

1ST EUROPEAN YOUTH WORK CONVENTION

Coyote

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and the Council of Europe in the field of Youth





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Agency for Socio-Cultural Work for Youth and Adults**

Summary

**Co-ordination
and administration**
Marta Medlińska
Sophie El Gayar Nasr

Editorial team
Jonathan Bowyer
Filip Coussée
Tony Geudens
Pink Hilverdink
Karen Jacobs
Marta Medlińska
Ellen Meijer
Hanjo Schild
Loreta Senkute
Mark Taylor
Bart Tembuysen
Jan Vanhee

**Design & layout
& Spiffy the coyote**
The Big Family

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Edito

HELLO READERS!

by Mark Taylor

On behalf of the Coyote Extra editorial team

A new look! A new feel! A new departure!

Coyote is now over 10 years old! (Yes, even older than SALTO!) So we thought it was about time to have a rethink about the nature of the magazine and the invitation from the Belgian Presidency of the EU's Youthwork Convention in Ghent gave us the ideal excuse to make some changes and try out new ways of working.

Coyote continues to reflect the priorities of the partnership between the Council of Europe and the European Commission in the field of youth and these overlap nicely with those of the Belgian Presidency. It is therefore a great pleasure to prepare this special edition and encourage all stakeholders to reflect on the place and places of youth work as we look forward to this new decade and what we might achieve with young people in the future!

Making this edition for the Convention means that we have the opportunity to encourage readers coming to Ghent and all over Europe to engage with the important issues facing the youth work field today. We are assisted in this also by looking backwards at some of our recently-discovered youth work history which puts new light on our roots. Instead of the usual question 'where do you stand?', this Coyote is aiming for us all to ask ourselves 'where do I stand now?', what does this all mean for me and my connections in youth work? Several of the articles are designed to be interactive, to help Convention participants to prepare themselves as they arrive. You will even find some suggestions of how to get the best out of the city.

Major themes of the Convention are introduced in a variety of lively ways. So, get out your pen and place yourself in the field, use the mindmap to work out your links, think about where to put your youth policy potatoes!

With the Convention, the Belgian Presidency aims to put youth work firmly on the political agenda in Europe, to encourage real synergies with everyone involved – and this includes youth workers and youth leaders, researchers and policy makers. Certainly the work ahead cannot be completed alone!

Mixing, mingling, talking and reporting - the Coyote team will be present in Ghent to look for the results, the contents and the arguments, the stories and the gossip... You can find us through our badges.

You can use the plane to send us messages at the end of the Convention, or you can contact us by the more usual means of e-mail. Whatever you do, have a conversation with yourself as you read this issue and please let us know the outcomes.

PS: Jonathan Bowyer has been editor of Coyote for the past few years and we have all benefitted from his guidance under the multi-coloured umbrella. He has decided to concentrate his efforts on other areas of work and we wish him well and send him our thanks.

The importance of youth work

by Belgian Presidency of the Council of the European Union Youth



Pascal Smet Minister for Youth of the Flemish Community



Children and young people are the only capital our country really has. By extension, this applies to the entire European Union. In Belgium's three communities we have a long tradition of working with this age group, and we have developed interesting practices we would like to share with the rest of Europe. Youth work is precious to us because it has a value on its own. It is also service oriented and essential to the continued development of a balanced and just society.

To me, youth work means in the first place the safeguarding of a safe and controlled space for children and young people to freely explore the world without the help of parents or other adults. In this

space, children and young people are allowed to make mistakes without being called to account, and can therefore learn from their mistakes. Youth work is also an autonomous space in which they learn to take on responsibility. In all of these processes, children and young people of different backgrounds and visions come together and discover that it is perfectly possible to differ in opinion while realising projects supported by all.

Youth work is also a space where play prevails over results, because this is the best way to encourage young people to take initiatives. This space helps them grow into strong, versatile and responsible people. It is here, in this youth work space, that our European society of today and tomorrow takes shape.

Isabelle Weykmans Minister for Youth of the German-speaking Community



Investing in youth means investing in a better society. This consequently means investing in the present and the future. Young people are key actors in the development of our society and their potential cannot be wasted if we want to build a solidly united Europe based on tolerance and mutual respect.

To foster the development and employability of young people's potential to the full, they need well-adapted opportunities for learning, (self-)expression, self-esteem and experiences. Youth policy should therefore put young individuals at the centre and focus on the specific capacities of each.

School does not play an exclusive role in teaching and procuring knowledge, skills, personal and professional capacities. The non-formal education provided by youth organisations, youth centres and youth services on a voluntary basis and during leisure time also puts the acquirement of knowledge, capacities and skills as well as self-development, participation and autonomy of young people into the centre of its efforts. It helps young people to participate in society and enhances their lives in general. It therefore plays an important and complementary role in education.



Youth work promotes out-of-school learning without the pressure to perform, reaches the individual and accepts young people where they are and the way they are. Youth work deals with the present and prepares the future of many young individuals. It is a flexible way of meeting needs and challenges and it often has an innovative approach. It also creates a free space for young people, where

they have the opportunity for trial and error. Furthermore it is often open for co-operation and sharing experiences.

That is why youth work is essential for the benefit of society in general and for young people in particular.

Evelyn Huytbroeck Minister for Youth of the French Community



Youth work enables young people to practise democracy and helps them to discover their full potential by providing them opportunities for creative projects and self-expression, experimental fields of communication and negotiation, meeting spaces and areas of respect.

It gives them access to learning and, at the same time, entertainment.

Youth work is also a mainstay of what is called 'non-formal education', which is supplementary to education at school or within families. By allowing young people to undertake projects, to innovate, to test their abilities, to take responsibilities and to have a critical perspective on what they have undertaken, youth work encourages them to take on an active role in society. Youth work also provides an opportunity to learn skills which are useful throughout life.

Youth workers are key actors in this process. As they are experts, it is important to support and valorise them in their daily work. In the French Community, the field of youth work is very specific and the professionalisation of the sector has accelerated in recent years. Youth workers, whether paid or voluntary, are often young people themselves. The training of these professionals is very important. The quality of their work must be recognised and promoted beyond the youth work field.

Whether for the youngsters taking advantage of youth work or youth workers themselves, the guideline is the same in the daily building of an active, responsible, critical and united citizenship. Opening a dialogue with young people, taking their opinions into account and effectively involving them in developing policies that concern them are essential, for young people, and for the society as a whole, now and in the future.

Youth work in great demand

by Ralf-Rene Weingaertner

Director of Youth and Sport, Council of Europe



The Council of Europe and its Directorate for Youth and Sport have a long-standing, 40-year-old long tradition of promoting youth work and empowering those who carry out the manifold activities of youth work, namely professional and volunteer youth workers and youth leaders. It has always been a struggle to gain better recognition of youth work's value for society, its impact on young people's lives and to give greater visibility to what is done by youth workers in a wide variety of contexts and approaches. Most likely it is this variety that makes it difficult for 'outsiders' to understand what youth work is and the role it plays in the lives of young people.

As Peter Lauritzen has put it, 'Youth work is a summary expression for activities with and for young people of a social, cultural, educational or political nature. Increasingly, youth work activities also include sports and services for young people. Youth work belongs to the domain of "out-of-school" education, most commonly referred to as either non-formal or informal learning. The general aims of youth work are the integration and inclusion of young people in society. It may also aim towards the personal and social emancipation of young people from dependency and exploitation. Youth work belongs both to the social welfare and to the educational systems.

This complexity hinders the development of a clear picture, or better image, of youth work. The diverse definitions and histories of youth work in

various countries do not facilitate a clearer understanding of youth work today. This is also reflected in the professional profiles of youth workers, who are learning facilitators but can also be advisers, social pedagogues or social workers and, in many cases, these roles and functions are combined.

It is true that the main objective of youth work is to provide opportunities for young people to shape their own futures. However, more and more, youth work has to deal with marginalisation, social exclusion, unemployment and educational failure. Thus youth work has links to activities which traditionally have been the responsibility of social and welfare services. It often works with particular groups of young people, disadvantaged youth in socially deprived neighbourhoods, or immigrant youths including refugees and asylum seekers. Youth welfare services have thus become a very specific part of youth work with a very distinct focus and very distinct approaches, such as informing, advising, assisting, as well as protecting, controlling, intervening, limiting, excluding and even patronising.

It goes without saying that there is a risk of overloading youth work with objectives, tasks and responsibilities, particularly when other systems of integration fail. Nevertheless, it is the right time to start further reflection on a new role for youth work in Europe, as was initiated by the European Union and the Council of Europe. In this respect, this 'Coyote extra' and the Belgian EU Presidency Convention play a crucial role in developing youth work (and youth policy) further.

Youth work in the European Union political agenda

by Pierre Mairesse

Director of Youth and Sport, DG Education and Culture,
European Commission



Positive investment in young people is our priority. Not only does it help young people to get the best possible start in life, but it also enriches society as a whole by building a pool of qualified, autonomous and motivated young people. Against the backdrop of global competitive challenges and demographic trends, Europe's future actually depends on our ability to invest in the knowledge and skills of young people.

Investing in young people is exactly what youth work does. This is why we must put youth work at the heart of EU youth policy. It is obvious that youth work across Europe has many faces and caters for a variety of needs and groups of youngsters. Nevertheless, and for the sake of clarity, member states agreed on a common understanding of youth work as 'an out-of-school education managed by professional or voluntary youth workers within youth organisations, town halls, youth centres, etc'.

