

Storytelling - MO Good Practice Example:

> **YEU Cyprus**
>
> YEU Cyprus successfully organised the Youth Exchange "STAR: StoryTell A Right", bringing together 42 youngsters from across Europe and beyond, using the methodology of storytelling (as well as, video making), to bring awareness on various human rights violations around the world.

Digital Platform - Good Practice Example:

> **EU-CoE Youth Partnership**
>
> The European Commission and the Council of Europe - through the EU-CoE Youth Partnership, have developed a platform for Youth Work which gathers together people from all over Europe to discuss, brainstorm and develop youth work.
>
> https://pjp-eu.coe.int/en/web/youth-partnership

Scouts Methodologies - Good Practice Example:

World Organisation of the Scout Movement

Samia Fituri, representative of the World Organisation of the Scout Movement, on her visit during one of the TCs (during YEU Workplan 2019), described the Scouts Methodology and the 7 elements that for years have successfully been playing a role in developing leadership skills:

1. Scout promise and law
2. Learning by doing
3. Team system
4. Symbolic framework (scarf and uniform)
5. Personal progression
6. Nature (protection of environment, outdoor activities) – supporting the climate marches internationally
7. Adult support (to facilitate and support the young individuals to get developed, the leadership of the elders etc.).

Indicators for Methodologies of Youth Work

Indicator	Yes	No	To a certain extent	If yes: **what is the current situation?** If no or partially: **what future action is needed?**
Indicator and sub-indicators adopted and adapted from the YEU Quality Assurance Checklist				
Is the educational methodology suitable/appropriate & inclusive for the learning process to all the participants of the event?				
Sub-indicators				

Are non-Formal Education methods used?				
Does the agenda/ programme enable facilitation in accordance with chosen methodology?				
Is the programme of the activity flexible in order to answer all the needs of participants?				
Are the activities prepared beforehand?				
In case of a project such as a youth exchange, training course or seminar, is there regular evaluation in order to help the organizer to improve the methods or the programme?				
Indicators adopted and adapted from the "Handbook on quality in learning mobility"				
Are the methods tailored to enable the activity to reach its aim and objectives in the most efficient and timely manner?				

Are there feedback mechanisms that enable team members and participants to adjust methods and aspects of these when needed?				
Are all team members (co-ordinators, trainers, facilitators) familiar with the methods used, and/or is a preparatory training scheduled when required?				
Are you aware and act accordingly when methods require preparatory activities for participants aimed at the development of knowledge, skills and competences necessary in order to benefit from participation?				
Do you provide and/or engage with methods that enable young people to develop their problem-solving skills?				

Are you aware and act accordingly when methods involve exposure to – and familiarisation with – people from different backgrounds?				

Indicator and sub-indicator adopted and adapted from Quality Assurance in Non-Formal Education (manual by the European Youth Forum)

Are the objectives and/or outcomes you are working towards, reflected in the methodologies you are using?				
Sub-indicator:				
Are sessions touching upon the objectives of the programme colour coordinated (or otherwise) to indicate which objective they address?				

Indicators adopted and adapted from the "T-Kit on Training Essentials" by the Partnership

Are different methods used in the overall programme to respond to different learning styles, needs and speeds of learners?				
Does the chosen method encourage the desired communication in the group?				
Does the method chosen contribute to the process of group building, (if this is an issue at this point)?				
Does the method correspond to your understanding of the group dynamics at this point?				
Does the method consider any individual biographical information that may be relevant (age, education, language, socio-cultural background, previous experience)?				
Does the method allow active participation of the learner?				

Does the method engage more than verbal-intellectual skills?				
Does it give time and opportunity to the learner to get into contact with their feelings, interests and thoughts?				
Does the method raise those reactions and emotions that can be dealt within the context?				
Are you aware of how the chosen method relates to what has gone before and what will come after?				
Does the method value and incorporate the contributions of the group?				
Is it secure physically and safe psychologically?				
Are the necessary materials available and budgeted for?				

Do you consider the physical environment's impact during the choice of method?				
Is there enough time, allowing for small delays, to complete the activity and fulfill the objectives?				

Further indicators (produced by the participants of the Workplan)

Are the methods, tools and available resources tailored in accordance with the needs, capacities and skills of the group you are working with?				
Are the methodologies used innovative and creative?				
Do the methodologies used enable the provision of a safe environment where participants are not judged and can communicate freely their thoughts and needs?				

Do the methodologies and tools used, enable all relevant organisations and individuals to be involved in the topic under consideration, and actively engage the wider public?				
Do the methodologies used have the desired learning and other impacts (this can be assessed by receiving participants' feedback at the end of the activity)?				
Is there a risk management element involved when choosing and designing tools and methodologies, considering possible obstacles to be overcome and having alternative courses of action in case something does not go as planned?				
Are the energisers and/or icebreakers used connected with the purpose of the activity that follows?				
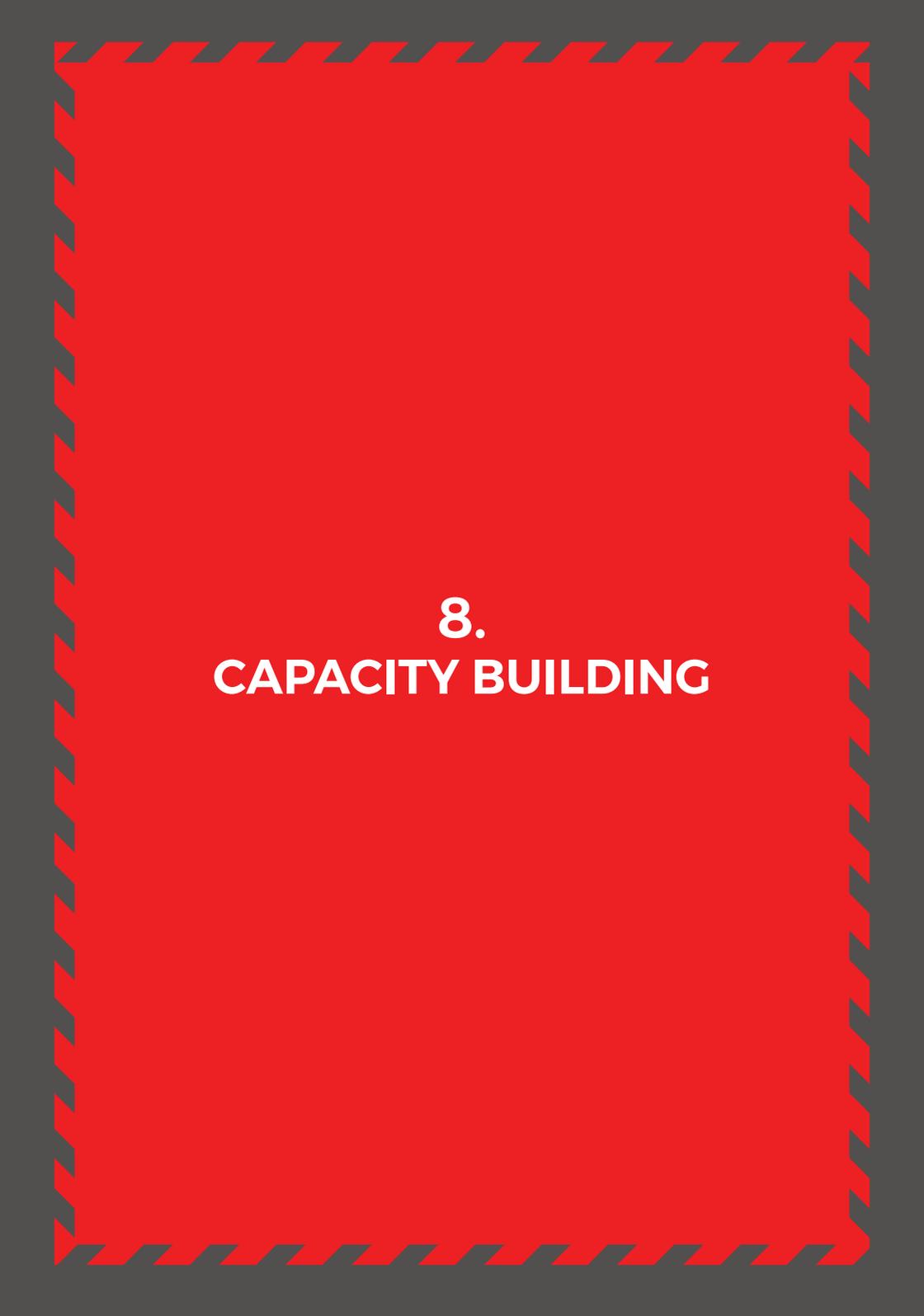
8.
CAPACITY BUILDING

8. Capacity Building

Capacity building is one of the most important parts of practical work inside of the organization. Organization consists of people that are working or volunteering or actively supporting and following activities, events, campaigns etc. Those people need to be motivated, encouraged, interested enough and have to get additional support from the management and collective.

Youth organisations and youth workers have an important role to play in facilitating opportunities for non-formal and informal learning and any subsequent validation processes. The EU strategy for youth: investing and empowering[5]; a renewed open method of coordination to address youth challenges and opportunities of 2009 called for better recognition of skills acquired through non-formal education for young people and stressed the need for full use to be made of tools established at EU level for the validation of knowledge, skills and competences for the recognition of qualifications.

In measuring quality of capacity building of your staff, you can use indicators from this chapter that are providing a clear image of how the organization is helping its workers and how are the workers empowered and evaluated during their engagement. This chapter consists of indicators, which evaluate competencies (knowledge, skills and attitude) in order to follow the progress of youth workers. This information helps ones to understand which support youth workers need to develop his/her capacity.

Raising quality and sustainability of youth programmes can be successfully done through competence development of youth workers and leaders to provide innovative, modern and quality youth work services which effectively respond to current socio-economic needs of young people.

