

# Symposium on Youth Policy Cooperation in South East-Europe: focus on recognition of youth work & non-formal learning

## DESCRIPTIONS OF THE BEST PRACTICE WORKSHOPS

<b>1/ Best practice/tool/strategy/policy title</b>	<b><i>Researching the impact of non-formal learning: a case study from The Duke of Edinburgh's International Award</i></b>
<b>2/ What is the type of your practice (e.g. manual, strategy, policy, tool, website, certificate, etc.)?</b>	Tools for impact measurement
<b>3/ Why it has been developed? What is its background in your context?</b>	To explore the impact of the Award programme
<b>4/ What are the main aims/objectives of the practice/tool/policy/strategy?</b>	To communicate the impact to key stakeholders, raise our profile, gain further recognition for the programme, fundraise, improve quality of the programme
<b>5/ Who was involved in its development (what stakeholders?) and who is it made for (who are the main target groups)?</b>	Programme Research Officer (myself), academic researchers
<b>6/ Description</b>	Not available
<b>7/ What are the main outcomes and results so far?</b>	Still in analysis stage but can share process development, challenges experienced and plans for the future
<b>8/ Contact information for further information and/or references</b>	<p>Alison Berks  Programme Research Officer  The Duke of Edinburgh's Award International Foundation  <a href="mailto:alison.berks@intaward.org">alison.berks@intaward.org</a>  Skype: ali.berks  Twitter: @aliberks</p> <p><b>The Duke of Edinburgh's International Award Foundation</b>  Award House, 7-11 St Matthew Street, London SW1P 2JT,  United Kingdom  T +44 (0)20 7222 4242 F +44 (0)20 7222 4141</p>

<b>1/ Best practice/tool/strategy/policy title</b>	<b><i>Political recognition of youth work and NFL in Germany</i></b>
<b>2/ What is the type of your practice (e.g. manual, strategy, policy, tool, website, certificate, etc.)?</b>	Strategy, policy approach
<b>3/ Why it has been developed? What is its background in your context?</b>	Implementation of the EU Youth Strategy in Germany
<b>4/ What are the main aims/objectives of the practice/tool/policy/strategy?</b>	To strengthen the (political) recognition of NFL
<b>5/ Who was involved in its development (what stakeholders?) and who is it made for (who are the main target groups)?</b>	Policy and administration level of both the national and regional level
<b>6/ Description</b>	The German Youth Ministry since 2010 puts a strong focus on implementing the EU Youth Strategy in Germany. For the first time in the field of Youth Policy a cooperation between the national level and the federal states has been established. Together they want to use the European impetus for developing further Youth Work and Youth Policy in Germany. As one of the main topics to be dealt with recognition of NFL has been chosen.
<b>7/ What are the main outcomes and results so far?</b>	<ul style="list-style-type: none"> <li>- Strong European impetus on the German debate</li> <li>- Close cooperation between national and regional level</li> <li>- Awareness raising of the relevance of Youth Policy in general and especially of the topic recognition of NFL</li> </ul>
<b>8/ Contact information for further information and/or references</b>	<a href="mailto:Siebel@jfemail.de">Siebel@jfemail.de</a> <a href="mailto:Bergstein@jfemail.de">Bergstein@jfemail.de</a>

<b>1/ Best practice/tool/strategy/policy title</b>	<b><i>Webbies workshop</i></b>
<b>2/ What is the type of your practice (e.g. manual, strategy, policy, tool, website, certificate, etc.)?</b>	Method for non formal learning
<b>3/ Why it has been developed? What is its background in your context?</b>	It was part of the safety and quality on line project
<b>4/ What are the main aims/objectives of the practice/tool/policy/strategy?</b>	To learn young people about the chances and dangers of an online environment and discuss how to behave online in a fun way.
<b>5/ Who was involved in its development (what stakeholders?) and who is it made for (who are the main target groups)?</b>	40 young people from 20 European countries; The next target group are national trainers (train the trainers course)
<b>6/ Description</b>	Not available
<b>7/ What are the main outcomes and results so far?</b>	8 modules which are tested, do work and are fun
<b>8/ Contact information for further information and/or references</b>	Marc Boes ERYICA <a href="mailto:director@eryica.org">director@eryica.org</a>