In the EU Youth Strategy, endorsed by the Council of the European Union in November 2009, youth work is – for the first time – recognised for its contribution to empowering young people. In view of its broad array of activities, the EU Youth Strategy: 'Investing and Empowering' highlights youth work as a transversal issue. It contributes to all the strategy's goals to 'create more and equal opportunities for all young people in education and in the labour market, and to promote the active citizenship, social inclusion and solidarity of all young people.'

The EU Youth Strategy values youth work for its contribution to life-long learning, especially regarding new skills in a changing economy, smoothing the transition between education/training and the labour market, reducing early school leaving, including marginalised youth in society, pro-

moting healthy lifestyles of young people and providing them with quality leisure time.

The recently launched EU's 'Europe 2020 Strategy for Smart, Sustainable and Inclusive Growth' strongly builds on the above principles of investing in young people. 'Youth on the Move', one of the Europe 2020's flagship initiatives, gives particular importance to enhancing young people's skills through both formal and non-formal education, to strengthening their opportunities for mobility and to promoting the active engagement of young people in society.

To make the most of its potential, we need initiatives to promote youth work, to recognise the value of youth workers and to make their contributions broadly visible in society at large. We do not live in a static world, and whilst youth work is built on long traditions in some countries, it constantly faces new challenges in addressing the evolving needs of young people. This raises new questions such as whether youth work should see itself as a profession, with the attendant disciplines of a code of ethics, training, registration or a professional association.

We welcome the initiative of the Belgian EU Presidency to hold a Youth Work Convention to support the above objectives. By bringing together key players from across Europe to debate joint strategies, to learn from each other and to find new partners, the Convention will create fertile ground for progress on all fronts.

We look forward to working with youth workers on the good initiatives that undoubtedly will result from this Convention and, more generally, to realising our common goals for the benefit of Europe's future generations.

The origins of the youth worker/leader

by **Karen Jacobs**

Project team Belgian EU Presidency Youth

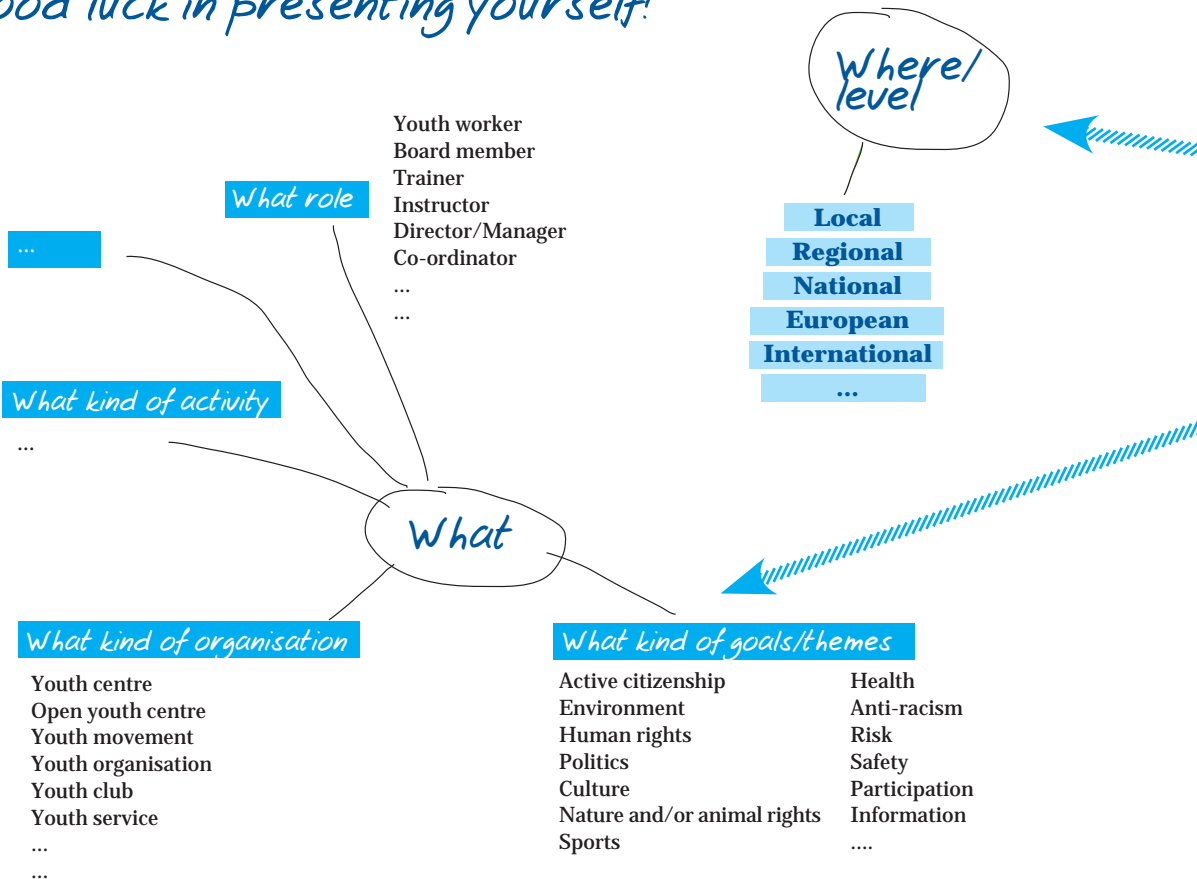
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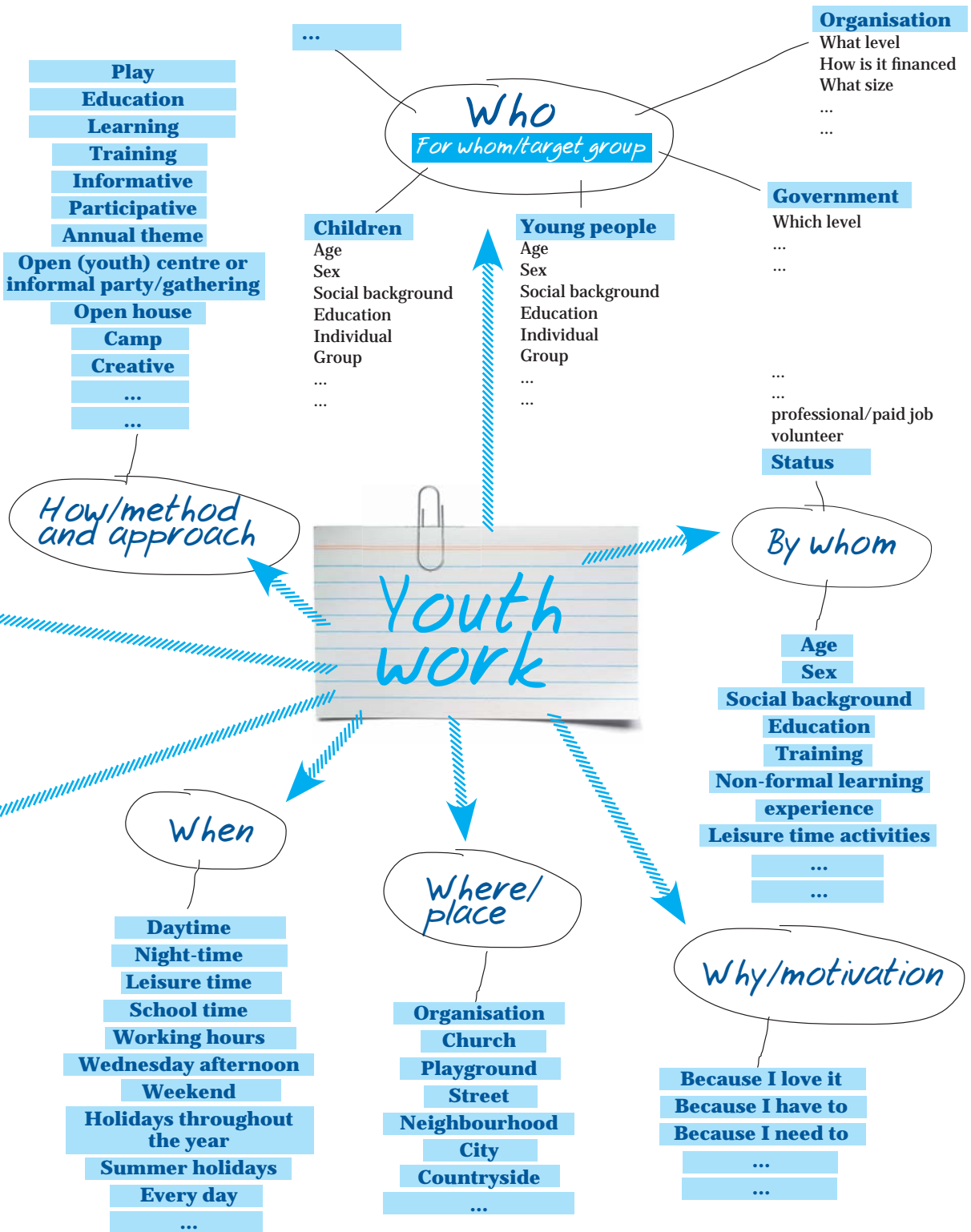


By working through the different branches, you can easily use this map to introduce yourself to fellow participants, readers, youth workers worldwide and the rest of society; during the day or night, while applying for a job or talking to your neighbours.

You only need to look into yourself, your target group, your motivation, your method and approach, your field of action, your activities and goals, your organisation, the level on which you are active, and point to the branches relevant to you. Feel free to add whatever you think is missing!

Good luck in presenting yourself!





