

Issue 11 - May 2006



Y o u t h • T r a i n i n g • E u r o p e

COYOTE

**Coyote theme:
Non Formal
Learning and
Education**

Wide Angle
Education will be Global

Coyote Spirit
Peace and the Warrior
Spirit
Peace in Non-Formal
Education

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PARTNERSHIP
COUNCIL OF EUROPE & EUROPEAN COMMISSION
TRAINING-YOUTH

Coyote

“Coyote - a resourceful animal whose blunders or successes explain the condition of life in an uncertain universe.”

(In: Jack Tresidder, The Hutchison Dictionary of Symbols, 1997)

Coyote is a magazine dealing with issues around “youth – training – europe”.

It is addressed to trainers, youth workers and all those who want to know more about the world of youth worker training in Europe.

Coyote wants to provide a forum to share and give new insights into some of the issues that trainers face in their work, issues related to the diverse training concepts, methodologies, practices and realities across this continent. It also informs about current developments in this field, especially at European level.

Coyote is published by the Council of Europe and the European Commission within their Partnership in the youth field, with the aim to strengthen networking among trainers involved in European youth worker training and to promote the value of European level training for youth workers.

Coyote comes out twice every year. It can be received free of charge from the European Youth Centre in Strasbourg (subject to availability) and is published on the Partnership web site under **<http://www.training-youth.net>**.

Coyote is not responsible for the content and character of the activities announced in this magazine. It cannot guarantee that the events take place and assumes no responsibility for the terms of participation and organisation.

Coyote aims to use a form of English that is accessible to all. We aim to be grammatically correct without losing the individuality or authenticity of the original text. Contributions can be made in any European language and will be translated into English by professional translators. There is a range of language ability in the editorial team and so comments can be made on early drafts in many cases prior to translation.

Our aim is that the language used in the magazine reflects that used in the activities described. Some articles are offered by contributors and others are commissioned by the editorial team in order to achieve a balance of style and content. If you have an idea for an article then please contact the editor.

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Many thanks to all those who have contributed to this issue of Coyote.

Published by the Council of Europe and the European Commission, May 2006.

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#11

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Welcome to Coyote!

WELCOME TO COYOTE NUMBER 11 !

Welcome to Coyote number 11 ! We thought issue number 10 was the biggest, but it looks like number 11 will provide even more insights, experiences and discussion. This is perhaps not surprising as the theme for this issue is one so close to readers' hearts. Non-formal education and learning – and its recognition in society - is perhaps the common denominator for many of us. Our commitment to it goes alongside our commitment to the young people who participate and benefit from it.

Issue 11 of Coyote will be the last in the current format and discussions are progressing as we go to print about the way forward in the context of the new covenant between the Council of Europe and the European Commission. Keep watching this space!

You will find in this issue a range of perspectives on non-formal education: A policy perspective in the “Milestones” article from Hans Joachim Schild and Manfred ???; a rural perspective from Marit Kannelmae from Estonia; a Youth Forum perspective from Peter Torp Madsen; an information perspective from Bob Payne and Raluca Voinea from Eurodesk and a South East Europe perspective from Darko Markovic. My hope is that you will use these different inputs to develop your own perspectives.

We hope too, that this issue of Coyote will also contribute to the debate about recognition of non formal learning. So much is happening already in this area and some of them are covered in the articles in this issue. The challenges now of course are to keep the momentum, to avoid “reinventing the wheel” and to learn from the experience of others.

The updates continue the theme of non formal learning with news of celebrations of the Barcelona Declaration and the Euromed Youth awards and the development of the Youthpass and the European Knowledge Centre. And the spiritual dimension of Coyote continues with two articles linked to peace: Szillard Strenner challenges our treatment of participants on training courses – or indeed any event or meeting, and Alan Hayes encourages us to recognise the peaceful warrior in each other.

So we hope you find something useful within these pages; that they will encourage you to think, to explore and experiment and ultimately to be better at what you do in the field of training and youth. As always, we welcome your feedback.

Jonathan Bowyer

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by Xavi Baro

EDUCATION WILL BE GLOBAL OR WILL NOT BE

GLOBAL EDUCATION?!...

Why do we need to read an article concerning Global Education?... well... why not? In these few lines I will raise some of the concerns regarding Global Education, and why education, and especially non-formal education, should tend to provide a global approach on skills, knowledge and attitudes.

One of the concerns regarding the articles in magazines like Coyote is how to attract the attention of readers in order to get reactions to the subject. In this article I will propose to you a diverse mix of philosophy of the world, ethnography, interculturality, politics and training... the kind of discussion that a bunch of trainers can have in a pub. And I am expecting reactions...

Global Education, why, what, how?

Probably the first question that arises when dealing with this subject is: Why the hell do I need Global Education? That's probably the question that trainers, youth leaders and project managers will be obliged to answer if really we want the message to go through.

And in my opinion there is not a single shiny answer, or a golden formula that solves this question but, as trainers, while dealing with a diversity of training courses on intercultural learning, conflict transformation, human rights education... who has not faced the challenge to deal with issues that go beyond the strict borders of Europe (the wider Europe)?

This is probably very much linked with an issue called globalisation. I am not going to discuss or describe it, but in my perception the world has grown smaller! (and that's not a nonsense). Even if we can disagree on the definition, the causes or the consequences, we should at least agree that globalisation is not a matter of faith, it is a fact.

As trainers, youth leaders and active young people, we have the choice to address what kind of globalisation model we want. Global Education could be the tool for that and for becoming "full" global citizens.

Believing in this, in October 2005, a group of courageous trainers from the Youth Forum Pool of Trainers met during the University on Youth and Development to discuss about the relevance of Global Education. (The University on Youth and Development, which takes place every year in Mollina, Spain, in the Euro-Latin American Youth Centre (CEULAJ),

is a space for debate, training, exchange of experiences and affirmative action concerning Global Cooperation, gathering around 200 young leaders and trainers every year during one week). And we did indeed! We even came up with a first draft definition to be used in our youth work, and to initiate a discussion at a broader level.

Due to the complexity of the concept, we decided to split the definition into four paragraphs with a specific approach: **awareness, content, action and methodology (or ACAM)**. Our first draft ACAM definition of Global Education we came up with looks like this and should serve as a basis upon which to build in the future:

Global Education raises awareness of world realities and develops an understanding of its interdependence
[AWARENESS]

Global Education is understood to encompass Development and Cooperation Education, Human Rights Education, Sustainable Development Education, Peace Education and Intercultural Learning; being the global dimensions of Education for Citizenship
[CONTENT]

Global Education enables people to develop empathy, a sense of belonging to the global community and responsibility towards bringing about a world of a greater justice, solidarity, equality of opportunities and universality of human rights
[ACTION]

Global Education should be implemented through complementary Formal and Non-Formal Education.
[METHODOLOGY]



As agreed by the YFJ Pool of Trainers subgroup meeting in the University of Youth and Development 2005; based on the Maastricht Declaration on Global Education 2002; developed at the international meeting of Global Education Week national coordinators in Cyprus 2001.

“**Caminante, son tus huellas
el camino, y nada más;
caminante, no hay camino,
se hace camino al andar**
Antonio Machado (1875-1939) ”

As the great Spanish poet said: There is not a ready path, we make our path by walking. Let's start our walk.

And then comes the next question.

► **How do we “do” Global Education ?**

What can we do as trainers to implement Global Education? Trainers can probably “do” lots of things, some more complex than others. Together with my pool of trainers colleagues we raised some of them :

- Addressing the question “what is Global Education?” and pointing out that a topic is part of Global Education raises awareness on the issue, and brings the topic into the global sphere.
- Discussing about globalization and having a global view on an issue, reflecting on our sense of belonging to a world community.
- Raising awareness about the interdependence of the topics and referring therefore to the responsibility of individuals.
- Reflecting on the possibilities for action development at the local level.
- Reflecting on the role of power (cultures – broad meanings) in defining the reality we are living in.
- Exploring our own powers for creating changes: we are not only spectators of the process, but actors who are capable of changing it.

- Keeping in mind the threats of ethnocentrism and cultural relativism (different perceptions, Euro-centrism)
- Introducing good examples and good practice about dealing with global issues in youth work.
- Underlining that Global Education is for everybody as we all are citizens of the global community.
- Promoting critical thinking, and not being afraid of the global dimension.
- Exploring global issues on local level, searching for links with interdependence.
- Keeping in mind that it is difficult to address all aspects of Global Education in one event/activity.
- Adapting methodologies and methods that we use in a global perspective.
- Developing new methodologies and methods in the subjects that have been neglected by European youth work until now.
- Completing our training activities and courses with global meta-reflections.
- Promoting cooperation with other organisations not directly linked with education, but dealing directly with the issues addressed by Global Education: cooperation organisations, environmental watchdogs, human rights activists, and social movements. They all should be necessary partners in Global Education.

Is it necessary for developing Global Education to have a big budget to invite partners from Kalahari, Patagonia and Tasmania? Obviously it would be extremely interesting to ensure diversity, but my point is that Global Education starts next door, in our neighbourhood. Surprised? I don't think so. I would even suggest adopting the word Glocal Education, understood as local youth work addressed from a global perspective.

That is a theoretical presentation on how Global Education could work ideally, but how does it really work? Without waiting a long time, I had the chance to test it in practice (at least partially).





► **The Practice :**

What are an agnostic Catholic, a Sunni Muslim believer and an orthodox Christian doing in a lost forest house? That could be the beginning of one of the famous stereotyping jokes; but it has a deeper sense. Ljubov Lissina from Estonia, Taoufik Louzari from Morocco and I, together with the support of other trainers, met to prepare a training course addressing Human Rights Education in the Mediterranean area; but this time we wanted to get a touch of Global Education inspired by the tenth anniversary of the Euro Mediterranean Declaration of Barcelona, the Globalisation event in Strasbourg, and the recent World Youth Festival of Barcelona.

In November 2005 in the framework of the Euro-Mediterranean and Human Rights Education programme of the Catalan National Youth Council (CNJC), in a project supported by the Youth programme of the European Commission and the European Youth Foundation of the Council of Europe, a Training course “Building Bridges for Human Rights Education” brought together youth leaders and educators from Mediterranean Europe and Maghreb. Several National Youth Councils on the Mediterranean basin (French, Portuguese and Italian forum) as well as youth organisations from the south Mediterranean shore, were partners in this project. Even if, at first sight, the purpose of the course was not to develop Global Education, a deep insight will show how, according to the ACAM definition, the issues addressed and how the issues were addressed clearly fitted with what we described as “Global Education”.

During the course process we became aware of a number of challenges that Global Education brings along with it. From the very beginning, the multicultural group dynamic (team and participants) allowed amazing “discoveries”.

What appeared throughout the 10 days of the course were issues regarding the current situation in the area (Euro-Mediterranean), but very interconnected with developments in a wider geographic perspective. We welcomed controversies and discussions about theories on alliance or clash of civilizations, and we had the chance to explore differences in understanding of the world, behaviours and core values. As an example from the course; for “me” from “my humanistic” perspective, the basis of Human Rights is the Universal Declaration, an utopia made reality by and for humans beings.

However that’s not the perception for large numbers of the world population (and several participants) who consider that the main document protecting Human Rights is the Koran, or the Bible, or Torah, or...

As a trainer in Global Education, while promoting discussion and questioning and always challenging the “established facts”, I should underline the threats regarding ethnocentric perspectives or cultural relativism. And that’s not always easy. To foster these discussions, methods and

methodologies had to be adapted and new ones created. Several activities were concluded with global meta-reflections, through reflecting on our sense of belonging to a world community. That was specifically done by underlining the interdependence of cultural, social, economic, political, and environmental issues referring therefore to our responsibility as individuals.

In a second stage of the course we promoted critical thinking and explored our own powers for creating changes: youth as actors of change. **Since citizenship is the contribution to development of the community, it becomes global when the community is a global community.**

Some inspiration for the “Global walk”

“We have to BE the change we wish to SEE in the world”

Mahatma Gandhi

And in this exploration of global citizenship important open questions were raised: What are the limitations and the possibilities for action at the local level? How to Glocalise education? What are the interdependent links between local and global issues?

In order to support our course we also invited representatives of other organisations dealing directly with the issues of Global Education (cooperation organisations, Human Rights activists). New perspectives were especially relevant in providing a general framework and addressing deeper discussions.

At the end of the course a number of concerns arose. Historically, “Westerners” (if that concept really exists!) have had a specific perspective of the world, not always in concordance with the perceptions of other inhabitants of the planet. For instance, regarding the vision of the Muslim world, we have “Orientalism”, the stereotyping and judgement of “the others” in relation to “us” and “our” ideals and fears. Orientalism is alive today among us, and it is used to justify dominance over “less-civilised others”.



In the same way, while addressing Global Education we should be very much aware of its dangers. **Global Education needs a shared discussion with trainers from other parts of the world;** only from this interaction will we ensure that it is “really global”.

► *Keep walking...*

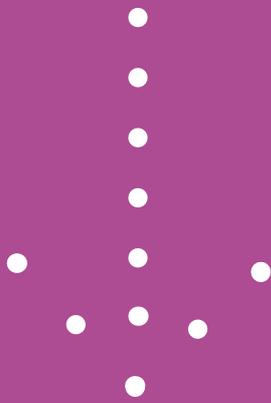
Globalisation is probably at the root of lots of challenges we face in our day-to-day work, and Global Education can help, at least, to uncover these roots, to make them visible. The possibilities of non-formal education in addressing global issues, in raising awareness, in challenging perceptions and in developing attitudes and critical thinking are impressive. Let’s use this potential! Our colleagues from South America, the Mediterranean basin and other parts of the world have started to walk. Let’s make a path together, for the sake of the globe.

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COYOTE THEME

NON FORMAL EDUCATION & LEARNING

MILESTONES
FOR FORMAL AND SOCIAL RECOGNITION
OF NON-FORMAL & INFORMAL LEARNING

IN YOUTH WORK



Information,
young people and
non-formal learning

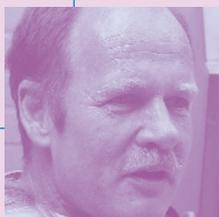
Looking for non-formal education
in the countryside of

Estonia

Everything is possible!

A step towards the recognition
of Non-formal Education in
Serbia and Montenegro

REFORMING
the concept of **education**
through the recognition of
Non-Formal **Education**



by Hans Joachim Schild & Manfred von Hebel

MILESTONES FOR FORMAL AND SOCIAL LEARNING OF NON-FORMAL & INFORMAL LEARNING IN YOUTH

Since Lisbon 2000, when the European Council, the Heads of State and Heads of Government decided to “make the European Union the most competitive, knowledge-based region in the world, with more and better jobs, sustainable growth and social cohesion” a number of political processes were initiated in Education, Training and Youth policies, that influenced the debate on validation and recognition of formal, non-formal and informal learning.

Looking from the Youth perspective, particularly from a European Commission Youth Policy position these initiatives cover the recognition of youth work from and with young people as well as the recognition of youth workers’ and youth leaders’ training and the social recognition of the youth field in general...

► The Education & Training sector

The most relevant policy initiatives in the Education & Training sector since Lisbon 2000 were the Lifelong Learning Strategy, the Concrete work programme for the future objectives of education and training systems and the Bruges/Copenhagen process in the area of Vocational Education and Training (VET). These policy initiatives are now subsumed under the generic term Education & Training 2010. With regard to recognition of non-formal and informal learning, all initiatives stressed the need for a greater transparency of skills and competences and a better validation of all kinds of learning.

More specifically, one of the identified key priorities in the Education & Training 2010 framework “Bringing learning and learners closer together/Making learning more attractive” proposed that **“youth organisations should make visible and publicise regularly the outcomes of non-formal and informal learning that results from their activities”**.

Within the Education and Training strategies a number of working groups have been created in order to support the

political processes, to develop policy recommendations in diverse areas and to exchange information and good practice throughout Member States.

Within the priorities “Validation of non-formal learning” and “Making learning attractive/strengthening links with working life and society” in the E&T 2010 framework, this work resulted in the creation of a number of common principles for the identification and validation of non-formal learning; a European Inventory for the validation of non-formal and informal learning; and the development of a Single European Transparency Framework that led to the adoption of a set of instruments for enhancing transparency of qualifications, skills and competences; the so-called Europass.

The strategy for 2005/06 aimed to adapt the common European principles on validation in the Member States and in various sectors and contexts, including the youth field.

