

Youth Partnership

Partnership between the European Commission
and the Council of Europe in the field of youth



EUROPEAN UNION

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Visible Value

Mapping of tools and good practices for better
recognition of youth work and non-formal
learning/education at European and national levels

Compiled and written by
Darko Markovic
Nicholas Paddison

April – October 2014

1. Background information

Since the endorsement of the White Paper *A new impetus for European youth*, adopted by the European Commission in November 2001, recognition of non-formal learning/education has become an important issue in Europe. It is mentioned in the *Europe 2020* strategy and its flagship initiative *Youth on the Move*; the *EU Strategy for Youth – Investing and Empowering*; the *Council Resolution on Youth Work*; the Erasmus+/Youth in Action Programme and its predecessor Youth in Action; the *Council Resolution on the validation of non-formal and informal learning* (12/2012); and the study *Working with young people: the value of youth work in the European Union* (02/2014).

In the Council of Europe, the promotion of non-formal learning/education is a priority within *its Agenda 2020* on youth policy, notably as a means to ensuring young people's access to education, training and working life. The Youth Department works also on the development of quality standards in education and training activities and has published the *European Portfolio for Youth Leaders and Youth Workers*, currently under revision. Recently, in the frame of the 'Strasbourg Process', the Council of Europe also decided to make the recognition of youth work and non-formal learning/education one of its priorities. It has elaborated a series of proposals based on *the Plan of Action* developed by the participants of the *Symposium on Recognition of youth work and non-formal learning/education* (11/2011) and further developed by the Expert Group on Recognition.

Recognition of non-formal learning/education has been regularly on the agenda of European youth work since a first symposium was organised in 2000 by the Directorate of Youth and Sport of the Council of Europe. Other key events and documentation marking this over the years include the above-mentioned Portfolio, the event *Bridges for recognition* (SALTO Inclusion Resource Centre, 2005), and the first edition of the EU-Council of Europe joint working paper *Pathways towards Validation and Recognition of Education, Training and Learning in the Youth Field*, to name but a few.

Recognition of youth work and non-formal learning/education was also the topic of various activities of the Partnership between the European Commission and the Council of Europe in the field of youth. These include the support of the conference on the same topic in Prague in 2008 as part of the preparation of the Czech EU Presidency as well as the Youth Work Convention in July 2010 in Ghent, organised under the Belgian EU Presidency.

A number of stakeholders (such as the network of Youth in Action Programme National Agencies and SALTO Resource Centres, the European Youth Forum, and the Youthpass Advisory Group, etc.) have expressed the need for a more coordinated approach at the European level, supported by the partnership between the European Commission and the Council of Europe in the field of youth.

As a first step, the working paper *Pathways 2.0 Towards Recognition of Non-Formal Learning/Education and of Youth Work in Europe* (hereinafter 'Pathways 2.0') was updated by the EU-CoE youth partnership in cooperation with the European Commission, the Council of Europe and the European Youth Forum. In the Pathways paper, ten elements of a renewed strategy for a better recognition of Non-Formal Learning/Education in the youth field were identified.

In order to respond to the need for a sustainable and co-ordinated development of recognition strategies as outlined in the *Pathways paper*, an Expert Group was set up with the aim to promote, support and reinforce measures for the implementation of the elements defined in the *Pathways paper*.

Moreover, as a follow-up and support to these initiatives, the EU-CoE youth partnership organised a *Symposium on Recognition of Youth Work and Non-Formal Learning* in November 2011 in co-operation with JUGEND für Europa and SALTO Training and Cooperation Resource Centre. The Symposium aimed to establish a common ground for a medium and long-term co-ordinated strategy towards recognition of youth work and non-formal learning/education in Europe with the involvement of about a hundred actors and stakeholders from the various policy sectors concerned.

The participants of the Symposium adopted a Statement and discussed actions leading to the implementation of concrete follow-up activities. They charged the Expert Group with fine-tuning and editing the draft Plan of Action and asked it to monitor its realisation. To facilitate the development and/or the implementation of their plans the Expert Group proposed to gather ideas and examples of tools and activities, either already existing or newly emerging ones. All this information is available in the publication 'Getting There', which brings together the papers mentioned above: the Pathways paper, the Statement and Plan of Action of participants in the Symposium. 'Getting There' is available on http://pip-eu.coe.int/documents/1017981/7110668/GettingThere_WEB.pdf

The **initial Plan of Action** (November 2011), complementing the recommendations made in the Statement of the Symposium on Recognition, identifies a number of relevant actions and measures to be launched or supported at the various levels of youth work and youth policy in Europe (at European, national, regional and local level, and in all infrastructures that exist in the youth field, including in youth NGOs, in public services, and in the training, research and policy communities). The **revised version of the Plan of Action** (summer 2013) is based not only on the Plan of Action as defined by the participants of the Symposium but also on the draft further developed by the Expert Group. It takes into consideration current developments, events and initiatives as well as forthcoming ones, or proposes new actions and measures where necessary.

The *Mapping of existing tools and practice and the Compendium of testimonies/stories* are both direct outcomes of this Plan of Action and likewise other actions proposed, they are embedded in at least two of the seven headings of the Plan of Action: political process, promotion and campaign. The Mapping and the Compendium aim to more precisely respond to: **promotion and campaigns** and **knowledge**. Indirectly, working on those products also means to tackle one more 'area': **quality**. The objectives under this section include working on a common understanding of and joint commitment to the quality of non-formal learning/education. They also cover the bringing together of all relevant stakeholders, practitioners, policy makers and researchers. This section highlights the need to build on existing good practices in order to further promote the implementation of quality assurance in non-formal learning/education in youth work.

2. Why a Mapping of recognition tools and practices?

As the recent *study on the value of youth work*¹ shows, there is an extraordinary work done by thousands of youth workers and youth organisations across Europe. This is done through accompanying young people in the development of their competences for personal growth, active participation in society and bettering their chances in the labour market. However the question remains to what extent are youth workers

¹ Dunne, A., Ulicna, D., Murphy, I., Golubeva, M (2014): Working with young people: the value of youth work in the European Union, European Commission

themselves aware of the value of their own work and of the actual impact they have on the lives of young people? There is also a question as to what extent other people/sectors and stakeholders outside the youth field can actually understand and appreciate the value of youth work and non-formal learning/education with young people? The third question relates to just how much this kind of educational work has been seen as part of the lifelong learning arena and to what extent the learning outcomes are appreciated by the young people themselves, as well as being visible to the people around them (their families, friends, teachers, employers, etc.)?

In brief, the question is *how much have youth work and non-formal learning/education managed to gain recognition at national and European level?* Since the publication of the *White Paper on youth* (European Commission, 2001) and the *Parliamentary Assembly's Recommendation on non-formal education* (Council of Europe, 2000), the claims for better recognition of youth work and non-formal learning/education have been made. The summary of the possible actions have been laid out in the first edition of the EU-CoE joint working paper *Pathways towards Validation and Recognition of Education, Training and Learning in the Youth Field* in 2003 and updated in its second edition *Pathways 2.0* in 2011. During these 15 years of dynamic policy and practice-related developments, many actions were taken, practices tried out, and tools developed at national and European levels. It seems now is a good time to take stock of these evolvments, share these tools and practices, and make them accessible and visible to the youth field and other interested parties.

The main **aim** of the Mapping is to **contribute to the promotion of youth work, as well to share, transfer and multiply well-tested approaches and inspire further initiatives towards recognition at local, national and European level.**

The Mapping is an informative and inspiring collection of current and/or recently developed tools and practices. It is published here as a dynamic, diverse and accessible on-line publication. In other words, the Mapping provides a 'one-click' informative overview of current recognition tools and practices for all interested parties. It is our hope that the Mapping will be regularly updated and become a growing collection of tools, kept up-to-date together with the field of practice.

3. The Mapping process and its results

The Mapping was carried out between April and October 2014. The EU-CoE youth partnership coordinated the overall process and commissioned two experts (Darko Markovic and Nicholas Paddison) for its development and implementation.

The collection of the existing recognition tools and practices was gathered through an open call for contributions disseminated through the EU-CoE youth partnership newsletter, as well as many other information channels, social media and youth work events. The expert team received in total **40 contributions** and based on previously agreed criteria, selected **23 tools and practices** for presentation in this version of the Mapping.

These 23 selected tools and practices do certainly not represent the complete picture of what is happening in terms of recognition activities in the youth field in Europe today. However, it is our hope that once online, the Mapping and its initial sample of tools and practices will become a source of inspiration and encouragement for other people to submit their contributions, thus constantly enriching the Mapping.