The saint, the poet, the lord and the cardinal

LEARNING FROM YOUTH WORK'S HISTORY

by Filip Coussée

Dept. of social welfare studies Ghent University



Youth work is a very diverse field of practice. There are huge variations within and between youth work in different European countries. One thing we seem to have in common is that all youth work practices are constantly asked to redefine and reshape themselves according to new societal trends and developments. Policymakers on different levels, researchers, youth work practitioners and sometimes young people themselves participate actively in this debate. Sometimes it's difficult. Our market-driven and knowledge-based risk societies confront us with new challenges. Policymakers ask us to join other social professions, to contribute to young people's employability and to prevent risky behaviour. The new EU strategy 'Youth – Investing and Empowering' addresses youth workers very directly. We are being told that these are the new challenges to be met and that youth work is an important factor in the contribution to the objectives

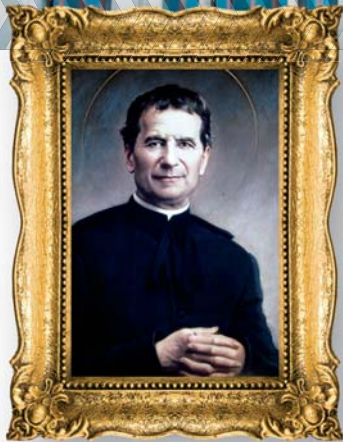
identified in the Lisbon strategy. Youth workers take an ambivalent position to this. On the one hand they are flattered. It feels good to be recognised as an important social actor. On the other hand they are a little suspicious. Are these challenges really new? And what about youth work's professional autonomy? Is youth work defining its own goals or is it an instrument used to work towards the goals defined by 'outsiders'? And when talking about professionalisation: what about the role of volunteers in youth work?

We are so close to our own practices and often also our own personal youth work experiences that it is not always easy to take critical distance. A cross-comparative perspective can be inspiring. An historical perspective can also improve our discussion. These are exactly the two mutually strengthening perspectives we want to highlight in the first half of July in the historical city of Ghent.

The saint

Don Bosco and his preventive social work

Torino, Italy, 1841: the priest Giovanni Bosco was concerned about the social distress of his time. The industrial revolution went hand in hand with proletarianisation and very often the exploitation of the emerging working class. Other developments connected to these drastic shifts in the organisation of society were urbanisation, migration to the cities, social fragmentation and increasing poverty. Bosco's attention was primarily focused on the situation of working class children who were out of work or too young to work. Often their parents spent 14 hours a day and even more in a factory. The kids stayed at home by themselves or hung about a bit and wandered the streets. Father Giovanni transformed his confirmation classes into an alternative youth care practice. Young people could come to what later was named the 'Oratorium'. They found a warm place and could experience a sense of freedom and belonging and enjoy a basic form of education.



What began as a rather small-scaled social work initiative grew into a youth centre visited by over 500 young people. The method spread around Europe and became better known in different countries as 'the patronage'. At the heart of the patronage we find the typical pedagogical paradox: protecting young people from 'evil' society while promoting their social participation. In his work with children and young people Giovanni Bosco introduced pedagogical and methodical elements which we still recognise as essential parts of the current youth identity. Don Bosco started where young people were, taking their lives as the starting point. He created a climate of recreation and confidence. He made an appeal to educated young people to help him, assuming that young people themselves were good and credible guides for their peers. Above all, he made an appeal for society to take responsibility for

the education of its children. His argument was a preventive one. In his view all social problems could be traced back to educational problems. It sounds very relevant to our times: invest in young people and empower them and you will prevent problems.

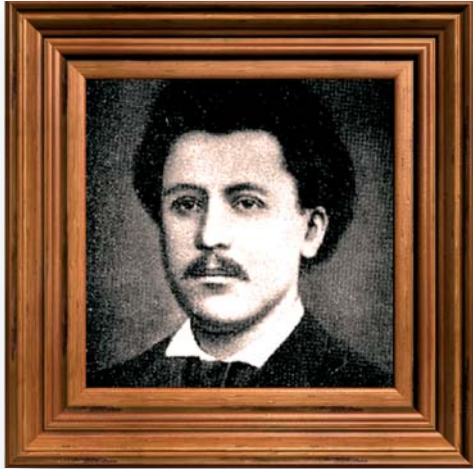
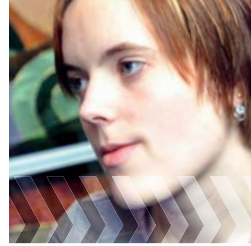
The poet

***Albrecht Rodenbach* and his romantic youth movement**

Roeselare, Belgium, 1875: the Flemish college student Albrecht Rodenbach was concerned about the marginalisation of his language in the educational system. Another trend that worried him was the growing secularisation of society. Therefore he was very interested in Flemish history, which at his time was increasingly being romanticised and glorified. Rodenbach started writing poems and plays evoking the glorious past of the Flemish people, denouncing the shortcomings of his time and idealising the role of a youthful elite in changing society. Inspired by German student movements he united college students from all over Flanders and creates a youth movement: The Catholic Student Action.

Similar youth movements sprang up in different parts of Europe. The most well-known is undoubtedly the German Wandervögel movement. The Wandervögel movement criticised urbanisation and industrialisation and romanticised the organic *Gemeinschaft* by opposing it to the pragmatic *Gesellschaft*. Going hand in hand with the emancipation of women and workers, the youth movements expressed the emancipation of the (student) youth.

In these distinguished youth work roots we can already identify two main sources of inspiration: the social question and the youth question. The former deals with the integration and emancipation of a social class in society while the latter deals with the integration and emancipation of a distinct age group. In both cases the attention on social integration also meant that a group was being defined as 'non-integrated', be it in the middle class society or in adult society. It would need further research, but this may be one of the reasons why girls'



work or girls' movements did not come into the picture at that moment. Their integration into society did not cause great concern for the leading elites of that time. This would eventually change with the shift in attention from 'integration of the working class' to 'integration of the youth category' into mainstream society. Most countries had groups such as the Girls' Brigade although this kind of work was almost exclusively focused on the confirmation of Christian values and the acquisition of household skills.

Depending on the perspective one takes, integrative work should take into account either social context or the development of young people. Or, one can try to make a synthesis, as will be illustrated with the story of the lord and the cardinal. This is what happened in the years following our first two accounts. This is the moment when we started to talk about 'youth work'.

The lord

Robert Baden-Powell, social work + youth movement = youth work

Mafeking, South Africa, 1899: So far the concept of youth work had not yet been identified as a distinct social field of working with young people. There were many social work initiatives similar to that of Don Bosco and there were also many youth movements, but not a single concept of youth work. A serious attempt to define a single concept of youth work was made by Robert Baden-Powell. He was a British officer who had been fighting in the South African Boer War, where he discovered that young people were terrific scouts.

At the beginning of the 20th century, youth was increasingly seen as a distinct phase in the life cycle, with its own characteristics and needs (see Stanley Hall's 'Adolescence', 1904). The introduction of compulsory education in many countries strengthened this construction and helped to set boundaries between young people and adults and to demarcate different educational contexts: family, school and leisure time.

The need arose to create a more comprehensive and thorough system to guide and support young people in their process of growing up and growing into adult society. The call to invest in young people is very typical for a society that is faced with growing social distress and concerns about the cohesion of society. The time was ripe to create a method that would cover educational concerns in the third context: leisure. Therefore Baden-Powell lets himself be inspired from different angles. He shared the concerns of his time about a moral and physical degeneration of the young (as expressed in the work of the Boys' and Girls' Brigade), but he also knew of the German Wandervögel and the American Woodcraft movements.

He was very well aware that young people are not passive recipients of the educational interventions from adults. Therefore Baden-Powell made a synthesis of the distinguished ways in which some people were working with youth. Social work initiatives were too conservative and the youth movements were rudderless and often turbulent. What was needed was a method that 'guided without dictation'; a method that gave young people a sense of self-government and that applied the longing for adventure and nature to learning different skills and instilling a sense of citizenship.

Baden-Powell created a single concept of youth work, based on a single concept of youth. And it worked. The first Boy Scout camp was organised on Brownsea Island in 1907. A few years later, Baden-Powell's sister, Agnes, founded the Girl Guides. Mister Baden-Powell was quite clear about the pedagogical aims of girl scouting. Girls were addressed as obedient servants, as seen in one of his letters, 'as a faithful wife and a spirited mother'. (Reynolds, 1942: 151) He was quite clear on boy scouting too: 'If the public schools were made to produce



gentleman prepared to lead, the scouts must produce young man ready to follow.' (Rosenthal, 1986: 104)

Later on the method grew into a worldwide movement, reaching also to Belgium. In this country a Catholic priest added the finishing touches to another youth work method, one that seemed to appeal to the working class youth. Something that scouting did not achieve, at least not in Belgium.

Women in youth work history!

It is very nice that you quote my husband!

Perhaps in the seminar we can talk more about women's influence on the history of youth work! And afterwards do some research on this topic?



Lady Olave Baden-Powell

The cardinal

Jozef Cardijn, social work + youth movement = social movement

Laken, Belgium, 1912: Jozef Cardijn was also worried about the moral integrity of young people, especially those from the working class. Unlike Baden-Powell however he did not express these concerns in an exclusive orientation on individual citizenship training. Cardijn called out for societal responsibility. He agreed with Baden-Powell that existing initiatives guided by adults (patronages, boys brigades, church girls' brigades) were not very appealing to the young. They are too conservative and too little focused on acquiring active life skills. Cardijn wanted to set up a revolutionary movement, fighting for better working conditions, while very well aware of the fact that the socialists were gaining ground. But very soon both the Catholic Church and the Catholic trade union determined the limits of his movement. It could not install social political ambitions that were too high. In this way Cardijn was obliged to follow in the footsteps of Baden-Powell and create 'a youth work method' out of the synthesis between social work and the youth movement. However, where Baden-Powell created an ideal youth work method starting from an abstract view of an active citizen, Cardijn started with an analysis of the actual social situation of his target group, the working youth. Cardijn started where young people were, not where society wanted them to be. In founding the Catholic Workers' Youth, he was less bothered with the youth question and took the social question as his starting point. His movement also conquered the world, rapidly followed by the equivalent for girls and the farmers' youth (founded by Cardijn's niece). But the movement was gradually transformed into a youth work organisation. This shift is illustrated in a discussion between two founding fathers of youth work.