The Common principles for the identification and validation of non-formal and informal learning were adopted by the Council in May 2004. One of the key issues is an individual entitlement to get non-formal and informal learning experiences validated, but

- asking for validation should be a voluntary matter for individuals;
- stakeholders should be obliged, in accordance with their rights, responsibilities and competences to establish systems for validation and include quality assurance mechanisms as well as guidance provision.

WORK

Furthermore, validation of non-formal learning should be based on confidence and trust, meaning that the procedures must be fair and transparent and systems for the identification and validation must be credible and legitimate.

On a voluntary basis these principles should be adapted in the relevant areas by each country of the Union as well as be disseminated and promoted by all parties involved. Non-Governmental Organisations engaged in providing lifelong learning opportunities are also encouraged to use and adapt the common European principles as appropriate.

► *The European Inventory*

The idea of the European Inventory for the validation of non-formal & informal learning is to collect information on systems for validation in different contexts (public, private, voluntary) in all involved countries and to make it available to the diverse audiences. The inventory provides information on methods and instruments for validation, on norms and standards, on stakeholders and the institutional, political & legal frameworks and last but not least, examples of good practice by country and context.

► *Europass*

The Europass is based on a proposal by the European Commission on improved transparency of qualifications and competences, in order to facilitate mobility throughout Europe for Lifelong Learning purposes. It led to a Decision of the European Parliament and the Council in December 2004 and includes 5 existing instruments

- Europass Curriculum Vitae (CV) plus
- Diploma Supplement (Higher Education)
- Certificate Supplement (VET)
- Language Portfolio
- Europass Mobility

National Europass Centres will implement Europass. It will be open to new instruments after an implementation phase of two years, particularly in the field of competences in the field of Information and Communication Technologies and competences acquired through non-formal and informal learning.

► *Key competences for lifelong learning*

In November 2005 the European Commission adopted a proposal for a recommendation on key competences for lifelong learning. This recommendation provides, for the first time, a European reference tool on key competences that young people need for adult life, for further learning and for participating actively in society. With the recommendation the Commission aims to encourage and facilitate national debates and reforms of curricula and to develop lifelong learning. The Reference Framework sets out eight key competences:

1. Communication in the mother tongue;
2. Communication in foreign languages;
3. Mathematical competence and basic competences in science and technology;
4. Digital competence;
5. Learning to learn;
6. Interpersonal, intercultural and social competences and civic competence;
7. Entrepreneurship and
8. Cultural expression.

The overall framework for the recognition of all different forms of learning is the European Qualifications Framework (EQF). Last summer the Commission launched a consultation that ended in December 2005. The objective of the planned EQF is to create a European framework which will enable qualification systems at the national and sectoral levels to relate to each other. This reference structure will be used on a voluntary basis and will facilitate the transfer and recognition of qualifications held by individual citizens.

► *The Youth sector*

The White Paper on Youth is the strategic backbone of the policy strategies in the youth field. It proposes to apply the open method of coordination in priority areas of the specific youth field and to take youth more into account in other policies such as Education and Training. One of the key messages is to “expand and recognise areas of experimentation” and to recognise the complementarities of formal, non-formal and informal learning.

► **Since the launch of the White Paper recognition has played a prominent role in a number of activities, both with regard to policy development and in practical terms.**

In order to facilitate the implementation of the White Paper priorities, the General Directors for Youth convened three working groups on “participation”, on “information” and on “engagement / commitment”. This third group also deals with recognition with the purpose to valorise commitment of young people and ensure a better recognition of their engagement. For this reason the groups awarded prizes for good practice and organised an exchange of good practice and information on validation systems.

In the follow-up of the White Paper the European Commission invited an expert group on Youth Autonomy that discussed how education, including non-formal learning, contributes to autonomy. It is no surprise that a main finding was that education, in particular non-formal learning enables young people to live autonomously. Consequently the group of experts proposed to integrate the issue of youth autonomy into ongoing activities in Education and Training strategies and to better define and recognise the skills and competences needed for developing autonomy.

The political debates in the European Union coordinated by the Commission led to the drafting of a Council Resolution on the recognition of the value of non-formal and informal learning within the European youth field that it is hoped will be adopted under the Austrian Presidency in the first semester of 2006.

► **Joint activities of the European Commission and the Council of Europe**

Some joint activities of the European Commission and the Council of Europe are of particular relevance here. The working paper of both institutions, ‘Pathways towards validation and recognition of Education, Training and Learning in the Youth field’ summarizes the state of the art and asks for further action. As key messages it highlights a strong need

for social and formal recognition of non-formal and informal learning in youth work activities and proposes a definition of youth work that is more than a sub-category of education and training since it is contributing to the preparation of young people for the knowledge society and civil society. The paper also stresses the need to strengthen awareness of key persons, institutions and of young people themselves on the value of youth work and asks for the development of effective and flexible ways of validation and recognition.

A research seminar on non-formal learning was organised in April 2004 within the Partnership Programme between the Council of Europe and the European Commission in the youth field. The purpose of the seminar was to initiate a cross-sector dialogue between researchers, policy-makers and trainers and to discuss the joint “Pathways...” working paper. One of the main results was a more precise picture of the impact of youth work and of the skills and competences of those active in the youth field. It also confirmed the need for the development of a professional profile and clear educational pathways for youth workers and youth leaders.

► **Bridges**

The Bridges for Recognition conference in January 2005 in Leuven was a follow-up to the Bridges for Training event in 2001. The conference aimed at increasing the visibility of the value of youth work and discussed ways to formal and social recognition, thus laying the foundations for further action.

As a follow-up activity of the interim evaluation procedure 2000-2006 of the YOUTH Programme, the European Commission invited various working groups to look for ways of effective implementation of the 52 recommendations that resulted from the interim evaluation. Number 11 focused on ‘Recognition & validation of non-formal learning’ by saying: **“It is recommended that a certificate be issued to young people and youth workers who have participated in a project, as is the case for EVS, recognising skills acquired during participation in a project”**. As a result the Commission decided to foster ongoing activities for the development of a Youth-specific validation instrument.

► **Youthpass**

This is particularly expressed through the mandate given to the SALTO Resource Centre Germany that is entitled to develop a specific “Youthpass”. The Youthpass aims at developing a European level validation instrument and, as a start, implementing it into the YOUTH Programme. [See [Rita Bergstein’s article on the Youthpass for further information](#)]. The broader approach is to extend the recognition tool to other forms of non-formal learning within international and national youth work and integrating it into Europass. As main activities, the initiative will assess existing models of validation and develop and design a new model that should be tested and adjusted to the concrete needs in the field.

► **Youth workers and leaders**

With regard to the specific recognition of competences of youth workers and youth leaders, the decision of the Council of Europe’s European Steering Committee for Youth (CDEJ) of 2003, to develop a portfolio on non-formal education of youth workers and youth leaders was a real milestone. Based on this decision the Council of Europe invited an expert group to produce an instrument to describe experiences and competences in the youth field as well as to enable users to assess and monitor learning progresses. The European Portfolio for Youth Workers and Youth Leaders is based on a functional analysis of what youth workers and leaders should be and do; from this is drawn a framework of competences which individuals are invited to use as a self-assessment tool and then to gain feedback from their peers and colleagues. A test phase involving a control group of 250 youth workers and leaders from across Europe (plus those who are interested and download the portfolio from the internet) will lead to a finalised version to be published and distributed from the beginning of 2007.
See: www.coe.int/youthportfolio

► **The European Youth Pact**

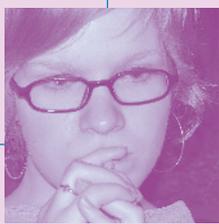
The European Youth Pact confirms and supplements the strategies for a better recognition of non-formal learning and of youth work in the follow-up of the White Paper on Youth.

The Pact identifies employment and social inclusion as key concerns and as major priorities on which to concentrate in order to enable young people to play an active role in society. Non-formal and informal learning contribute essentially to the personal development, social inclusion, active citizenship and employability of young people. The European Youth Pact must be seen as an important tool within the Lisbon Strategy for reaching the major goal of including all young people in society. The Pact with its focus on the meaning of non-formal learning in the youth field still needs to be effectively implemented by Member States. It is crucial that young people and their organisations should be seen as key partners together with other stakeholders in the follow-up process and should be closely involved in implementing the European Youth Pact and its impact on recognition of non-formal and informal learning in the youth field.

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by Marit Kannelmae

Looking for non-formal education
in the countryside of

Estonia

Everything is possible!

Imagine yourself in a small village in Estonia. I assume it is not easy for a lot of people who have never been in the country where this article is born, but not to worry, I will help you on that. Estonia is a country where almost two thirds of the people live in the cities but at the same time there are rural areas where 32% of young people go to school, work and spend their youth near woods and fields. From one side it is a good thing to grow up and live near to nature but more and more it seems that the possibilities for those young people are much smaller than for those who grow up in a city. Can this be changed? How and who can make this change? Let's look into it more deeply a bit later, but I will first tell you a story that made me concentrate on this subject with my heart and mind.

During my visit to a small community in Estonia a few years ago, I had the chance to talk to one of the people who was responsible for youth work there. The meeting made me sad. The youth worker said that since all the young people are gathering around the bus stop they need to build another one so that young people would not disturb older people who are waiting for their bus. We only talked very little about activities that should be open for young people or learning possibilities that could take place after school. It seemed unfair for the young people spending their life there without possibilities to fulfil their ideas and interests. **I was disappointed, because in my mind the countryside was still the ideal place to spend youth and childhood.** I was determined to find out if this is the reality everywhere in Estonia. Luckily I had the possibility to write my thesis on this subject as part of my studies.

► Youth work and policy in rural Estonia

My thesis focused on youth policy and youth work in Estonian rural municipalities. The main emphasis of the research was put on the importance of youth participation, looking at how much can young people have a say in developing possibilities for out-of-school activities and other issues concerning their

lives in the community. I also tried to find out how much non-formal education is known and valued in local communities. The research was carried out by sending a survey to youth work officials to complete in all 202 rural municipalities in Estonia. The conclusions were based on the 123 surveys that were returned to me.

Estonian youth work has gone through a series of developments within the past decade: from the big changes in the beginning of 1990's, when the system of youth work in the Soviet Union collapsed and the need to replace this with something new arose, to the compilation of youth policy and youth work strategy in 2005 that aims to support the quality of youth work. You can read more about those processes in the article by Reet Kost in *Coyote* issue 1 from 1999.

The main aims and activities of youth work in Estonia were specified in the Youth Work Act of the Republic of Estonia and in the Youth Work Conception and Development Plan of the Republic of Estonia for 2001-2004. Neither the Youth Work Act nor the Conception and Development Plan contained direct acknowledgement of the value of non-formal learning. **There are only a few hints in those documents about the educational importance of youth work.**

Now there is fortunately more focus on the quality and educational value of youth work than ever before, which means that youth work is not seen only as a possibility to spend leisure time, but also as having value in youth development. One of the first awakenings was in 2003 when the national conference on non-formal learning was organized by the Estonian National Agency of the Youth programme. **For many people it was the first time to hear that non-formal education is a big part of youth work.** The next big step forward happened in 2005 when the Summer School on Non-Formal Learning was held in Estonia and this time I was there to witness it. I will come back to this wonderful and fruitful event later.

Non-formal education gives young people the possibility to build up their confidence, to learn the skills and knowledge and to develop those competences they need to tackle the challenges awaiting them. There are more risks in young people's lives than we can imagine. This is something that hit me lately while having a conversation with 15-year old youngsters from Tallinn. **They need to find the balance in what they want to achieve in their lives and what the society expects them to do.** In some ways young people grow up faster, but at the same time the duration of the youth phase is getting longer - so it seems to be a struggle between the traditional and modern ways of life. This is difficult - especially for young people from rural areas. On the one hand young people are trying to fit in and on the other hand they hope to be different. More and more I hear from them that their parents do not have time and they spend a lot of time alone or with friends; family support is getting weaker which means that youth work is needed more than ever. That is why, in my opinion, it is important to strengthen everything that is strong and good in young people.

► **“eureka!” moment**

A “eureka!” moment for me was when I read an article by Ragnhildur Bjarnadóttir about modern adolescents' leisure activities. She states that young people must be strong to deal with the new challenges and they need to use their inner strengths to face the risks in their lives. The new social situations provide new possibilities but may increase the gap between the strong and the weak: between those who experience themselves as successful or not in dealing with the challenges of modern societies (Bjarnadóttir, 2004). This gap is also present in the results of my research where a lot of

youth workers support the already active young people - but at the same time consider the ones who have not yet engaged with youth work activities, as problematic and hard to deal with. This is strongly connected to the attitude youth workers take towards young people – are we doing something “to” or “for” youth or “with” them? And this takes us to the active role of young people in local communities. How much can they have a say about what is important for them? Marc Jans and Kurt De Backer, in their article “Youth (-work) and social participation” (2003), say that youth work can only succeed in stimulating participation when young people are open to it, when young people see enough challenges in the initiatives of youth work. Secondly, young people need the capacity including specific knowledge as well as experience, skills, insights and strategies, to make a difference. **Finally young people have to feel connected with and supported by people, communities, ideas and activities in order to work together on the challenges.**

► **Research results**



Turning now to the results of the research I made at the beginning of 2005 among the rural municipalities in Estonia... One of the most remarkable discoveries was that for most of the municipality youth workers enabling NFE for young people is not a priority in youth work. 7% of the respondents stated that providing non-formal learning possibilities is not an important aim of youth work. It is of course a small per cent, but this statement was marked as “not important” and

“little important” most often from all the named aims in the list. Only 38% of the youth workers said that non-formal learning is a very important objective in youth work. The biggest percentage – 78% - was given to “preventing youth problems” as a very important aim of youth work. Of course we cannot underestimate the value of preventing problems, but having this as the main aim leads us to seeing youth as a “problem” instead of “resource” for themselves and the community (IARD-report, 2001), meaning that youth work sees young people “at risk” and concentrates on solving their problems without seeing the potential in them.

The second surprise for me was that lack of free time activities and active participation among young people are seen as being serious problems like alcoholism among parents, education that is not compatible for the labour market and consumption of alcohol and smoking among youth. It seems that young people not only have to cope



with serious problems within their family and education, they are also lacking possibilities to develop their skills and competences and to get support during out-of-school time, which could actually help them to be stronger in dealing with those difficult issues. For all the problems and risks young people face in rural Estonia, NFE possibilities can be part of the solution. If the officials see the importance of providing possibilities for young people to be active and to spend their free time actively then something can be done about it. One way to acknowledge the importance of non-formal learning would be to educate youth work stakeholders because despite many activities being offered, the educational value often gets lost due to lack of informed awareness.

The question about youth participation brought also positive results, since almost 80% of the respondents said that it is important that young people take part in decision-making when the questions concern the lives of the young people. Still, it was seen in other answers that deciding about their free time was the only question young people could participate in – their chances were much more limited when looking at such areas as education, security, health, environment and social issues.

Despite gaps in provision, there are different activities available for young people in rural municipalities. Many young people find things they find interesting and useful. I am sure that many youth workers give their best to support the learning in these activities whether they are aware that this is called “non-formal education” or not. **My concern**

is, that many young people, the ones who gather around the bus stops, are considered passive, problematic and in some ways hopeless. The reasons for not being involved can be very different and I am sure that only very few if any of the young people enjoy being bored and unmotivated. It appears from the research that two of those reasons can be lack of resources, interest and support from parents, and as already mentioned, lack of challenge.

The two main questions remaining after I finished my thesis were: how to make non-formal learning possibilities available for as many young people as possible? And, how to make youth workers see that in many ways they are already involved in NFE and that there are so many things to still to learn and develop?

► The Summer School on Non-formal Learning

This is the reason why the last part of this article focuses on the Summer School on Non-formal Learning that took place from 27th of July to 3rd of August 2005 in Pedase, which is also a very small place in Estonia. This event showed me that things concerning non-formal learning are developing and there are people who have taken the responsibility to spread the information about the importance of non-formal learning. This was the first time that such an event has ever happened in Estonia but I hope it will not be the last. Made up of people from outside and inside Estonia, the team made a week full of discoveries, learning, reflecting, planning and a tiny little bit of confusion on the way for all the 26 participants.