When looking at the tools and practices during the selection process, the team set some initial quality criteria that had to be met. It was important that all the **tools** in the Mapping:

- have a clear conceptual basis;
- have a clear structure;
- target a defined group of persons;
- are tangible;
- are transferable/adjustable;
- are related to a strategy;
- address a step-by-step process (e.g. a manual);
- can be tested (if possible);
- aim at being repeated/used several times and evolve;
- call for practice (are practice-related);
- can undergo an evaluation and/or revision process.

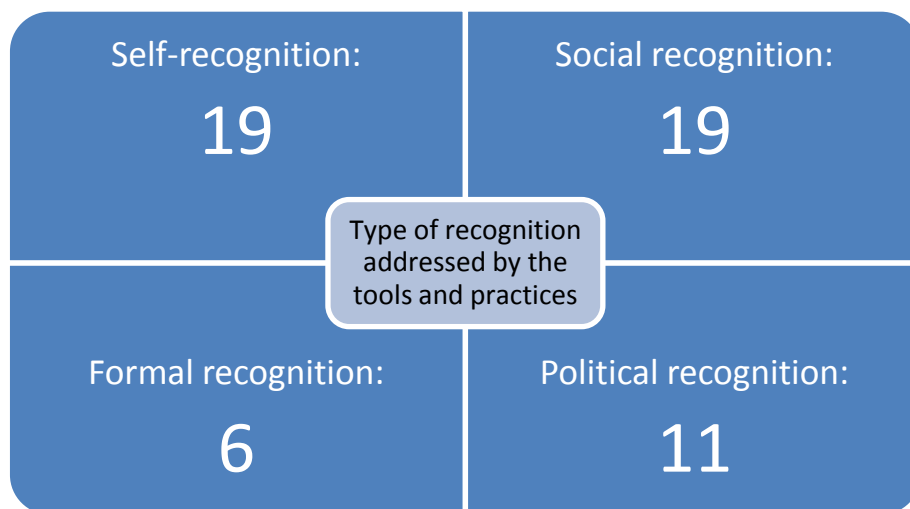
In relation to the recognition **practices** – without excluding the above criteria for the tools – it was acknowledged that the practice may take place only once, and may address a wider audience.

Within the 23 selected tools and practices there are tools from **17 European countries** (see list in the text box) and **4 European level tools** (Council of Europe, SALTO Training and Cooperation Resource Centre, SALTO South-East Europe, and AEGEE-Europe).

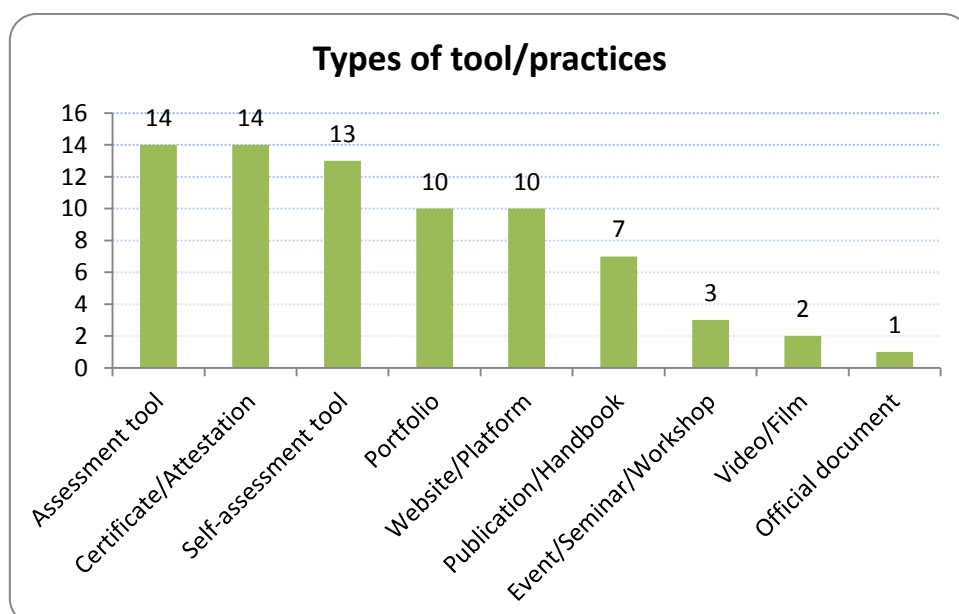
Tools and practices in the mapping study are coming from the following countries:

1. Austria
2. Belgium
3. Czech Republic
4. France
5. Macedonia/FYROM
6. Germany
7. Greece
8. Italy
9. Lithuania
10. Luxembourg
11. Portugal
12. Slovakia
13. Slovenia
14. Spain
15. Sweden
16. The Netherlands
17. The UK

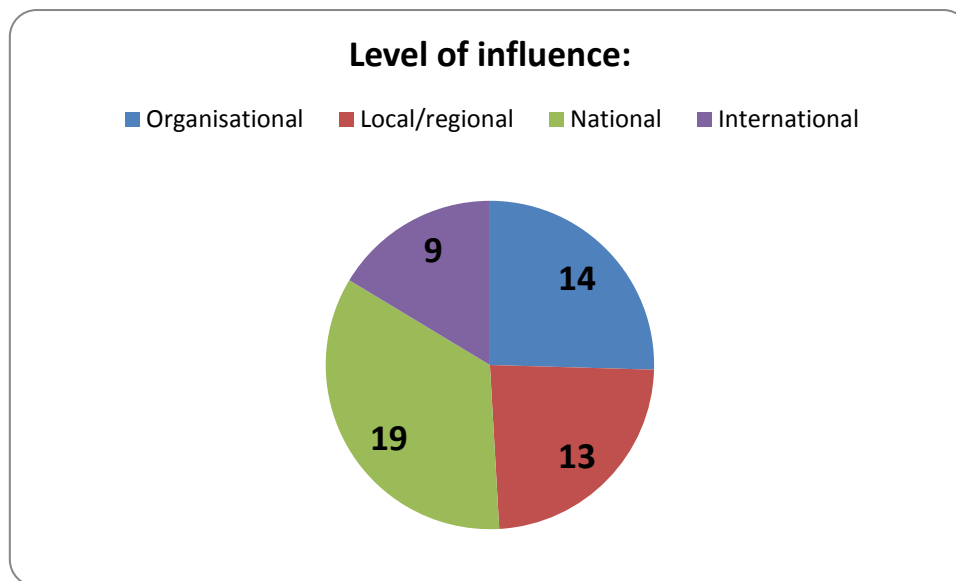
According to *Pathways 2.0*, the recognition of non-formal learning/education tackles 4 different aspects or dimensions: self, social, formal and political recognition. In reality, it is rather seldom that some tool or practice addresses only one dimension **but rather two or more recognition dimensions at the same time**. This is no surprise considering that working on the recognition of non-formal learning/education and youth work often requires a systemic approach, addressing various stakeholders coming from ‘within’ or from ‘outside’ of the youth field. As seen in the image below, the majority of tools and practices focus on the self and social recognition; almost half of the selected tools tend to have an impact on the political level; and finally, very few of them are engaging in formal recognition.



With regard to the types of tools and practices in the mapping study, very few of them belong to a single category; *most of the tools and practices are a combination of several types of recognition ‘activities’, either by the very nature of their design or simply due to the fact that in many cases these tools and practices are part of an overall recognition strategy that involves various types of activities and approaches.*



In terms of the level of influence, most of the tools and practices are addressing several levels, be it organisational, local, national or international. As shown in the chart below, all four levels of influence are well-presented in the selected tools, where there is a stronger national than international focus.



Although the selected tools and practices for the EU-CoE youth partnership's Mapping cannot offer a comprehensive picture but rather a random sample of items in this field, some possible trends can be recognised:

- **Going online:** there is an increasing trend for recognition tools and practices to be transformed from their original paper-versions to digital and online versions (e.g. Nefiks booklet in Slovenia, or the Council of Europe's Portfolio for Youth Leaders and Youth Workers). They are usually hosted at specially designed web platforms. At the same time, a number of the newly developed tools and practices are online based by their nature.
- **Competence-based recognition:** there is a growing trend towards the development of specific competence frameworks that serve as a basis for self-assessment and/or assessment of competences gained in the youth field. Sometimes already made frameworks are built into the tools (e.g. European framework of key competences for lifelong learning). More often these frameworks are being negotiated on with other stakeholders (e.g. formal education, employers, etc.), serving as a translation tool and increasing the relevance of the tools and practices outside the youth field.
- **Importing and redesigning the existing tools:** the field of recognition does not always come up with something completely new; in many cases innovation means adjusting already existing approaches to the context of youth work and youth organisations. These other practices might originally come from different fields and situations (e.g. the Europass mobility certificate used to recognise national level voluntary work), or simply be inspired by developments in other sectors (e.g. Unique learning badges inspired by Mozilla badges)
- **Assessment or self-assessment:** There are a variety of approaches towards the dilemma of what kind of process(s) should be built in the recognition tools. In the case where the tools are having a stronger quality assurance focus, the originators are more inclined to use assessment rather than self-assessment approaches. When it comes to recognition of learning outcomes, some tools clearly opt for assessment done by the organisers - a combination of self-assessment and assessment (usually in terms of peer or organisational validation of the self-assessment made).