Cardijn versus Baden-Powell: 'methodisation' in the social context?

London, 1911: Baden-Powell and Cardijn met and the former asked the latter to become chief scout for Belgium. According to the priest however, the officer did not at all understand that there is a difference

between 'youth in general' and working class youth. This is what Cardijn and Baden-Powell told each other (Cardijn, 1948: 137):

Cardijn: *do you know that there are young workers with their very own problems?*

B-P: *I do not know young workers. I only know citizens and I want to shape strong-willed men.*

Cardijn: *do you realise how young workers have to survive in factories and how they are influenced by the workers' milieu? How could we*

help them, not just to stay good, but even to have a positive influence in their milieu?

B-P: *I don't know the workers' milieu!*

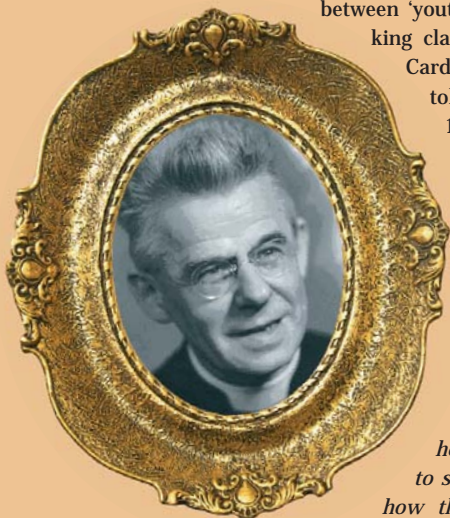
In this fragment one can clearly observe how the development of 'youth work' was from the very beginning interwoven with questions on diversity and equality as well as questions on exclusions and inclusion. Do we invest in youth work as a general provision aiming at the ideal development of young people and trying to reach out to all young people? Or do we aim towards a differentiated youth work field that supports young people's aspirations and consequently reaches out to different categories of young people? Which investment gives young people the best chances for empowerment?

A methodical, universal concept of youth work

There are obvious differences in all European countries. In Flanders, the methodical approach to youth work had a very strong influence. All existing youth work initiatives, reaching out to a huge diversity

of young people, gradually transformed into 'scout look-alikes', for this method was believed to appeal to young people and it seemed to give the best results. What followed is an institutionalisation of the youth organisations. There is still a little bit of Cardijn's wish to differentiate according to social background: there are workers' youth, student youth, merchants' youth, farmers' youth, etc. For each there are boys' branches and girls' branches. The social revolution is restricted now to the cultural domain of leisure time, the place where young people can experience some autonomy and learn to become responsible adult citizens. This did not only happen to Catholic student movements and patronages. Also the socialist youth movements in many European countries withdrew into 'youth land', a self-acquired space. The socialist Young Guards are now Red Falcons. Emancipation is disconnected from social class and has become something individual, something typically youthful. The Catholic Young Workers are a world movement. But does youth work still represent a social movement? Speaking for Europe at least, this is very doubtful.

A second evolution becomes also very clear. Youth work lost sight of social pedagogical questions on the conditions in which young people grow up and have to find their way in society. They made room for questions on the positive and harmonious development of individual young people and the correlations between youth work participation and positive youth development gradually became self-evident. The re-differentiation of youth work – expressed in the 1960s comeback of 'open youth work' – is in the first place a methodical differentiation that tries to reach out to young people. The fundamental social pedagogical questions concerning the different social positions of young people are lost. They have given way to questions on equal outcomes for all young people which maintain that the youth work method can make a contribution to this social policy framework. Some forms of youth work, like scouting, seem to contribute in a very informal and easy way, while other youth work forms are asked to work in a more structured manner and to focus more on outcomes. They are asked to produce the same results as the 'better working forms of youth work', forgetting that 'the best results are produced with the best students'. Youth work cannot compensate for society.



From social practice to youth land?

These are two recurrent youth work dilemmas: universal versus targeted and autonomous versus joined provision. These dilemmas are in fact the motor of a huge differentiation in youth work. To the socio-economic criteria that were applied by Cardijn we added through the years other criteria (gender, handicap, ethnicity, sexuality, etc.), but in the meantime we seem to have lost the awareness of our social history. The youth work method stands on its own and we keep focusing on the accessibility of youth work to young people. Emancipation seems to have become an evident characteristic of youth work provision. Of course this is not possible given the diversity of young people. Emancipation is not the same for a young migrant girl in a poor neighbourhood as for the children of a prince. Do we believe that youth work can cope with all these differences? The main focus of our interventions is often to increase the participation of young people, but to which purposes? What is the significance of youth work for young people and for society?

It seems as if the social question has been framed in the youth question: youth work has increasingly been moving in the direction of a separate youth land. This is a place where young people can foster a sense of 'being young together', where they find a safe place to experiment with different behaviours and identities. But this pushback and withdrawal into youth land also has paradoxical consequences: empowerment seems to be restricted to the social-cultural field. This has the most negative consequences for the most disadvantaged young people. For the main obstacles to empowerment are not situated in the context of leisure time, but are to be found in the educational system and/or in the labour market. Baden-Powell's active citizens for sure are employable citizens, but what happened to Cardijn's call for decent employment?

Professional autonomy versus joined service?

This question reveals the vulnerable position of youth work. The same happened in the relationship between youth work and schools. Where Rodenbach was fighting for the democratisation of the educational system, today's youth work is often restricted to an individual remedial practice: running language courses and prep classes. The attention has shifted from the failure of schools to the failure at school.

If youth work wants to reconnect its practice to broader society without running the risk of being instrumentalised, we need to discuss the essential social and pedagogical nature of our practice. Youth work is not a mere contribution to targets that have been defined in other fields, but professional autonomy cannot be attached one-sidedly to a methodical understanding of what youth work is. This also means – and this brings us to another field of tension that is central to the new EU strategy – that the professionalisation of youth work is not only about training youth workers to become high-profile methodical workers. The creativity and the engagement of volunteers in youth work cannot be neglected. Otherwise we run the risk of an increasing formalisation of the informal aspects of our work. Professionalisation would be a huge social investment, but one that easily could lead to very negative consequences, especially for the most vulnerable young people.

Unity in diversity?

Therefore we have to reactivate a vivid discussion on youth work's identity. A shared social and pedagogical identity with respect however to the most needed differences in our practices. There is no single concept of youth work because there is no single concept of childhood. This requires an open mind and the willingness to prevent our identity from becoming rigid and stereotypical. This is true for young people, but it is also an essential task for youth work. History teaches us that we should take this discussion beyond questions of accessibility and efficiency. As all other social professions, youth work should start where young people are, not where we want them to be. We have to invest in youth work, but without formalising the informal, as this contributes to the further marginalisation of the most vulnerable young people. The main question is not how we can motivate all young people to participate in youth work, but how youth work can position itself as a basic supportive resource for all young people. Let's forget about accessibility and shift attention to the question of how useful youth work is, and can be, and for which young people.

This is the biggest challenge for the Ghent youth work week in July: celebrating diversity while renewing our shared social and pedagogical mission.

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The right to play and have fun

IN YOUTH AND COMMUNITY WORK¹

by Hanjo Schild co-ordinator of the partnership between the European Commission and the Council of Europe in the field of Youth

by Loreta Senkute World Organisation of the Scout Movement – WOSM and volunteer for European scout region

by Jan Vanhee Policy advisor for International Youth Policy Agency for Socio-Cultural Work for Youth and Adults, Division for Youth



In youth and community work children and young people meet each other on a voluntary basis in their leisure time. There is an atmosphere of confidentiality and friendship and the youth worker or youth leader working with the young people is often considered as ‘one of us’ rather than a supervisor or, as they are called in the Lisbon Treaty,² a ‘socio-educational instructor’. Sometimes there is no youth leader at all, as young people organise themselves; they are learning by doing and trying

to analyse and manage their time in the most appropriate way. That is the particular power of youth work, where everyone feels important and contributes to the process through his or her specific personality while learning in non-formal and informal settings. This is the task and greatest effort of youth NGOs all over Europe (and beyond): providing an opportunity to participate in this non-formal environment and to find a way of contributing to youth work.

By participating in youth and community work, even in a game, children and young people gather information about a great number of things and become aware of socially relevant subjects such as relationships and sexuality, democracy, social issues, diversity, sustainability or solidarity. Reacting to friends’ comments creates an environment in which each child and young person is learning and teaching at the same time.

In youth and community work, young people learn without even noticing, just by doing and enjoying. Life is lived in a spontaneous and informal way, where no teachers or parents can interrupt and regulate the communication and its atmosphere. It is the ideal biotope to train and develop opinions and attitudes and in particular interpersonal skills. Young people are eager to listen, to know and to learn; they are eager to share and to participate,





Dreaming and living the dreams, exploring boundaries and getting lost

which is most important when finding one's social position and acquiring relevant life skills.