Timetable – SUMS – Programme 27.07.05 – 03.08.05

	Wednesday 27.07.05 (chair of the day: Reet)	Thursday 28.07.05 (Lynne)	Friday 29.07. 05 (Ülly)	Saturday 30.07.05 (Mark)	Sunday 31.07. 05 (Lynne)	Monday 01.08.05 (Ülly)	Tuesday 02.08. 05 (Reet)	Wednesday 03.08. 05
09:30		Forming the group Planting the seeds	Why this Summer school on non –formal learning? Theories and concepts in NFL	Experiences of Learning (coffee break included)	NFL in Youth work in Estonia	NFL in youth work in Europe Lifelong learning and NFL	Group work on action II Personal action plan	Farewell
13.00	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	
14:30	Arrival of participants	Who is here? Daily glossary Daily weather report Peer reflection groups	How do I/people learn? Results from Eurobarometer Daily glossary Daily weather report Peer reflection groups	Methods and methodology in NFL Daily glossary Daily weather report Peer reflection groups	Free time	Links between Estonian youth work structures and European youth work structures Daily glossary etc.	On group processes Evaluation of SUMS Final glossary Final weather report Peer reflection groups	
19:00	Dinner	Dinner	Dinner	Dinner		Dinner	Dinner	
20:00	Getting to know/icebreaking				Campfire night organised by participants	3 work shops organised by the participants	Final ritual (planting a tree) Certificates ceremony and then Party	

For many of the participants it was the first opportunity to reflect on their work and think of it as “non-formal education” or make links between their work and non-formal learning. Finally this valuable part of youth work got a name and theory around it. Of course every one of us had an opinion about it. The reason for differences came from the variety of the backgrounds and positions in youth work among the participants. This was in many ways a unique event, since for the first time there was a training that concentrated together on both youth workers from Estonian and Russian speaking communities and also on many stakeholders in youth work: trainers, local youth work officers, youth leaders, representatives from the Ministry of Education and Research, representatives of the Estonian National Agency, youth workers in youth organisations and open youth centres and also representatives from Estonian Youth Work Centre. As you can see there was microcosm of Estonian youth work created right there for everybody to learn from and reflect on.

The imagination, creativity, skills and knowledge of each participant were put to the test. There were important inputs from the team: theories and concepts in non-formal learning, theories on how people learn, ideas on how to use methods in non-formal education and a lot more. Everyone wanted to learn; we had been given time and space for it and we saw the value and fun of learning – it was non-formal learning at its best!

One of the discoveries the participants made was to see that there is a connection between all the organisations and institutions and it is possible to make mutual plans together. It was seen that to promote non-formal education in Estonia some things can be done at local level and some things are better done by the ministry. **Many of the methods used showed that cooperation is the solution to the development of youth work.** The second, quite personal thing that I noticed during the summer school was, that there is so much informal and non-formal learning happening that we do not notice and due to that do not have a chance to value. Thirdly, I am sure, many of the participants can say after the week that non-formal and formal education can be combined and there are many links between them that should be used to make learning a more enjoyable and continuous process.

The result of this week has not yet shown itself in many ways, it comes up every day in all the participants’ work, but at the end of the week all of the participants were more aware of the importance and characteristics of non-formal education. From there came the motivation to multiply the feeling and knowledge they have gathered during the week and also few seatrain plans how to make it happen.

From the Summer School week I got at least part of my second answer. For the rest I know that there are many things to learn, read and experience as for every other student of SUMS!



• Coyote theme

Notes and references :



- Bjarnadóttir, R. (2004). Modern adolescents’ leisure activities. A net field for education? *Nordic Journal of Youth Research*. Young. 12(4). 299-315.
- Jans, M., Backer De, K. (2003). Youth (-work) and social participation. Elements for a practical theory. *JeP (Jongeren en Participatie)*. URL: <http://www.alli.fi/nyri/links/pages/flemish%20report.doc>
- Study of the State of Young People and Youth Policy in Europe. Final Report. Executive Summary and Comparative Report. (2001). European Commission D.G. for Education And Culture. IARD – Instituto di Ricerca S.c.r.l. URL: http://europa.eu.int/comm/youth/doc/studies/iard/summaries_en.pdf
- The SUMS team was composed of: Üllý Enn (Inclusion officer from the Estonian National Agency for Youth programme), Reet Kost (The head of the Estonian National Agency for Youth programme), Lynne Chisholm (Leopold-Franzens University of Innsbruck), Mark Taylor (Freelance trainer and writer) and Andrea Nagy (student of Leopold-Franzens University of Innsbruck)

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by Bob Payne

&



Raluca Elena Voinea

European



nformation, young people and non-formal learning

You need it... we need it... they need it! So, what is it, where is it and how do we get it?

► **Young people and information**

Since Eurodesk [<http://www.eurodesk.org>] started providing European information early in 1990, the information field has changed dramatically: it now appears that almost anyone can find whatever they want after a few mouse clicks. The Internet has become an important factor for all information providers and users today and perhaps especially for young people, who seem to be very much at home in this medium.

For us in the Eurodesk Network it has made our work easier in many ways. There is so much information around now - but the challenge remains to maintain the quality, reliability, and credibility of online information for young people. And to remember that not everyone can be online whenever they want and not everyone has the skills to find exactly what they need.

We also need to remember that as well as those whose jobs involve working with young people and information, there are many thousands of people acting as multipliers with young people from the NGO sector, local communities, schools, libraries, youth clubs, sports clubs etc..., who play an important role in informing young people and in facilitating their participation in non-formal activities. This can be a big resource, if we can capitalise on it.

► **Politics again ...!**

When it comes to providing information for young people, there are real variations from country to country, in Europe,

in the levels of political support for information activities and the funding made available for such services. This is really a discussion for another time and place, but there is light on the horizon ...

At European level, information for young people has been slowly climbing the political agenda. There has been support for information activities with young people for many years, both from the Council of Europe and from the European Commission. The consultation on the white paper "A new impetus for European Youth", afforded young people the opportunity to make their voices heard. They said, loud and clear, that access to quality information was vitally important for them and availability of information had to be improved. Since then, information for young people has remained firmly

on the European political agenda, through the Open Method of Co-ordination and the Common Objectives on information for young people.

A high profile initiative at the end of 2004 by 6 heads of state resulted in a political commitment by the European Union to the European Youth Pact.

While this is more generally concerned

with the impact of major EU policies on young people, it also has real implications for the future development of information services for young people.

At the beginning of December, in the concluding session of the European Youth Week 2005, "Youth Takes the Floor" conference, the spokesperson for the young participants reassured the conference that, despite the recent referendum results, young people do still wish to be actively involved in the future of Europe.

“Information is indispensable to young people developing active citizenship, and it continues to be an area from which young people expect a great deal...”

(the European Commission’s white paper - A New Impetus for European Youth, 2001)

Finally, the Commission's Plan D and the white paper "On a European Communication Policy", demonstrate the continuing importance of access to information on Europe.

► **What is European information and how do you find it? ...**

Well, "information about Europe" is the easy answer but there's more to it than that. In the context of Eurodesk's daily activities, 'European information' covers information relating to European activities for young people, such as exchanges, volunteering, work and study abroad and the European funding possibilities for these activities. This information can also be called "*mobility information*"; information about opportunities for young people to get involved in activities outside their own country.

Eurodesk has a major role to play for the European Commission in providing this kind of information to those who work with young people, as well as providing it to young people themselves. We consider that it is more effective if young people and their intermediaries both have access to European information. If both sides of this partnership are informed, positive action is perhaps more likely to result. The role of the multipliers should not be underestimated.

The European Youth Portal, which targets young people directly with information, also has content related to mobility activities (studying, working, volunteering, active citizenship, your rights, travelling Europe). These themes were selected specifically on the basis that the information offers young people practical opportunities to get involved. This will in turn encourage their commitment to active citizenship. Under the theme 'Studying' there is also a section on non-formal learning.

The link between European activities and developing active citizenship among young people is a major reason for supporting and promoting youth activities at European level. In Eurodesk we see all these "European activities", or "mobility opportunities", as a significant part of the non-formal education/learning curriculum for young people. You could say that much of the available European information is about non-formal learning opportunities aimed at broadening horizons, meeting young people from other countries, personal development, encouraging involvement and decision-making. Many youth workers regard European activities as among the most effective methods for encouraging young people "towards active citizenship, solidarity, personal development and self-fulfilment, voluntary activities and self-confidence." This is how the Council of Europe and the European Commission stated their main motivation in developing their common position on education, training and learning.

This is not new territory for Eurodesk either, since it was born out of the non-formal education field in Scotland 16 years ago and still operates with the same educational principles of encouraging personal development, capacity building and self help.

If what we say is true, there should be a very strong connection between the providers of European information and the actors in the non-formal education and learning field.

Reaching all young people with European information might be difficult ...no, it IS difficult; reaching those who work with young people has proved to be easier.

The chances of reaching 90 million young people in Europe with European information are remote!! However, using the multipliers who work on a daily basis with young people increases the chance of providing access to information where it is needed. In attempting to tackle some of the issues surrounding European Information, Eurodesk has found itself delivering more and more training modules for professionals working with young people.

This is one way in which we try and improve the knowledge and skills relating to European information in the youth field.

In Eurodesk we do not offer professional training to become youth workers or youth information workers but we do offer very practical training modules relating to European information ... how to find it and how to use it with young people.

There is not a huge body of academic data or previous training courses relating to work with European information and young people, so the professionals in the Eurodesk network represent much of the expertise available in this field. Their experience is vital to improving the training available in this field and we take care to use all their feedback in developing the modules.

In our training we ask the question, 'Who needs to know what?' Do the information workers need to know different things from the young people? The answer we always get is 'Yes.' The youth workers tell us that they need to know *generally* how things work at European level and, particularly, where to find the information that young people ask about. They don't need to *know* everything but they do need to know where to find it!

While it is true that on a day-to-day basis few of us need to know all the details of the EU's decision-making processes, etc., it is generally felt that people working with young people and information need a certain level of background information about Europe in order to be able to help the young people with their questions. One of the keys to this information world is knowing what kind of European information is likely to be available to answer a young person's question and then the next stage is where to find it.



As always, young people want to get information when they ask for it – not a few weeks later when we’ve done the research! This is a challenge for the intermediaries, so, in the training, we try to give information workers enough background knowledge to know what they are looking for and training on the relevant information tools so that they can find the information quickly and easily for their clients.

This includes being able to know when there is a European dimension behind a non-formal question even though the enquirer, the young person, might not know it and might not have asked for it. Young people are unlikely to know all the opportunities that exist, so they can’t ask about them. We see it as part of the worker’s role to give young people a comprehensive answer to their questions, and this often includes also telling them about European opportunities relevant to their enquiry, even though the young person may not have requested this specifically. This helps the young person to have a full picture of the situation before making their decisions.

We are experiencing an increasing demand for this kind of training both from within and outside the Eurodesk network.

Most of the training we offer is designed to help the participants develop personal methods of finding the information they need, understand what young people need to know and how to answer their enquiries, create easy ways to stay informed in the “information jungle” and stay in touch with other professionals from other countries.

► **what next ...**

This article has taken a brief look at the links between European information for young people and non-formal education and learning from the perspective of Eurodesk - the Commission’s main information relay for young people.

The need for effective communication and access to European information is still high on the European agenda. Much more could be said here and certainly much more can be done in reality. Some final thoughts:

- Information is so prevalent and so important in today’s world that all youth intermediaries, including those involved in the non-formal education sector, could benefit from knowing about the tools and methodologies for finding and managing European information for the benefit of their young clients;
- European/mobility opportunities have so much learning potential for young people that every opportunity should be used to alert young people to these possibilities and encourage their participation. One way to achieve this is through offering training sessions and seminars to professionals on finding and using European information relevant to young people;

- Imagine if every youth worker, teacher, trainer, youth intermediary was able to help young people access, evaluate and use this European information ... ;
- Seeking ways of increasing co-operation between Eurodesk and the actors in the non-formal education sector could be beneficial;
- Training courses in the non-formal education sector could include a module on European information.

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- Eurodesk Quality Process – Part 1 Evaluation 2004– 2005 results summary and questionnaires : http://www.eurodesk.org:8080/documents/AllSummaries_Sept05.doc
- European Youth Pact http://www.eurodesk.org/YouthPact_Mar05.pdf
- European Youth Portal <http://europa.eu.int/youth>
- Results from the consultation http://europa.eu.int/comm/youth/youthweek/consult/consultation_en.html
- White paper on a European Communication Policy and Plan D for Democracy, Dialogue and Debate http://europa.eu.int/comm/commission_barroso/wallstrom/press/key_en.htm

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by Darko Markovic

A step towards the recognition of Non-formal Education in Serbia and Montenegro

This article describes the project on the recognition of non-formal education implemented by my organization Grupa “Hajde da..” in Serbia and Montenegro, from June 2005 to February 2006. It is also about invisibility and accumulated frustration over the years. At the same time it is about personal (and professional ?) experiences from the training room when working on recognition issues. The way I have decided to approach it is to tell you 5 short stories.

• Coyote theme

Story No.1

One of the most difficult questions in my life

No, it is not a question about the meaning of life, but something much more down-to-earth and what I face on a daily basis. If I were to explain what I do for a living in the simplest way, I'd say, “I work as a trainer in non-formal education”.

A simple and clear statement, isn't it? But just for the readers of Coyote and a little bit beyond this community of practice.

During our local training seminars on the recognition of non-formal education, when trying to explain the reasons why “Hajde da...” group started the project, I usually tell the following anecdote: A situation that I experience almost every day is when I meet some old friend of mine (in particular a person who is not connected to what we call the Third Sector) and s/he asks me about what I do for living. And then I think, if I use the above statement...well, first, the word “trainer” is mostly associated with sports, and second, the word “non-formal education” rings no bells for that person. Oops, it seems I have a problem here. So, I try to explain it using a more familiar association. “I support people to learn in an interesting and creative way”. “So, you are teaching?” they ask. “Not really, although sometimes I give short lectures,” I say. “Then you are some kind of a teacher”. And then I just give up and continue living with a feeling of bitterness and frustration at being invisible, something I've been feeling for years. When I tell this little story to the participants of the local training seminars, I see their smiles of understanding and - recognition!

Story No.2

Labour market

The second situation I told about in the seminars was when I wanted to get registered at the National Employment Service to get my grey-sleeved worker's identity card. As I entered the office, pinned to the opposite wall I saw a photocopied A4 sheet with the following underlined sentence: only school diplomas are recorded. At that time, I was still studying psychology and had only a diploma from my secondary school of mechanics (a field that I left many years ago). Standing there I was wondering: “What about my years of non-formal education, and my extensive work experience as an (inter)national trainer?”. Those competences of mine were (and still are) completely invisible to potential employers! Again, came smiles of recognition in the seminar group, but this time followed with small sighs of sympathy and worry.

“Non-formal education is something illegal; it is when you can buy a diploma”
Unknown passer-by from Belgrade, interviewed by the course participants

Story No.3

No fear of recognition

In 2002 within the context of the new school system reform in Serbia, the Ministry of Education acknowledged the need for teachers' professional development and the fostering of lifelong learning. In support of this, the Ministry established the system of teachers' professional development, opening up the possibility for non-formal education providers to apply for accreditation of their teacher training programs. Fortunately when we applied with two programmes, both of them were selected. Then, our intercultural learning teacher



training programme “The Alphabet of Tolerance” was realized with many groups of teachers all over the country. During those courses the motivation of the teachers increased significantly – this was certainly a lot to do with their intrinsic motivation and interest in the topic, but finally their efforts were also being formally recognized. It was very interesting that although we got formal recognition for our programmes (meaning our participants getting certificates from us which were officially recognized by the Ministry), still we were not assimilated into the formal system and could maintain our autonomy. That was a very good example of partnership between the formal and non-formal education sectors. Being recognized, for the first time, we saw the benefits for all and it felt very good indeed. Later we also learned a lesson of how political changes could “undo” the positive improvements... but that’s another story.

Story No.4
About the project...