Building capacities of youth workers is in the majority of cases done through transfer of skills, experience, knowledge, attitudes and empowerment based on non-formal education activities, practice community activities and development of new methods and tools for efficient, innovative, relevant and modern approach to youth work. Capacity building of

[5] https://ec.europa.eu/youth/sites/youth/files/youth-strategy-assessment-2009_en.pdf

youth workers through non-formal education activities, mobility of youth workers and leaders, effective dissemination of competences, knowledge, skills and outcomes and their wide validation and recognition will directly lead to high quality youth work, efficient youth programme management, better partnership and networking with other youth organizations, sustainability of organizational resources and capacities, promotion and implementation of youth mobility, socio-professional development of youth workers and trainers.

Building capacity of youth workers is done with major support of their respectful organisations. It is important firstly to understand what are the key competencies of a successful youth worker, to then make a learning plan and then follow the progress and development of youth worker achieving learning goals of that plan and supporting them in doing it.

To help you with **mapping the youth worker competences** here are two resources:

COUNCIL OF EUROPE YOUTH WORK PORTFOLIO[6]

SALTO ETS MODEL FOR YOUTH WORKERS TO WORK INTERNATIONALLY[7]

There are numerous **ways on how you can support competence building** of your youth workers:

- Providing handbooks and resources with the collection of useful practices for youth work;
- Clearly outlining the roles and responsibilities of youth workers during specific projects;
- Providing training and learning opportunities;
- Providing practice opportunities;
- Involving in programme development and decision making;
- Mentoring;
- Providing mobility and networking opportunities;

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[6] https://www.coe.int/en/web/youth-portfolio/youth-work-competence
[7] https://www.salto-youth.net/rc/training-and-cooperation/tc-rc-nanetworktcs/youthworkers-competence-model/

- Giving positive example and role models;
- Providing space for innovation, creativity and experimentation;
- Encouragement, recognition and motivation;
- Support in facing challenges;
- Maintaining the well-being.

MO Good Practice Example:

APY

At APY they have a 6-month mentorship scheme for the local volunteers which aims at building the capacity of young people through a variety of non-formal educational activities, peer-to-peer consultancies, local, regional and international projects running during the 6 months of volunteering. Volunteers are grouped in different working groups according to their personal and professional interests. This scheme allows for more sustainable growth of the young people who work with the NGO and to keep connection with the beneficiaries all the time.

Additional reading recommended:

– Mapping of competences needed by youth workers to support young people in international learning mobility projects[8]

What is Happening on recognition of a Youth Worker's Competence:

United Kingdom:

To qualify, youth workers complete a three-year degree in youth work or community studies. The National Youth Agency offers information on accredited courses in England. The Education Workforce Council is the main authority on Youth Work in Wales. Some universities allow students to study part-time, while also undertaking youth work part-time.

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[8] https://www.salto-youth.net/downloads/4-17-2721/Mapping_of_competencies_Final.pdf

Italy:

The lack of national support for 'youth work' in Italy includes a lack of public recognition or regulation of the specific professional role of the youth worker or the youth informal educator. A number of regulated professions in the sphere of education are recognised by the State in Italy (such as a professional educator, socio-cultural educator, community worker, social worker), however, these are not specifically focused on young people.

Netherlands:

Recognition of youth workers experience against a higher education professional qualification is possible here. The prior work experience and learning outcomes of group leaders are assessed by an examination committee of the university as part of the intake for a qualification programme (including portfolio and assessment). The aim of this evaluation is twofold: first, to obtain directly the higher education qualification linked to the sector-standard for senior group leader; second, to obtain a tailor-made learning programme, considering prior learning outcomes and filling in the remaining learning targets in the higher education programme (European Commission et al., 2014k, p. 16).

The European youth work convention 2015 highlighted the need for pathways for the professionalisation of youth work in cooperation with the education sector[9]. There are initiatives focusing on the clarification of common minimum competence standards for youth workers across different international and national organisations. Some countries have a strong legacy in terms of youth work, where the profession is clearly defined, but most of the counties do not have clarity around it.

It is important to point out that the term 'youth work' has limited currency and is not explicitly recognised within public or policy discourse. However, there are a number of practices and institutions which can be compared favourably with what comes under the banner of youth work in many European countries.

The creation of a professionalised youth work training and certification system regulated by the State on the basis of specific accreditation systems as, for example, in countries such as Estonia, Finland, Ireland and

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[9] European youth work convention, 2015

Sweden, is a challenge that various associations and institutions in many countries are still failing to tackle[10].

In some countries the different political or religious associations tend to train educators within their respective ideological traditions. Another approach to being qualified can be seen in the certified training activities of the World Scout Movement and the World Association of Girl Guides and Girl Scouts. Such qualifications for youth workers are sometimes seen as being of the highest standards in many European countries.

Gaining experience in the field is often the only viable pathway for specialising in youth work for many people in many countries.

Frameworks for the Recognition of a Youth Worker's Competence

There are two main European level validation opportunities based on a portfolio approach: the Youthpass and the European Portfolio for Youth Leaders and Youth Workers. It is important to say that those are not qualifications, but might lead to one if included in a particular national recognition framework.

The tools used in these approaches support the first two phases of validation (identification and documentation) because they mainly focus on identifying and recording experiences. However, some may also result in certificates. These procedures usually do not result in the awarding of a qualification since they are not based on specified competence standards to be achieved. In most cases these approaches are based on self-assessment but sometimes the validation opportunities include confirmation of the competences recorded by tutors or coaches (perhaps based on observation). (More information is available in the section on recognition of Youth Work).

Please note that the frameworks mentioned below are further explored within 'Chapter 12: Recognition of Youth Work' (considered also from the perspectives of different stakeholders).

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[10] (Bazzanella, 2010; Dunne et al., 2014)

Youthpass

https://www.youthpass.eu/en/
Youthpass is a European tool for self-assessing and documenting non-formal and informal learning in youth work, gained within projects funded by Erasmus+ Youth in Action programme and the former Youth in Action Programme.

With Youthpass, project participants can describe what they have done and show what they have learned. It aims at strengthening the social recognition of youth work and supporting employability by making visible and validating competences through certificates.

Youthpass consists of certificates that can be obtained by participants in several actions and sub-actions of the Erasmus+ Youth in Action programme and a defined process which supports young people, youth workers and youth organisations to reflect on learning outcomes from projects they were a part of.

Council of Europe Youth Work Portfolio

https://www.coe.int/en/web/youth-portfolio
The portfolio combines self-assessment of competences with evidence of experience, testimonies from participants' activities, references and certificates from further learning and training.developed by the Council of Europe supporting the assessment and description of competences acquired in youth work.

The Portfolio supports individuals, teams and organisations who are doing youth work around Europe to understand their competence and develop it more effectively. It can also be used by trainers, youth work managers and policy-makers.

Open badges

https://openbadges.org/
Open Badges are visual tokens of achievement, affiliation, authorization and recognition of learning sharable across the web. Open Badges represent a more detailed picture than a CV or résumé as they can be presented in ever-changing combinations, creating a constantly evolving picture of a person's lifelong learning. They can be good as a short or mid-term rec-

ognition tool for youth worker's competences and learning achievements. They can be tailor-made and used within a project, programme or specific training/module.

Indicators for quality capacity building of youth workers

Indicator	Yes	No	To a certain extent	If yes: **what is the current situation?** If no or partially: **what future action is needed?**
Indicators for Organisation				
Does your organization provide learning opportunities for youth workers regularly?				
Do your youth workers have a chance to participate at different internal workshops, trainings, conferences, seminars and similar educational activities during the year?				
Do you as an organization provide regular practice opportunities for youth workers to transfer learning outcomes?				

Have you ensured that youth workers have available relevant reading and digital resources (internal documents, researches, recommendations, handbooks, manuals, digital tools, applications, videos etc)?				
Have you as organization appointed suitable mentor/ supervisor to support less experienced youth worker in their learning outcomes?				
Does the organisation's supervisor or person relevant provides regular feedback to work of youth workers?				
Have you ensured that your youth workers receive support, networking and cooperation in peer learning from their colleagues in the organization and out of organization?				

Is your organization providing job shadowing opportunities for youth workers?			
Have you ensured that youth workers are getting periodical feedback (from supervisor, young people, colleagues)?			
Have you ensured that youth workers have the opportunity to express and develop creativity?			
Have you ensured that youth workers have the opportunity to learn from other sectors?			
Do you as the organization occasionally challenge your youth workers?			
Do you clearly outline the roles and responsibilities of youth workers during specific projects?			
Do you support your youth workers to get official accreditation for their youth work profession?			

Indicators for youth worker				
Are you the promoter of best practices and success of youth work in order to encourage young people to have an active role in it?				
Did you set the clear periodical learning objectives?				
Have you developed the short-term, mid-term or long-term learning plan?				
Do you regularly work on development of your soft skills? https://www.developpgoodhabits.com/soft-skills-list/				
Has your capacity building done through constant development of your competences: knowledge, skills, attitudes? https://www.coe.int/en/web/youth-portfolio/youth-work-competence#%7B%229802689%22:[4]%7D				

Do you work on the development of your international youth work competences? https://www.salto-youth.net/rc/training-and-cooperation/tc-rc-nanetworktcs/youthworkers-competence-model/				
Do you work on works on development of topics related (in line with interests and abilities) competences?				
Are you constantly self-assess your competences in order to improve them afterwards?				
Do you occasionally ask for and are open to receiving the feedback from your supervisor, young people, colleagues?				
Are you well informed and up to date with trends?				

Do you regularly learn about and adapt horizontal principles in your work (ethics, human rights, wellbeing, sustainability)?				
Have you ever participated in training for trainers (especially international)?				
Have you discovered different styles and methodologies on non-formal education?				
Do you have accreditation from local and national credentialing youth work systems and programmes?				
Do you have Youthpass or a similar certificate that recognizes your competences as a youth worker?				

9.
CROSS-SECTORAL COOPERATION IN YOUTH WORK

9. Cross-Sectoral Cooperation in Youth Work

This chapter is dedicated to the cross-sectoral cooperation and approaches in youth work, and provides overall information about cross-sectoral cooperation with an explanation of why cross-sectoral cooperation is important for the work of youth organisations.