However, some other tools are solely self-assessment based, either supported by the tool itself or by competent support staff.

- **Open access:** although some of the tools are clearly inseparable from their organisational or programme context (e.g. Youthpass in Erasmus+/Youth in Action Programme, AEGEE internal validation tool, Scout Leader Skills, etc.), there are more and more tools with an 'open access' approach that can be used either by individuals (e.g. Nefiks in Slovenia, Keys for Life in Czech Republic, European Portfolio for Youth Leaders and Youth Workers of the Council of Europe, etc.) or by organisations (e.g. OSCAR in Belgium, Unique Learning Badges, etc.) to work on the recognition of non-formal learning in various contexts and activities.

4. Tools and Practices

No.	Name or title of the recognition tool/practice:	Developed by:	Country	Type of the tool/ practice:	Recognition dimensions:	Level of influence of tool/practice:
1	Accreditation Commission in the Field of Youth Work	IUVENTA – Slovak Youth Institute	Slovakia	Assessment tool Certificate/Attestation	Formal Political	National
2	Attestation et Portfolio de L'Engagement	Luxembourgish National Youth Service	Luxembourg	Self-assessment tool Assessment tool Certificate/Attestation Portfolio	Self Social Political	National
3	aufZAQ – Certified Quality of Non-Formal Education in Youth Work	The Austrian Federal Ministry of Families and Youth, the Youth Departments of the Federal States of Austria, and the Youth Work Department of the Autonomous Province of Bozen/Bolzano – South Tyrol (Italy)	Austria Italy	Assessment tool Certificate/Attestation	Social Formal Political	Organisational Local/Regional National
4	Certificates International Nachweise Internationale	IJAB – International Youth Service of the Federal Republic of Germany	Germany	Self-assessment tool Assessment tool Certificate/Attestation Website/Platform/Blog	Self Social	Organisational Local/Regional National International
5	C-Stick	JESvzw	Belgium - Flanders	Self-assessment tool Assessment tool Portfolio Website/Platform/Blog	Self Social	Organisational Local/Regional National
6	Cultural Competency Record (CCR) Kompetenznachweis Kultur (KNK)	BKJ – German Federation for Arts Education and Cultural Learning	Germany	Assessment tool Certificate/Attestation	Self Social Political	Organisational Local/Regional National
7	Declaration on the Recognition of the Contribution of Non-Formal Education in Youth Work	IUVENTA – Slovak Youth Institute	Slovakia	Event/Meeting/Seminar Official Document/Declaration	Social Political	National
8	ELD: Experience – Learning – Description	Terese Raymond, The Swedish Centre for International Youth Exchange	Sweden	Self-assessment tool Assessment tool Certificate/Attestation Portfolio Website/Platform	Self Social	Organisational Local/Regional International
9	Europass Mobility for Volunteers	National Europass Centre of the Netherlands	The Netherlands	Assessment tool Certificate/Attestation	Self Social	Local/Regional National

10	European Portfolio for Youth Leaders and Youth Workers	Council of Europe Youth Department	European level	Self-assessment tool Publication/Handbook Portfolio Website/Platform/Blog	Self Social Political	Organisational Local/Regional National International
11	Here2Stay	Athanasios Krezios, Kids in Action	Greece	Publication/Handbook Video/Film	Self Social	Local/Regional International
12	Internal Tool for Validation	AEGEE-Europe	European level	Self-assessment tool, Assessment tool, Certificate/Attestation, Portfolio, Website/Platform/Blog	Self Social	Organisational International
13	Keys for Life – Personal Portfolio of Competences	National Institute of Children and Youth, National Institute of Further Education, and the Ministry of Education, Youth and Sports	Czech Republic	Self-assessment tool Assessment tool Certificate/Attestation Portfolio Website/Platform/Blog	Self Social Formal Political	Organisational National International
14	My Experience (Moje Izkusnje)	e-Studentski Servis (ŠS d.o.o.)	Slovenia	Self-assessment tool, Certificate/Attestation, Portfolio, Website/Platform/Blog, Event/Meeting/Seminar	Self Social Political	National
15	Nefiks	Zavod Nefiks	Slovenia	Self-assessment tool Publication/Handbook Portfolio Website/Platform/Blog	Self Social	National
16	OSCAR	Socius, Steunpunt Jeugd, De Ambrassade and the Flemish Government	Belgium - Flanders	Assessment tool Certificate/Attestation Portfolio Website/Platform/Blog	Self Social	Organisational Local/Regional National
17	Quality Label for Youth Work Providers	Centre for Intercultural Dialogue in cooperation with Union for Youth Work in Macedonia and the Agency for Youth and Sports	FYR Macedonia	Assessment tool Certificate/Attestation	Formal Political	National
18	Scout Leader Skills	Les Scouts and Scouts en Gidsen Vlaanderen	Belgium	Self-assessment tool Assessment tool Publication/Handbook Website/Platform/Blog	Self Social	Organisational Local/Regional National
19	This is Youth Work: Stories from Practice	In Defence of Youth Work (IDYW)	UK	Publication/Handbook Video/Film Event/Meeting/Seminar	Self Social Political	Organisational Local/Regional National
20	UNIQUE Learning Badges	A European partnership of organisations: 'Association of Non-formal Education in Lithuania',	Lithuania Slovenia Germany Portugal Spain UK	Self-assessment tool Assessment tool Certificate/Attestation Portfolio Website/Platform/Blog	Self Formal	Organisational National International

		'Tipovejl' , GOEUROPE! at.lkj) Sachen-Anhalt , 'Cazalla Intercultural' , 'Inducar', 'Think Forward' .				
21	Unlocking Doors for Recognition	SALTO TC RC, SALTO SEE RC, MOVIT Slovenian National Agency	European level	Publication/Handbook	Self Social Formal Political	Organisational Local/Regional National
22	Valorise-toi (Empower Yourself)	Scouts et Guides de France	France	Self-assessment tool	Self Social	Organisational Local/Regional National International
23	Youthpass	SALTO TC RC	European level	Self-assessment tool Publication/Handbook Certificate/Attestation Website/Platform/Blog	Self Social Political	International

Name or title of the recognition tool/practice:**Accreditation Commission in the Field of Youth Work****Developed by:**

IUVENTA – Slovak Youth Institute

Short description:

The Accreditation Commission represents a state mechanism for recognition and quality assurance in youth work through accreditation of educational programmes for youth workers and youth leaders in Slovakia. The accreditation commission has the status of an advisory body for the Ministry of Education and has 11 members including representatives of the respective ministry and youth workers. Its founding was based on the 'Act of Youth Work Support'. The work of the commission is closely related to the larger national initiative called 'KomPrax – Competencies for Practice' aiming at the better recognition of competencies young people gain through youth work and non-formal education.

Type of the tool/practice:

Assessment tool, Certificate/Attestation

Recognition dimensions addressed by the tool/practices:

Formal recognition, Political recognition

Level of influence of your tool/practice:

National

Target group(s) for the tool/practice:

The direct beneficiaries of the Accreditation commission are youth work organizations and youth workers. Indirectly the practice impacts the young people participating in the youth work programmes delivered by the trained youth workers.

Background and the context of development of the tool/practice:

There was a need to ensure the quality in youth work in Slovakia. However, before 2009 there were no quality standards and related quality assurance mechanisms for youth work organizations (and their programmes). By adopting the Act of Youth Work Support in 2008, the Slovak government created the formal conditions for the establishing of a national quality assurance mechanism implemented by the Accreditation Commission (AC), established in 2009. The main role of the Accreditation Commission is to set specific quality standards for organizations which provide programmes of non-formal learning for youth workers and youth leaders in the Slovak Republic. The initiative to create the Accreditation Commission resulted from consultations between the respective Ministry and youth organizations during the process of preparing the Act of Youth Work Support. The main leader in this field was IUVENTA – Slovak Youth Institute, which promoted the idea to ensure quality of youth work.

Development process:

The initiative to create the Accreditation Commission resulted from consultations between the Ministry and the youth organisations during the process of preparing the Act of Youth Work Support. The main leader in this field was IUVENTA – Slovak Youth Institute, which promoted the idea to ensure quality of youth work.