With such accumulated frustration and lack of fear of recognition we have initiated our project entitled “Non-formal education in Europe – a step towards the recognition of NFE in Serbia and Montenegro”, funded by both European Commission and the Council of Europe. The intention of the project was to create a large scale discussion space and be the first step towards better recognition of non-formal education in our country. The main idea of the project was to create networks between different stakeholders, to spread the news about what is going on in Europe within this field, to compare it with the situation in Serbia and Montenegro and see where/how/with whom we would like to go in the future. The concept of the project is presented in the table below using the “legendary” 3P triangle (in this article appearing as a 3P table):

Main People involved	Process in 6 steps	Main Products
<ul style="list-style-type: none"> - NGOs - Freelance trainers - Business training agencies - Adult education institutions - Ministry of Education - Ministry of Labour - National Employment Service - Schools - Professional Institutes - Employers - Journalists - European experts 	<p>Step 1 – Making Contacts with relevant stakeholders</p> <p>Step 2 – Training for Trainers</p> <p>Step 3 – Local training-seminars</p> <p>Step 4 – Creating our book Non-formal Education</p> <p>Step 5 – Final Project Document with Recommendations for further actions</p> <p>Step 6 – Planning Future actions</p>	<ul style="list-style-type: none"> - Training programme for the training module developed - Book Non-formal Education - Created networks between interested people, organizations and institutions - Final Project Document, containing set of Recommendations for further steps



In brief, our decision was to create a larger “front” and be inclusive in the very beginning: to engage all relevant actors in the field of non-formal education (and not only the ones related to the youth field). So, the main challenge of the project was to establish contacts with the long lists of stakeholders and motivate them to take part.

In parallel, a training team (with both international and local team members) developed a nice programme for a two-and-a-half day training seminar covering topics such as :

- Non-formal education
- Recognition
- European educational policy developments
- Quality in non-formal education; the situation in NFE in Serbia and Montenegro
- Social partnership in recognition and
- Recommendations for further steps

A group of local trainers was trained to multiply the course. And that’s what they did nine times all over the country from September to November 2005.



As a part of our training (and project) strategy, a wonderful collection of articles written by European and local practitioners/researchers/policy makers was published (see picture). The book was distributed to all training participants, as well as to those who could not take part. It is also one of the freely downloadable materials from our website (at the moment it is only in Serbian, but we have planned to make an

English version in 2006, too).

At present all the collected ideas and recommendations from different training seminars are being put together and the final project product, the Report with a set of recommendations for further steps, should be published in March 2006.

Story No.5

From the training room...or how it feels to work in the field of recognition?

Recognition of non-formal education - Where do I stand?

Before I started working on the recognition of NFE, for me as a trainer, it was important to clarify where I stood with regard to this issue. And here it is : “The participants I work with deserve the opportunity to get their learning outcomes recognized. My colleagues and I deserve better social recognition. However, when we fight for recognition, we must also fight for the right of those who don’t want to be recognized. It must be an opportunity based on free choice, not obligation and duty.



Even though we initially thought that the content of the seminars would be quite “dry” and very cognitive, in reality the energy in the training room was rapidly increasing. Thus, you might have simultaneously felt anxiety and excitement, concern and inspiration, clarity and confusion. Very often you might have heard “Yes, but...” statements. And the details and terminology were becoming extremely important. Obviously, when there are people coming from very different organizations/institutions in the same group it can prove difficult to maintain the role distance, go beyond the associated power with those roles and “swim” towards the common interests.

People who worked on the Training for Trainers courses, would easily understand the particular dynamics and state of mind, when what you are talking about is what you can feel here and now. And that aspect was our main ally during our training seminars on recognition.

Although there was generally a very positive attitude towards the idea of lifelong (and life wide) learning and a readiness to discuss the issue of non-formal education and its recognition, there were some typical challenges present within all of the nine training groups. Those challenges were:

1. A tendency to want to put everything “into boxes” and have clear definitions of non-formal education (for example, whether it is defined by interactive methodology or not, whether non-formal education is just about social activism or not)
2. Standardization of the language and need for certain words to mean the same thing to different stakeholders (for example, for some important concepts like “youth work” or “training” we don’t have adequate and widely accepted words in our language)
3. Because of the political context and situation in the country, there were difficulties connecting with the ideas and processes happening in Europe (when you have to spend a couple of days in a queue in front of an Embassy waiting for a visa, it is difficult to feel the sense of belonging to the European community)



1. Power issues and power conflicts between different organizations/institutions, especially when the issues around quality standards and who should define them are brought up (for example, should the quality standards be set by the Ministry or some kind of Association of non-formal education providers)
2. Despite our intention to speak about non-formal learning in a more comprehensive way (as Peter Lauritzen, Head of the Youth Section in the Directorate of Youth and Sports, would say: in relation to Citizenship, Personal Development and Employability), when it comes to the issue of recognition, it was very easy to shift the whole focus only to concentrate on the connection with the labour market.

However, using the power of non-formal methods (and we are no longer absolutely sure they are the property of just non-formal education), we have managed to direct our energies towards some more constructive debates. For example, after the “Stock Market” simulation game and having the opportunity to be for a moment in somebody else’s shoes, it was much easier to think about common interests of different stakeholders. In the last training group in Belgrade the list of common interests in recognition included the following:

- Increase of accountability
- Better quality in education for all
- Greater employability
- Mobility
- Development of young people
- Social and economic growth
- Social partnership in education etc.

On the very last day of the training seminar, participants were asked to think about recommendations (i.e. concrete actions that various stakeholders could undertake) for further steps towards a better recognition of NFE. To give you some flavour of this process, I could tell you that it was very difficult, but creative and there were some really great ideas. Some of the most common ones are directed towards a better organization of providers (e.g. establishing different kinds of associations, networks, even trade unions), a better partnership between the providers and state institutions (e.g. in particular with the National Employment Service, Ministry of Labour and Ministry of Education), better promotion of non-formal education and lifelong learning (e.g. through joint media campaigns, seminars, round tables, conferences), defining quality standards in non-formal education (e.g. amongst the providers and/or in cooperation with the institutions) and many more. You will be able to read about all these ideas in the final project document published in March and downloadable from our website (www.hajdeda.org.yu/nfe).

Instead of a conclusion... we have some *Breaking News!*

Dear Coyote readers, as a direct impact of our training seminars, a serious dialogue on recognition of non-formal education (in particular related to employability) between the Ministry of Education, Ministry of Labour, National Employment Service and NGOs, has just started in Serbia. At the same time, within the frame of newly adopted Regional Youth Policy in Vojvodina, the Provincial Secretariat for Sports and Youth, with the assistance of “Hajde da...” group, has started to work on the development of a practical model for recognition of non-formal learning taking place within the youth projects in Vojvodina. As you see, the process has started here in Serbia and Montenegro, so stay tuned for some more information about the initiatives in the field of recognition from the Balkans!



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by Peter Torp Madsen,
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REFORMING the concept of education through the recognition of Non-Formal Education

“ Now, what I want is, Facts. Teach these boys and girls nothing but Facts. Facts alone are wanted in life. Plant nothing else, and root out everything else. You can only form the minds of reasoning animals upon Facts: nothing else will ever be of any service to them’ Hard Times
Charles Dickens, (1854) ”

So Charles Dickens opened his infamous novel *Hard Times*. Set around the time of the industrial revolution, the novel painted a grim picture of the education system of the time, shrouded in rules, rigidity and with little room for creativity. Now in the 21st century, over 150 years later, we must ask ourselves what has changed. Society and industry have both transformed enormously and the world is a much different place from the coal and dust covered images of the industrial revolution. So too the times have changed for educational systems.

Indeed, there has been increasing recognition over the years of the fact that not everyone is the same when it comes to educational needs. In today’s ‘knowledge-based-society’ it is essential that we recognise the need to fully exhibit the real competencies of young people and allow them the space and opportunity to flourish. To this end it is becoming more and more accepted that there are attributes and benefits to be found outside of the formal education sphere. Non-formal education (NFE), as a structured learning process, has been receiving mounting attention in recent years, but still needs more...

The European Youth Forum definition of NFE

The European Youth Forum, the pan-European platform gathering 93 members from both national youth councils and international youth organisations, defines NFE as a structured process that gives young people the possibility to develop their values, skills and competencies other than the ones developed under the framework of formal education. These include a wide range of competencies such as interpersonal, leadership, organisational, conflict management, planning and practical problem-solving skills, teamwork, self-confidence, discipline and responsibility

An understanding of Non-Formal Education

Working with young people from all over Europe and elsewhere, the European Youth Forum has the unique opportunity of gathering young people’s ideas and experiences of the learning process in a non-formal setting, that is, through youth organisations. Indeed at its Council of Members meeting (COMEM) in November 2005, delegates gathered to discuss and adopt a Policy Paper ‘Recognition of Non Formal Education: Confirming the real competencies of young people in the knowledge society’. As the title suggests, the Paper deals with the issue of recognition of NFE, at the political level but also at all levels in society; exploring ways in which this recognition can be successfully achieved. We believe that the paper accurately portrays the reality of the need to recognise non-formal education and its outcomes, together with the need to strengthen the complementarity between formal and non-formal education.

It is necessary to broaden and deepen our understanding of education so as to incorporate non-formal education in a perspective of lifewide and lifelong learning. For this to occur, traditional concepts and recognition of education must adapt. With so much emphasis today being placed on educational attainment through formal systems, such as Bachelor and Master Degrees, PhDs, diplomas, certificates and so forth, it is becoming necessary that we recognise non-formal education achievements. **Focusing on real competencies implies valuing people’s full range of skills whether gained through formal or non-formal methods. One such way to do so is through co-operation with youth organisations, one of the primary providers of NFE.**



Non-Formal Education through youth organisations

The youth organisations that compose our membership are some of the primary structures through which people can access NFE. Youth organisations are active providers of non-formal education at all levels in society from the local right through to the international. Consequently, it is important that these types of structures are empowered and given the support and recognition they need so as to continue with the valuable work they do.

Given their composition and structure, truly representative youth organisations offer young people the opportunity to participate as active citizens, developing their skills as active and positive contributors to their community on local, regional, national and European levels. Yet youth organisations and other such providers of NFE are not recognised enough for their role as providers nor are the skills and competences gained in this setting given the recognition they deserve.

Recognising Change

Recognition of any structure or mechanism needs to occur in a variety of settings for it to become valid, and the same is the case for non-formal education. Political, social and individual recognition are critical if non-formal education and its providers are to be given any real weight. It is thus the duty of public bodies to begin to raise awareness of the benefits of NFE, through engagement with youth organisations and other such structures.

Political recognition

Political recognition of the providers of NFE is necessary as a first step. Political structures at all levels in society need to recognise the importance of those providing and partaking in NFE in our knowledge-based society. Governments and international organisations should actively support research into the impact that NFE plays in the development of both the individual and society in general. Cementing this research, they should go a step further by providing financial support to youth organisations as a demonstration of their commitment. This would help ensure the sustainability and development of Youth Organisations.

Social recognition

Social recognition is an important element in the overall status and perception of NFE. It is important that institutions and individuals at all levels in society begin to change and adapt their perceptions of the value of NFE and of youth work. Society's attitude towards education needs to alter from one where formal education is valued over and above non-

formal education to one where both forms of education are weighed equally, for the different attributes they offer, and for the varied skills and benefits they bring to young people. It is often the case that both formal and non-formal education complement each other, providing an abundance of skills and knowledge from every walk of life.

Beyond the Labour Market

Many people regard education, in its formal context at least, as the essential first rung of the labour market ladder. However, this reality is somewhat selective in its nature, neglecting the fact that education does and should reach far beyond the needs of the labour market. It is essential that education systems and peoples' perceptions broaden to encompass an understanding of education as based on a plethora of aspects.

Until this attitude changes, people will continue to over concentrate on formal qualifications to the neglect of non-formal skills. Therefore, the European Youth Forum strongly believes that public authorities and labour market stakeholders should engage with youth organisations to develop concrete ways to make the benefits of non-formal education more visible. This could be done through creating spaces and processes which would bring together the different people involved and enable the information exchange and networking between them. Whereas research is already being carried out, concrete data and figures need to be produced and disseminated on the contribution of NFE to education and learning. In fact, the European Union, the Council of Europe and the World Bank have said separately that they are willing to conduct studies on the impact of non-formal education.

Whilst it is not the objective of youth organisations to enhance young people's competitiveness in the labour market, it should be noted that youth organisations make a significant contribution in this regard. Therefore, the very valuable skills, competencies and attitudes that are gained during engagement in youth activities need to be championed more widely among employers.

Getting involved in the shaping of the European initiatives and tools on recognition

At the European level, the European Council and the European Commission have a special responsibility to take an active role and give more commitment to these processes. The European Youth Forum welcomes the Council's invitation to Member States to "develop a framework for recognition of qualifications, building on the achievements of the Bologna process and promoting similar action in the area of vocational training" (*see final reference in end box*) and supports such a framework, wishing that non-formal learning such as that achieved in youth organisations would also be taken into account.

However, the step would be even greater if it was extended to include NFE. If NFE was included in such a framework youth organizations and other providers of NFE, would receive the recognition they deserve. This recognition would not entail substituting qualifications received in the formal process, but rather could act as a sister accompaniment. It is already foreseen that non-formal education learning outcomes should also be included as a full part of Europass. This will enhance its visibility and recognition.

In the field of youth work, the European Youth Forum (YFJ) is actively trying to maintain this ‘recognition/non-formalisation’ balance in its activities and with its members. Indeed, YFJ offers a good example of how this balance can be achieved. For example, YFJ is taking part in the development of a European Portfolio for Youth Leaders and Youth Workers, a self-assessment tool for those involved in work with young people, developed by the Council of Europe [see the article of Hans-Joachim Schild and Manfred von Hebel for more details about this portfolio]. This and other such self-assessment tools which aim to make the learner more aware of his or her own learning outcomes should be developed and promoted towards the labour market.

The recognition of the complementarity: a life long process

NFE and FE are complementary and together serve to provide the individual with a large amount of knowledge in many spheres of life. Non-formal education then should not be regarded as a replacement for formal education, but rather as a mechanism through which the education not provided in the formal system can be attained. Indeed, participation in non-formal education schemes can be combined with the curricula of formal education. Indeed, the formal education system should be made more flexible to ensure this type of education is easily accessible to all. Unfortunately, this is rarely the case. NFE is not something that can be learnt in a year; it is a lifetime process that gains its success by continuously building upon the abilities, capacities and experiences of the individual. The formal education system should therefore leave greater room for NFE throughout the entire educational cycle; not only by giving the still valuable possibility to spend a transition year occurring mid-way through the secondary school cycle. Facts, Facts, Facts can be learnt, learnt, learnt, but skills need to be honed, fine-tuned and developed on a regular basis. NFE should therefore be seen as an essential element in the development of the fully-rounded individual, and as one that is gathering more relevance the deeper we dive into our knowledge-based society.

Conclusion

The days of ‘facts, facts, facts’ no longer suffice in meeting the diverse needs of today’s young people. Indeed this is what Mr. Dickens’ *Hard Times* luminously illustrates through its purposefully gloomy imagery; drawing our attention to the fact that, even in the 19th Century, it was clear to some that there should be much more to life than sterile facts. Now more than ever, with the world becoming more global, with more young people crossing borders and travelling, bringing with them a barrage of cultural differences, the needs and expectations faced by the education system present an enormous challenge to adequately meet the demand for different ways of providing education.

The European Youth Forum believes that youth organisations have long played their role in providing active opportunities for young people through the NFE methods used. Non-formal education, based on the concept of ‘learning by doing’, is a crucial part of young people’s personal and professional development. Therefore, the time has come to recognise the benefits they help young people bring to their own self-development, knowledge and capabilities.

Notes and references :



- The European Youth Forum: <http://www.youthforum.org>
- Policy Paper ‘Recognition of Non Formal Education: Confirming the real competencies of young people in the knowledge society’: <http://www.youthforum.org/en/publications/reports/0716-05-EN%20Policy%20paper%20Non%20formal%20education.pdf>
- Europass: <http://europass.cedefop.eu.int>
- European Portfolio for Youth Workers and Youth Leaders: www.coe.int/youthportfolio
- Council Resolution of 27 June 2002 on lifelong learning (2002 / c 163 / 01)

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by Rita Bergstein

The European strategy on recognition of **non-formal** learning in the **YOUTH** programme

Imagine all the people...

30 young people coming from five different European countries, spending 10 days together in a youth exchange somewhere in Europe dealing with issues like environmental development and sustainability and what this means for being an active European citizen. Imagine what they learn during the preparation phase of the exchange, the exchange programme and the follow-up. The learning is about...

- their cultural identity,
- knowledge of other cultures and specific subjects,
- organising things together,
- perception of others,
- dealing with conflicts while trying to understand each other or having different concepts,
- a lot of small things concerning independence, democracy, living together in a group, expressing themselves, dealing with unforeseen situations
- a lot more!