The idea of cross-sectoral youth policy has become, in the last few decades, very important and familiar for those in the field of youth. Arguments in favor of its development are evident in different levels of discourse of policy itself – whether it be European or national – and examples of practices (concrete, expected or recommended) can be found in different sets of reports, data and documents.[11]

This chapter paves the way for: developing cross-sectoral cooperation, supporting member organizations in their advocacy and efforts to be more involved in decision making processes, updating and strengthening the MOs and YEU's position on youth policy and youth work at local, national and European level.

Why is it important that we work together with actors outside youth work?

- To offer better and quality youth work services to all young people;
- To ensure equal access to youth work services for young people;
- To make sure services are not overlapping each other and we do not waste resources;
- To share knowledge and learning from other professionals and sectors;
- To share data and statistics, easy to compare and use for evidence-based services, funding;
- long term development, planning and partnership.

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[11] Magda Nico: Life is cross-sectoral (Why shouldn't youth policy be?)

Introduction to Cross-Sectoral Cooperation

Public policies are successful when the decisions are made via democratic process of discussion and the development of common proposals including rights holders, like diverse groups and young people. Moreover, the decisions have to be taken at the level (for example, local, regional, national or international) where they are most efficient. Participation in decision-making and co-creation are the innovative trends in public management, which in the near future should become a daily practice.

Cross-sectoral cooperation is one of the practices that demonstrates how to consult rights holders in the decision-making process. The practices of cross-sectoral cooperation are well defined and developed in the youth policy and youth work fields. Youth policy and youth issues are important for a variety of agencies and public policy fields such as education, social security, labour, health care, and the economy. Therefore, the youth field practices are good examples of how to involve not only public sector but also rights holders (young people) and the business sector.

European countries are committed to strengthen youth involvement in all areas of public life since they signed the "Revised European Charter on the Participation of Young People in Local and Regional Life".[12] This commitment not only results in efficient youth policy and cooperation with youth organizations and youth, it is contributing to the sustainable and cohesive development of state and regional policies, and the development of core competencies for effective democracy and civic education. The European practice of Structured Dialogue is one of the best examples at European level showing how cross-sectorial cooperation should be implemented involving various stakeholders.

Cross-sectoral cooperation is one of the most crucial principles of youth policy and youth work implementation, however, actual implementation of this principle is not self-explanatory.

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[12] https://rm.coe.int/168071b4d6

Cross-sectoral cooperation means - a complementary cooperation, which includes representatives from different sectors such as government, government institutions (healthcare, education, environment, culture, sports and etc.,), public, NGO, business and the media.[13]

The cooperation has the following characteristics:

1. The activities are coordinated between partners;
2. The aims are reached in a more efficient, coherent and systematic way, than one institution would reach by itself;
3. The cooperation is well defined and synergic between sectors or departments.

Youth work, youth information and counselling, and youth research, are areas using the cross-sectorial cooperation principles aiming to shape the political priorities and context.[14]

One of the implementation principles of youth policy is the participation principle and its claim that youth representatives have to be involved in solving their own problems. Therefore, Cross-sectoral cooperation is impossible without the involvement of representatives of other sectors. Youth workers, and youth organizations, being part of the NGO sector, are a significant part of youth voice and opinion.[15]

Cross-sectoral cooperation helps us to see "out of the box", explore the issue from a different angle. It brings us back to earth, back to the reason we started youth work in the first place, avoiding funding duplication and the number of competing or conflicting programmes and activities.

Reasons for cooperation and partnership:

- Common priorities (common policy or ideology);
- Financial reasons;

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[13] Handbook: 360 degrees of cross-sectoral cooperation: p12. https://www.salto-youth.net/downloads/toolbox_tool_download-file-1671/cross-sectorial_participation_online.pdf
[14] ibid
[15] ibid

- Inevitability;
- Actions of institution have an impact on overall system;
- Public awareness about institution and a positive public image.

Principles and specifics of cross-sectoral cooperation[16]

1. Planning – representatives of different institutions pursuing a common objective have to create common plans, programmes and measures.
2. Division of roles and functions – institutions contribute to Cross-sectorial cooperation within their area of expertise. In order for Cross-sectorial cooperation to be effective it is important that the roles of the institutions' representatives would not be duplicated, and responsibilities should be aligned with the core competences and qualifications.
3. Systematic approach – thoroughly analysing cooperation situations, from different perspectives. Looking for mutually acceptable solutions to common problems.
4. Information – during the process of sharing relevant information, institutions learn about the work of others and their areas of expertise. This principle addresses one of the biggest obstacles of public policy implementation – lack on information.
5. Resource optimization – coordinating activities and setting priorities, mobilization and efficient use of material and human resources.

Cross-sectoral cooperation can be a complicated process. It is affected by internal processes such as organisational culture, and external factors such as cross-sectorial plans and strategies.

Cross-sectoral Cooperation Challenges:[17]

1. Cross-sectoral Cooperation lacks legal regulations;
2. Inability to understand joint objectives and focusing on achievement of personal goals rather than joint ones;

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[16] ibid
[17] ibid

3. Inability to understand the importance and principles of partnership or cooperation;

4. Preconditions for manipulation remains if cooperation is not formalised;

5. Formal cooperation is not successful if there is no room for creativity and for non-traditional tools to be used;

6. Ignoring the principle of equality among partners;

7. Lack of leading partner or leadership;

8. Different organizational cultures, specific jargon, inappropriate communication channels, action processing speed and role delegation peculiarities;

9. Being close to a political party could also impede cooperation.

Before attempting any cooperative process you should check if these challenges might affect your organisation and how you are preparing people to work on it.

Often youth and representatives of youth organizations, or specialists from governmental institutions are not aware about the role they have, even though they might know each other for other reasons or from previous events. Yet if their realities have not met before, or do not hold a common interest, it might be that they do not know about each other's existence. Try mapping your own potential partners in your local communities based on your cause and areas of work.

Some ideas who could be your partners or allies:

Higher Education institutions (colleges and universities); Community centre; Library; Fire fighters; Youth centres and youth spaces; Employment centres and employment specialists; Youth information centres; Youth organization; Military / Youth guard; Culture centres; Art/music/sport school/clubs; Police; Student associations; Education centres; Educational institutions (schools, including vocational schools); Children day care centres; Business companies; Business incubators and Youth entrepreneurship or innovation programmes; Public Health Agencies; etc.[18]

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[18] ibid

Cross-sectoral cooperation is common approach to all the work and activities and services. Functional cooperation requires more than just bringing experts together. It needs a change in the mindsets of the workers, change of the action and the mechanisms, a new kind of working culture should be created.

High turnover of both young people and representatives of institutions is a challenge faced in long-term cooperation. Therefore, it is essential to ensure that the experiences and best practices can be transferred.

Good Practice Examples:

North Macedonia

1. Revision of National Strategy for Youth. Working groups, working on different parts of the strategy. Representatives of youth organisations, governments, ministries, public sector, civil society, and other stakeholders. Partners started to develop an action plan for next year and the revision of the current national strategy.
2. Working group where members are representatives from youth organisations and public institutions are drafting a Law on youth participation. Furthermore, there has been an Initiative for drafting a Law to regulate youth work, and the process was ignited by the working group.
3. Cooperation with the private sector, targeting sponsorship for organising big youth events.

Good Practice Examples:

Bosnia & Herzegovina

1. Local youth organisations and organisations working with young people are consulted by the local government about the youth sector, the situation of young people at local level and the implementation of the local youth policy. Young people were also included in a consultation for strategic planning held by the local municipality.
2. The City Mayor established a Council Programme Youth Center which consists of representatives of local government, departments for youth, business sector, youth organisations and organisations for youth.

MO Good Practice Example:

> **CEREBRA**
>
> Cerebra has organised a joint meeting with a local youth NGOs since they identified lack of youth cross sectoral cooperation. Cerebra members managed to reach some conclusions and agreed on having meetings every 4 months. Surprisingly, the City Mayor's office contacted CEREBRA and invited their members at the city strategic planning meeting. CEREBRA had a chance to present the conclusions and to have a debate and a discussion with the city administrator representatives. After this event every organisation present at the meeting got support to organise activities which might result in stronger connection and cooperation between NGOs.

Indicators for Cross-Sectoral Cooperation in Youth Work

Indicator	Yes	No	To a certain extent	If yes: **what is the current situation?** If no or partially: **what future action is needed?**
Does your organisation have member or members in public institution's working bodies? (like Council on Youth, Local Committee on Youth, Advisory board on Youth, etc.)				
Is your organisation or your members involved in developing public policy?(youth policy, law on youth, other public policy)				

Is your organisation consulted by the youth department of relevant institutions?				
Is your organisation consulted by the mayor on issues relevant for young people?				
Is your organisation consulted by the ministry in charge for youth matters?				
Is your organisation consulted by the national or local parliament's committee in charge of youth?				
Is your organisation participating as an observer in the work of the local parliament, local youth council, local committee on youth, national parliament's committee in charge of youth?				
Is your organisation participating in meetings organised by actors from different sectors?				

Is your organization sharing results of research with other relevant organizations and institutions?				
Is your organization working together on projects or being partners with other public institutions, agencies and organizations at local, regional, national and European level?				

10.
ADVOCACY

10. Advocacy

This chapter focuses on advocacy and campaigning within youth NGOs. It makes the connection between what youth workers do and the part that advocacy work plays here.

In a very practical manner, it tackles what advocacy is, as well it gives a detailed overview of the steps that one needs to take in order to plan, implement and evaluate a campaign.

What is advocacy?

Youth work is, in many ways, about advocacy and representation. First, youth work aims to grow young people's involvement and participation in society. Youth are encouraged to make themselves heard so they can overcome their marginal presence and influence public decisions. In this sense, youth work is about empowering active citizenship.

Second, youth workers are themselves advocates and representatives. When they speak for and on behalf of young people as clients, youth workers articulate legitimate interests and promote goals for youth policy and youth-connected issues and causes. They help organize and mobilize communities and constituencies.