Research has shown that information collected while playing is likely to be more quickly remembered and better processed and understood. And even if formal education is better equipped in the area of knowledge transfer, learning in the context of youth and community work is more sustainable. We will most likely never be able to describe the specific power of youth work because it is experienced individually by each and every person.

There are some who do not think very positively of youth and community work; they think it is just 'playing games'. But youth work offers significant advantages. It enables children and young people to better understand themselves and others, to link up with peers and to explore the environment and the unknown. Even more, by playing simulation games children and young people have the opportunity to 'try on' the roles of parents, parliamentarians, doctors, etc. Through this, young people become acquainted in their teenage years with such difficult things as time planning, process management and administrative issues, which are topics one usually studies at university.

Playing is experienced as pleasure, entertainment and effortless exploration. The possibilities and limitations of the theme or subject treated can

easily be seen. Playing is a way to discover, to experience, to learn and to get acquainted with new things, to develop tactics and strategies. But, above all, it is fun, amusement; it sticks in the mind and is experience based. Playing in youth work is considered as a non-formal and informal education process, where fun with purpose is one of the main elements.

Today, more than ever, youth work is a 'third educational environment' in addition to the family (as a first educational environment) and school (as a second one); it is needed for the development of our societies, in social, civil and economic terms. In youth work, children and young people discover that they are someone of worth and that they are taken seriously. They can make mistakes without being pointed out or punished. They get a second and a third and a fourth chance! They also learn how to give their unselfish help to someone else or to society. They learn in concrete terms about solidarity. But it is of paramount importance that youth work gives them the opportunity to meet friends and peers and that it considers friendship as particularly valuable and important. Having fun together and experimenting seem to be major



Smelling the camp fire, singing along but not being able to carry the tune



>>> The right to play and have fun IN YOUTH AND COMMUNITY WORK

motivations to join youth work (the intrinsic value). In this respect youth organisations are a unique environment for young people to be part of youth work and educational processes. Every youth organisation uses (or at least should use) educational principles, where young people are encouraged to participate and take decisions as well as responsibility. On the one hand they are encouraged to have fun and on the other hand to take



He could enjoy leisure time without being controlled and bothered by adults

on responsibility where it is important for them to understand the power they have.

The typical strength of youth work can best be described in the words of Professor Danny Wilmersch who once said, 'speelse nuttigheid en nuttige speelsheid' which means, 'playfully doing something useful and useful playfulness'. Looking from this perspective it appears that youth work does not consider itself as a socially integrative instrument although it evidently performs and



Working together, changing the world!



develops very important educational and social functions, both in depth and breadth.

In recent years, in our discussions about youth and community work, the role and importance of playing has – at least at higher political levels – faded into the background. And yet it remains a special vehicle – one could say a royal vehicle – for effortlessly learning to find one's place in the world and in our complex societies. Therefore youth NGOs are struggling to increase the visibility and recognition of the important role that youth work plays in children's educational life.

Article 31 of the International Convention on the Rights of the Child guarantees³ that each child has the right to rest and leisure; to engage in play and recreational activities; to participate in cultural life and the arts. The reputation that this is a 'trivial' right is evident in the fact that the parties to the convention hardly mention this right in their periodical reports to the UN Committee for the Rights of the Child. Also youth NGOs have no specific position on the application of this provision whereas they are a main provider of the right to leisure.



Once in a scout camp in Italy, there was a very heavy rain. All the people were hiding under trees, dressed with their raincoats. A group decided there was nothing to lose and took their raincoats off, starting to sing and dance in the rain. Within a couple of minutes several hundred people were doing the same. This is what I call having fun and making the best of even the worst situations.

PLAY AND HAVE FUN

Moreover, at European level, in the discussions and political strategies of both the Council of Europe and the European Union, this aspect of youth work does not seem to be of high priority. There is a risk of focusing the role and value of youth work too strongly on economic, educational and social dimensions. Is there a threat in recognising that youth work and youth organisations provide a unique setting for playing and having fun, and that this work is a serious endeavour with a clear mission? Isn't it about helping children and young people to be active citizens? Maybe we need to start changing our attitudes and opinions towards playing and having fun and realise the added value

they bring for the development of individuals and society.

A society which needs happy and open-minded people must first and foremost take care of the biotopes where children and young people can grow and develop in a warm, joyful and friendly atmosphere. Today, in most countries, youth work offers this possibility. In Europe, the challenge is to cherish these valuable places and to provide more oxygen for their development with, for and by children and young people! Let's be serious – let's play and have fun!

1. This article looks strictly from the perspective of 'open' youth and community work taking place in child and youth clubs, youth NGOs, leisure-time centres, youth movements, etc. It does not focus on other important disciplines or strands of youth work, which are grouped around non-formal and out-of-school education as well as youth (welfare and care) services and socio-educational provision for young people, even if borders between the different fields are often porous. 2. Lisbon Treaty, TITLE XII - EDUCATION, VOCATIONAL TRAINING, YOUTH AND SPORT Article 165 (ex Article 149 TEC). 'Union action shall be aimed at: encouraging the development of youth exchanges and of exchanges of socio-educational instructors, and encouraging the participation of young people in democratic life in Europe.' 3. The International Convention on the Rights of the Child was adopted in the General Assembly of the United Nations in New York on 20 November 1989 (UN Doc. A/Res/44/25). The convention entered into force on 2 September 1990.



Placing youth work in Europe as evidence-based practice

TAKING THE MESSAGES FROM ROTTERDAM TO GHEENT

by Pink Hilverdink & Ellen Meijer

Netherlands Youth Institute, International Centre

Youth work is a cross-sectoral 'tool' to reach the aims of European youth strategies. The European Union and the Council of Europe consider this as highly important. But how can youth work be empowered and strengthened to live up to these expectations? Participants at the European expert meeting on youth work in Rotterdam in March 2010 have sent key messages for the Ghent Youth Work Convention in July 2010 in Belgium.

Youth work on the European agenda

In the adopted renewed framework (Council of the European Union Decision, November 2009) the Council of Ministers of the EU agreed to create more and equal opportunities for all young people in education and the labour market, to promote active citizenship, social inclusion and solidarity of all young people. A strong role for youth work is foreseen to reach these ambitions. Also the Council of Europe recently adopted its youth agenda 2020 on future youth policy, which includes challenges for stronger participation of young people in society. The development of quality youth work and its recognition are considered to be key methods and instruments in this strategy.

Youth workers play an active role – more than just pedagogical – within the context of a varied set of youth provisions and the decision-making process. In the European context, the common ground is

that youth workers work with young people in a non-formal (education) setting. The diversity of youth work and youth workers within Europe is also a fact. Taking this diversity into consideration, what are the shared questions and answers? What are the defined roles, competences and backgrounds? What are the lessons learnt and how is this knowledge spread? How do youth workers influence policymakers? Is youth work recognised as a broad (pedagogical) youth provision? How can youth workers strongly position themselves within European countries?

Expert meeting for youth workers in the Netherlands

Some 60 youth workers, youth researchers and youth policymakers (the triangle) gathered for two days in the Netherlands to start to answer these questions and formulate a number of key messages. These messages will be taken to the Ghent Youth Work Convention, in July 2010, during the Belgian EU Presidency. An international preparatory team including the 'Ghent organisers' prepared the focus for Rotterdam. Its follow-up is therefore guaranteed. An active contribution to the meeting was also made by the European Commission and the partnership between the Council of Europe and the European Commission in the field of youth.



MESSAGES FROM ROTTERDAM



KNOWLEDGE BUILDING

- improved co-operation with research and policy;
 - more applied research of effects of methods & approaches to increase quality;
- developing evidence-based methods & practice;
- using the power of facts & figures to anticipate future needs of young people and society;
- room for piloting, experimenting and innovation;
- strengthening networking and knowledge exchange;
 - more resources and better use of what is already available (EKCYF)

PROFESSIONALISATION

- development of ethical/professional codes;
 - development and implementation of competence profiles;
- acknowledgement and registration of youth work as a profession;
- formal qualifications and continuous education;
 - development of common language and common definitions;
- recognition of youth work is the final result, not a goal in itself

Conditions for Empowerment of Youth Work in Europe

POSITIVE PARTICIPATORY APPROACH

- young people's talent's development at the centre of youth work and policy;
- young people have the right to quality guidance;
 - Youth-led methods in a community setting (including participation of the neighborhood);
- anticipating future needs, goals and approaches;
 - stimulate political awareness of youth;
 - better use of social media (to reach target groups)

BETTER POSITIONING AND INFLUENCING

- youth work should be an equal partner in cross-sectoral co-operation to guide young people;
 - using the power of facts and figures to improve visibility and influence policymakers;
- strengthening position through knowledge building, networking and further professionalisation;
 - improving visibility by publication of effects in various ways (including social media and virtual networks)

Moving forward for young people's guidance

Some of the experts in Rotterdam will continue their debate at the Ghent Youth Work Convention in July 2010 and beyond. This should contribute to the debate on developing a better recognition of youth work in Europe with the end goal of helping young people in the development of their talents and skills to integrate into European society. Young people have the right to quality guidance to this end.

Youth work for all?

by Tony Geudens

SALTO Inclusion

Youth work is about learning by doing, so let's start with an exercise.

Simply read the following text:

Imagine: You are going for a walk in the park. At the gate the park guard nods at you when you walk by. You smile back and enter the park. The birds are singing. On the grass a group of children is playing, their parents watching over them. A bit further on a bench, a young couple is kissing. Spring is in the air. You stroll to the other side of the park where you order a cone at the ice-cream kiosk. Yummy!