<b>1/ Best practice/tool/strategy/policy title</b>	<b><i>The path towards the recognition and professionalization of Youth Work</i></b> ...the example of Serbia and some exchange...
<b>2/ What is the type of your practice (e.g. manual, strategy, policy, tool, website, certificate, etc.)?</b>	Strategy. Through the participative development of quality assurance mechanisms, advocacy and capacity building.
<b>3/ Why it has been developed? What is its background in your context?</b>	NAPOR was initiated in May 2008, as reaction of civil society organizations to absence of legitimate national professional associations in the area of youth work that would influence policy development and quality assurance mechanisms for its implementation on the national and local levels.
<b>4/ What are the main aims/objectives of the practice/tool/policy/strategy?</b>	To increase youth work quality and to advocate for its recognition as the part of systematic youth care network in Serbia in line with EU policies and strategies
<b>5/ Who was involved in its development (what stakeholders?) and who is it made for (who are the main target groups)?</b>	NAPOR gathers 90 CSOs and over 2240 youth workers with various technical skills and operates under the paramount principal of consultative and participatory approach. For this reason, NAPOR is recognized by public authority (Ministry of Youth and Sport, Provincial Secretariat for Sport and Youth, Statistical Office of the Republic of Serbia, University of Novi Sad, etc.) in the field of youth policy as the legitimate national body of the civil society, representing voice of professionals working with diverse groups of young people
<b>6/ Description</b>	National Association on Youth Workers (NAPOR) is a union of Civil Society Organisations CSOs in the youth field that embraces 90 member organizations delivering youth targeted work in Serbia that lobby, advocate, influence existing and initiate new policies.
<b>7/ What are the main outcomes and results so far?</b>	<p><b>Recognition of professional youth work practice as a youth empowerment tool for active participation in democratization process</b></p> <p>Developed 3 vocational standards in area of professional youth work (1. Youth activist, 2. Youth Work Coordinator; 3. Specialist for youth work and policies) that are included in National Vocational Qualification system; NAPOR has participated in the core working group (11 members consisted of Ministries, lawyers, representatives of CSO) for creation of the "Law on Youth" in Serbia that was adopted on July 5, 2011. Thanks to NAPOR lobbying, within this Law, Youth Work gained its first legal recognition and definition in Serbia as a service for capacity building of young people.</p> <p><b>Capacity building of NAPOR member organization and Quality policy in youth work programs</b></p>

	<p>Developed standards for youth work programs and a mechanism for its implementation that ensures building necessary skills and life values of young people to take active participation in community development along with promotion of democratic principles.</p> <p>Delivered training for the certification of 12 accreditors that will license organizations to practice youth work according to the NAPOR standards.</p> <p>Developed a Code of Ethics for Youth Workers (signed by NAPOR member organizations) and formed a National Council for Ethical Issues in youth work, ensuring safe environment for young people's professional development. Developed non-formal education curricula for two vocational standards in area of professional youth work through which youth workers gain standardized professional competencies to be able to make greater impact on youth empowerment.</p> <p>Developed mechanism for validation of previously attained competencies for two youth work vocational standards.</p>
<b>8/ Contact information for further information and/or references</b>	<p><a href="http://www.napor.net">www.napor.net</a>  <a href="mailto:office@napor.net">office@napor.net</a></p>