Objectives:

Enhancing the quality of educational programmes for youth workers and youth leaders in the Slovak Republic.

Description of the tool:

The Accreditation Commission was established by the 'Act of Youth Work Support' with the main aim to enhance the quality of non-formal education programmes for youth workers and youth leaders. The commission has the status of an advisory body for the Ministry of Education in Slovakia and has 11 voted members who have a 3 year mandate. The members of the commission are representatives of the Ministry and experts in the field of youth work, social work, non-formal education, as well as educators, and members of non-governmental organizations and foundations. The profiles of the Accreditation Commission members are freely accessible on the website of the Ministry of Education, Science, Research and Sport and IUVENTA – Slovak Youth Institute.

All interested providers of educational courses for youth workers and youth leaders can apply for the accreditation in 4 open calls per year. After each round of applications the Accreditation Commission meets and assesses the applications. Every application is considered by 2 members of the Accreditation Commission who are most familiar with the area of the proposed educational programme. They advise the Accreditation Commission on whether the programme should be accredited, accredited with some specific conditions or dismissed. The final say belongs to the whole Accreditation Commission in which a majority of all members must take a decision. When a programme is approved, it is listed in the website of the Accreditation Commission.

In order to get accredited each programme has to meet specific quality criteria as well as some administrative requirements (e.g. having an evidence of participants, training courses, etc.). Two weeks before the programme starts the provider needs to inform the Accreditation Commission about its beginning. If the Accreditation Commission considers it necessary an organisation can be monitored. In the case that it is found that an applicant is not providing an educational programme for which they gained accreditation, the accreditation can be withdrawn. The system of accreditation is closely related to a larger national initiative called 'KomPrax' which aims at the better recognition of competencies young people gain through youth work and non-formal education. The aim of this is to establish agreed standards of quality in youth work in order to verify and recognise the core competences that young people acquire through non-formal education activities and youth work.

Outcomes, results and impact:

Since it started to operate in 2009, there has been an increasing amount of accredited programmes over the years: 19 programmes in 2010, 27 in 2011, 11 in 2012, and 42 in 2013. As of 2014 there are more than 100 accredited programmes listed at the Accreditation Commission website and a significantly larger number of trained youth workers. However, the representatives of the Accreditation Commission still believe there is a necessity to continue promoting the accreditation procedure and motivate organizations to accredit their programmes to enhance their quality. One of their priorities for the following period includes the conversion of traditional Leisure Time Centres, established by municipalities, into modern institutions with an inclusive approach to young people. These locations would provide training and consultancy services for young people with a specific emphasis on vulnerable groups, in particular the young unemployed. In this context, the creation and validation (accreditation) of new types of programmes using non-formal education in youth work will be important.

Links and references:

- <https://www.iuventa.sk/sk/Legislativa/Akreditacna-komisia.alej>
- <https://www.iuventa.sk/sk/KomPrax/Home.alej>

Contact details:

Contact person: Miroslava Gajdošová

E-mail: miroslava.gajdosova@minedu.sk

Additional material to download:

- Act of Youth Work Support (in Slovak)
- Statute of the accreditation commission (in Slovak)
- List of the accredited programmes (in Slovak)

Name or title of the recognition tool/practice:**Attestation et Portfolio de L'Engagement (Engagement Portfolio)****Developed by:**

Luxembourgish National Youth Service

Short description:

The Engagement Portfolio is a tool that aims to provide assistance to youth organisations and youth movements through the development of an official document attesting to a young person's engagement/commitment and competences acquired through non-formal education [activities and projects]. It encompasses two main elements: the 'Portfolio' – a personal folder that allows the young person to keep track of the volunteer work experiences they have done, and the 'Attestation' – an official recognition mechanism of the competences acquired during a young person's engagement as a volunteer. The Portfolio has been designed based on the experience from the project '*certification of skills acquired in the framework of non-formal education*' conducted between 2006 and 2007.

Type of the tool/practice:

Self-assessment tool, Assessment tool, Certificate/Attestation, Portfolio

Recognition dimensions addressed by the tool/practices:

Self-recognition, Social recognition, Political

Level of influence of your tool/practice:

National

Target group(s) for the tool/practice:

Young people taking part in youth work / non-formal education. Youth organisations.

Background and the context of development of the tool/practice:**Development process:**

The development process of the Engagement Portfolio and particularly of the Attestation started in 2004 upon the request of the Luxembourg Federation of Scouts (FNEL). They contacted the National Youth Service with the request to have an 'official' certification for young people engaged in their organisation, to enhance their engagement/commitment and to be able to have a certificate that could represent an added value when looking for a job. The National Youth Service took the request on-board and initiated the development of a validation system for the competences developed by young people through their participation in voluntary work. At first, a steering group composed of representatives of the National Youth Service and the FNEL monitored the overall process.

In 2005, a guidance leaflet was published outlining the pilot Attestation procedure, based on a similar document produced by the Swiss Scout movement.

In its pilot phase (2006-2007), the project was developed for and led by member organisations of the Consultative Commission for the Training of Activity Leaders. Indeed, during that period, the Attestation could only be awarded to young people who were active in a member organisation of that Commission. The

overall process actually began with a consultation phase with employers. The initial proposal was then amended in line with their feedback and a pilot Attestation (or certificate) was launched. The pilot phase was run by an Attestation Commission that was in charge of reviewing all applications submitted and undertook the general management of the pilot project. In addition, a steering group was put together with representatives of the project, of companies/enterprises and of ADEM (the employment development agency). This steering group had the responsibility to monitor the quality of the project.

The external evaluation that accompanied the overall process resulted in adjustments to the initial project. The initiative, the Portfolio and the Attestation, were generally very positively received and welcomed by organisations. The 'reason to be' of the Attestation was the recognition of competences acquired through non-formal learning/education, it was seen by most of the organisations as a 'system rooted in practice'. A number of ideas were put forward with regard to the accuracy of the criteria, the need to simplify the procedure and the promotion of the tool itself. The updated tool was the result of an analysis of these proposals and the willingness to make it open and therefore, to adapt it to other organisations on top of those involved in the pilot phase. As such, the goals remained identical as those formulated in the initial general framework.

Once the pilot phase was completed and evaluated, and all the necessary amendments to the process were made, the Attestation became open to a wider sphere of participant organisations and young people themselves.

Objectives:

For young people engaging in organisations or projects that require the organising of activities, working in teams and or taking responsibilities. This is social learning in action and the acquiring of 'lifelong' competences: *Education, non-formal and informal learning can enable young people to acquire knowledge, skills and additional competences and contribute to their personal development, social inclusion and active citizenship, thereby improving their employment opportunities.*

For the organisations, the tool can be seen as an instrument that on the one hand, enhances the awareness of the values of non-formal learning/education and on the other hand, supports and rewards the work with young volunteers. Moreover, efforts to make visible and disseminate the competences acquired also aim at increasing the visibility of the important work done by youth organisations. The richness of non-formal learning/education with young people is in its diversity, it is happening in youth organisations, youth movements, voluntary service, and many others areas.

Description of the tool:

The Attestation is made up of three principal elements: personal details, information about the organisation the young person is/was involved in, and a description of their voluntary activities. There are three different attestations/certificates that can be obtained depending on the role and responsibilities the young person has held: leadership; training; and project management. With the exception of a project developed and implemented by a group of young people (without the full involvement and responsibility of an organisation) and voluntary service projects, the engagement can take place in a youth organisation, an organisation for youth or a youth service².

² As defined by the Youth Act of July 4, 2008.

The Attestation will be written upon a young person's request, given that the minimum requirements are respected. Even if not used in the immediate future, it is recommended to write the Attestation when the young person plans to permanently leave the youth organisation or when certain responsibilities reach an end. Indeed, to write such an Attestation becomes more and more difficult with time. The organisation of the young person is not the one that develops the Attestation but they have to send the request to the National Youth Service. It is of upmost importance that the choice of what to highlight in the Attestation is made in consultation with the young person.