That was the doing, now the learning:

While you were reading you probably created images of the different people in your head. Now, how many people in the story had a different skin colour? Did anyone have a disability? Were the parents or the kissing couple gay or straight? Were the park guard and the ice-cream vendor male or female?

The world would be an easier place to make sense of if indeed everybody was the same, preferably similar to yourself, wouldn't it? But this is not the case. The world is full of diversity: different cultures, genders, educational levels, religions, sexual orientations, abilities, social backgrounds, geographical origins, languages, social skills, family situations, health, etc.¹



Is your youth organisation inclusive or exclusive?

The next question is: 'Where is this diversity in your youth work?' In your activities, do you reach people from different cultures, social backgrounds, educational levels, sexual orientations, etc.? If you don't, it is time to think about why your organisation 'excludes' specific target groups. I can hear the offended youth worker in you say that your organisation doesn't exclude anyone. But there must be a reason why certain groups don't find their way to your activities.

Are your buildings and your activities accessible for people with a disability?


Do you have youth leaders from both genders and with different cultural backgrounds?

Are you sensitive and respectful towards expressions of culture, religion and sexual orientation?

Do your activities require young people to have a certain intellectual or economic level?

Do you actively encourage minorities or young people that are different to take part?

...



Maybe you have a good reason to work with a target group of similar young people. Gender issues are sometimes better discussed amongst men or women only. Working on personal identity is maybe best done in a safe, accepting environment of like-minded people. But in general there's no added value in limiting a sports activity, a music session or a youth exchange to white middle-class students. On the contrary, we could ask the question whether youth work has the moral obligation to bring different groups together to foster inclusion and solidarity.

Do you have what it takes to attract young people? ²

In a 2007 survey, only 8% of young people (in the EU) were members of a youth or cultural organisation. So where are all the others? In addition young people with a higher level of education tend to participate more in non-formal education activities than their peers with lower levels of education. So who takes care of the 15% of early school leavers? Who works with the 20% of 18-24 year olds at risk of poverty? Where are the 15% of unemployed young people? The 16% of people with a disability?³ To name but a few exclusion factors.

If young people are not so keen on participating in our wonderful youth work activities, what kind of activities do they do in their free time? Some 49% of young people are members of a sports club. Some other favourite pastimes are 'meeting friends and going out' (40%), Internet (21%) and music (17%).

Number crunching

You can find these and more figures regarding youth in the 'EU Youth Report 2009', published by DG EAC, European Commission

A story about the Sun and the planets?

If youth work wants to reach particular target groups (for example those that usually fall by the wayside) it needs to go where those young people are and offer what interests them. For example, if young people are increasingly surfing the Internet, new formats of youth work need to be developed online. If half of youngsters play sports in a club, it's time to create partnerships to insert youth work principles on the pitch.

It is time to put the Sun back in the centre of the universe; that is, it is time to put the young person in the centre of your youth work. When was the last time you checked with young people with fewer opportunities about what their concerns, needs and interests are in life? If they lack support to get through their education, there is a role to take. If they are unemployed, you can work with them on employability. If they have health issues, lead them to the healthy lifestyles and care they need. And if they are looking for 'fun' or 'hanging out with friends' that is a fine way to attract them too.

The Earth turns around the Sun, remember? It's not the other way around.

Working strategically on inclusion

Set up a strategy for inclusion within your organisation. The Inclusion by Design booklet leads you through this process step-by-step: www.SALTO-YOUTH.net/InclusionByDesign/

How to sell this to the funders

The big challenge for youth work is to justify to funders and authorities that working on young people's needs (even if this is 'fun' or 'hanging out') is in the long run more beneficial for their social inclusion than forcing them into 'corrective' youth work (that is focusing on government targets rather than on the young people).

The task of youth workers is to engage with young people with fewer opportunities, to stimulate them in their reflection about where they want to go in life, show them the consequences of their choices and support them on the path towards their goals. This way they become truly active citizens that are responsible for their own lives and for their communities.

Now it's up to you to marry active support for young people's lives with the demands of youth policy. It is possible! Many youth workers have done so for ages. Good luck with it.

1. As described in the definition of 'Young people with fewer opportunities' in the Inclusion Strategy of the Youth in Action programme: www.SALTO-YOUTH.net/InclusionStrategy/. 2. Figures from the 'EU Youth Report 2009', DG EAC, European Commission. 3. Disability in Europe-25 <http://ec.europa.eu/eurostat>, 3 December 2007.

Linking youth or hot potatoes?

by Marta Mędlńska

The partnership between the European Commission and the Council of Europe in the field of Youth

As a child did you play the hot potato game? No? It's very simple, first you draw ovals, or potatoes, all over a sheet of paper. Now number them in a random manner and you then have to draw lines linking 1 with 2, the next person links 2 with 3 and so on. The challenge is that you cannot cross or touch any line drawn earlier. Whoever touches or crosses a line needs to fulfil a task given by his/her co-players, or the game ends, but that is less fun. You may pass through other potatoes though, use them as 'gateways'.

When thinking of youth policy and youth work, I remembered that game. Shall we play?

There are many potatoes – different key issues in youth policy¹:

- youth legislation
- financing for youth activities
- structures and networks for youth policy delivery, for example:
 - youth research
 - youth information
- ...
- challenges of transition from childhood to adulthood
- youth participation at local, regional and national levels
- citizenship in democratic life
- the fight against social exclusion and promotion of inclusion
- drug and alcohol prevention, healthy lifestyles

- disabled youth
- multiculturalism and minorities
- youth work and non-formal education/learning
- mobility and voluntary service
- support to creativity
- support to entrepreneurship
- equal opportunities
- security (especially violence prevention)
- sustainable development
- ...

Which potatoes are dealt with by youth work? Choose 'your' potatoes and add others, the list is in no way exhaustive! Does your neighbour have the same?

Prioritise your potatoes – give them numbers from 1 to ... you decide, let's say N.

Link the numbers from priority 1 to N with lines not crossing or touching each other. Do not hesitate to pass through other priorities/potatoes to get across!

So what do the links look like? And in reality? Are there any links?

Can you see any 'hot potatoes' that nobody takes care of?

Or maybe they are not youth work's business?



Leisure,
lifestyle
and youth
culture



Health



1. Adapted from *Supporting young people in Europe, Volume 2*, Howard Williamson, Strasbourg, Council of Europe Publishing, April 2008.
2 Ibid.

I then imagined another step of this game. Shall we try to put things in order? Shall we put the potatoes into baskets symbolising youth policy domains?²

Education and training
Youth employment
Health (and well-being)
Housing
Social protection
Leisure, lifestyle and youth culture

Cultural policy
Juvenile justice and delinquency prevention
Military and/or civil service
Equality
Youth research
...
...

Do you have potatoes that fit in several baskets? That's fine, even better! Just draw arrows from your potatoes to the baskets where you think they belong. And there are surely potatoes and baskets that are not really touched, aren't there? Does anyone else deal with them? Who? How? Would it make sense to join efforts? Do you know examples of co-operation between youth workers and e.g. a health service, school or police? What are the challenges and what are the benefits?

Social protection

Housing

Military and/or civil service

Cultural policy

Equality



Knowing our competence

ONLY GOOD TO HELP INCREASE COMPETITION BETWEEN US!?

by Mark Taylor

freelance trainer and consultant

Over the past few years there has been quite an increase in looking at competence in youth work:

- on the side of youth workers and leaders when looking at themselves
- with young people and other 'participants' in different types of activities...

And a lot of that is happening within a context of non-formal education and learning so people follow the relevant principles and start from a process of self-assessment. So we thought it could be interesting for people coming to the Convention to get into this subject and try out one of the tools currently available.

One of the entry points proposed in the European Portfolio for Youthworkers and Youth Leaders is to think about the competences needed by youth workers and/or youth leaders.

Look at your own work, and answer the following questions:

- What should youth leaders/workers know [head]?
- What should youth leaders/workers be able to do [hands]?
- What emotional and personal competence should youth leaders/workers have [heart]?
- What should youth leaders/workers have in their backpack?

So, please add your answers to the drawing and compare them with other readers:



Some resources

Another way of looking at competence development can be found in the Luxembourg National Youth Service portfolio (available in French and German):

<http://www.snj.public.lu/formulaires/portfolio/index.html>

European Portfolio for Youthworkers and Youth Leaders

www.coe.int/youthportfolio





The portfolio goes on to suggest a functional analysis for youth workers and leaders and a self-assessment tool to be backed up by feedback and dialogue with peers, young people and others. Competences addressed include facilitating learning opportunities with young people, organisational development, intercultural learning and evaluation.

Still, it does have a taste of setting standards and things like that! Shocking for some! Who do you think should have the right to set such standards or to assess if people live up to those standards?

Are we looking at a creeping professionalisation of youth work, thereby taking away its spontaneous, voluntary nature? Or are we seeing an increasing professionalism which can be taken on by volunteers and paid workers alike and can only benefit young people?

Do you think we are moving in the right direction with all this – or are we just setting up competition between ourselves for no real purpose?

The impact of youth work

QUESTIONS, QUESTIONS, QUESTIONS

by Jonathan Bowyer
consultant trainer



A few years ago I got into an argument with a very committed youth worker about whether or not the benefits of youth work could be measured. It was in the context of goal setting and we were going through the mnemonic SMART – goals need to be Specific, Measurable, Achievable and Timed. The bit that caused the argument was the word ‘measurable’: the youth worker tried to argue that it wasn’t possible to measure youth work and its benefits. To cut a long story short, we ended almost agreeing on ‘observable’ – but that didn’t really fit with the mnemonic!