<b>1/ Best practice/tool/strategy/policy title</b>	<b><i>Empower yourself!</i></b>
<b>2/ What is the type of your practice (e.g. manual, strategy, policy, tool, website, certificate, etc.)?</b>	Self-assessment tool
<b>3/ Why it has been developed? What is its background in your context?</b>	It was noticed that young adults involved in Scouting had troubles explaining their skills acquired through Scouting, both as leaders and volunteers. This tool was developed in order to help them realise and become aware of the skills they gained and find the way how to explain them to the world outside of Scouting.
<b>4/ What are the main aims/objectives of the practice/tool/policy/strategy?</b>	This tool aims to help young adults realising what skills they gained through non formal learning in Scouting and how to translate their scout experience into the language of employers, thus enabling them to increase their chances on the labour market - by performing better during the job interviews, letters of intent etc. Besides that, the material helps young adults with reviewing and making their personal development plan.
<b>5/ Who was involved in its development (what stakeholders?) and who is it made for (who are the main target groups)?</b>	This tool was developed by Young adults department of Scouts and Guides of France, with their volunteers' network and their employees (including HR department). The main target group is young adults involved in Scout movement.
<b>6/ Description</b>	<p>This tool enables young adults to highlight their skills and give them value in four simple steps. The first step consists of assessing the skills acquired through non formal learning in Scouting.</p> <p>In the second step users are supposed to analyse their skills, identifying the skills they have already gained and the ones they still need to work on, reflecting on their personal experience. In the third step, skills are put into the context of the future career path or towards future profession, recognizing preferable skills that are already obtained, as well the ones that still need to be improved.</p> <p>Final step guides users how to present skills that are relevant for their career path, giving the examples from their scouting experience.</p>
<b>7/ What are the main outcomes and results so far?</b>	The tool has been used by many National Scout Organisations and has been translated to English, Spanish, Serbian, Danish, Portuguese and Czech language. Soon, it would be available in Finnish, Swedish and Hungarian. It was presented and used during various scout events and feedback from the users helped to improve the tool.
<b>8/ Contact information for further information and/or references</b>	Ivana Andrasevic , Scout Organization of Serbia <a href="mailto:vilenjaci@hotmail.com">vilenjaci@hotmail.com</a> Elise Drouet , Scouts et Guides de France, <a href="mailto:edrouet@sgdf.fr">edrouet@sgdf.fr</a>

<b>1/ Best practice/tool/strategy/policy title</b>	<b><i>Recognition of volunteering in Ukraine</i></b>
<b>2/ What is the type of your practice (e.g. manual, strategy, policy, tool, website, certificate, etc.)?</b>	Policy
<b>3/ Why it has been developed? What is its background in your context?</b>	The 2012 UEFA European Football Championship.
<b>4/ What are the main aims/objectives of the practice/tool/policy/strategy?</b>	Not available
<b>5/ Who was involved in its development (what stakeholders?) and who is it made for (who are the main target groups)?</b>	Deputies, Local organising committee EURO 2012 Ukraine. Target group: any person who are providing any kind of voluntary service in Ukraine
<b>6/ Description</b>	The Law of Ukraine “of voluntary service” passed on the 19 <sup>th</sup> of April 2011.  With regard to this law we do have a volunteering in Ukraine. From another side there are several very crucial obstacles and limits now for NGOs and social institutions.
<b>7/ What are the main outcomes and results so far?</b>	Problems with registration foreign volunteers in Ukraine (for example, EVS-volunteers)
<b>8/ Contact information for further information and/or references</b>	<a href="mailto:Iryna.bodnar@ukr.net">Iryna.bodnar@ukr.net</a>

<b>1/ Best practice/tool/strategy/policy title</b>	<b><i>Youthpass – Recognition of non-formal and informal learning within the Youth in Action programme</i></b>
<b>2/ What is the type of your practice (e.g. manual, strategy, policy, tool, website, certificate, etc.)?</b>	Tool
<b>3/ Why it has been developed? What is its background in your context?</b>	See PowerPoint presentation
<b>4/ What are the main aims/objectives of the practice/tool/policy/strategy?</b>	See PowerPoint presentation
<b>5/ Who was involved in its development (what stakeholders?) and who is it made for (who are the main target groups)?</b>	See PowerPoint presentation
<b>6/ Description</b>	Depending on the level of knowledge and experience participants have we will give an update about the Youthpass development and its current directions. (Political and educational) The experience with Youthpass in the SEE region should be highlighted esp. and its potential use to support the youth field stakeholders in development of recognition strategies. If time wise possible we will also see the potential of the Youthpass and its support to learning processes for individuals.
<b>7/ What are the main outcomes and results so far?</b>	Not available
<b>8/ Contact information for further information and/or references</b>	<b>Rita Bergstein</b> SALTO Training and Cooperation Resource Centre <a href="mailto:rita@salto-youth.net">rita@salto-youth.net</a> <a href="http://www.youthpass.eu">www.youthpass.eu</a> - The European strategy on the validation and recognition of non-formal and informal learning within the Youth in Action programme