Imagine all the people...

In Europe nearly 150 000 young people take part in activities of the YOUTH programme every year. Imagine the amount of “tons of learning”, if you could say that each young person learns a package of 50 kilos...

And the question is who recognises this learning? How can young people present their “tons of learning”? How can they use it for their life? Do young people really realise what they have learned?

To answer these questions, to make learning transparent and visible and to get more recognition for non-formal learning

in Europe, at national and at local level, is the idea of Youthpass. Youthpass deals with the issue of recognition of non-formal learning in the YOUTH programme. Youthpass will be a variety of instruments to visualise what young people learn in YOUTH programme activities. Different tools will help young people to recognise their own learning process and to make the learning outcome visible and usable when applying for a job, looking for a school placement...

Sharing all the world...

Getting recognition for activities in youth work is a challenge for youth workers and youth leaders all over Europe. The Youthpass development will foster the recognition of youth work at European level, influencing national youth policy developments and directly offering tools for an impact at local level.

Without the large number of hours that youth workers and youth leaders in their professional and voluntary life invest, youth work at European level would never exist like it exists today. Youth workers and youth leaders at local, national and European level argue for, discuss about and develop European projects with young people.

The outcome is a huge variety of creative, dynamic and highly professional projects in international contexts, here we are talking about some 10 000 projects in the YOUTH programme. Getting recognition for this important effort that the youth work field makes at local, national, European and international level, is one aim of Youthpass.

Development of Youthpass in 2006

During the first half of 2006, in nearly ten countries possible tools for the recognition of learning in the YOUTH programme will be tested. Concerning each of the Actions these are :

Action 1 (Youth Exchanges) - Individualised certificates for all participants

Action 2 (European Voluntary Service) - Revised version of the EVS Annex

Action 3 (Youth Initiatives) - Preparation of an individualised certificate

Action 4 (Support Measures) - Preparation of a certificate and an individualised assessment tool

The overall concrete aim of the Youthpass development is to start issuing certificates in Action 1 and Action 2 from the beginning of 2007 in conjunction with the implementation of the new programme **Youth in Action**. The implementation of certificates and assessment tools for all Actions will follow.

Sharing all the world...

Around 70 % of learning in a young person's life takes place in informal and non-formal learning surroundings, such as the family, youth organisations, peer groups, leisure time and, for sure, even in YOUTH programme activities. (Around 30% of their time is spent in formal learning contexts). Being aware of their learning and using it, for example, to make a personal step further in life, to apply for a job, to go ahead with things, it would be necessary to have something handy to share the experience. During the next years we will be developing

1. qualified certificates to certify learning in youth exchanges, European Voluntary Service, youth initiatives and training courses, and
2. assessment instruments to reflect and follow a non-formal learning process in a deeper way.

Guidelines through the development process will be

- to find a language which is understandable for the target persons,
- to find procedures of access for everybody,
- to cover needs of young people
- and to identify easy ways of using the instruments and of getting information.

Sharing all the world...

Over the next years, the SALTO Training and Cooperation Resource Centre will develop Youthpass in close co-operation with the European Commission and the YOUTH National Agencies in the 31 Programme countries. The needs of young people and the experience in recognition of organisations in Europe will be integrated.

Notes and references :

- If you want to be informed about the Youthpass development, please visit the SALTO-YOUTH web site at : <http://www.salto-youth.net/youthpass/>
- If you want to share ideas about recognition and the approach of Youthpass, have comments or questions..., please contact Rita Bergstein at rita@salto-youth.net SALTO-YOUTH – www.salto-youth.net/youthpass Training and Cooperation Resource Centre @JUGEND für Europa - German National Agency YOUTH, Godesberger Allee 142-148, 53175 Bonn, Germany <http://www.salto-youth.net/TrainingandCooperation/>
- Of course, I used John Lennon's song Imagine for the sub-headings in this article.

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by Flavia Giovannelli

The 10th
Anniversary
of the Barcelona Declaration in the youth field

The Barcelona Process (1995) was the result of the political will of originally 27 partners countries^I to provide a framework for strengthened dialogue and comprehensive cooperation in the Mediterranean region.

With a specific emphasis on youth, the Barcelona Process stressed that “youth exchanges should be the means to prepare future generations for a closer cooperation between the Euro-Mediterranean partners. A Euro-Mediterranean youth exchange cooperation programme should therefore be established based on experience acquired in Europe and taking account of the partners’ needs”.^{II}

● ***The great importance of the Euro-Med Youth programme***

By reading the Euro-Mediterranean Youth Programme Mid-Term Evaluation Report^{III} or simply by listening to young people from the so-called “Meda countries”, we can easily

notice that before the launching of the Euro-Med Youth programme those countries had no opportunities to develop youth activities with European counterparts. There were simply no programmes dealing with non-formal education or financing projects, exchanges and youth activities in the Euro-Mediterranean context.

The Euro-Med Youth programme can thus be considered as a milestone, a necessary step for the creation of what some have called a “EuroMed Youth space”.

To the question: “***Why choose EuroMed?***” Nadia, an Egyptian freelance trainer stated that “It is the only available option where we live” and Jalel, a youth worker from Tunisia affirmed that “to transcend geographical and cultural borders...EuroMed is the only possibility..”.^{IV}



For a great deal of Meda youth structures the Euro-Med Youth programme has been the only source of support for international activities mainly Europe-oriented. Thanks to the relative simplicity of its functioning mechanism and to the multitude of supporting activities undertaken by the Salto Youth EuroMed Resource Centre, the EuroMed Youth Platform^V and the Partnership between the European Commission and the Council of Europe, many young people from Meda countries benefited as never before from training and meeting events, youth activities, sharing youth practice with European peers/partners.

While European youth structures can simply apply for specific geographical areas in order to run their activities (South Eastern Europe, Central and Eastern Europe, overseas countries), Meda ones have only this access to youth mobility.

Once again the question, **“Why choose Euromed?”** posed to some European participants showed other perspectives. A Spanish participant, Ares, said: “there is a strong Mediterranean identity in Spain” while Vito from Italy added: “there are a lot of Tunisians and Moroccans in my region, with cultures so different from mine. From a more European point of view, the EuroMed youth programme seems to be considered more as a vehicle to deliver more understanding towards other cultures and/or a factor providing more familiarity among people from different origins”.

Whatever reason our participants expressed, the successful impact of the Euro-Med Youth programme on young people’s lives and activities, both in Meda and European countries, has been largely proved.

● **The Salto Youth EuroMed Resource Centre...and its own celebrations**

The Salto Youth EuroMed Resource Centre (based in France) aims to promote and develop a global training strategy for Euro-Mediterranean cooperation in the youth field. (I am currently working there as project officer).

Keeping in mind the aforementioned considerations about the fundamental role played by the EuroMed Youth Programme, we could not miss the opportunity of celebrating its 10th Anniversary. During the second half of September 2005, two of our training courses “Step To” and the consolidation and development seminar of the long-term training course TATEM - (Training for active trainers in Euro-Mediterranean youth work)^{VI} took place simultaneously at our centre. This meant roughly 60 participants from European Union, Maghreb and Middle East countries. On September 23rd together with the French National Agency for the European Youth programme and the support of the French Ministry of Youth, Sports and Community Education, we organised **a conference-debate on “the Euro-Mediterranean Cooperation”**. In front of a large audience (including the 60 Salto trainees) we welcomed spokespersons from the European Commission (DG EAC-Youth Unit) and the French Ministry of Youth, Sports and Community Education, a Euromed Youth programme external evaluator and some civil society experts. The discussion focussed primarily

on the EuroMed Youth Programme by approaching the global assessment of the 10 years of the Barcelona process and its achievements, the evaluation of the EuroMed Youth Programme and the presentation of some good practice in training.



Another event we are very proud of was the **«Euro-Med Youth Awards»** for best projects held in Cairo, Egypt, from 12th to 16th of October 2005. This event was co-organised by us together with the Egyptian National Coordination Office, the Euro-Med Youth Platform, under the patronage of the European Commission. **This occasion gathered 54 participants from 23 different countries (selected out of 228**

applications). They were invited to come and introduce their own projects, share good practice, propose new project ideas and find partners through the numerous workshops and partner matching phases. We collected 62 new project ideas including **39 concrete proposals** based on the programme priorities: active citizenship, the place of women in society, fight against racism and xenophobia, environment and heritage protection, minority rights and other themes. Nine “Euromed Youth” projects received awards - eight projects selected by the jury as examples of good practice in Euro-Med Youth cooperation plus an additional award given by the Anna Lindh Euro-Mediterranean Foundation for Dialogue between Cultures.^{VII} The meaningful presence of the Egyptian First Lady Suzanne Mubarak increased the visibility of this event and brought a more official “touch” to the ceremony. Moreover, the intervention of the European Commission (both DG Relex and DG EAC) allowed participants to discover more about the present situation and the future of Euro-Mediterranean cooperation including the role played by non-formal education and youth.

To conclude, this was our humble but sincere contribution to the 10th anniversary of the Barcelona Declaration. I would like to finish by stressing that a great number of celebrations took place in other countries, in youth and in other sectors, in a spontaneous or organised way in order to acknowledge the importance of what the Declaration generated, of what has been achieved during these 10 years. Last November in Barcelona, the leaders of the Euro-Mediterranean Partnership committed themselves to work towards the objectives contained in a new work plan for the next five years^{VIII}. Let’s be confident and say that it can only get better!!!



Euro-Med Youth programme: short chronology and main features

In September 1998, the **first Euro-Med Youth programme** (1999-2001) was adopted by the European Commission and the Euro-Mediterranean (MED) Committee to:

- facilitate the integration of young people into social and professional life and to stimulate the democratisation of the civil society of the Mediterranean partners;
- to improve mutual understanding and cohesion between young people across the Mediterranean region, based on and committed to mutual respect, tolerance and dialogue between the various cultures;
- to increase the importance of youth organisations, developing young people's active citizenship, especially that of young women, and promoting the exchange of information, experience and expertise between youth organisations.

It focused on **the three main actions of the YOUTH programme**: Action 1 (Youth Exchanges), Action 2 (Voluntary Service) and Action 5 (Support Measures).

In November 2001, a **second phase of the Euro-Med Youth programme** was adopted by a decision of the European Commission and the MED Committee. The Commission defined this time five **thematic priorities** focused on the Mediterranean needs as: The fight against racism and xenophobia, active citizenship and the development of civil society; the role of women in society; minority rights and protecting the environment and cultural heritage.

Before launching phase III (2005-2006), the Commission's Cooperation Office "EuropeAid" (DG AIDCO) launched a feasibility study. Following its recommendations the Commission envisaged a decentralisation of the MEDA part of the programme. Such decentralisation will entail the transfer of the management – that is, the selection, issuing of contracts and financial management of the projects presented by youth organisations - from the Mediterranean partner countries – to new structures which will be identified by the authorities of the relevant countries.

The decentralisation process will be divided into two phases: the first one will focus on the creation and capacity building of the new structures. The second one will consist in re-opening project selections, which will be managed in a decentralised fashion by the new structures. The process will take place under the supervision of DG AIDCO, which is responsible for the implementation of the Commissions' external aid. The Commission will establish a Regional and Capacity Building Scheme which will prepare and support the creation of the EuroMed Youth Unit.

More detailed info http://europa.eu.int/comm/youth/priorities/euromed_en.html

Notes and references :



I. Since the enlargement of the European Union in May 2004 this process involves the 25 Member States of the European Union as well as 10 Mediterranean partner countries : Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Palestine Territories, Syria, Tunisia and Turkey.

II. http://europa.eu.int/comm/external_relations/euromed/bd.htm

III. http://europa.eu.int/comm/youth/program/eval/euromed2004_en.pdf

IV. "Meet In EuroMed" n° 6 (bi-annual magazine edited by the Salto Youth EuroMed Resource Centre) offers some testimonies from participants as well as an overview on our celebrating events in 2005. Downloadable PDF version <http://www.salto-youth.net/meetin/>

V. www.euromedp.org

VI. www.salto-youth.net/stepto ; Tatem is organised within the framework of the Partnership between the Council of Europe and the European Commission and run jointly by the Salto Youth RC and the Council of Europe www.salto-youth.net/tatem

VII. To find out more details as well as the winner list <http://www.salto-youth.net/winners/>

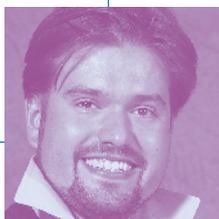
VIII. http://europa.eu.int/comm/external_relations/euromed/summit1105/five_years.pdf

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YOUTH IN TRANSITION

A BRIEF INTRODUCTION TO TRAINING AND WORKING IN THE EASTERN EUROPE AND CAUCASUS AREA

The YOUTH Programme describes the region of Eastern Europe and Caucasus (abbreviation – EECA) as consisting of the following “Partner Countries”: **Azerbaijan, Armenia, Belarus, Georgia, Moldova, Ukraine and the Russian Federation** (all of the territory, including the Asian parts as well). If you have agoraphobia, please don’t look at the map of this region! The region of Eastern Europe and Caucasus is the biggest amongst the First Priority Regions of Partner Countries (i.e. EuroMed and South East Europe), the size of which can be compared only with the Second Priority region – Latin America.

Reality in the EECA countries is very different and very similar at the same time... All these countries belong to the Commonwealth of Independent States (CIS). Some of them are trying to create new international structures: Belarus is still integrating with the Russian Federation into a new union state; Ukraine is trying to renew an “alternative CIS” known as GUAM from the initials of the member states: Georgia, Ukraine, Azerbaijan and Moldova. Transition of the region is clearly still going on.

Taking into account the overall political situation of EECA countries, we would say that it is a “bit” different to the situation of countries in the European Union. According to a **“Freedom in the World 2005”** survey, which provides annual evaluation of the state of global freedom as experienced by individuals, there are no “free” countries in the EECA region. There are several countries like Armenia, Georgia, Moldova and Ukraine indicated as “partly free”. This means that some changes are happening which could result in the democratization of these countries. This survey was carried out by an American foundation called “Freedom House”. The researchers define “freedom” as the opportunity to act spontaneously in a variety of fields outside the control of the government and other centres of potential domination. The foundation measures freedom according to two broad categories: political rights and civil liberties. Political rights enable people to participate freely in the political process, through the right to vote, competing for public office, and electing representatives who have a decisive impact on public policies and who are accountable to the electorate. Civil liberties allow for the freedoms of expression and belief, associative

and organizational rights, rule of law, and personal autonomy without interference from the state.

What do these results mean for trainers and youth workers who are going to cooperate with this region?

First of all, it means that people from EU countries should be very sensitive to the situation of the youth workers and the youth organisations in the EECA region.

The possibility of international co-operation for example as provided by the European YOUTH Programme is especially important for both groups of beneficiaries, those from the so-called “WEST” (Programme Countries) and from the so-called “EAST” (EECA Partner Countries). Such cooperation is not easy – we may even call it a kind of challenge. There are not only cultural differences between these two regions, there is also a kind of “civilization difference”: inside the EU you expect that everywhere you will encounter the so-called “EU standards” of political, economic and social systems, in the East you should be ready to experience “Eastern” standards.

These differences may result in fears but as with everything new and unknown, they can also be very attractive and challenging... The common problems in cooperation with EECA countries are lack of information, lack of partner-finding structures, language difficulties, visa and bank transfer problems, hard local economic situation (e.g. lack of hot water and heating)...

And now about the positives: the most important is that young people from EECA are very interested and very open to international cooperation within the YOUTH Programme. They are very skill and knowledge-oriented.

In order to assist you in youth cooperation with the EECA region, the SALTO-YOUTH Eastern Europe and Caucasus Resource Centre was established in Warsaw (Poland) in October 2003, by the decision of the European Commission. If you are a project manager, youth leader, trainer or facilitator, SALTO EECA offers you expertise on Eastern Europe and Caucasus.



We can support you in finding contacts and implementing your youth project.