> *"Advocacy is a political process by an individual or group which aims to influence public-policy and resource allocation decisions within political, economic, and social systems and institutions."*

> *"Advocacy consists of actions designed to draw a community's attention to an issue and to direct policy-makers to a solution. It consists of legal and political activities that influence the shape and practice of laws. Advocacy initiatives require organisation, strategic thinking, information, communication, outreach and mobilization"*
> *– **Human Rights Manual, Marge Schuler***

Needs based approach to advocacy is a way that was recognized as a need by NGOs on local, national and international level. In that way, NGOs found a way to strongly support and to make a change.

In order to have our own advocacy campaign you would need to consider few things[19]:

= Community mapping =

In order for an advocacy campaign to be successful it is important to understand the community and its needs. It can be observed as a community on a very much local level, but also on national, regional or even global level – this would very much depend on the scale of our advocacy campaign.

When doing the community mapping, one should always remember the 3 Ps:

- Places

It is always important to understand physically the community around us and that people live in. This way we are always able to understand the challenges, behaviours, issues and different experiences of people around us.

- People

In order to understand the issues in the area, it is important to map who lives in the community – the people. This way we consider the different perspectives, we have further understanding of the issues in the area and we are able to map who are the groups and individuals who can help in our advocacy efforts.

When considering people, it is very important to consider different stakeholders:

[19] Alex Farrow, Practical action

1. Natural supporters – Who will most likely support the campaign? This is usually the people that are most affected by the situation, issue or are the one who directly benefit from the advocacy.
2. Friends and supporters – Individuals and groups who are likely to help and join the advocacy efforts. This can be other organisations campaigning for similar issues, networks, alliances, supporters' individuals, etc.
3. Decision makers and those with power - This could be local or national politicians, business owners, service providers or high profile individuals.
4. Those against us - Which groups, organisations or individuals might disagree with our campaign and lobby against us?

- Power

Understanding who has power in our community is at the centre of any Advocacy Campaign, and yet is often ignored during the planning process. This doesn't need to be the power of Presidents or Prime Ministers, but could include: religious figures; business owners; elected politicians; celebrities; academic figures; respected community leaders; elders; influential groups.

= Set a clear goal of the advocacy campaign =

Exploring the issues for young people, or the wider community, is an important step in deciding what our Advocacy Campaign should focus on.

One always begins by mapping the key issues of the community, discussing them and finding out more about each problem. Some of these things might be obvious, but some of the issues might need further research, evidence or investigation.

Some steps in the research and defining the goal of the advocacy campaign are:

- Community mapping (please consider the things that we mentioned above)
- Find the root cause of the problem

- Make sure that people participate in your advocacy planning and the decision making.
- Agree on your campaign priority – There are many issues in the community, and many possible solutions. But make sure to define a clear priority for yours.
- Set a clear goal – When defining it, make sure it is SMART (Specific, Measurable, Achievable, Realistic, Time-bound)

= Plan the advocacy strategy =

Once you have your goal defined it is important to define your strategy step by step.

- What is the current situation? How do you, but also other people, see the situation and issue at hand?
- How do you imagine the future? What is the change you want to make?
- Find the root of the problem. Make sure to dig deep, and understand where the problem comes from.
- What are the tools and strategies that will make your vision come true? What is the most practical way to achieve the same?
- What are the specific actions of your campaign?

= Advocacy implementation =

Next step in your campaign would be its implementation. In order to do this, it is important to have a clear action plan, making sure that everyone knows the tasks, who needs to do them, a specific deadline and resources needed.

Once your action plan is done, make sure to:

- Constantly review your action plan. Completed tasks can be ticked off, while new tasks can be added.
- Campaigns constantly evolve. Make sure to incorporate these changes in the action plan, as the community can change, policies can be adopted or changed, important actors may show up.

- Never forget to support and motivate the volunteers and the people that are standing beside you in your campaigning efforts!

= Monitoring and evaluation =

It is needed that you constantly monitor your campaign and evaluate the process, what has been achieved and what can be further improved.

This process is important because:

- It is important to recognize and celebrate impact.
- When doing a campaign, it is important to pause and reflect what went good and what changed.
- Understand what went wrong (if it did) and learn from your mistakes.
- It helps everyone who have invested in your cause / advocacy campaign to understand where the is process at, as well to know what has changed and acknowledge their role in the change.

Advocacy today

Youth workers should have extended experience in providing youth work but also to be up to date with important information on or about youth work such as validation recognition frameworks on local, national, or international level.

The European Youth Forum contributes through their member organizations. "Our role is to understand their needs and assists them in employment and development. We develop with member organizations a policy paper which is like a statement, then we meet with the institutions like the UN and present the policy paper addressing the needs and concerns of various youth organizations of the world. This is done for the organizations to have more opportunities and support."

As Howard Williamson said: "Youth work could contribute more significantly to DOING, then DEVELOPING and the DESIGNING youth work – but I don't think that locally based youth work is likely to have much strategic influence at a European level. Paradoxically, many of those who DO have such strategic influence have never actually done any grounded youth

work (though most have come through the 'career' route of youth organisation membership and activism). Nothing wrong with that, but it does distort the way in which 'European youth work' is defined and advocated."

The following diagram explores the practice of advocacy among youth workers in 4 simple steps:

MO Good Practice Example:

FRI

FRI was working on student lobbying for the right to access their dorms (in some Universities they are closing at 10-11pm and it is not possible to access their housing after this time, which is a violation of rights), and some progress was achieved.

CID

As part of CID's yearly activities they organise the CID Academy – a long term process for capacity building of youth in advocacy and youth participation on local level.

Years of this programme have contributed to a large number of activists and individuals who are active within their local communities, but also are very present in the development of national policies and policy change.

A recent example of the advocacy success of the young people in CID Academy is connected to the advocacy efforts for better public transport system in Kumanovo and the rural areas surrounding it, that resulted in the making of new bus stops and the creation of a new bus line.

Good Practice Example:

Armenia

Armenia has undergone recent revolution where young people stroke a big wave of student activism to lobby for their right to quality education and against corrupt educational institutions.

Indicators for Advocacy

Indicator	Yes	No	To a certain extent	If yes: **what is the current situation?** If no or partially: **what future action is needed?**
Are your youth workers consulted on the development of policies and strategies that are of concern to young people, especially those from disadvantaged communities?				
Are your youth workers involved in the implementation of policies and strategies that are of concern to young people, especially those from disadvantaged communities?				
Is your work as a youth work organisation recognised and supported by local or national or international stakeholders and decision makers?				

Are either you as an organisation and/or your youth workers taking part in the development of national and local policies?				
Do the youth work programmes developed by you as an organisation follow the local or national strategies and policies for youth?				
Do your youth workers and other professionals working with young people have platforms available for the exchange of expertise and knowledge?				
Do you as an organisation make lifelong learning opportunities available to your youth workers?				
Are you as a youth organisation doing research and/or public reports in order to promote yourself as partner in decision making processes?				

Are you as a youth organisation actively involved in policy development and policy adoption?				
Do you as a youth organisation have good connections and relations with institutional representatives and other stakeholders?				

11.
NON-FORMAL EDUCATION AND ITS RECOGNITION

11. Non-Formal Education and its Recognition

This chapter provides overall information about non-formal education (NFE), as well as, an explanation of why NFE is important for the work of youth organisations and youth work, and why we should work towards its promotion and recognition.

YEU and its member organisations should work on the promotion of NFE, because NFE needs to be and it is a key element in the preparation, implementation and evaluation of every activity organised by YEU and its MOs, and also by any other youth organisations.

NFE is the essence of youth work and by working on promotion and recognition of NFE, we are actually working on promotion and recognition of youth work, which should be one of the priorities of the member organisations and other youth organisations.

What structures are and should support NFE, how should NFE be promoted and implemented within the YEU network, what are the benefits of NFE in youth work, what kind of approaches, methods and tools we can use, and many other answers to this kind of questions you can find in this chapter.

What is NFE?

Non-formal education [20]refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places such as youth organisations, sports clubs and drama and community groups

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[20] https://www.coe.int/en/web/european-youth-foundation/definitions

where young people meet, for example, to undertake projects together, play games, discuss, go camping, or make music and drama. Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing. Non-formal education should also be:

– voluntary
– accessible to everyone (ideally)
– an organised process with educational objectives
– participatory
– learner-centred
– about learning life skills and preparing for active citizenship
– based on involving both individual and group learning with a collective approach
– holistic and process-oriented
– based on experience and action
– organised on the basis of the needs of the participants.

Formal, non-formal and informal education are complementary and mutually reinforcing elements of a lifelong learning process.

The Council of the European Union, the European Commission, the Council of Europe, the European Youth Forum and UNESCO, among other stakeholders, have been requesting member states to develop tools and policies for the recognition of NFE.

Some Background on Recognition

In 2011 a symposium was held in Strasbourg where a document was produced titled; "Pathways 2.0 Towards Recognition of Non-Formal Learning/Education and of Youth Work in Europe". This document led the way towards recognition for several years. The process has since moved on and in 2019 is not high on the agenda of the big institutions. However, recognition is still fundamental for the achievement of one of the main goals of the EU Agenda 2020, which is to develop a European knowledge-based society. This concept was first set out in 2008 the publication "Quality in

Non-Formal Education and Training in the Field of European Youth Work". This was produced by SALTO Training and Cooperation Resource Centre and the Youth Partnership of Council of Europe. Although the results and consequent actions that took place as a result of these symposia are now out of date and things have moved on substantially, it is still worth noting 4 elements that came out of Pathways 2.0 and were expanded upon in the 'Symposium on Youth Policy Cooperation in South East Europe: focus on recognition of youth work and non-formal learning' that took place in Tirana in 2012[21]:

Self-Recognition:

– Pathways 2.0: the assessment by the individual of learning out-comes and the ability to use these learning outcomes in other fields;
– Tirana 2012: recognition by the practitioner of who they are, what they do, the value their work has and who else is doing it;
– YEU QL: recognition by the learner, understanding their learning process and using it in different situations and contexts.