There was quite a lot of aggression, dare I say intolerance, in the discussion and the reason for this, I guess, is that youth workers in some European countries are under pressure from politicians to demonstrate the benefits of the work they do. There is a need to collect hard data which can be used to justify expenditure. But even if the political pressure isn’t there, isn’t it a good thing, at least occasionally, to answer – in a robust and objective way – the question?



HOW
DO YOU
KNOW...?

- How do you know that what you do “works”?
- How do you know if it is worth spending time with this group of young people?
- How do you know where the benefit will end?
- How do you know if you give value for the money you earn for your work?
- How do you know what the short-term benefit of your volunteering is?
- How do you know what the long-term effect of that negative comment will be?
- How do you know what the impact of that planning session will be?
- How do you know what the lasting results of that unplanned, spontaneous game of volleyball will be?

And so on...





Maybe the answer to these and similar questions is...

*I don't... or
I never will or
It's not my business or
I can only guess...*

Or maybe you know some really good ways of measuring or observing or recording or simply telling the stories of the benefits of youth work and maybe at the convention you will share them with colleagues? Maybe you are an expert but there is one question that just keeps challenging you – you could try getting some answers from those with more of a 'beginner's mind'.

Maybe you want to think about what kinds of impact there could be...

- > **Personal impact** – skills, knowledge, behaviour, character
- > **Group impact** – interpersonal skills, life-long friendships
- > **Community impact** – the impact on offending (crime), on social cohesion
- > **Society impact** – a combination of all the others?
- > **Short-term impact** – what do you notice? What do others notice?
- > **Long-term impact** – how can we keep noticing?
How quickly or slowly does change take place?

People with suspicious minds might ask:

'Well who wants to know how I know?'

'Who has an agenda when it comes to understanding the impact of youth work?'

- > The young people?
- > The funders?
- > Parents?
- > Partners?
- > Community leaders?
- > Policymakers?
- > The police?
- > Anyone else?



*QUESTIONS,
QUESTIONS,
QUESTIONS*

>>> The impact of youth work

Questions, Questions, Questions

What difference does that make to the way we measure or observe or record the impact of youth work?

And who should be involved? Can we be objective enough about our own work to really collect data and interpret it without being biased? How much should the young people be involved? Are they able to see the impact or does it take someone else – perhaps a peer – to be able to notice a change?

Coming back to my argument about measurable goals: let's not confuse an objective with an activity. If we say our 'objective is to put on a theatre play' then it is possible to put on a really bad theatre play that no one enjoys and where no development takes place. In that case, the objective has still been met.

But it begs the question why? To develop team work and learn new skills might be a more accurate objective – putting on the play is the activity – a means to an end. The fuller and more precise our stated objectives, the easier it is to know if we have achieved them.

But we might take the view that our work as youth workers is simply to walk alongside young people; to share in their journey and to see what happens; to be there encouraging, provoking, challenging, listening or just keeping them company. Can we still measure or observe our impact or our contribution? How about the difference we make? Who would notice if we weren't there? How far (in terms of self-confidence or life skills, etc.) did the young person travel as we walked with them? Sometimes it's easier to see where we have come from after we arrive somewhere else!

What all this highlights is the fact that youth work for many is simply about relationships – and measuring the impact of a relationship can sometimes threaten the quality of the relationship itself.



Some resources

Methods and approaches to evaluation

<http://www.salto-youth.net/evaluation>

Measuring success in Diversity Projects

http://www.salto-youth.net/download/976/Measuring_success_v2%5B1%5D.pdf

T-Kit on Educational Evaluation in the Youth Field

http://youth-partnership.coe.int/youth-partnership/publications/T-kits/10/Tkit_10_EN

The impact of youth work in the UK

<http://ofsted.gov.com/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Thematic-reports/Engaging-young-people-local-authority-youth-work-2005-08>

Guide to Measuring Soft Outcomes and Distance Travelled

http://www.esf.gov.uk/_docs/distance1.pdf



Do you recognise me?

WHO RECOGNISES US?

by Mark Taylor

freelance trainer and consultant

Recognition, recognition, recognition – there seems to be a lot of it about, or moves towards it, all over the place at the moment.

Raising the visibility of youth work seems to be important, for helping everyone to raise their heads and assert how important our work is for young people and society.

If you look closer, you may find a slightly differentiated picture. It's possible to hear nicely contrasting statements such as these:

We do a great job, so the politicians should leave us alone to get on with things, instead of imposing their restrictions and demanding all these reports...

It is really difficult to talk about our work with pride, it sounds too much like boasting...

Give us the resources and leave us alone; we know what we are good at doing...

It is as if we are a little afraid of what recognition could really mean – too much external examination of what we do, and even an over-formalisation of what we like to think of as 'non-formal learning'. Tools for recognition such as the Youthpass are starting to be, well, recognised!



Maybe we need just to be a bit clearer about what we want to be recognised: Youth work? Young people's learning? Non-formal learning? And just as importantly who should be doing this recognising?

Or, maybe, sometimes its enough to be recognised by a participant in a personal way, like this:



RECOGNITION
RECOGNITION

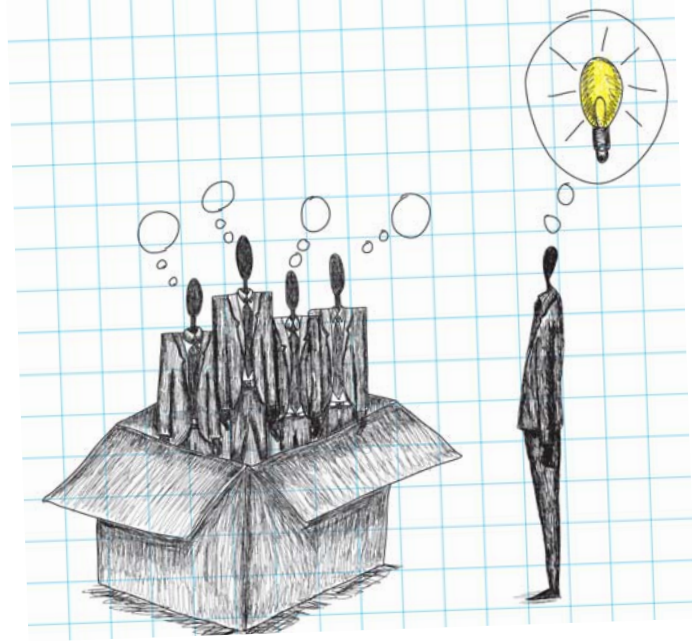


APPARENTLY ALBERT EINSTEIN SAID...

Imagination is more important than knowledge

by Jonathan Bowyer

consultant trainer



Imagination – the ability to create ideas – the formation of a mental image of something that is not perceived as real and is not (yet) present to the senses. We need ideas – to motivate, to learn and grow, to solve problems, to realise potential, to overcome boredom. So who are the imaginative ones? Listen for the ideas and the energy; look for the creativity and boundary crossing. Who is most random in their thoughts? Who takes risks? Walk with them a while and spot how and when the imagination is fired?

How do we spark ideas with young people?

Questions Questions Questions Questions Questions Questions Questions Questions

(Wide open, beginner's mind, genuinely inquisitive, probing, mining, exploring questions)

RELAX - MAKE SPACE

Stimulate the senses

Prepare a meal

Saturate with the ideas of others

Watch a film

Tell an old joke

Recall a distant memory

Imagine the ideal future

What would you notice?

What would others notice?

Record your responses

Play a new tune – and an old one

Use ALL your senses

Ask a friend

Simulate how things might be if someone else was in control

Take a picture

Turn it into black and white

Make a story board

Make mood board

Ask a stranger

Create an atmosphere

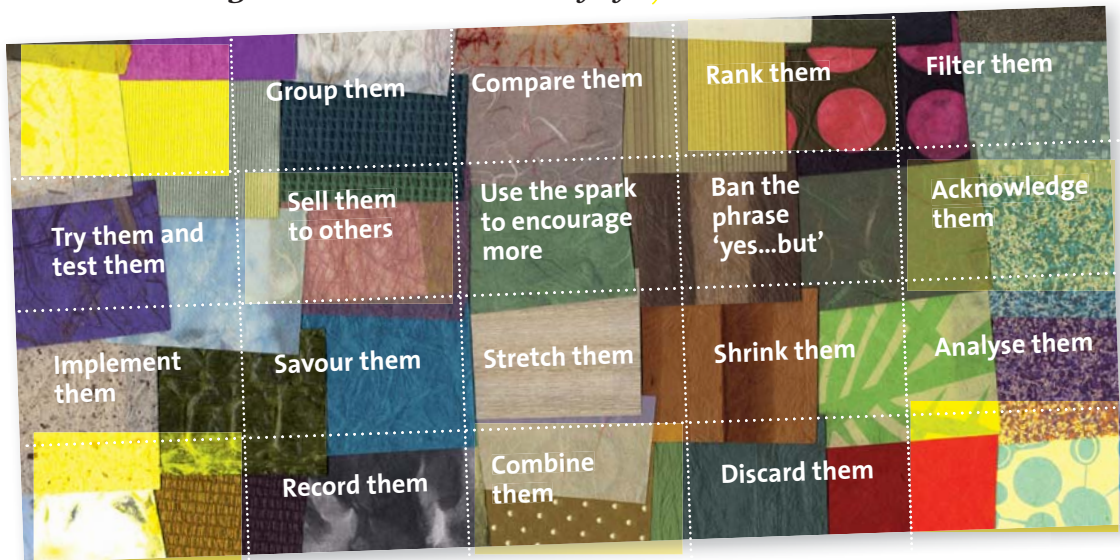
Stand or sit in a different part of the room

Move
dance
run
around!