The different phases of the production of an Attestation are as follows:

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- a) Interview with the person who requests the Attestation in order to know the purpose of it. During this interview it is necessary to provide information about the Attestation and the Portfolio; clarify whether the 'supplementary sheets'³ are to be submitted with the application (for the young people having developed and implemented a project autonomously, these supplements are compulsory).
 - b) Consultation with the young person on the tasks and competences to highlight, and writing the application form (and if relevant, the supplementary sheets);
 - c) Sending the application form completed to the National Youth Service;
 - d) Verification and finalisation of the Attestation by the National Youth Service, based on the documents received;
 - e) Sending the Attestation to the organisation for signature (by the responsible person in charge of the organisation);
 - f) Sending the signed Attestation back to the National Youth Service;
 - g) Signature of the Attestation by the Minister in charge;
 - h) Sending the Attestation to the young person with a copy to the organisation.
-

For the young people who have been involved in an autonomous manner and not under the responsibility of an organisation, on top of the supplementary sheets to be completed, the National Youth Service will contact them in order to verify the accuracy of the data and of the information provided. The Attestation encompasses the following information:

-
- Name, surname, duration (dates) of the engagement, name of the organisation;
 - Type of engagement/responsibilities/activities;
 - Tasks undertaken: 4 to 6 tasks, preferably in at least 3 different categories: management and animation-facilitation; administrative tasks; team work; organisational tasks; craft; partnership and public relations; and evaluation. The link between the function/role (type of engagement) and the types of tasks must be highlighted (examples are provided in the guidelines);
 - General information about the training courses the young person has attended as well as information about the provider/organiser;
 - Information (general description) of the acquired competences based on a series of already-defined key competences;
 - The signature of the responsible person in the organisation
 - Information about the organisation.
-

The Attestation is based on a dialogue with the young person. It is crucial that young people not only understand the contents of the Attestation (they are the ones who will have to, for instance in a job interview, provide additional information about their tasks and experiences or further describe their competences), but also that they are actively involved from the very beginning of the process. In that context, the Attestation becomes a self-assessment instrument enriched thanks to the feedback received

³ There are two types of supplementary sheets, to be submitted together with the application form for the Attestation and to be completed in the context of the Portfolio: 'Project' sheet which is a description of the project with the dates and responsibilities, and the 'Attended Training' sheet that indicates the dates, contents and the name of the organisers of the attended training courses.

during the dialogue. Reflecting on one's acquired competences turns the Attestation into a learning/educational process: what have I learned? What have I done? What can I do? The dialogue should support the valorising of the engagement/commitment of the young person and focus on the competences acquired. Nonetheless it does not mean to avoid a critical analysis: the young person is encouraged to self-reflect and to develop and use the outcomes of this reflection. Taking into account the overall development and the personal experience of the young person, we are here in the very heart of non-formal learning/education.

Some methodological hints are proposed: it must be based on valorising the young person; on the need and on the direct experience of the young person; it should give the young person the opportunity to reflect upon the competences gained; and it must be transparent and based on the initial impetus and interest of the young person. With regard to that last point, the Attestation becomes an opportunity for personal development and a support to define a personal learning plan. If that approach is chosen, the Attestation is not to be seen as a summative evaluation but as a formative one.

The Attestation comes together with a Portfolio, which consists of a personal folder for collecting certificates of participation in ongoing training courses, from large-scale activities and in projects, and to allow the young person to give account of the expertise and competences acquired and keep track of their achievements. As it is an expandable folder, the Portfolio can be a real support for lifelong learning. Working on the Portfolio might require additional support for the young person.

The folder is divided into 5 parts:

1. CV of engagement and self-assessment	<ul style="list-style-type: none"> - The Attestation - A section reserved for the CV of engagement - Fact sheet to perform a self-assessment of the competences
2. Training certificates	<ul style="list-style-type: none"> - Section to collect/list certificates of participation in training courses - Supplementary sheet 'attended training courses' (will be dealt with by the National Youth Service if the additional forms have been completed and submitted).
3. Participation certificates	<ul style="list-style-type: none"> - Section to collect/list other certificates received in the context of non-formal learning/education (e.g. Youthpass), certificates of participation in activities or projects, etc.
4. Documentation.	<p>This part is used to collect, for instance:</p> <ul style="list-style-type: none"> - The supplementary 'project' sheet (will be dealt with by the National Youth Service on the condition that additional forms have been completed and submitted) - A general description of projects or documentation of a specific one (e.g. pictures, press articles, etc.).
5. Miscellaneous	<p>This part is available for additional information.</p>

The Engagement Portfolio is not limited to only enhance the concrete engagement of the young person (the tasks), but also to revisit the important observations that this engagement provided the young person with. To explore the opportunity to develop (and respectively demonstrate) knowledge, qualifications and competences.

Based on a dialogue process, the Attestation offers six competence areas or 'core competences' that are considered the most significant. These six core competences are based on the Europass CV. Because of the nature of the volunteer engagement and the importance of the concept of autonomy of the young person,

the concept of 'spirit of initiative/entrepreneurship' has been added. In order to provide as clear and pragmatic guidance as possible, the term 'social competences' has been specified in such a way that the Attestation will indicate, for example, 'social competences/teamwork'.

The core competences or competence areas are:

-
1. Spirit of initiative/entrepreneurship;
 2. Social competences [+ specification];
 3. Organisational competences;
 4. Technical competences
 5. ICT/computer competences;
 6. Artistic competences.
-

The possibilities for the specification of the type of social competences tackled (social competences + the specification) are: teamwork, communication, conflict management, management and group facilitation, and intercultural competence.

Generally, the reference to a given core competence results from the description of the related-tasks (and not vice-versa). Hence, core competences only serve as a means for classification. The chosen ones should only reflect the engagement and the tasks the young person engaged in and be limited to the competences demonstrated (described). There is no obligation to go for all six core competences. In fact, to ensure the reliability and readability of the Attestation, it is recommended to only refer to a maximum of five core competences.

The overall process can be visualised as follows: performed tasks ➡ description of the competences ➡ link with the core competences or competence areas and, where relevant ➡ specification of the social competences.

The brochure of the Engagement Portfolio provides detailed explanations about what lies behind each competence area/core competences.

Outcomes, results and impact:

External evaluation →

In this context and with regard to the Engagement Portfolio, an external evaluation was conducted in 2007 during the pilot phase of the project. The evaluation was empirical and included two types of analyses. The first one was closed by a mid-term evaluation report on June 30, 2007, which included a number of proposals. Those were examined and discussed during the second observation phase with officials of the organisations involved, in order to test their feasibility in light of opening the procedure of the Attestation to a larger number of organisations or of services addressing young people. The external evaluation also shed light on a series of necessary changes and improvements, such as a series of amendments to the list of competences and tasks, the accuracy of the criteria, the need to simplify the procedure and the promotion of the tool itself.

The use of the Engagement Portfolio by youth organisations →

As already explained, the Portfolio and the Attestation were definitely perceived as very positive by youth organisations, thanks to the fact that the overall development was 'rooted in practice'. For all of them, it was important to have access to an 'official attestation'. Nevertheless, the main problem was – and still is, that very few organisations use the Engagement Portfolio. Moreover, it was foreseen that youth centres

(working with young people with less opportunities or at risk) would use the tool to support young people in their professional [re]integration path and to valorise their engagement as volunteers-animators; those youth centres have very seldom recourse to the tool. One of the main problems is the rather rigorous conditions and requirements to benefit from the Attestation, which are very often too demanding for the young people the youth centres to address (e.g. 400 hours of engagement). One of the reasons behind that firmness is that those criteria are rooted in legal texts and can't be easily changed. The tool is sometimes used by the Scouts – at the origin of the project – by school committees, or by youth leaders groups but mostly in the frame of the 'orientation voluntary service' (hereinafter OVS). OVS is a programme addressing particularly the 'NEETs' and aims at supporting them in stabilising their social and personal situation in order to be able to make informed decisions with regard to their future (education, work, etc.). In 2013, 250 young people took part in an OVS project and they all received their Engagement Portfolio. Generally, the clear and simple format of the Attestation was very much appreciated.

Visibility →

The Attestation is presented in the context of different fairs (e.g. students fairs), in youth organisation events open to a wider public or during training courses for trainers and youth leaders. The Engagement Portfolio is also available online through different websites (National Youth Service www.snj.lu, 'Agence du Bénévolat', etc.) and youth organisations write from time to time an article presenting the tool in their publications. Nonetheless, the Engagement Portfolio is still not very well known in the youth field and particularly in youth organisations.

Recognition →

The Attestation is formally recognised: the tool is integrated in the 'Youth Law' (Loi Sur La Jeunesse). Several Articles directly refer to it as 'the recognition tool' and provide information about the overall process, roles and responsibilities. Such recognition measures of the Attestation have been proposed by Luxembourg in the framework of the Lisbon Strategy. The Attestation can also be used in the process of a 'validation of prior learning' by the Ministry of Education. The Engagement Portfolio is generally welcomed by young people (as demonstrated during a training for facilitators) and tutors involved in voluntary service projects who appreciate the approach of dialogue with the young people.