Social Recognition:

– Pathways 2.0: that social players acknowledge the value of compe-tences acquired in non-formal settings and the work done within these activities, including the value of the organizations providing this work;
– Tirana 2012: recognition by all members of a local community, val-uing the positive impact of youth work and non-formal learning/education on young people and therefore on their communities as a whole;
– YEU QL: recognition by society, valuing the positive impact of youth work and non-formal learning/education on young people and on societies.

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[21] https://www.youthpolicy.org/library/documents/symposium-on-youth-policy-cooperation-in-south-east-europe-focus-on-recognition-of-youth-work-and-non-formal-learning/

Political Recognition:

– Pathways 2.0: the recognition of non-formal education in legislation and/or the inclusion of non-formal learning/education in political strategies, and the involvement of non-formal learning providers in these strategies.
– Tirana 2012: recognition in policies, taking the value of youth work and non-formal learning/education into account in political strategies and decisions.
– YEU QL: recognition by policies, taking the value of youth work and non-formal learning/education into account in political strategies and decisions.

Formal Recognition:

– Pathways 2.0: the **'validation'** of learning outcomes and the **'certification'** of a learning process and/or these outcomes by issuing certificates or diplomas which formally recognise the achievements of an individual[22];
– Tirana 2012: recognition by educational institutions and other sectors, particularly formal education and employers;
– YEU QL: recognition by tools and instruments, valuing the individual learning outcomes of a learner.

Although there are different organisations and institutions developing NFE activities, it is important to recognise youth organisations as one of the main and one of the most important providers of NFE. This recognition should lead to social and political valorisation of all of the work undertaken throughout the years in developing tools, methods and activities in NFE. This recognition should be materialised through the involvement of youth organisations in any political process developed at the European, national, regional or local levels, for the recognition of NFE.

As a network we consider that quality and quality assurance are among the key elements in ensuring universal recognition of the importance of NFE in societies, as a process of developing personal, cultural, social and linguistic skills that prepare individuals to better play their role as citizens.

[22] Communication from the Commission: Making a European Area of Lifelong Learning a Reality. p31e

Consequently, the following principles should always be ensured by youth work providers when it comes to NFE:

- – The objectives of any NFE activity must meet the assessed needs of the learners and society;
- – The objectives are clear and can be identified in the programme;
- – The methodologies used are suitable for the learning process and for the target group;
- – The necessary resources are available;
- – Resources are used in a sustainable, cost effective and responsible way;
- – The youth workers have the necessary competences that correspond to the programme requirements;
- – Learners are called to contribute to (influence) their learning process;
- – Learners understand their learning outcomes and can transfer them;
- – Consistent evaluation methods, including self-assessment and external and peer review, are used to assess the quality of the programme.

Recognition in Practice

In some of the YEU MOs countries NFE is recognised but usually to a quite limited extent. In most cases the recognition is limited to youth work organisations and the work they do with young people. These organisations, especially YEU MOs base a lot of their activities in NFE.

Outside of the youth work sector, youth work is influencing schools and is seeing teachers engaging with NFE in extracurricular activities. Sectors that engage with volunteers are also using NFE. In the business sector NFE tools are being used especially in team and project management in order to improve team spirit and working efficiency. However, in the general population there is mistrust and doubt about NFE, particularly in older generations.

What structures are supporting NFE?

NFE is predominantly promoted and supported by local and national NGOs, youth representative bodies, and institutions to a certain extent including local municipalities and country governments in countries where youth work and NFE are recognised. On an international level there are the two main European institutions of the Council of Europe (Youth Department and European Youth Foundation) and the European Union (Erasmus+ programme).

How should NFE be promoted and implemented within the YEU Network?

Within YEU and its member organisations there is a need for the promotion of NFE. While it is something we clearly embrace and hold dear it is not often promoted and talked about. Even when we promote youth work events, activities and practice, it is not the norm to speak about NFE, how we use it and why. A number of approaches have been shared by youth workers from various MOs, these include:

– Social media: when we talk about youth work, include the approach being taken and the educational value of the work (where appropriate).

– Through learning mobility: learning mobilities are happening all the time, yet how much is shared with potential participants about how they will be learning and the concept of NFE - especially to those who attend a mobility for the first time and are perhaps expecting a holiday and just having a good time!

– Sharing experience among other organisations: too often in youth work settings the other organisation in town is a 'rival', their work is second rate, they are not good enough, etc. In cases such as these, it is important to remember that the end goal of both your work is the same – the social, personal and political wellbeing of young people. It is important to open up dialogue with other organisations, share approaches, tools and methodologies you use, share the difficulties and successes, etc.

- Social campaigns: introduce the concept of NFE into various aspects of the campaign to explore and explain to the public how and why something is being done.
- Strategic planning: by including NFE overtly into an organization's strategic plan, it raises the profile of NFE as a part of the work and not just an assumed approach, it also then highlights the educational value of much of the planned work.
- By presenting NFE at schools, universities, local level governments, youth clubs, youth centers, partner organisations, etc.

The benefits of NFE in youth work

At its core NFE is based on the participants' needs, it is youth centred and it is youth friendly. NFE, according to many official reports and personal testimonies, provides real life practical skills through learning from practice and learning by doing. It naturally creates multipliers - people who want to share what they have learned and to share information about NFE - and naturally supports the emergence of leaders. It is a really good way of getting the full potential of the young people being worked with.

As part of the methodological approaches it also has a peer-to-peer based approach where it recognises what each young person brings and encourages them to share their knowledge and experience with others.

When engaged in the learning process through NFE most of the time the content is easier to remember and it encourages a desire to learn. Many young people in formal education struggle with the formality of it all and struggle to understand its relevance to their lives and futures. NFE is much more interactive and engaging. The subjects covered are presented so that they are more understandable for many, it is inclusive, impactful, effective and unique.

There are a vast range of methods within NFE that can be employed to support the learning of most young people. As with any form of education it can be provided online or offline. When conducted correctly and with understanding, it is flexible and adaptable, it is easy to implement and doesn't necessarily require a lot of resources.

A range of approaches, methods and tools employed by YEU MOs:

- – Training courses, seminars, youth exchanges, summer schools;
- – Scholarships, internships, volunteering/ESC, mentorships;
- – Simulation games;
- – Intercultural activities;
- – Games - including; sports activities, energizers, ice-breakers, etc.;
- – Online tools - including; Kahoot, Mentimeter, Instagram, Twitter, Padlet, Facebook, YouTube, Canva, Basecamp, Trello, etc;
- – Toolkits, manuals and publications, online learning courses, etc.;
- – YouthPass.

Non-Formal Education in YEU

YEU uses non-formal education methods to increase tolerance and awareness between young people from different countries, cultures and traditions. By using a Global Education dimension and Intercultural Learning activities YEU promotes a greater level of comprehension and active citizenship through the development of quality non-formal education activities - youth exchanges, seminars, conventions, meetings, study visits, training courses, and the production of NFE resources.

NFE is the key element in the preparation, implementation and evaluation of every activity organised by YEU International and its MOs and it increases the quality, efficiency and visibility of their events. From the way the resources are allocated, managed and used, to the way the project is planned, implemented and evaluated, to how the human, organisational and technical capacities provided and used - all contribute to the success of a non-formal education activity in YEU.

Through the abovementioned activities, YEU focuses on recognition of NFE within the network itself, but also among the young people that are part of the activities organised. On a more political level, YEU and its member organisations, are part of different political and policy change processes connected to the recognition of NFE, as well the work of NFE providers.[23]

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[23] From YEU publication: Creating a New Vision for Non-Formal Education in YEU

Indicators for Implementation and Recognition of Non-Formal Education in Youth Work

Indicator	Yes	No	To a certain extent	If yes: **what is the current situation?** If no or partially: **what future action is needed?**
Overview of indicators for Member Organisations				
Do the objectives of an NFE activity meet the assessed needs of the learners?				
Are the objectives of any NFE activity considering the assessed needs of society?				
Are the objectives clear and can be identified in the programme?				
Is the educational programme designed according to the information collected from the participants?				
Is the educational programme planned and structured?				

Does the educational programme support personal and social education of young people?			
Does the educational programme improve a range of skills and competences			
Is the educational programme voluntary?			
Is the educational programme accessible to everyone (ideally)?			
Is the educational programme an organised process with educational objectives?			
Is the educational programme participatory?			
Is the educational programme learner-centred?			
Is the young person learning life skills and preparing for active citizenship through the educational programme?			

Is the educational programme based on involving both individual and group learning with a collective approach?				
Is the educational programme holistic and process-oriented?				
Is the educational programme based on experience and action?				
Is the educational programme youth friendly?				
Is the educational programme valuing the individual learning outcomes of a learner?				
Are the methodologies of learning programme suitable for the learning process and for the target group?				
Are the necessary resources available?				
Are those resources used in a sustainable, cost effective and responsible way?				

Do your youth workers have the necessary competences that correspond to the educational programme requirements?				
Are the learners contributing to their learning process?				
Do learners understand their learning outcomes and can transfer them?				
Are the consistent evaluation methods used (including self-assessment and external and peer review)?				
Is the programme of the activity flexible in order to answer all the needs of participants?				
Recognition				
Recognition by the learner				

– do they understand their learning process and use it in different situations and contexts?			
Recognition by MO			
– do you as an organisation provide certificate (i.e. Youthpass) for learning outcomes to the young people who participate in your educational programmes?			
– do you as an organisation make sure that the learners have opportunity for learning follow up and practice of the gained competences?			

– do you as organisation engage professional trainers to do trainings as part of your educational programme?				

Promotion

Do you promote NFE on social media?				
Do you promote NFE through learning mobility?				
Are you sharing your NFE experience, methodologies, approaches, tools NFE with other organisations?				
Are you creating social campaigns to promote NFE?				
Do you include NFE in your strategic planning?				
Do you promote NFE at Schools, Universities, Local Level, Youth Clubs, Youth Centers?				