The aims of the EECA Resource Centre :

- To raise visibility and awareness of the YOUTH programme opportunities within the Eastern Europe and Caucasus Region
- To provide support and expertise to National Agencies of the YOUTH programme by contributing to events promoting cooperation with the EECA region
- To promote international co-operation with EECA Partner Countries
- To support project organisers in the development of contacts, partnerships and projects

Some SALTO-EECA advice to bear in mind to make your International Cooperation with Eastern Europe and Caucasus efficient :

- *People, organisations and local communities that we are cooperating with are our partners. This means they have the right to know and understand the essence of the common project.*
- *You should do everything to ensure that all partners in the project are self-dependent and that you are not treating them in an over-protective manner.*
- *The common project should be transparent and understandable in every way by all its partners. You should not transfer the burden of project financing onto partners suffering poorer financial conditions. You should also not make promises, financial or otherwise, which are not thought out thoroughly and where there is a risk that they will not be fulfilled.*
- *You should also take care of partners' safety (in every way). You should remember that while working with partners deriving from authoritarian regimes (e.g. from "not free" countries), local partners are the ones that will be affected by a potential risk.*
- *While preparing to realise an international project, you should know the culture, history and traditions, as well as the basis of the law and political systems of the countries which will participate in the project. You should build your training programme and exercises accordingly.*

...and now a small test in the end :

What is the tallest peak in Europe?

Please choose one option :

- Mount Blanc** (4807 m, the tallest peak of the Alps)
- Elbrus** (5642 m, the tallest peak of the Caucasian mountains)

Remember, the answer you choose will define the Europe you live in...

Notes and references :



SALTO-YOUTH EECA RC provides access to :

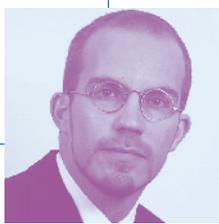
- **“Contact List”** with addresses and fields of interest of organizations from Programme and EECA countries – to find a partner for your project, you can visit www.salto-youth.net/contactlist
- **Network of Multipliers** – trained by the Resource Centre, a network of people within the EECA region, active and experienced in the promotion of the YOUTH programme. For further information visit: www.salto-youth.net/eecamultipliers
- **EECA manual** - internet links to sources about Eastern Europe and Caucasus, which could help you in the preparation of your projects. More on www.salto-youth.net/eecamanual
- For additional information visit: www.salto-youth.net/eeca

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by Philipp Boetzelen

EKCC European Knowledge Centre

where we are and where we are going

▶ BECOMING “THE CENTRAL PLACE FOR THE EXCHANGE OF INFORMATION AND DIALOGUE ACROSS THE YOUTH FIELD”

▶ Launch

The first successful launch of the European Knowledge Centre for Youth Policy took place during the Luxembourg Presidency Conference 16-18 June 2005 on the topic of “Organising dialogues, exchanges and networks between youth field actors for a better Understanding of Youth”. The second launch was performed at the Council of Europe’s Youth Ministers conference, September 2005, in Budapest. Undoubtedly the EKCYP has become really famous now – has it really? The answer is twofold: it is widely known that the EKCYP exists (and people seem to like its “style”), but it is not yet used by a sufficient number of persons.

▶ Review

To check what has been done so far and how the present site could be improved, the content as well as the technical infrastructure were assessed. For the content side of the evaluation several internal meetings were held and a Quality Group was set up, composed of national correspondents to the EKCYP, researchers and policy makers.

And? Well, there are still some steps to go on the EKCYP’s way to becoming “the central place for the exchange of information and dialogue across the youth field”. Firstly this is about consolidation of the present features, specifically:

The **core content** (*key topics*). Here, EKCYP-correspondents (16 in the first pilot phase and about 30 in 2006) from all over Europe feed data on the priority themes of both the European Commission’s White Paper on Youth and the subsequent common objectives and the Council of Europe’s monitoring of youth policy. It was agreed that these should be more user-friendly and the core information should be reviewed on its usability. To give an example, it is already possible to compare -let’s say, the number of journals that publish youth research in different countries. But this information is available only in numbers. Graphs would make quantitative data clearer and will be available soon.

The database. Clicking on “Search the database” provides all kinds of documents. But up to now these are mainly linked to the Council of Europe and European Commission. We need more “knowledge” and from different backgrounds. For instance the paper you wrote once for xy: just register and go for uploading a paper (<http://www.youth-knowledge.net/INTEGRATION/EKC/Register/>).

The glossary, containing an exact definition of expressions that are widely (and differently) used in the youth field, represents a valuable tool but it is far from being complete and has to be extended.

Surely there is more to say about consolidation of the present features of www.youth-knowledge.net. Do not hesitate to share your opinion with us, there is a **feedback section** (which still has to be tested and further developed)!

▶ Pilot phase for an open discussion forum

Secondly it is about opening up the instrument and active participation of more users: tools such as the **discussion forum** would highly profit if access to them is eased and participation of all possible groups of users fostered. This could mean, for example: to allow discussions on all kinds of issues having to do with youth and not restricting these to pre-established topics. Posting comments without being required to go through a complex registration procedure, and so on. Ideally there would be a virtual place where interested people could upload articles and papers and discuss imminent issues (like the unrests in France some months ago, for example or in the future on the key topics of the new Council of Europe campaign All Different – All Equal). But: how would such a **participative webpage** function? And: would it meet the interests of the users’ community? We will run a pilot phase annexed to the EKCYP to find answers to these questions. Complementary to the core content of the EKCYP and the **background knowledge**, where (in most cases) “official knowledge” is being stored, the pilot phase would constitute a bottom-up tool for the communicative creation and dissemination of knowledge.

We are looking forward to discussing the development of www.youth-knowledge.net with you! And once again, don’t forget to visit the feedback section.

Contact :

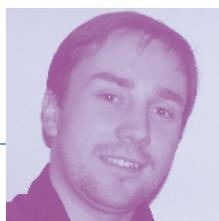
Philipp.BOETZELEN@coe.int





by Nuno da Silva
(YEU President)

&



Marius Ulozas
(YEU Vice president)

YEU and non-formal education An organisational profile

**You cannot teach a man anything
You can only help him to discover for himself.**

Galileo Galilei [1564-1642]

As we reflected on our involvement in youth work and the significance of non-formal education (NFE) and non-formal learning (NFL) as a fundamental complement of formal education in the personal development of youngsters, we realised that sharing YEU experience working on the issue would be a relevant contribution to this issue of Coyote.

Have you ever heard of YEU?

YEU is an International Youth organization 'Youth for Exchange and Understanding' and stands for peace, understanding and co-operation between the young people of the world, in a spirit of respect for human rights and cultural differences. The organization was created in 1986 in Strasbourg, by a group of 120 youngsters from 11 different countries who believed in NFL and was the result of 4 years of cooperation through multilateral short term youth exchanges. So this year is special for our organization, since YEU is celebrating its 20th anniversary. Nowadays, YEU counts 26 member organizations across Europe, Africa and the Middle East. And cooperation with partner organizations goes far beyond these geographical boundaries.

YEU is constituted by a considerable number of youth organizations with diverse aims and different scope of activities within their local communities. Nevertheless, we all share the 110YEU mission, all member organizations are democratic, non-political-party-affiliated and all strive to develop youngsters and their communities by being NFL "spaces" and where youngsters can create other NFL and NFE "spaces". Within these "spaces", youngsters can develop themselves via participation,

they exercise their citizenship, they participate in the promotion of a set of values such as Human Rights, Voluntarism, Cooperation, Respect for Diversity, Intercultural Learning, Non Violent Behaviour, Inclusion and Equal Opportunities for all.

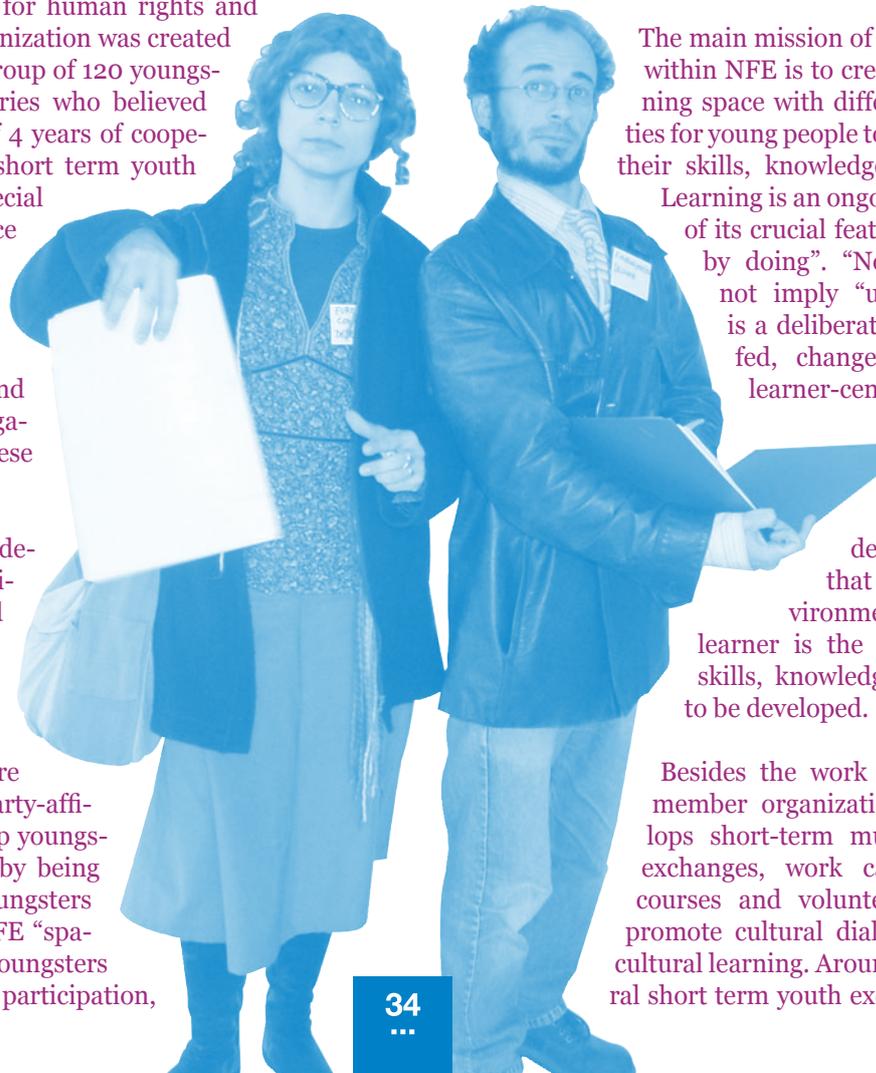
In YEU, individuals, involved in the organization in different ways, are the actors in the education/learning process for which they are responsible. This implies that all youngsters are sharing responsibility for the learning outcomes, based on equality and peer education values: **the learning outcomes depend on the active involvement of everyone and each one learns with and from the others.**

The main mission of the organization within NFE is to create a "safe" learning space with different opportunities for young people to further develop their skills, knowledge and attitudes.

Learning is an ongoing process; one of its crucial features is "learning by doing". "Non-formal" does not imply "unstructured"; it is a deliberate, planned, staffed, change-orientated and learner-centred process.

The process of non-formal learning is shared and designed in a way that creates an environment in which the learner is the architect of the skills, knowledge and attitudes to be developed.

Besides the work done locally by member organizations, YEU develops short-term multilateral youth exchanges, work camps, trainings courses and volunteer activities to promote cultural dialogue and intercultural learning. Around 6-8 multilateral short term youth exchanges (usually



ranging from 7 to 21 days and involving between 25 and 80 people) are arranged every year. They involve a few hundred youngsters at different levels of participation: participant, organizer, facilitator, core team member. Besides youth exchanges, YEU also develops other volunteer activities such as European Voluntary Service (EVS), job shadowing and internships, as well as study sessions, seminars and conferences with themes relevant to our network development, training courses, study visits and youth information projects.

Each level of participation is coherent with a particular learning outcome achieved, which is a concrete benefit of non-formal education. They are described in the scheme below.

We have taken the example of the participation in a youth exchange, which is the basic level of involvement for a participant in a YEU activity, and we tried to point out the learning outcomes and the attitudes developed by the participants, but also by the team of organizers and facilitators.



<i>Skills</i>	<i>Knowledge</i>	<i>Attitudes</i>
Participant's Non-Formal Learning Outcomes		
<ul style="list-style-type: none"> • Communication • Language learning • Active Listening • Empathy • Distance to Social Roles • Conflict resolution / transformation • Critical thinking • Self awareness about oneself and the others • Being in a group • Creativity • Emotional development • Sensibility 	<ul style="list-style-type: none"> • Cultural diversity • Cultural Relativism • Human Rights • Citizenship • Globalization and interdependence • Political, economical and social situation of other countries 	<ul style="list-style-type: none"> • Respect • Tolerance • Voluntarism • Community spirit • Sense of belonging • Responsibility • Active Participation • Non violent behaviours • Open minded • Supportive towards others • Empowerment • Autonomy • Confidence and self-esteem
Organizer's Non-Formal Learning Outcomes		
<ul style="list-style-type: none"> • Team work • Problem solving • Capacity to foresee and plan • Leadership • Interpersonal conflict resolution 	<ul style="list-style-type: none"> • Project Management • Volunteers management • Interpersonal contacts 	<ul style="list-style-type: none"> • Discipline • Share responsibilities • Trust • Flexibility • Patience • Easy going
Facilitators Non Formal Learning Outcomes		
<ul style="list-style-type: none"> • Facilitation • Assertiveness • Implementation of NFE activities • Interpersonal conflict Resolution 	<ul style="list-style-type: none"> • Group dynamics 	<ul style="list-style-type: none"> • Inclusion • Equality
Facilitators Non Formal Learning Outcomes		
<ul style="list-style-type: none"> • Design NFE programmes and activities • Leadership • Conflict transformation 	<ul style="list-style-type: none"> • NFE methodology and methods 	<ul style="list-style-type: none"> • Discipline • Share responsibilities • Trust • Flexibility • Patience • Easy going



Ensuring the sustainability of our organization

However, our network wasn't always that dynamic! We entered the 21st century facing a growing shortage of skilful, competent and motivated young people to run our organizations and programmes. This resulted from the incapacity, in the second part of the 90's, to prepare "new" members to continue the work of the "older" YEU generation in a sustainable manner.

5 years ago we decided to invest our energy in the following three directions:

- **Allowing more young people to get involved in YEU through the clarification of YEU structure, procedures and policies.** It made clear the way in which YEU can support the development of members who wish to develop their competencies in the youth field and allowed the initiation of youth workers careers in our structure.
- **Raising the quality and quantity of non formal education and learning opportunities within the network.** We promoted participation of our members in international training courses, such as those provided by the Council of Europe (CoE), SALTO centres and by the Covenant between the CoE and the EU. The direct result of this step was the development and the higher quality of our own training activities.

- **Developing cooperation with other NGO's and International Youth Organizations to share best practice and resources.** The European Youth Forum has been a privileged space for the development of those partnerships and for the raising of YEU knowledge in many youth areas, especially those related with youth policy and with youth work practice. This opens existing NFL spaces to people from other organizations and creates peer-to-peer cooperation with different organizations, thus creating new NFL spaces.

YEU as a space for development: find your place!

Every organization provides a lot of opportunities to get involved and develop yourself in the most appropriate way. Network organizations working across the borders, in this case YEU, gives a lot of opportunities for self-development on different levels. Below you will find a simplified scheme which shows how and where a person can get involved in YEU and what social and personal competencies a person may acquire. Some people go through all this "development chain" from involvement in a local organization to international structures; some only get the few things they need and stay at the primary level or leave; but the most important thing is to provide opportunities for everyone to develop all the potential a person has and wants to develop.



Most commonly youngsters first get involved in YEU member organizations at the local level, be it Tunisia, Portugal or Lithuania, and then via participation in the events they become motivated to take responsibilities in the organization or organize exchanges themselves. Some of them undergo more training and become involved in the international structures; governing board, YEU pool of trainers and facilitators. But it

is not a "must-go" path; some people continue working on the local level bringing their experience to the grass-root level. The most important thing for us is that everyone can find an appropriate place for learning and sharing his/her experience. At the same time, the structure of the network enables greater accumulation of experience and its transfer.

The conclusion

The last two decades brought big changes in the youth field and recognition of non-formal education in Europe. Since we no longer need to advocate the importance of NFE and necessity of NGOs, now it is our responsibility to make the best use of it.

In twenty years of existence YEU has evolved and developed a long way. But organizations are nothing without people; its members who engage themselves to develop themselves and thereby strengthen the organization. Creating safe learning spaces, making opportunities and structures transparent and the personal approach to each member, will ensure the best results. It worked out well for YEU, why it should not work in your case?