The tool also represented an important step for the promotion of the concept of NFE and an important outcome is to be found in the pilot phase of the project: participating organisations exchanged on the issues of competences and NFE, which resulted in a much better understanding of the term and the concept of NFE itself. This common terminology facilitates educational and conceptual discussions. NFE has become an important concept in Luxembourg, being used in youth work and in other types of out-of-school activities. A national reference framework on NFE was introduced in 2013.

Once the Attestation has been delivered? →

The management of the Engagement Portfolio is the responsibility of the National Youth Service and particularly of the unit in charge of the voluntary service. Nonetheless, the National Youth Service does not perform, at the moment, a follow-up of the use and relevance/impact of the Attestations that have been delivered.

Links and references:

- http://www.youth.lu/index.php?option=com_youth_pages&task=view&Itemid=1&id=87

- Evrard Markovic, G. (2014): Mapping study on the EU practices in recognition of competences gained through non-formal learning in youth work for the employability of young people, NAPOR: <http://napor.net/images/pdf/mapping%20study.pdf>

Contact details:

Service National de la Jeunesse

E-mail: joomladmin@youth.lu

Additional material to download:

- Portfolio brochure (in French)

Name or title of the recognition tool/practice:**aufZAQ – Certified Quality of Non-Formal Education in Youth Work****Developed by:**

The Austrian Federal Ministry of Families and Youth, the Youth Departments of the Federal States of Austria, and the Youth Work Department of the Autonomous Province of Bozen/Bolzano – South Tyrol (Italy)

Short description:

‘aufZAQ’ is a certification system for training courses for people active in youth work. It was developed in order to contribute actively to the recognition of non-formal education in the field of youth work in Austria and South Tyrol. Its development started in the beginning of the 2000s in the Federal State of Tyrol, where a large youth organisation started to develop the certification together with the Youth Department of Tyrol. In 2013 the Austrian Federal Ministry of Families and Youth joined the aufZAQ certification and the aufZAQ Office moved from the Youth department of Tyrol to the office of the Austrian National Youth Council in Vienna.

Type of the tool/practice:

Assessment tool, Certificate/Attestation

Recognition dimensions addressed by the tool/practices:

Social recognition, Formal recognition, Political recognition

Level of influence of your tool/practice:

Organisational, Local/Regional, National

Target group(s) for the tool/practice:

Providers and participants of training courses for people active in youth work

Background and the context of development of the tool/practice:

The actors were aware of the high quality of certain training courses for youth leaders and youth workers (main target group were volunteers) and wanted to create a certification for training courses to recognise this quality officially.

Development process:

It started in the beginnings of the 2000s in the Federal State of Tyrol, where a large youth organisation started to develop the certification together with the Youth Department of Tyrol. Soon all 9 Youth Departments of the Federal States of Austria and the Youth Work Department of the Autonomous Province of Bozen/Bolzano – South Tyrol (Italy) joined the initiative. From 2003 on, training courses have been certified year by year. So far, 31 different training courses have been certified, mainly for youth leaders, instructors and trainers in youth organisations and for youth workers who are working in open youth work. In 2013 the Austrian Federal Ministry of Families and Youth joined the aufZAQ certification and the aufZAQ Office moved from the Youth department of Tyrol to the office of the Austrian National Youth Council in Vienna.

Objectives:

The main aim was to contribute actively to the recognition of non-formal education in the field of youth work in Austria and South Tyrol. In order to reach this aim a set of specific objectives for different target groups was set:

- **For participants** of certified training courses, aufZAQ provides orientation in choosing adequate educational opportunities. The certificate ensures that participants receive practice-oriented quality training targeted at improving their skills and competences.
- **For providers** of certified training courses, aufZAQ assures that the quality of the training course meets specified criteria, recognised by the federal youth departments.
- **For employers within the youth sector**, aufZAQ is a guarantee that graduates of certified training courses are equipped with relevant technical and practical skills. The certificate assures high standards and offers a guarantee for the specific qualification of the employee.
- **For federal youth departments and the Federal Ministry of Families and Youth** aufZAQ is an effective tool for quality development of non-formal education in the field of youth work.

Description of the tool:

‘aufZAQ’ is a certification system for training courses for people active in youth work. In order to implement this system the aufZAQ Advisory Board was established to develop specific standards. The aufZAQ Advisory Board verifies the quality of submitted and certified training courses and develops the certification programme. For the assessment of the quality of submitted training courses, the aufZAQ Advisory Board commissions an external expert.

The aufZAQ Advisory Board consists of the following members:

- 2 representatives of the Youth Departments of the Federal States of Austria (one of them acting as chairperson of the aufZAQ Advisory Board)
- 1 representative of the Austrian Federal Ministry of Families and Youth
- 1 representative of the Austrian National Youth Council
- 1 expert in the field of youth work
- (up to 2 additional members can be co-opted by the advisory board)

The aufZAQ Office is the information and service centre for providers of certified training courses and people/organizations who are interested in the certification programme. aufZAQ shares the office with the Austrian National Youth Council.

Outcomes, results and impact:

The main outcome for individuals is the aufZAQ Certificate: All graduates of certified training courses receive an aufZAQ certificate with the same design. Providers of training courses issue the certification by means of a template file, provided by the aufZAQ Office. Each aufZAQ Certificate is signed by the chairperson of the aufZAQ Advisory Board and by a representative of the organization providing the training course. So far, 31 different training courses have been certified, mainly for youth leaders, instructors and trainers in youth organisations and for youth workers who are working in open youth work.

In the evaluation conducted in 2011 that addressed all providers of certified training courses by means of a questionnaire: all agreed that aufZAQ had a positive impact for better recognition of their training courses, 90% answered that the aufZAQ-certification and the ongoing quality assurance led to better quality training courses and 75% answered that they got feed-back from individuals that aufZAQ is an advantage (for several reasons).

The organisers believe that the main achievements of aufZAQ so far have been:

- Quality development of training courses
- Better recognition of training courses in youth work
- Transparency and orientation for participants and people who are interested in participating training courses

Up to date there are only individual cases and forms of recognition of aufZAQ outside the youth field. Several organisations and institutions voluntarily accept the aufZAQ Certificate for different types of advantages and permissions. But so far there is no legal or official recognition on national level or regional level.

In the future some possible developments could be:

- analysing Youth Leader and Youth Worker qualifications in Austria
- developing quality standards for Youth Leader and Youth Worker qualifications
- linking Youth Leader and Youth Worker qualifications with the Austrian National Qualifications Framework
- developing a Youth Leader and Youth worker certification on national level

Links and references:

- Information in English: <http://www.aufzaq.at/english/>
- Homepage: www.aufzaq.at (German)
- Quality standards: <http://www.aufzaq.at/lehrgaenge-einreichen/#standards> (German)
- Certified training courses: <http://www.aufzaq.at/zertifizierte-lehrgaenge/> (German)
- Website of the Austrian national youth council: <http://www.jugendvertretung.at/>

Contact details:

Contact person: Klaus Schreiner

E-mail: klaus.schreiner@aufzaq.at

Additional material to download:

- aufZAQ Certificate example
- aufZAQ brochure (in German)

Name or title of the recognition tool/practice:**Certificates International (Nachweise Internationale)****Developed by:**

IJAB – International Youth Service of the Federal Republic of Germany

Short description:

The Certificates International is a 3-part certification system for individual achievements and competencies developed in international youth work projects. Currently the certification system allows three different forms/levels of certification with optional possibilities to document one's participation, engagement or competences shown in an international encounter and exchange project. It has been developed by associations, initiatives and organisations active in international youth work, who have agreed on a use of uniformed certificates, aiming at a synergetic effect towards better social recognition of the educational value of international youth work by the wider public in Germany.

Type of the tool/practice:

Self-assessment tool, Assessment tool, Certificate/Attestation, Website/Platform/Blog

Recognition dimensions addressed by the tool/practices:

Self-recognition, Social recognition

Level of influence of your tool/practice:

Organisational, Local/Regional, National, International

Target group(s) for the tool/practice:

Young people taking part as participants in international youth work projects (e.g. youth exchanges, youth work camps, etc.), team members (youth workers and youth leaders) organizing international youth work activities, as well as project coordinators.

Background and the context of development of the tool/practice:

The Certificates International was developed in order to document the learning experiences and voluntary engagement of young people in international youth work activities and support better social recognition of the value of international youth work by the wider public in Germany.

Development process:

Certificates International was developed between 2004 and 2006 by associations, initiatives and organisations active in international youth work in Germany. Certificates International is based on the four-step certification procedure of the Cultural Competence Certificate (KNK) of the Federal Children and Youth Education Cultural Association (BKJ) from which it was adapted to the needs and requirements of international youth work. The result was a multi-part system of certification which documents the participation and engagement of young people as well as the competences shown by young people in international encounters and exchange projects. Accordingly, the certification system allows the issuing of three different forms/levels of certificate: participation certificate, engagement certificate and competence certificate.