Approaches, Methods and Tools

Do you organise and deliver training courses, seminars, youth exchanges, summer schools?				
Do you support learners with gaining scholarships, internships, EVS/ESC, mentorships?				
Do you use and develop different simulation games in your NFE activities?				
Do you include intercultural activities in your NFE programmes?				
Do you include games - including; sports activities, energizers, ice-breakers… in your NFE programmes?				
Do you include online tools in your NFE programmes?				
Do you use relevant manuals and toolkits in your NFE programmes?				
Do you use YEU NFE resources in your NFE programmes?				
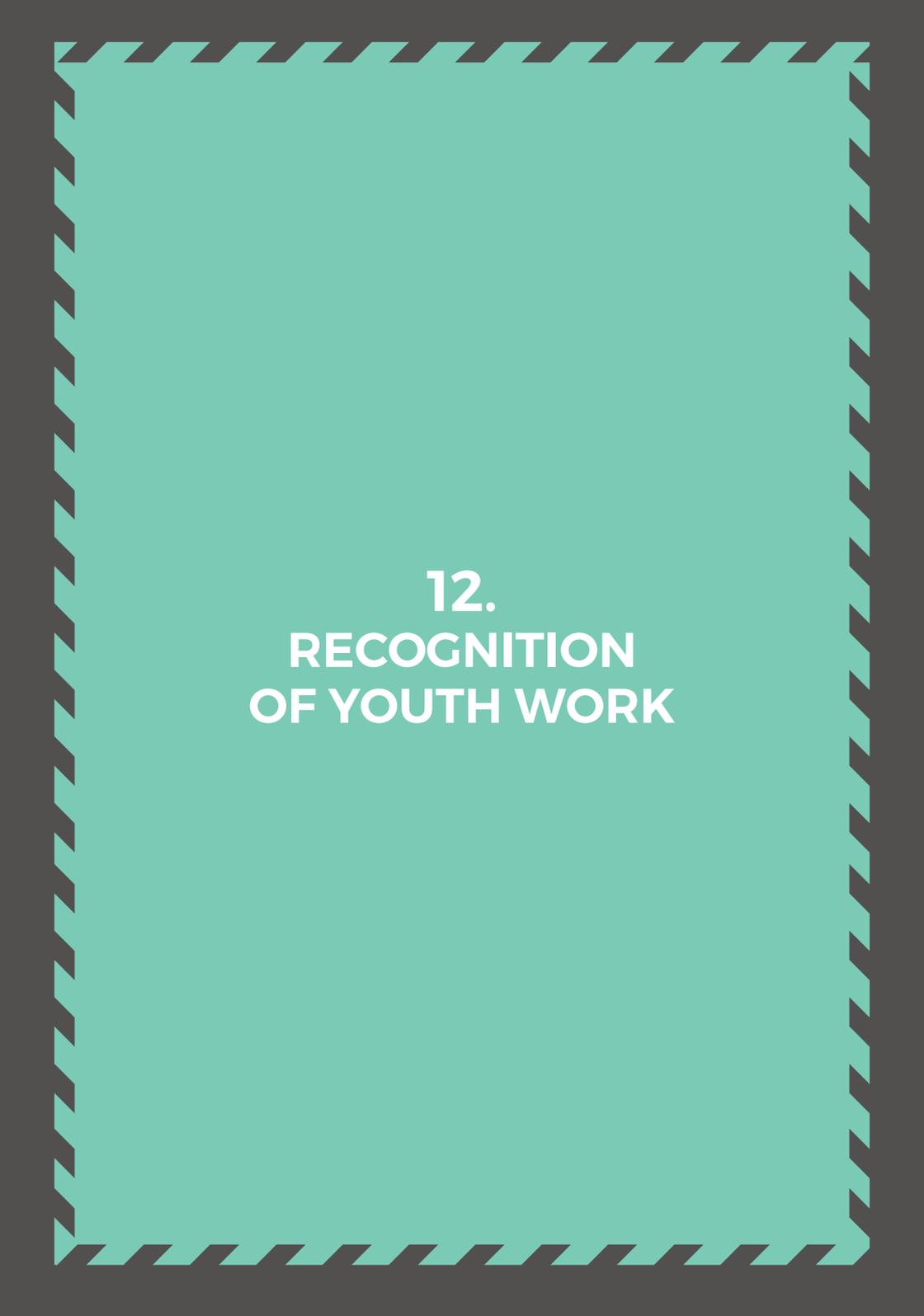
12.
RECOGNITION
OF YOUTH WORK

12. Recognition of Youth Work

Youth Work Recognition

The recognition of youth work and non-formal and informal learning is part of the European agenda. However, even though we have a defini-tion of Youth work in Europe there is a lack of a common definition and recognition of youth work as a profession across Europe. YEU and its MOs face the same issues in this regard, as do all organisations providing youth work across Europe.

"*Anything can be youth work, but not everything is.*" (Nik Paddison, 2019)

The trend towards obtaining better recognition represents the main op-portunity to encompass youth work as a profession, while the lack of a clear framework in terms of the professional development of youth work-ers (including volunteers) remains one of its main weaknesses across the whole of Europe.

The issue of the recognition of youth work is a complicated one. What can we do about it? Well, there are different levels we can act on.

Recognition in the community

People in the community should see youth work as a legitimate profession capable of producing learning outcomes. That is, youth work should be recognised as legitimate learning that is able to contribute to the well-be-ing and competences of the youth. This does not happen by itself. There-fore, youth work should be able to argue for its relevance by being able to explain what it does and what society gets out of it. This would involve translating the culture of youth work into language that is broadly under-stood by the community, and by stakeholders that are not per se directly

involved in youth work(other professions, including the formal education and the private sector)

Example

> if there is a youth centre where youth work is being provided, recognition in the community will mean that not only the youngsters who are direct beneficiaries are aware of its existence, what youth work is and how it is implemented, but also all the neighbours, other youth NGOs, other associations who have different focus and scope of their work, and of course the local media who can have a very important role in promoting opportunities that are relevant for young people and are benefiting the community.

How to achieve this level of recognition? There are many things to do. No organization is working for itself - youth work exists for making the community a better place, thus recognition start within the community. Example of activities to celebrate and put light on youth work might be having creative online campaigns to simplify and create understanding of youth work. Info points in the youth organizations or in the youth centres might attract interested parties or individuals that can get all the information about it. When putting an open event, a good idea might be to personally invite the neighbourhood, locals who live close by your premises or the youth centre. Nurturing the good cooperation with other local entities is something we should always dedicate time for. For instance, by attending their events or by establishing partnership we acknowledge the work they do and the efforts they make.

Example

> **Bosnia & Herzegovina Good Practice**
>
> In Bosnia & Herzegovina organisations participate in events that are organised by other NGOs, and vice versa. These events are used as a networking opportunity, but also as a moment to recognise the role of each organisation within the community and an occasion to learn. If one organisation is very good in a specific field, other organisations are referring to them and asking for help when they work on a similar issue or topic.

Recognising the Recognition

Secondly, not only youth work needs to be recognised in the community by the beneficiaries and other stakeholders, but the youth work providers need to validate the learning, to recognise the competencies that young people gain through such activity. The youth work providers should be able to offer an internal recognition framework attached to learning, possibly compatible with the ethos of youth work, based on voluntarism, participation, peer activities and having fun. This involves being able to somehow document what has happened in the process. Learning is about transforming existing ways of doing things. Demonstrating changes in the process is required if youth work aims at its recognition and validation.

The main types of validation approach identified focus on recording experiences through issuing passes or certificates (not qualification) and the development of portfolios for documenting competences gained within the youth sector, which are mainly based on self-assessment. In some countries there are 'volunteering books' and the structure is set by the government, but they are mainly used for noting down the hours of volunteering and the gained knowledge and skills. In other countries these 'volunteering books' are used also for noting down the participation and the learnings from different learning mobilities. Some organisations use Youthpass or they issue their own certificates for participation as an acknowledgement. Sometimes there are opportunities for participants to put gained competencies into practice and to act as multipliers, e.g. giving space to the former participants to promote the activities they have attended or to deliver workshops.

The youth sector has developed validation opportunities available for individuals working in the youth sector and they are currently focusing on identification and documentation. The study 'Visible Value: Mapping of Tools and Good Practices for Better Recognition of Youth Work and Non-Formal Learning at European and National Levels' coordinated by the EU-CoE youth partnership, identified a wide range of tools and practices. The types of tools identified in the mapping study include assessment, certification, self-assessment, portfolios, websites and platforms, publications, handbooks, events, seminars, workshops, videos and official institutional documentation.

The study indicates the following trends:

- Recognition tools and practices are increasingly offered as digital and online versions hosted on specially designed web platforms, for example; Nefiks booklet in Slovenia, or the Council of Europe Youth Work Portfolio;

- There is a trend to use existing frameworks such as the European framework of key competences for lifelong learning or to develop specific frameworks for assessing competencies gained in the youth field;

- Many existing tools and practices are imported from other areas and adjusted to the context of youth work and youth organisations instead of starting from scratch;

- Both assessment and self-assessment approaches can be identified: assessment is more likely to be used when it comes to the recognition of learning outcomes but in several cases, a combination of both is used;

- Tools are increasingly offered with an 'open access' approach: they can be used either by individuals (Nefiks in Slovenia, Keys for life in the Czech Republic, Council of Europe Youth Work Portfolio) or by organisations (Oscar in Belgium) to focus on recognition of non-formal learning in various contexts and activities.

Youth organisations often provide support to youth workers and volunteers to access different types of validation tools, such as self-assessment or development of portfolios. In several cases, youth organisations act as facilitators of validation opportunities and also issue documents or certificates attesting the acquisition of competencies through youth work.