YEU [Youth for Exchange and Understanding] is:

- an international youth organization founded in 1986;
- more than 5000 young people in 26 countries around Europe, Asia and Africa. These youngsters are youth leaders and future leaders of their countries and societies;
- full member of the European Youth Forum based in Brussels and we are recognized by the Council of Europe and the European Union as an International Non Governmental Youth Organization.

YEU Mission

Youth for Exchange and Understanding works to promote peace, understanding and co-operation between the young people of the world, in a spirit of respect for human rights. As an international network, we are the representative body of our members in contacts with the institutions and partners in the youth field.

What YEU stands for

Over the years, YEU has managed to distinguish its philosophy and working methods. The primary aims of the organization are:

- To foster closer co-operation and better understanding among the young people of the world, both between and

PERSONAL TESTIMONY

by Marius Ulozas

I engaged myself with a YEU member organization in Lithuania back in 2003, after two years' involvement in a political youth organization. YEU attracted me with its intercultural offer and possibility to implement my own ideas in a multicultural environment. Participation in seminars and training courses gave a lot of insights and an understanding that others can think in a different way and that nothing is wrong with that. It also gave me confidence and motivation to go on and share learned things with others.

The nice thing about YEU is that you can get as much as you want – because it depends only on your motivation and dedication. Since I like management and wanted to develop training skills, I went in both directions. On the one hand, after working two years for the YEU Lithuania governing board I was elected YEU Vice-President; whilst in the training field I continued working on different topics and started giving trainings even outside the YEU network. Also, I am representing YEU at the European Youth Forum and its working group, to advocate needs of YEU members and to share our experience with other youth organizations working across Europe.

To sum it up, involvement in YEU gave me a lot of experience and opportunities. It helped to develop skills, attitudes and knowledge; to meet new people. And last but by no means least – it helped me to overcome my stage-fright

within countries, particularly by encouraging the exchange of information & experience;

- To stimulate mutual support between countries, communities and people for cultural, educational and social purposes
- To encourage the interdenominational exchange of ideas and opinions
- To improve the relationship among young people from countries with differing political systems, religious beliefs and traditions, thus fostering tolerance, mutual respect and most of all acceptance

YEU:

***Different people, Common values
Common expectations, Different backgrounds,
Different ways, common outcomes,
MUTUAL ACCEPTANCE,
and Universal respect!!!***

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by Alan Hayes

Peace & the WARRIOR spirit !!!

“One day when the world is ruled by barbarians, the gates of the city will open and the fearless warriors of Shambhala will ride out to fight the powers that be, but you will not recognise the warriors of shambhala, they wear no insignia, no medals, no uniform, but when two warriors meet they will know each other !”

This is a prophecy from the Tibetan Shambhala Tradition and many people in increasing numbers believe that this relates to the world we live in today !!!

A friend and mentor of mine Tim Merry, whom I met when I was an EVS volunteer with an organisation called Engage! InterAct in the Netherlands in 2002, had read a book called Shambhala – the sacred path of the warrior and I was intrigued.

I had heard different conversations and snippets from various people talking about warriors and their role in the world during my time as a volunteer, and afterwards, but I never really looked into it. At the time I was already being called a hippy and a tree hugger by my friends back home in Ireland, and I was not ready to present them with a new concept called “Warriorship”. After all, their idea of intercultural learning was if they drank a beer from a different country or got a date with a foreigner! So why was I so captured by this term “Warrior”?

Tim gave me the book as a gift, and I keep it with me. By now it is covered with notes and highlighting on different sentences that attract me.

I don’t expect people to fully agree with what I say here; I don’t expect people to want to become “warriors” after reading it, in fact you probably already are one without knowing it. The main thing I hope is that the next time you face a difficult decision in your work, and you ask, “Why am I doing this?”. Stop. And say this sentence: “I am a peaceful warrior, with courage and integrity”.

Thinking about the word “Warrior” it’s understandable to see images and associations with ancient Japan or China, the war arts of the Samurai, or even of modern soldiers; but this is not my meaning. Earlier I mentioned the word “Shambhala”, and

to be honest I still am not sure what it means, but it appears to be many things: it is an ancient mythical kingdom, it is a tradition and a form of meditation. In the book I mentioned they take the meaning from the Tibetan word “pawo”, which means the “one who is brave”.

As a Youth & Community worker in Ireland, I have faced situations that have required me to take a strong position and make a very clear decision, just “knowing” that it is the right one to make, even when it directly challenges others. I am sure you have faced similar situations, and what you are doing is standing up for what you believe to be good, and right and for the better of others.

Often, when I speak to colleagues and friends about how things are in their lives and in this world we reach a point where all we talk about are negative points. Why is this? I don’t know for sure, but I believe that it is because we are facing such a struggle in trying to change things in this world, in trying to make this a place where we want live, a place that we would like our children to inherit. Our thinking is on many levels, not just about the work that we do but also the environment, the economy, politics and we feel despair at the prospect of having to try to change them all, we feel disempowerment. Well we don’t have to try and change them all right now, one of the core essences of youth work is that we meet people where they are now. Realising and acknowledging the struggles, difficulties and natural path of evolution in people, this also applies to ourselves, we must identify where it is that we are now and where we want to get. If I start with myself, speak my truths, take a stand for what I believe to be good; I will be making a difference. If I am just not afraid of whom I am, like when I said that I would not speak of warriorship to my friends because they already thought I was a hippy and a tree hugger, now very often that is where our conversations lead. Instead of allowing our chat to move from what we are doing in our lives to negative associations about it, I find myself more and more,

exploring what are the alternatives for how we live our lives, if I can identify what it is that makes the good times so good, I can try to recreate that as part of my daily routine.

I believe that many of us are those “Shambhala” warriors. We are those very people who are riding out of the gates of Shambhala. In fact, we may have been riding for many years now and still are not completely sure where we are going or what it is that we are here to achieve. For instance, have you ever felt that you “know” what to do in a situation, you “know” what to say and when you say it you get a feeling of relief, a feeling of freedom and even a shiver down your body. A feeling of “Oh isn’t this wonderful! To be able to stand up for what I passionately believe”. I believe this to be the beginning of the path of the “Warrior”. Thinking about it is beginning; actually acting on it is being.

The Shambhala tradition says that when the Warrior enters the room people get up and leave. They are afraid of what will happen. Not that they are afraid of violence, but they are afraid that they may be challenged and they are afraid of who they are. Then as people begin to see the comfort that the Warrior has in his/her own presence and awareness, then they begin to get curious. And one-by-one, they will re-enter the room and observe, then maybe speak to you, and then they may also begin their journey on the path to Warriorship.

Standing in that room alone is a terrifying prospect for most of us. Not having control over what is happening. Feeling crippled by indecision. This mentality is not a healthy place to be, we should challenge ourselves to become comfortable living in a place of not knowing.

Change is happening in this world and when change begins, it usually ends very quickly! You may believe that the seasons of the year are changing; this is the first year I remember seeing bumblebees outside my window in November, in Ireland; or, you may believe that the polar ice caps are melting. Ultimately, change is a natural process. It is accelerated very often by our interaction, but perhaps we should not think that we should change the world. If we make small changes in our own worlds, in our own lives we can affect changes in the rest of the world. Perhaps we could cultivate increased awareness of our presence and its impact as a powerful weapon in the armoury of the warrior. It is a very sharp sword that can be swung with grace and elegance.

So, beginning an apprenticeship to become a warrior, what’s the first step? I believe that first step is to accept who you are. To do the work that you do because you believe it is fundamentally good. We read this magazine because we want to find out what is happening elsewhere in the world, and in the world of our work. We have a hunger to know and an appetite to be involved. And so we have begun already... Stand in the place of not knowing; when we are truly open to change, it is then that we allow the possibility of brilliance to emerge.

The next steps should be taken from a higher level of consciousness, with an open heart that will allow you to feel the joys and the pains of what you do. If I have a genuinely open heart, I can appreciate even the most basic of things; from the colours in the garden to the smell of my food and I can also appreciate the beauty of my purpose here. I was told long ago that if you enjoy what you do for a living, you will never work a day in your life. So even in the hard times when I question my impact, effectiveness or purpose, I know that I can continue because I love what I do. I believe if we meet people where they are right now, and we offer our presence, our integrity and experience to intervene with an appropriate skill, they will

find and voice their passions and begin their path in warriorship for themselves.

This is my challenge to you now. Look at the way you live your life; the way you do your job and the impact you have on the common good of humanity. This is the critical view we need to take to become conscious of where we stand in this world, to become conscious of “What I do” and “Why I do it”. When you have seen where it is you

stand in this world, then just like we create small next steps for our young people to evolve, you too will enjoy the fruits of your labour.

The Hopi Indians are a Native American tribe who still meet in traditional council; several years ago they issued a statement, which included the words.

“Gather yourselves, the time of the lone wolf is over. We are the ones we have been waiting for”

This is a call to the peaceful warriors, gather yourselves and stand in the place where you are most afraid to go. For that is where we will create the greatest changes, in ourselves and in others.



Notes and references :



- **Chogyam Trungpa** : Shambhala, The Sacred Path of the Warrior, Shambhala Dragon Editions ISBN 0-87773-264-7
- **Dan Millman**: The way of the peaceful warrior. ISBN 0915811898

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by Szilard Strenner



Bring more peace into non-formal education *Peace and violence in learning groups*

The aim of this article is to show that despite the qualitative opposition between peace and violence, the two often cannot be separated in practice. The other aim is to observe the different forms of violence that occur within non-formal education (NFE) based on that understanding. Though trainers in NFE are supposedly aware of peaceful and democratic educational approaches and principles and would like to see their courses and trainings as peaceful and non-violent as possible...the reality seems to be far from that. In my article I introduce the milestones of my learning paths and show how I amended my trainer and course organiser practice previously known as fully peaceful and democratic.

It is also said, that in countries where democracy was established only in the last decades, societies have not yet been able to digest the holocaust or the communist regimes in order to heal or cure themselves. Experts say these societies have much to do to get rid of scapegoats or other false strategies for living. This made me think that maybe I myself, as a member of our society, have similar attitudes that I am not aware of at all. Probably I also have a lot to do personally.

Some theories

When I found the quotation, I also found the core element of this article among the theories of the Norwegian Johan Galtung. Galtung says peace is not the lack of war. The lack of war is negative peace. The concept of peace or violence must cover all kinds of violence. War is a radical attack against human communities. Armistice is not equal to peace. There can be massive pain, wounds, and even dead people too. Something happened that is irreversible. Treatment may occur but the painful memories will not go away.

According to Galtung there are at least three other kinds of violence:

- **Cultural violence:** discrimination, threat, manipulation, debate
- **Direct violence:** abuse, mistreatment, taking one's freedom
- **Structural violence:** hierarchy, law, roles, procedures, bureaucracy

Galtung also says that conflict and violence must be separated. There is a clear distinction.

Conflict is a possibility that can develop in any direction based on creativity. According to Kenneth Boulding, conflict is one of many different forms of competition for limited goals or resources (1962). When there is a conflict situation amongst different roles, people, groups or nations, they may feel tension, heat. There is no harm yet; only the tangible tension of misunderstandings, confusion or of limited resources, clashing interests and so on. Needs will bring responses to a conflict situation and the applied core values will shift the solution towards peace or violence.

A quotation

About a year ago I found a poem "First they came..." from the Lutheran Pastor, Martin Niemöller (1892-1984).

First they came for the communists, and I did not speak out
because I was not a communist;
Then they came for the socialists, and I did not speak out
because I was not a socialist;
Then they came for the trade unionists, and I did not speak out
because I was not a trade unionist;
Then they came for the Jews, and I did not speak out
because I was not a Jew;
Then they came for me
and there was no one left to speak out.

Psychologists say people learn most of their thinking, values and attitudes from their ancestors. When we think about the lives of our relatives and add the theories of modern psychology, we can get to the conclusion, that if our grandparents were victims or witnesses (not to mention contributors) to the numerous genocides of the 20th Century, their children might have inherited some similar thinking, values and attitudes that made the war and terror possible.

It is **violence**, when one, using his or her power, makes another person or group do something it does not want, or takes something away *with force against their free will*, they will mind it afterwards. There is also harm, pain and damage and other *irreversible results*. **Peace** (positive peace) exists, when all the basic needs are fulfilled and there is a range of possibilities to develop.

Peace and violence are qualities in this theory. In this model I see a **continuum** where on one end you might find completely peaceful solutions, trust and cooperation. The other end is absolute violence. There is fear, pain and an unequal world of winners and losers. Conflict is not in between. **Conflict is a seed, a possibility to develop somewhere.**

An experience

I took part in a training course for trainers where despite my high expectations, the training turned out to be massively violent. During the three days of the training, the trainers (with the best intentions) thrust a huge amount of content down our throats without really listening to us, recognising our real needs or properly dealing with our desperate resistance. What is more, they called it a “content-training”, and asked for our active participation between the shallow power-point presentations. We tried but could not change the process and they completed their mission.

It is harsh but I use the words outrage and terror to describe these days because our articulated resistance drew no attention; the trainers stuck to the plan and avoided real communication with us.



“There is no way
to peace.
Peace is the way.”

Mahatma Gandhi

Summary

The **quotation** taught me that there is a lot to do with my awareness; to really know who I am and what I do. The **theories** tell me violence is not only killing or hurting people. It has many visible and invisible forms as well. In my understanding, violence can be anything that is not fully peaceful. Violence does not satisfy the needs of participants and limits growth wherever it occurs. Through the **experience**,

I learned that there can be violence in a non-formal setting and people may suffer from it. Doubting myself led me to the understanding that I may create abuse too.

When I start to talk to colleagues about this “peace-violence” theory many of them think I expect trainers to be totally laissez-faire; they should smile and be tender all the time. Perhaps they misunderstand me and think that to be peaceful is equal to being gentle. My reply goes like this: this theory is not only about how to lead a session, it is more complex and trainers have to be able to respond to participants’ needs in the current situation; applying several styles and tools. Even shouting might be a relevant, peaceful tool, when it is needed – to prevent an accident, or gather the group’s attention in a second. Being peaceful does not require anyone to be nice and kind for 24 hours. A trainer should be genuine I think. Although my article focuses on the trainers, I would also mention the course organisers who have many chances to create peaceful environments and preparation phases. Violence may come from them too.

I still think violence is bad, we should avoid it as much as possible but my recent experience shows that training courses can still contain a certain amount of it. I think it is unavoidable.

In the following part of the article you will find some examples that explain my understanding of this theory of violence. Then you can read about some aspects of violence, like power and responses to the misuse of power. In the final part you will find my responses and how I try to create safer and more peaceful training courses.



Examples

Observing conflict-responses in my environment (how violent or peaceful they are), became my “hobby”: I observed trainings, seminars, conferences, lectures, even discussions - sometimes as a victim, sometimes as an offender - and how the trainer’s (leader’s) interventions served the needs of participants or not.

I gathered the following violent experiences amongst non-formal educational settings:

- Sending out invitations or calls for applications very late, so potential participants are not able to come or to make a good decision about their enrolment.
- Implementing trainings without enthusiasm: without fire and passion so that it becomes routine and our numbness decreases the enthusiasm of learners.
- Not understanding participants’ questions and opinions.
- To decide too soon about the level and content of the training and the methods to be used. Then trainees’ interests and real needs will hardly fit to the course.
- Gathering but not understanding participants’ expectations. The trainers assume they understand participants properly.
- Not sleeping enough during long-term training courses. It breaks down the capacity and awareness of trainers.
- Teaching something to participants when their knowledge in the subject is not checked. Some participants might be smarter and they think: this trainer thinks we are stupid!
- Cutting free-time with serious programme points, or slipping into the free time.
- Not knowing the background of the participants or their expectations.
- Using weak communication or misleading instructions so that trainees have different understandings of what the task is.
- There is no balance between action, thoughts and emotions, so the course is only talking.
- Not cooperating with co-trainers so that a visible conflict or rivalry develops and participants feel insecure.
- Waiting for participants who are late, or trainers are late. Those who are present suffer and next time all the people will come even later.
- Asking a participant or a colleague to gather missing participants. Then people will feel as if they were in the kindergarten. The process loses its seriousness.
- And many more...