- Break a routine
- Choose some random words and apply them to the question
- Doodle
- Draw/paint/photoshop
- Demonstrate
- Give a deadline (or remove one)
- Use a metaphor – use it more than is comfortable
- Ask ‘what else?’ not ‘anything else?’
- Challenge
- Take a break
- Day dream

Apparently Winston Churchill said... ***‘No idea is so outlandish that it should not be considered with a searching but at the same time steady eye’.*** So what do we do with all the ideas?



Some resources

Random word generator:

<http://watchout4snakes.com/creativitytools/RandomWord/RandomWord.aspx>

Random photo generator: <http://bighugelabs.com/random.php>

Random wikipedia page generator: <http://en.wikipedia.org/wiki/Special:Random>

Random creative ideas: <http://www.kerismith.com/funstuff/100ideas.htm>



Where the young people are in Ghent

by Bart Tembuysen

The youth service of the city of Ghent

If you go to the 1st European Youth Work Convention in Ghent at the beginning of July you won't have much time to fool around in the city. But it's always good to be informed, just in case you do manage to find some spare moments.

For those of you who will not be in the area at all, Ghent is a fun-loving city with a lot of young people enjoying their holidays in July and August. Check it out! •

Daytime

During the day, young people stroll around in the historic city centre and different shopping areas like Veldstraat and the shopping mall near De Zuid (Woodrow Wilsonplein). You can spot skaters and bikers nearby. There's a large skate hotspot in the public park behind De Zuid. Others go to the different public parks in Ghent to enjoy the summer breeze in a natural setting. Talking about cooling down, why not head to the large recreational area called De Blaarmeersen? You can take a swim at the beach (indeed, we have a beach) or play tennis, football or other outdoor sports. If you prefer to sit or stretch out in a more relaxing atmosphere, you should definitely check out one of the many public parks. The Tourist Information Office (located underneath the Belfry, Botermarkt 17) can provide you with a detailed map. If you decide to relax in the park, Keizerspark (Brusselsesteenweg) is worth a visit. If you want you can use the barbecue, just bring your own food and charcoal.

Evening/night

In the evening or at night, de Korenlei en de Graslei (two streets beside the canal in the historical city centre) become one giant open patio. You can relax and sip a drink from one of the night shops or bars, while enjoying the crowded but relaxing surroundings. During the weekends you can go to the very hip Culture Club (Afrikalaan 180), go clubbing at Decadance (in the Overpoorstraat, the student quarter of Ghent) or the more alternative De Charlatan (Vlasmarkt). In general, there won't be a lot of concerts at the time of the convention because the student population will have left Ghent for the summer and the city will be preparing for the 'Gentse Feesten' the following week. This is known as Europe's largest popular culture festival. If you want to stay up to date on things to do, just grab a magazine





'Week-Up' or 'Zone 09' to see what's going on during that week (music, party, film, exhibitions). Ghent has two fantastic art house cinemas where you can find the better European movies and one large cinema complex for the more commercial work. Just check 'Week-Up' for all the details.

Culture

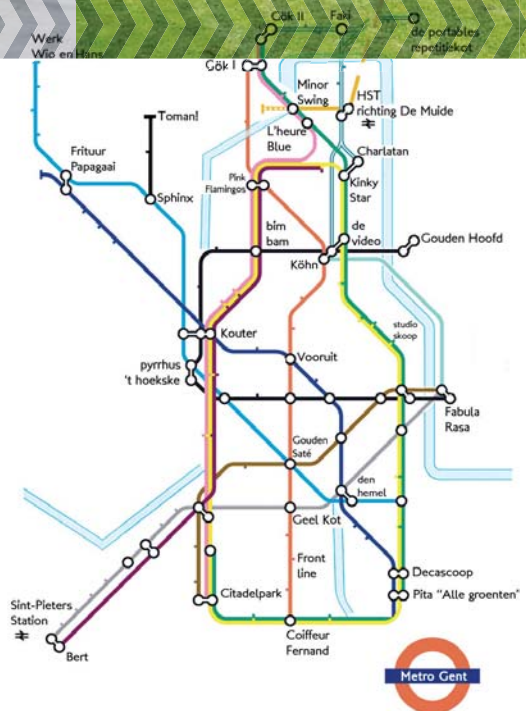
While you're here, why not enjoy a little bit of culture with a capital 'C'? A complete list of all the museums and things to see can be found at the tourist office. S.M.A.K., the local museum of contemporary, art is definitely worth a visit. In July and August the permanent collection is rearranged into 'Xanadu' by Hans Theys. Check it out on www.smak.be.

Youth workers at work

Although the summer period is very busy for youth workers, maybe you can spot some of them at Jeugdwerknnet (Smidsestraat, near the Gent-St-Pieters railway station) keeping up to date with the digital revolution. If you want to see some youth workers in action, the site (in Flemish only) www.jeugd.gent.be/wordanimator has all the locations of 'Speelpleinwerk' (playground activities), which is a form of youth work where the children can play while guided by an adult supervisor.

In general

If you want to have other tips on where to eat, things to see and what to do in Ghent, just download the map 'Use It' (for young travellers) at the following website: www.use-it.be/ghent/. The official tourist information website is www.visitgent.be. For the participants of the Convention: look inside your convention bag!



To be or not to be... supported, IS THAT A QUESTION?

by **Karen Jacobs** Project team Belgian EU Presidency Youth Agency for Socio-Cultural Work for Youth and Adults, Division for Youth

If you as a youth worker, young person, organisation, youth researcher... think about being supported, what does 'support' mean to you? What kind of support do YOU need? Where do YOU find it?

What kind of support is there?

Support coming from:		Methodological (e.g. database of games/methods)	Infrastructural (e.g. room for free)	Material (e.g. renting equipment)	Financial (e.g. structural, project, ...)	Legal (e.g. law, regulation, ...)	Emotional or moral (e.g. lobbying on your behalf...)
Government	Local								
	Regional								
	National								
	European/international								
Foundation /trust	Local								
	Regional								
	National								
	European/international								
Enterprise / private company	Local								
	Regional								
	National								
	European/international								
NGO	Local								
	Regional								
	National								
	European/international								
...									
...									

What support is lacking?

How much do you actually need external support? What are the 'costs' of asking for or receiving it? Are there both gains and losses – can you always choose your priorities, areas and ways of working? Is it OK to request funding from a cigarette or alcohol producer? Do you feel official bodies can be an opportunity (being recognised, finances available, long-term opportunities...) or a threat (your organisation doesn't fit the definitions/descriptions, there is a risk of instrumentalisation, too much paperwork ...)?

So many questions out there...

1ST EUROPEAN YOUTH WORK CONVENTION

YOUTH in Ghent WORK

Coynote
JULY
EXTRA: 2010



Have we got your ideas flying?!
High or low? Do you have more
questions or more answers?

The Coyote team would be happy to
hear about them from you – during
the Convention or sent by email to
the EC-CoE youth partnership
(youth-partnership@coe.int).



Fold 3

my suggestions for the future are...

Fold 2

Fold 5

my new ideas are...

Fold 9

Fold 7

Fold 1

Fold 6

my new questions are...

Fold 8

my needs for the future are...

Fold 4



The Adventures of Spiffy

Mark Taylor • The Big Family

N° 88
bus [sic]

Change hits Spiffy's world



Spring time for Spiffy

For sale:
multi-coloured umbrella, used by ex-Coyote editor for editorial photographs and keeping out of the sun. Lovely gift for discerning reader!




You are under arrest Spiffy! And this time it is really serious!

The intercultural police burst into Spiffy's life for a second time

A long list of crimes is read out in court

Spiffy, you are accused of assessing your participants' competences, of imposing unwanted certificates on them and of being out-of-date



The defence is too little and too late

I am only trying to increase recognition! Where did I go wrong?




The verdict

Spiffy, you must be RE-ENERGISED! The sentence will be carried out immediately. Further accusations will be dealt with in Ghent!



Spiffy detective agency opens!
Speciality: helping secret friends find their secret enemies.




A new look.
A new Spiffy to take us to Ghent and then to 2020!





'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 addressed to trainers, youth workers, researchers, policymakers and all those who want to know more about the youth field in Europe.

Coyote wants to provide a forum to share and give new insights into some of the issues facing those who work with young people. Issues relating to diverse training methodologies and concepts; youth policy and research; and realities across this continent. It also informs about current developments relating to young people at the European level.

Coyote is published by the partnership between the European Commission and the Council of Europe in the field of Youth. The main activities of the partnership are training courses, seminars, and network meetings involving youth workers, youth leaders, trainers, researchers, policy-makers, experts and practitioners. Their results are disseminated through different channels including this magazine.

Coyote can be received free of charge (subject to availability; please contact: youth-partnership@coe.int) and is available in an electronic format at: <http://www.youth-partnership.net/youth-partnership/publications/Coyote/Coyote>

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. Our aim is that the language used in the magazine reflects that used in the activities described.

Some articles are offered by contribution and others are commissioned specifically by the editorial team in order to achieve a balance of style and content. If you have an idea for an article then please feel free to contact the editor.

Partnership between the European Commission and the Council of Europe in the field of Youth
c/o Council of Europe / Directorate of Youth and Sport / F-67075 Strasbourg Cedex, France
youth-partnership@coe.int / Tel: +33 3 88 41 30 77 or +33 3 90 21 49 16 / Fax: +33 3 88 41 27 78
www.youth-partnership.net