Below are some examples of validation tools and processes resulting in passes, portfolios and certificates:

- in Austria, the Provincial Youth Department in Styria issues the Ehren.Wert.Voll (Worth.To be.Cherished) certificate, aiming to make competences visible that are acquired in voluntary activities in work with children and young people. The certificate is based on the competence portfolio developed by the Academy of New Media

and Knowledge Transfer at the University of Graz (European Commission et al., 2014a, p. 14);

- in the German youth sector, voluntary activities can be recognised by certificates, cards and documentation in school reports. An example is a card for youth leaders, the Jugendleiter/in-Card or Juleica which is the most common certificate for young volunteers in Germany (around 3 000 cards are issued each month). Some federal states have their own system for certifying competences (European Commission et al., 2010c);

- the German Nachweise International (certificate of participation international) initiative issues certificates of engagement and competences acquired through international youth work projects; it includes information on the project and the individually demonstrated competences and is issued by certified coaches based on a competency-based project analysis (European Commission et al., 2014g, p. 10);

- the Oscar tool in Belgium-Flanders is used for documenting and validating experience from informal and non-formal learning environments;

- the Stardiplats (starting place) website in Estonia, supports young people to recognise and analyse their experiences and include them in their portfolio and CVs ;

- volunteering and skills, a portfolio for students, an initiative launched by Animafac, the French students' organisations network;

- the ELD method (experience, learning, description) developed by the Swedish Centre for International Youth Exchange (CIU) supports recognition of learning acquired by young people through international voluntary work (European Commission et al., 2014l, p. 10);

- the Scout Association (UK) has developed several tools to translate Scouts' skills to employers, as well as toolkits to raise awareness among employers about the essence of scouting skills (Scout Association, 2013).

Youthpass

Youthpass is a well-known tool for international mobility project within the framework of the Eramus+ Programme of the European Union. It aims at strengthening the social recognition of youth work and supporting

employability by making visible and validating competencies through certificates. In the context of the economic crisis, with increased youth unemployment and high school dropout rates, there is an increasing will to recognise all learning that happens during one´s life – formal, non-formal and informal – and to support the creative and innovative potential of young people (European Commission, 2013).

By having all their learning recognised, young people can gain increased self-awareness and self-esteem, which they need for a successful future.

Council of Europe Youth Work Portfolio

This tool aims to help to support the youth worker in their professional development by exploring different competence areas and recording notes on their own practice. The Portfolio supports an individual in the assessing of their own youth work competence and helps in the planning for their further competence development.

However, options for recognition itself are currently limited - there is no specific recognition, validation or certification process associated with the portfolio at this point. Furthermore, there is no "one-stop-shop" which explains the recognition, validation and certification options available to people doing youth work across Europe. These two facts can make acquiring recognition for their achievements, and for the value of their work, seem complicated to people doing youth work".

European Training Strategy by SALTO

The European Training Strategy (ETS) by SALTO is a model as input towards standardizing and checking the quality of the youth work provided by trainers. This not only focuses on trainers but also the youth workers who are being trained - it checks the quality of work and the methodology that has been provided by this kind of events. It aims at youth work at the international / European level and it does not tackle local youth work. The reason is partly that the ETS tackles 'organisers' and trainers of youth workers, but also youth workers who work with young people and that have projects with a European dimension.

The ETS does not directly tackle the so-called 'end-users', meaning young people. This means that if the local youth organisations also work at European level or in European mobility programmes, they can contribute to the ETS and can also 'benefit' from it. Through their NA and TCA activities, through their participation in the SALTO training courses, through their contribution when consultations are open, through the use and further shaping of the ETS tools, taking into account the recommendations and the measures to implement them in different structures, events, training etc. Local organisations can have their influence on European level through the existing national platforms such as National Youth Councils, international networks, national youth agencies and directly working with their target groups through raising awareness and capacity building on the international quality standards on youth work and training.

All of these are steps towards the recognition of youth work. We want our work to be recognized, but we should not forget that we are those who also need to recognize and to value the role of the beneficiaries.

Recognition on the national level

Differences in approaches to validation and recognition can be observed according to the type of organisation involved: validation and recognition of youth organisations are more likely to list specific competencies and skills while most government initiatives for the recognition of learning in the youth work sector are centred around recognising the completion of particular approved training programmes and are qualification based (European Commission et al., 2014s, p. 127).

The main challenge is, of course, that whatever youth work tries to achieve and even succeeds in achieving, has to be recognised by the dominant agents of learning, typically formal educational institutions and to a lesser extent employment official. One might call this a problem of translation: the outcomes and processes of youth work have to be expressed in a lingo that is understood by those agents. This might represent to some extent the formalization of youth work. And this gives a dual perspective: to explicate the nature of learning taking place and at the same time avoid losing touch with the informal processes of youth work.

Practice of Youth work recognition within the Scouts

Samia Fituri from the World Organization of the Scout Movement (WOSM) was our guest on the first activity of the project during which she shared that non-formal education is part of the scout movement and it is used to achieve their mission. They are taking into consideration the definition of Council of Europe that defines NFE that is outside of institutional context, but the understanding of NFE differs significantly depending on the region, as they have 170 members and 50.000 participants. Scouting as a method and as organisations are recognised by many countries, and these countries do directly support scout organisations around the world. In some parts of Asia in some countries (Malaysia) scouting is actually recognized and used as a subject in schools. Belgium and the UK are leaders in pushing the boundaries for official recognition. Lebanon from the Arab region, and in some places in Africa is happening the same. They also try to build strategic ties with the private sector and employers at a large scale as well as keeping up with the world changes and trends.

Scouts practice certification through badges and Youthpass, but still, in Europe, there is a struggle on the validation and its framework. According to her recognition of skills acquired through volunteering, examples are important in NFE and youth work.

'Most youth workers are untrained volunteers and let us be very thankful for them. They establish voluntary relationships with young people and generally provide new experiences for them. Youth workers, unlike teachers, employers or parents have no formal authority over young people. But they do not do or deliver the big visions for youth work that are proclaimed at the European level. Through education and training (first of all, learning how to maximise practical work with young people, then understanding 'youth' more conceptually and the framework of youth policy in which young people are growing up, and then – perhaps at Master's level – grasping the place of youth work in youth policy and the contribution youth work can make in relation to policy areas such as formal education, vocational training and employment, health, housing and criminal justice), youth work could contribute more significantly to DOING, then DEVELOPING and the DESIGNING of youth work –

but I don't think that locally based youth work is likely to have much strategic influence at a European level.'

Indicators for Recognition of Youth Work

Indicator	Yes	No	To a certain extent	If yes: **what is the current situation?** If no or partially: **what future action is needed?**
Are you documenting the learning that is happening during your youth work processes? In general, and more specifically:				
• During volunteering				
• During participation				
• During peer activities				
• During having fun				
Recognition in the community				
Do you work towards producing learning outcomes?				

Do you have visibility among the young people in the community?				
Do you have visibility among the other professions, including formal education and the private sector?				
Are you contributing to the well-being and competencies of young people?				
Are you able to argue for your relevance as a profession?				
Are you able to explain what youth work does and what society gets out of it?				
Can you translate the culture of youth work into a language that is broadly understood by the community and by stakeholders?				
Do you make creative online campaigns which simplify and provide an understanding of youth work?				

Do you access info points to promote youth work?				
Do you hold open events, personally inviting the local people who live close by the NGO or the youth centre?				
Do you spend time nurturing good cooperation with the other local NGOs?				
Recognising the Recognition **Young People**				
Do you validate the learning that happens in your youth work?				
Do you recognise the knowledge the young people gain through youth work?				
Do you offer some framework for recognizing the learning of young people?				

Do you document what has happened in the process of young peoples engagement in your youth work activities?				
Do you issue certificates?				
Do you encourage young people to develop portfolios for documenting their competence development?				
Do you use any self-assessment tools?				
Recognising the Recognition Volunteers				
Do you note down the hours of the volunteers who work with you?				
Do you acknowledge their gained knowledge and skills?				

Do you record the participation and the learnings from different learning mobilities they take part in?				
Do you issue certificates for their participation as acknowledgement of their work?				
Recognising the Recognition **Youth Workers**				
Do you have validation opportunities available for individuals working for you?				
Do you use any assessment, certification, self-assessment, portfolios, websites and platforms, publications, handbooks, events, seminars, workshops, videos and official institutional documentation?				

Do you use any existing frameworks such as the European framework of key competences for lifelong learning or to develop specific frameworks for assessing competencies gained in the youth field?				
For individuals:				
Have you accessed or used Nefiks in Slovenia, Keys for life in the Czech Republic, Council of Europe Youth Work Portfolio				
For the organisation:				
Have you accessed or used Oscar in Belgium to focus on recognition of non-formal learning in various contexts and activities?				
Do you provide support to youth workers and volunteers in using different types of validation tools?				