It might sound too harsh, but I call these cases violent, because they do not encourage full participation, they seize opportunities, they misuse power and limit the learning process. The longer the suffering, the bigger uncertainty, pain, lack of trust, humiliation, and oppression gets. Violence destroys groups, communities and individuals too. The list of violations and false interventions I guess, could be much longer.



Responses to violence

Suffering from any kind of violence, victims can choose from 3 strategies:

a) fight (resistance) or b) flee, escape or c) submission.

Fortunately most of our participants are well equipped with these “shields” so they protect themselves. Some examples of possible responses to violence in NFE:

- Silence
- Participants do not work but rather they just chat
- They laugh, chat, have a good time but apparently they do something different to what you expect
- There are side-discussions
- People’s attention is not focused, they fall apart
- Participants are bored, they are not there mentally
- They are late, they do not appear
- You have a gut feeling that something isn’t working properly, you feel like swimming up the stream.

Are these responses familiar to you?

When participants resist the harm is less painful and participants feel a certain level of control, but the learning process is shallow and limited. Resisting takes away energy and attention from both sides. Working in resistance mode makes the trainer tired. In my example my responses to the violence were fight (resistance) and flee, but they sucked my energy, creativity, and turned me into an irresponsible person criticising everything around me. For more about resistance you can read Mette Bram’s article in Coyote, Issue 3.

Power

We already know violence happens against the free will of its victims. And here comes the question: what is the element that makes it possible to bully participants into doing something they would not otherwise do? We cannot exercise compulsion without POWER. It gives authority over our participants. We use power, when we ask them to sit in a circle – and they do it. They respect us. Power is the capacity to give punishment or reward. It keeps people in a subordinate position, sometimes in fear regardless of whether they know it or not. It helps to make people do what we want them to do. Power is a sweet thing for the superior.

I have collected some factors, which shift trainer's "power up" in relation to others:

- Age: trainers are often older, more mature, have a wider range of experience.
- White skinned, able-bodied, physically strong young men,
- Role: "He is the ordered, experienced trainer, I am only a participant."
- Excellent command of the common language(s) of the course,
- Working with "mystical" electronic equipment,
- Using methods that participants don't know,
- Dominant, extrovert personality,
- Higher educational degree, list of qualifications,
- Knowing others weaknesses,
- Beauty, being attractive etc.

Each factor is totally relative. Sometimes one thing creates power, sometimes the same thing shifts it down – it depends on the situation. Whether we are aware or not, we handle power when we lead our groups that should be the most democratic, free and participation-centred community. That is not wrong, but it is a dangerous tool, that cuts both ways. So I think, it's better to be aware of power.

For more about the power of the trainer, read Miguel Angel's article in *Coyote*, Issue 1.

Doubt and answers

Earlier I personally nurtured a self-image of the great trainer who is the superb, peaceful guy. Recently I asked myself, Am I really peaceful? After all, the question for me is not whether I am violent or not. I know I can be. And my trainings contain violations, too. To a certain degree. Understanding these I could set more important questions:

- Where does violence come from?
- Wherein am I violent?
- How can I decrease the level of violence?
- How can I build in such conditions that protect the peaceful learning process?
- How can I bring more peace into non-formal education?

In order to decrease the level of violence and raise my awareness, my solutions are the following:

- **Teamwork** - My way is that I thrive when I work in a team of at least 2 trainers. That is safer for all.
- **Objectives** – I try to form clear learning goals for me and for the trainees whilst respecting a) the order, b) my competencies and c) the expectations of the participants attending the course.

- **Balance** - In my solution I balance the triplet of content (knowledge), action (moving-acting) and emotions (feelings) in the actual course. This opens up creativity, provides experiences and prevents boredom.
- **Recognising the violence** – Though I strive to decrease it; at the same time I also try to be fully aware of the violence I bring into the courses. If it is already there I also count on the results and the possible responses of the participants.
- **Communication & listening** - For me this is the basis of the training. I try to listen more with the full presence of myself. Being in real connection, I try to unpack the message to find the real motivation and need. I endeavour to understand and to be understood - in a common language.
- **Reading resistance** - I celebrate recognised resistance. They tell me: trainees need something else. I can ask the people: what is going on?
- **Taking risks** - I am aware: when I take risks I can win. If not, I won't. So I consciously push myself to step into the stretching zone. This is how I fight my worries and anxiety.
- **Self-awareness and supervision** - I regularly attend self-awareness courses and currently benefit from one-to-one counselling which focuses on my professional life.
- **Checklist** - Recently I created a "Safety-of-trainings" check list with 95 questions and statements on one single A4 sheet. That is a lot but helps me to develop quality!
- **Writing** - is my other solution. Like this article. Reflecting on my experiences.

Great thanks to all my colleagues, teachers and masters who let me learn and grow.

Today is a good day for war, to come to an end.

/Deepak Chopra/

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by Mark Taylor

Do you arrive **with** clothes on or **off**?

HOW WATERPROOF ARE YOU?

What if the television comes?

When is training really **NOT** needed?

Can youth researchers
get the experience?



«Marker» is a regular column in Coyote, written by Mark Taylor, looking at issues in training and hoping to encourage debate and questions. Fully-dressed feedback and conversation particularly welcome.

Trainer One:
“When I first stand in front of participants at the beginning of a course, I am naked. I don’t know what they will think, I don’t know what they will throw at me, I have no way of dodging the way they look at me. As time goes on, little by little, I put on a jacket made of reactions, underpants made of feelings, shoes made of cooperation. So by the end of the training I’m fully dressed – if it has gone well, at least”.

Trainer Two:
“Strange! I go into the room and I have on all the clothes I can possibly wear, even sometimes a pair of oven gloves. I need the protection at the start. Gradually the clothes come off and I can finish with all of them in a pile in the corner.”

Are you putting anything on for your next training?

Talking the other day about “teflon trainers”. What do you mean? Well, I notice some colleagues who are really well-prepared, they know their stuff, they can often judge what is happening in the group with great precision, they give well-structured inputs, they make sure they chat to many participants. And yet, although they can criticise others sharply, they remain completely untouched by any of the emotions involved in the training process. Oh, I get it, you mean they are kind of “waterproof”!

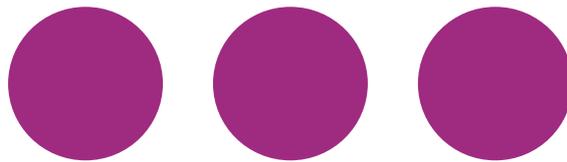
Do you get wet sometimes?



Ah, the excitement, the excitement! A television crew is coming to film some of the course! That will be good for the visibility of the funders! And for intercultural training! No, it's not MTV, but still... So, what should we propose to them to film? How about the simulation exercise? No, they can't come tomorrow. Maybe they will come in a couple of days. OK, then at least make sure they realise that they are not supposed to do interviews with participants during the activities – coffee breaks and lunch will be fine. The great day arrives and the film crew are late and come into the plenary setting up their equipment, moving participants' belongings out of the way, chatting to each other, filming with the camera in peoples' faces, putting themselves in between speakers and flip charts. Everyone attempts to continue doing what they are doing as if nothing unusual was happening. During an exercise outdoors, a mobile microphone is clipped on to a participant while he is leading it. On the way indoors, one of his colleagues is stopped for “an instant reaction”. One trainer

(me) jumps up and down and gets a bit furious. Film crew much surprised. Film crew finish up their last shots and leave. They call later to say that they will not use the film; then they report that they will use the film as part of a documentary. On the day of the broadcast, an associated debate takes more time than planned. So the film from our course is cut from that evening's programme...

To tv or not to tv? – that is the question!



Bring a group of youth workers from different countries together for three days so that they can find partners for exchanges. Mix in some increasingly challenging exercises, a pretend radio show and a magical workshop. Season with regional specialities and sprinkling of technical information. Leave to cook in a sauce of project ideas, creation and management. And zowie! Chemistry between people! Partnerships! Plans for exchanges, even seminars! Sounds like A Success, yes? Yes. The only thing which was certainly hard for the so-called trainers team was the fact that there wasn't any "real training" involved; we were facilitating a process and that was it. All along the way, comments came up, opinions were aired, questions floated – all of them could have been used to go much deeper into the reasons for changes, the educational goals and means, intercultural learning, etc etc. And we had to let them go. There was no time for all that. All we could do was to highlight those elements and give tips to people about where they could go for more information or future training opportunities. And hope that the way in which we had organised the process would be seen as a kind of training in itself. After much discussion, we realised that the seminar was OK like that – and maybe it is possible to be too much "the trainer".

When did you last find that training was not needed?




Howard Williamson is a respected researcher, he is now Professor for European Youth Policy at Glamorgan University in Wales. He has been involved in youth work for a long time. A while ago he decided that it would be important to demonstrate in detail the value involved in non-formal training activities. After some reflection he took the opportunity offered by a long-term training course in intercultural and experiential learning to observe everything from the initial planning, to the final ritual of the second course, to the evaluation meeting. And he got more and gave more than he ever expected. And he has written about his experience in a way which is both scientific and deeply personal. Trainers (and participants) are not used to having a researcher around all... the... time... and he often had a rough time being in and outside the process at the same time. I admit an interest as I was also involved. We decided to publish the report as a web site called Madzinga (see the references section below), with everything free to download. Reactions so far have been pretty positive.

How can trainers and researchers continue to learn from each other?

Thanks to the people who replied to the last Marker with guesses about the FEAR acronym and adding some new triangles. Sadly no-one sent me a Toblerone chocolate bar. Next time we explore the use of pataphysics in intercultural communication.



References, influences and sounds

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Contributors

notes...

Marit Kannelmäe works as a programme officer for European Voluntary Service in the Estonian National Agency of Youth programme. Once a week I volunteer in a youth culture centre to give theatre lessons for youngsters, since theatre was also my first contact with non-formal education 10 year ago. The strongest experience of non-formal and in-formal learning was 6 months of EVS in The Netherlands. In 2005 I graduated Tallinn University department of social work.

Nuno da Silva: YEU President and a free lance trainer in diverse areas such as ICL, Human Rights Education, Project and Organizational Development, conflict transformation and outdoor trainings among others, result of eight years of experience in youth work. He is member of the Pool of trainers of the European Youth Forum and member of the Council of Europe Affairs Commission. He strongly believes that every situation is a learning opportunity!

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Szilard Strenner is a Hungarian born youth worker currently living in Budapest. He has been doing community development and trainings since 1996. He has a wide range of experience in leading self-awareness groups and in non-formal education. Szilard is also the co-founder of the Active Youth of Sopron (AKSI), a local youth organisation in Western-Hungary and was heading this organisation for 4 years. As a part-time free-lance trainer Szilard belongs to the Pool of Trainers of the Directorate of Youth and Sport of the Council of Europe and the pool of trainers of the national Volunteer Centre Foundation (ÖKA). He works all the three sectors and is committed to personal development. At present he works for the Hungarian National Agency (European Training Office of the MOBILITÁS Directorate of European Development). He studied furniture-design and enjoys running in his free time.

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Bob Payne: Following a degree in sociology and social administration, I trained as a youth worker and have worked full time in the youth field since then. I have worked in the public sector, mainly in Scotland, at local and national levels, and for the last 10 years I have worked in Brussels as Director of the Eurodesk European Office. I have been involved in providing training for youth workers for more than 25 years most recently within the Eurodesk network, offering training connected with young people and European information.

Peter Torp Madsen: Bureau Member of the European Youth Forum, the international platform composed of national youth councils and international youth organisations, gathering more than 90 organisations in Europe. Peter Torp Madsen is responsible for the areas Education, Training, the EU - Council of Europe Partnership and of Internal Communication. Living in Copenhagen, Denmark, he is currently pursuing a Masters degree in political science.

Alan Hayes currently lives in Ireland and works on a part time basis as Development Education trainer for the National Youth Development Education Programme. He also works as a freelance trainer – some current work is with the National Agency in Ireland, designing & running training for youth workers interested in using the YOUTH programme as a tool for engaging young people. Alan also facilitates the Peace Education Studies programme at Glencree Reconciliation centre and runs experiential programmes focussing on programme design with second year Youth Studies students in Liberties Community College, Dublin.

Darko Markovic is a trainer from Belgrade. He works for Grupa "Hajde da..." and is a member of the Council of Europe DYS Pool of Trainers and SALTO TOY (www.trainers.salto-youth.net/darkomarkovic). He has worked with various social groups (youth NGOs, youth workers, teachers, trainers, young political leaders etc). His main areas of interest are training of trainers, intercultural learning, human rights education, youth participation and the YOUTH programme. He is also interested in better social recognition of non-formal education both at national and European levels.

Hans Joachim Schild has been living in Strasbourg since summer 2005 and works as a manager of the Partnership between the European Commission and the Council of Europe in the youth field. Additionally and for a limited period he coordinates the preparation of the Council of Europe Youth campaign All Different - All Equal. Previously Hans Joachim lived and worked in Brussels for the Youth Policy Unit in DG Education and Culture of the European Commission; amongst other topics he was responsible for the relationship of the youth sector to «lifelong learning», specifically for the whole subject of recognition of non-formal and informal learning. In this period he was involved in drafting the White Paper on Youth (and the relevant chapters on education and training), and a strategy for a better recognition of youth work, including the joint working paper on recognition with the Council of Europe and the Leuven event «Bridges for Recognition».

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Flavia Giovanelli is a former EVS volunteer. She has worked for a few years in the French Youth NGO's sector and is the Member-administrator of SVE-Connexion, a French based former EVS association. Flavia has an MA (DESS) in European Project management and carried out a 3 month placement at the EYC in Strasbourg assisting educational advisors during training courses. Since september 2003 Flavia has been working as programme officer at the «Salto Youth EuroMed resource centre» (France).

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Editorial team

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Mark Taylor is a freelance trainer and consultant currently based in Brussels. He has worked on projects throughout Europe for a wide range of organisations, institutions, agencies and businesses. In addition to training and consulting activities, he has long experience of writing publications for an international public. Major areas of work include: intercultural learning, international team work, human rights education and campaigning, training for trainers, and co-animating the you@etv virtual platform for Cedefop. A founding member of the Coyote magazine editorial team, he is the editor and co-author of the Intercultural Learning T-Kit and the Evaluation CD-ROM published by SALTO UK. brazav@yahoo.com

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Bernard Abrignani works as a civil servant at the French Ministry of Youth and Sports and as a Project Officer at the National Institute for Youth and Community Education (INJEP). He is specialised in youth participation, community development, education, prevention of delinquency, intercultural learning and international youth work. He is coordinator of the SALTO-YOUTH Euromed Resource center.

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The Adventures of Spiffy

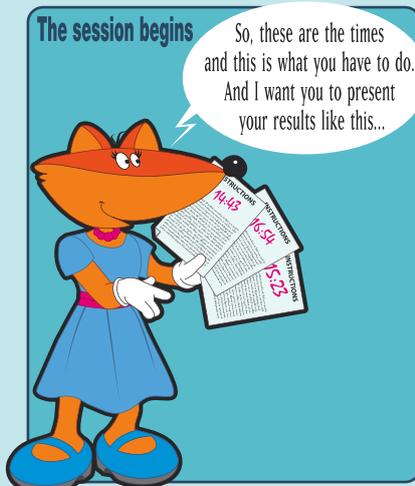
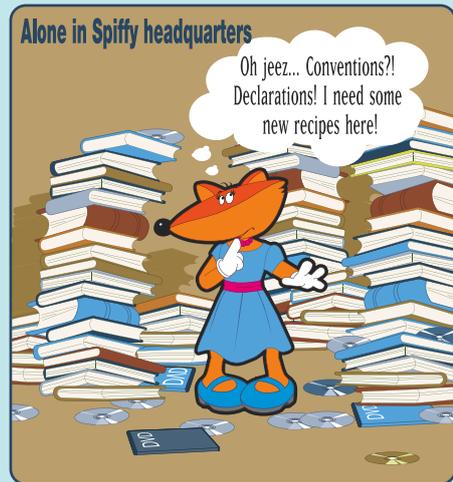
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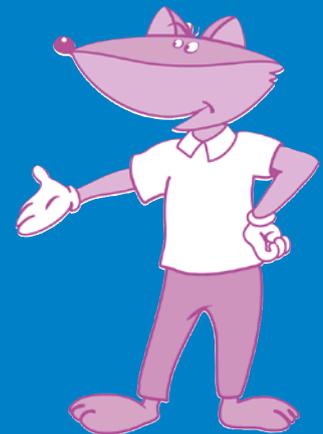
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