The main steps in its development were:

- adapting the 4-step-certification procedure of the 'KNK' for the context of international youth work activities
- developing a competence model for international youth work (based on DeSeCo-OECD)
- development of the training course for the KNI-Coaches
- setting up a website with the possibility to create certificates online
- development of the two other certificates: participation and engagement certificates as low-level access for youth organisations
- evaluation conducted (2009)
- re-launching of Certificates International, incorporating the main results of the evaluation in (2010-2012)

A number of organisations and institutions took part in the process of the certification system development, these included: Working Group for the Lutheran Protestant Youth in the Federal Republic of Germany (aej), Federal Ministry for the Family, Elderly People, Women and Youth (BMFSFJ), Federal Children and Youth Education Cultural Association (BKJ), ConAct – Coordination Centre for German-Israeli Youth Exchange, German Federal Youth Council (DBJR), Franco-German Youth Council (DFJW), German Sports Youth in the German Olympic Sports Confederation (dsj), European Youth Education and Youth Meeting Place Weimar (EJBW), International Youth Community Services (IJGD).

The whole process was facilitated by Mirtan Teichmüller (culturteam.de, kompetenznachweis.net) and Judith Egger (Bildung hochdrei). The overall coordination was done by IJAB – International Youth Service of the Federal Republic of Germany.

Objectives:

There are two main objectives of Certificates International – they support a young person's awareness of their own strengths, achievements and competences gained in international youth work and assist in documenting these in an attractive way.

Moreover the certification system aims at boosting international youth work in Germany and contributing to its better recognition. Through mutually agreed upon uniformed certificates, the image perceived of international youth work in Germany also profits. The organizers of international youth work activities can mutually strengthen each other and can gain a wider publicity and social recognition for international youth work.

Description of the tool:

Certificates International is a system of certification made up of several parts. They consist of a certificate of participation, of engagement and of competence. They document the participation, the individual engagement and the competences shown by participants and team members (youth workers and youth leaders) in an international youth work activity.

- Participation certificate:

This certificate can be issued to a young person who has participated in an international project. Since it does not go into detail on personal aspects, it can be issued to a whole group of participants without a lot of effort. It contains a short description of the project organizer, a brief explanation of the field of activities in the international youth work, as well as a description of the project and its educational objectives. The project organizer has the possibility to insert its own logo and to print out the certificate itself.

- *Engagement certificate:*

Version One for active participation in a project:

This certificate is intended for participants and team members of an international project. It contains all information on the certificate of participation. In addition, engagement demonstrated individually by the young person as well as her/his active contributions can be described here.

Version Two for active participation in several projects:

This certificate is intended for team/workers of international projects, who have engaged themselves over a longer period of time and who should now receive a certificate for all their activities.

- *Competence certificate:*

The Certificate of Competence is an education and training passport. It gives testimony in detailed form of individually demonstrated competences, which have been identified in a specially developed procedure of verification that is facilitated by a certified KNI-coach. The verification procedure for the Certificate of Competence consists of four steps. These are carried out in an international encounter-related project by the KNI-coach together with the young person in the following sequence:

Step 1: Competence-Oriented Project Analysis

Detailed description of the demands the project places on the participants/the young team members.

Step 2: Observation

Observation of the project-processes by the KNI-coach and the young people participating. The KNI-Coach has to be present in order to be able to observe the behaviour of the young person in various situations.

Step 3: Dialogue

Discussion between the young people and the KNI-coach about the observations made.

Step 4: Verification Text

A description of the competences observed for the Certificate of Competence International is made jointly by the coach and the young person.

The Certificate of Competence International is based on the definition of competences developed by the OECD. It was developed in the context of a six-year interdisciplinary study of basic competencies for a successful life and a well-functioning democratic society under the name 'Definition and Selection of Competencies: Theoretical and Conceptual Foundations' (DeSeCo study). The DeSeCo study defines three different areas of key competences, where a variety of individual competencies are enumerated: 1. Autonomous action (self-competence), 2. Interacting in socially heterogeneous groups (social competence), 3. Interactive use of media and means (methodological skills). Since the main aim of the Certificate of Competence is to show the specific learning potential of international youth work, a fourth area was added to the original concept: intercultural competences. The framework serves as a tool for the preparation and implementation of the verification procedure.

The certificates of participation and engagement can be issued in English. However, the Certificate of Competence International is available in German only. Being able to apply the procedure requires from those wishing to be a KNI-coach, participation in a qualification training-course held in German. The Certificate of Competence International evaluates through describing. However it does not make an evaluation in the sense of classifying different levels or steps. The Certificate of Competence International is

not an instrument of assessment. It follows a strength-oriented approach and points out what individual young people can do well.

Outcomes, results and impact:

The evaluation conducted by IKO-Institute in 2009 showed that:

- Certificates International allow a consistent appearance of different organizations active in international youth work in Germany, therefore contributing to better social recognition of international youth work
- The tool/certificate is used by young people, especially for job applications
- The certificate of competence international is seen as well-founded, skill-building, transparent, and equitable
- There are Positive reactions by employers, when they see the certificate in the applications. This is particularly valid for the Certificate of competence

At the time of writing, there are 56 organizations and 91 users who have registered in the Certificates International website. Since February 2011, there have been 4087 certificates issued. The number of certificates issued rises continuously. The increase is especially evident for the Certificates of participation and engagement.

Links and references:

- <http://www.nachweise-international.de/en.html>
- Folder in English <http://www.nachweise-international.de/data/user/Dokumente/NI-Q5-flyer-eng-webversion.pdf>
- Card game about competences http://www.nachweise-international.de/data/user/Dokumente/Kompetenzia_Karten_Webversion.pdf
- Handbook about the 4-step-procedure of the certificate of competences http://www.nachweise-international.de/data/user/Dokumente/Handbuch_f%C3%BCr_Qualifizierung_und_Praxis_Screen.pdf

Contact details:

Contact person: Anne Sorge-Farner

E-mail: sorge@ijab.de

Additional material to download:

- Brochure Certificates International
- Engagement certificate example
- Competence certificate example
- Handbook for KNI coaches (in German)
- Competence cards (in German)

Name or title of the recognition tool/practice:

C-Stick

Developed by:

JESvzw (funded by ESF)

Short description:**Type of the tool/practice:**

Self-assessment tool, Assessment tool, Portfolio, Website/Platform/Blog

Recognition dimensions addressed by the tool/practices:

Self-recognition, Social recognition

Level of influence of your tool/practice:

Organisational, Local/Regional, National

Target group(s) for the tool/practice:

Initially the C-Stick was made for the JES target group: young people between 16 and 30 years old, living in large cities, often low-skilled and with migrant background. However, today the C-Stick is used by a wider group and other organisations.

Background and the context of development of the tool/practice:

Low-skilled young people, often with a migrant background, constitute JES' primary target group, face many difficulties in the labour market. Just creating a CV can be a serious obstacle for many young people, not only because they don't know which elements should be included but also because they often do not have the digital competence to produce a suitable electronic document. As a result, the young people become dependent on the help of organisations to create and update their own CV.

Employers say that young people in this target group generally do not cope well in a job interview situation. They do not know how to 'sell' themselves, they cannot name specific talents or qualities that they have and they cannot describe situations where they have shown specific abilities or competences.

Development process:

JES is based in three Belgian cities: Brussels, Antwerp and Ghent. Its main activities include training and guidance, training for youth work volunteers, outreach work, support for youth clubs and youth work initiatives. These activities focus on young people, living in large cities, between 16 and 30 years old, of whom many are low-skilled and with a migrant background.

In 2006-2007 JES carried out the C-Stick project, funded by European Social Fund. During this project an innovative digital portfolio was developed: the C-Stick. The C-Stick is a central database where young people can gather and store all kinds of relevant information, it provides them with a framework for personal development plans and it contains a tool to create adjusted CVs in a very quick and easy way. In the C-Stick the main focus is on the identification and development of key competencies for employability.

The first step in tool development involved defining the competence framework. The project conducted a consultation process with employers from a variety of different sectors (sales, child care, event management, catering, logistics, automotive, wholesale and distribution, etc.) The employers were presented with an extensive list of competences and were asked: “Which of these competences would you prioritise if you were considering hiring a young person with low-level skills?” After extensive and deep discussions, the end result was a list of 16 Key Competences (not to be confused with the eight Key Competences of Youthpass).