Do you issue certificates attesting the acquisition of competences for youth workers?				
Do you know about or use Youthpass?				
Do you know about or use the Council of Europe Portfolio?				
Do you know about or use the European Training Strategy (ETS) by SALTO?				
Recognition on the national level				
Are the outcomes and processes of youth work expressed in a language that is understood by formal education sector?				
Are you aware of and are using the "Recommendation of the Committee of Ministers to member states on youth work" as a tool for advocating for 'youth work' and the 'youth worker's' recognition as a profession or in any other ways?				
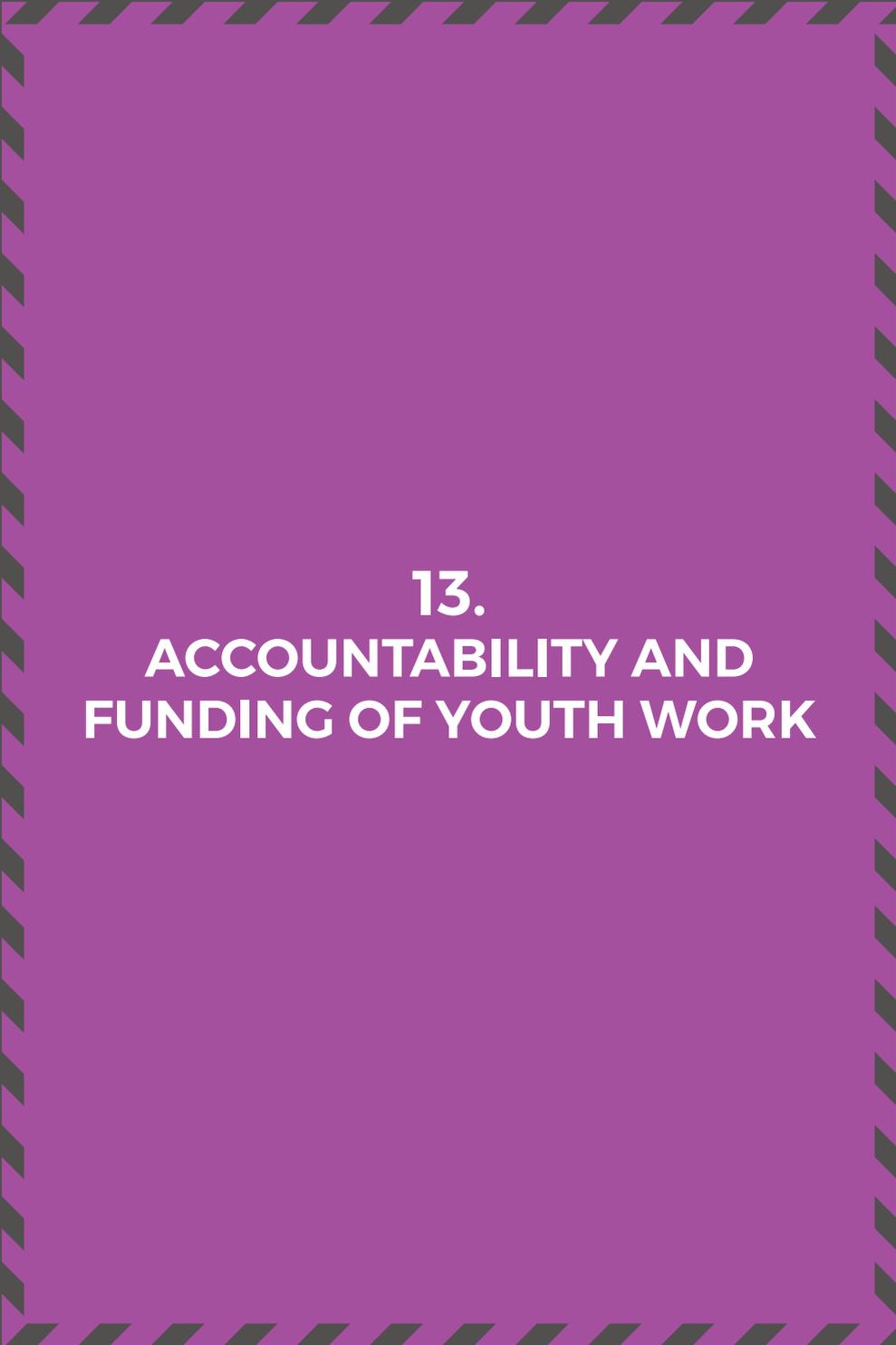
13.
ACCOUNTABILITY AND FUNDING OF YOUTH WORK

13. Accountability and Funding of Youth Work

Community programmes for youth are funded in a variety of ways. Funds for the implementation of various youth activities usually are provided in the national budgets, as well as in the budgets of the autonomous regions and local self-government, including the contribution of different EU and Council of Europe (CoE) funds, participation of the private sector, youth activity associations and other national and international programmes and donors.

There is a wide range of trusts, organizations and companies that give grants to youth groups. Identifying the most appropriate funder for your group can be the most important stage of the application process, as it will avoid time wasted applying to fund who are not suitable. As a minimum, you will want to check that a funder. Organizations with high accountability and credibility are often preferred by donors and are more likely to get funded.

With the rising influence of youth organizations in the public sphere, there also has been an increase in questions regarding accountability and legitimacy. Youth organizations have responded differently to the issues related to accountability and transparency.

We bring to you some ways through which you can make your organization more accountable. Before talking about methods to ensure accountability in your organization, so let us understand the meaning of accountability, the aspects of accountability and its importance.

What is Accountability?

Accountability basically refers to an organization being answerable to a third party. It refers to the obligation of an individual or organization to

account for its activities, accept responsibility for them, and to disclose the results in a transparent manner.

Accountability is a very large term and encompasses several issues of a youth organization; some of these may include organizational management structure, financial procedures, human resource policies etc.

Aspects of Accountability

As a youth organization, you are accountable to your volunteers and activists, project partners, peers and related organizations. You are accountable also to funders, donors, government institutions, local communities and other stakeholders. Also, you are responsible for your beneficiaries and the target audience. Most often youth organizations give more importance to enhance external accountability and give little or no importance to other forms of accountability.

Importance of Accountability

The following points will help you understand the importance of accountability:

Improved relations with donors and funders
– Most donor agencies prefer organizations that have well-built accounting mechanisms.

Financial security
– With proper accounting and audits, you are can ensure that all your transactions are secure and you are able to keep a check on money.

Greater involvement of communities
– Local communities tend to get involved with youth organizations that have shown accountability in the past. Communities will support your cause and will participate in your project implementation.

Facilitates partnerships and collaborations

– Proper accountability tools will facilitate in developing partnerships with other organizations and agencies.

Greater employability

– Your staff and volunteers will continue to work with you as they would feel secure to work for an organization that is credible.

Improved performance

– Accountability tools help you to keep a check on your activities thereby improving your performance. Research reveals that youth organizations with regulatory mechanisms are more effective in terms of their performance and impact.

Mechanisms to ensure accountability

This section provides you with some tools that can be used to ensure accountability:

Annual Reports

– Publishing your annual reports regularly is a great way to ensure that you are fulfilling the required activities responsibly. The annual report provides the readers with details about all the activities that your organization undertook a particular year. Make sure you use images and data to represent important changes and activities that you completed in a particular year.

Financial Reports

– Another important tool to enhance accountability is to regularly update and compile your financial reports. This report clearly indicates your income and expenditure on a monthly, quarterly and annual basis. Donors and supporters always trust organizations that show transparency in their financial transactions.

Third-Party Audits and Evaluation

– Many organizations rely on evaluation and external audits as an accounting tool. The external audits help you to analyze and see if you are complying with the industry standards and norms.

Publicize your activities

– As long as you are not doing fraud you have nothing to fret so you should publicize your organizations activities. You can use take the support of the press and the internet to showcase your project activities. Publicizing your activities enhances your visibility and promotes public trust.

Develop your own set of self-regulation procedures

– This is considered to be one of the most effective ways to enhance accountability. Develop your own policies of keeping records, formats for reports, trip and field reports, internal minutes. You can also start internal auditing every three months to keep a check on all activities.

Contact Information

– Make sure that you provide accurate and correct contact details on your webpage, letterhead and other communication. In case your office address changes, remember to send the updated address to the donors and relevant authorities.

Improve communication channels

– Develop communication channels so that you can share your impact stories with a large audience. You can do this through press releases, blogs, newsletters, magazines and social media updates.

Initiating partnerships with renowned entities

– Partnering with well-established organizations help in getting the recognition and trust of people.

Get recognized for your work

– Send in your organizations entry for various award functions and competitions. Getting awarded for a social cause will make you appear more accountable and will also enhance your public presence.

Adopt ethical fundraising methods

– Ethical fundraising policies should be adopted while accepting funds. Make sure that you adhere to proper guidelines and report everything transparently to the donors.

Clearly defined Membership Procedure

– You should have proper guidelines relating to membership fees, member duties and responsibilities etc. Also share important decisions and update the members on a regular basis.

Indicators for Accountability and Funding of Youth Work

Indicator	Yes	No	To a certain extent	If yes: **what is the current situation?** If no or partially: **what future action is needed?**
BEFORE THE PROJECT IS BEING SUBMITTED				
Key programme areas, mission and vison are defined and communicated internally and externally				
The organization has adopted and published relevant strategic documents and the workplan				

The organization is able to demonstrate financial accountability				
The potential donors are mapped before the final decision to whom a project proposal is going to be submitted				
Donors' eligibility criteria is checked before the project proposal is being submitted				
Monitoring and evaluation indicators (qualitative and quantitative) have been defined and communicated within the project team				
DURING THE PROJECT IMPLEMENTATION				
All payments are in line with the approved budget and grant agreement				
If necessary the project activities and deliverables are amended in communication with the donor				

Transparency mechanisms are in place during and after the project implementation (e.g. public procurements' quotes and vacancies for project staff are published on project website)				
Donors and other stakeholders are invited to your events and activities regardless the project they have been supported				
Local community is informed about your activities through different means of communication (e.g. social and traditional media, street actions, advocacy and lobbying initiatives)				
AFTER THE PROJECT IMPLEMENTATION				
Narrative and financial reports are submitted on time				
Reports have been realistic and honest with critical self-reflection				

Extension for submitting the reports and supporting documents has been requested in a case of justified need or force majeure				
Regular meetings with donors are held to discuss mutual priorities for the future calls				
Meetings with similar organizations are held to plan future joint initiatives				
Project achievements have been presented to identified stakeholders in the local community				
External evaluator is hired to conduct the evaluation process and propose potential recommendations and follow up opportunities				
Lessons learned from the carried out project are listed and communicated internally and with other partner organizations				

Based on the listed lessons learned, future learning priorities related to capacity strengthening are defined				
After the projects is carried out, your future actions are in line to the largest possible extent with the feedbacks provided by the beneficiaries, evaluator, stakeholders and donors				

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A group of people from across Europe with long experience in the European youth sector representing major European institutions and international organisations contributed through questionnaires, providing inputs in one of the residential meetings of the Wizards of Youth Work project or wrote or writing to us on the theme of youth work quality and developments.

Gisele Evrard Marković	SALTO Training and Cooperation
Corinna Robertson-Liersch	Policy Officer at European Commission (in 2019)
Howard Williamson	Professor at the University of South Wales
Samia Fituri	World Organisation of the Scout Movement

| Ivana Davidovska | European Youth Forum |
| Slađana Petković | European Youth Researcher |

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