These were:

1. Co-operating
2. Speaking
3. Listening
4. Flexibility
5. Planning and organising
6. Learning
7. Giving feedback
8. Coping with feedback
9. Self-reflection
10. Networking
11. Coping with authority
12. Respecting rules
13. Dealing with clients
14. Taking initiative
15. Acting independently
16. Empathizing

Next, a series of observable performance indicators for each of the 16 competences were defined and tested. The performance indicators consisted of simple straightforward statements on behaviours that are shown during a practical exercise and which indicate the level of development of a competency.

Once this framework was established, the next step involved helping the young people to understand the concept of ‘competences’ and to identify the competences they have themselves.

To do this, they used an approach that linked experiential learning to the competence framework. Through real-life job-simulating situations, the young people gained practical skills while at the same time they learned how to better recognise and identify the competences needed in specific situations.

Once the young people started to reflect on their competences, the final step was to adopt a method which would allow the translating of those competences into a usable digital form. This is where the C-Stick itself came in.

The portfolio was created on a USB flash drive, a very well-known and attractive tool to young people and one that has several other advantages: firstly it can be permanently updated, and secondly it’s also a concrete and tangible tool young people can carry with them at any moment, unlike an e-portfolio on a website. However, the C-Stick portfolio on the USB flash drive is also connected via the internet to a server, in order to keep a backup of the data. It’s also linked to an administrative system by which tutors can send files and competence assessments to the young people they work with.

Since we wanted to create an appropriate portfolio for our target group, an important focus of attention throughout the development was to raise the level of accessibility by creating a very attractive and easy-reference interface and simple navigation structure and by using unsophisticated vocabulary. Today the C-Stick is a digital portfolio with a personal development plan, a screening and scaling tool and a job application tool accessible online. C-Stick also includes a set of techniques for the identification of competences and competence development, with the core elements: observation of competences, feedback, group dynamics, peer learning and experiential learning.

Objectives:

The C-Stick project originated from an ESF (European Social Fund) funded project, implemented by JES 2006-2007. The key objectives of the project were:

- to create a tool (portfolio) that is accessible for a low-skilled target group, which is compatible with the with existing terminology and data systems and the can be used in different settings: leisure time activities, training and job counselling
- to encourage lifelong learning and to facilitate transition and create a link between different learning environments (school, work, leisure time activities)

Description of the tool:

The C-Stick is a central database where young people can gather and store all kinds of relevant information. It provides them with a framework for their personal development plans. It also contains a tool to create and adjust CVs in a very quick and easy way. Originally, the portfolio was created on a USB flash drive, something that is well-known and attractive to young people. This tool has several advantages:

- It can be permanently updated
- It is a concrete and tangible tool that young people can carry with them at any time (unlike an e-portfolio on a website)
- The portfolio on the USB flash drive is connected via the internet to a server in order to keep a backup of the data. It is also linked to an administrative system by which tutors can send files and competence assessments to the young people they work with
- It is possible to integrate the information stored on C-Stick into other web-applications (like the website of the Flemish employment service, job vacancy websites, etc.)

In order to be sure that this portfolio was suitable for our target group, it was important to ensure easy accessibility. This was done by creating an attractive easy-reference interface on the C-Stick together with a simple navigation structure described in everyday language.

C-Stick allows each young person to select those experiences and competences that they feel are most relevant for a specific job application or interview and to update their CV or application letter accordingly. Because the tool is so easy to use, young people are far less dependent on their youth worker or their organisation and can apply for jobs much more independently.

A C-Stick is the property of the individual and they can add or adjust information as they like as they gain more experience and develop their competences further over time. C-Stick is programmed so that data can be exchanged between different organisations (if mutual agreements have been made). This allows other organisations to continue the work started in different areas of the young person's learning path. In this way, the individual gains a better overview of their growth and progress. C-Stick can be an important instrument to bring young people closer to meaningful employment. However, this does not mean that all

the responsibility for finding interesting and sustainable work can be laid on the shoulders of the individual in possession of a C-Stick. It is also vital to sensitize employers to this tool as well as to the importance and relevance of competences. C-Stick is an instrument with a lot of potential but nevertheless it remains just one instrument.

Now after several years of operation it was decided to transfer the flash drive-based tool to a web-based tool. The main reason for this change is that internet accessibility has greatly increased, technical problems are easier to solve, the tool is easier to use and it was much cheaper, so the tool could be provided for free to its users.

Outcomes, results and impact:

At the end of the ESF-project, many other organisations were interested in using the C-Stick. This was due to the growing awareness in schools and job counselling services on the need for tools that are accessible for the low-skilled target group and that focus on the identification and development of key competencies. Youth organisations on the other hand become aware of the importance of the key competencies that are developed in youth work and are looking for tools to identify and recognise these competencies in an attractive way.

Today there are almost 6000 C-Stick accounts and the tool is being used by a growing number of organisations. The tool has received very good feedback from employers, especially since the portfolio allows its user to present his/her competences better in the recruitment process. In addition it was also positively evaluated by the ESF.

The C-Stick project is now moving from being a small scale pilot project at JES to being a large scale project implemented in some sections of the Flemish Employment Service (VDAB) and is being integrated with their e-portfolio 'Mijn Loopbaan' (My Career). This evolution was not initially planned and grew from a bottom up process but seems to set standards for future e-portfolio development in Flanders. It is also an interesting model for other countries or regions.

Links and references:

- <http://www.jes.be/C-Stick/>

Contact details:

Contact person: Jeroen Bels

E-mail: jeroen.bels@jes.be

Additional material to download:

- Handbook 'Gedragindicatoren volledige competentielijst C-Stick' published by JESvzw (in Dutch)
- Presentation of C-Stick in 'Youthpass for All' publication

Name or title of the recognition tool/practice:**Cultural Competency Record (CCR) - Kompetenznachweis Kultur (KNK)****Developed by:**

BKJ – German Federation for Arts Education and Cultural Learning

Short description:

The CCR is an educational passport which succinctly describes the artistic activities pursued by a young person and the individual strengths he or she has demonstrated in the course of a project. A special 4-step procedure has been developed for the documentation of the competencies young people develop through participation in the cultural non-formal education projects. This process is guided by specially trained professionals in cultural education, who are able to accompany a young person in becoming more aware of their own competences and being able to describe them in the CCR.

Type of the tool/practice:

Assessment tool, Certificate/Attestation

Recognition dimensions addressed by the tool/practices:

Self-recognition, Social recognition, Political recognition

Level of influence of your tool/practice:

Organisational, Local/Regional, National

Target group(s) for the tool/practice:

Participants of non-formal arts education and cultural learning programmes, projects, courses in the age-range from 12 to 26 years.

Background and the context of development of the tool/practice:

Evaluation in all dimensions has become relevant since the nineteen nineties. In youth and cultural policy, the paradigm of New Public Management was implemented in all public fields with evaluation as an important part. The question about the effects and outcomes of non-formal arts and cultural education for the individual, for groups and for society at large has meanwhile become very intensive. However, there were no answers to be had because there was virtually no research in this field.

The problem of evaluation and assessment has different dimensions: first, the dimension of legitimisation: governments need to have good reasons for subsidising cultural projects with public funds. Second, it has to do with educational responsibility. Since everybody who wants to be involved in developing the personality of others – and this is the main goal of (cultural) education – should be very careful and accountable. And the third dimension of this question has to do with educational professionalism. Aside from a change of mentality about the idea of evaluation and assessment in the cultural field, there were some international movements that were helpful for the development of an appropriate assessment instrument. The main goal was to find appropriate ways of recognising non-formal education.

Imparting competencies is an essential goal of cultural education. Creativity, social interest, self-confidence, the willingness to assume responsibility, and successful artistic performances are enhanced by actively engaging in arts or other forms of cultural education. Theatre, dance, circus, music, literature, the media

and the visual arts: all support children and young people in their efforts to make sense of the world. All those involved in these projects realize that young people learn a lot while pursuing these activities, beyond the subject matter of the project as such. Cultural education programmes and projects promote the acquisition of a host of competencies: creativity, team spirit, self-confidence, perseverance, flexibility, organizational skills, and improvisation skills, to mention just a few. The concept of competencies like social and self-competence was compatible with the German concept of Kulturelle Bildung (cultural education). BKJ decided that key-competencies rather than specific artistic competencies should be in the centre of their assessment process.

Development process:

The development process of the CCR has been initiated and led by BKJ (which is the federal umbrella organisation of 56 national and regional organisations in Germany for arts education and cultural learning) came up with an internal plan for creating an appropriate assessment instrument for cultural education. A set of tools for documenting the effects of cultural education work on individual young people was developed in cooperation with practitioners of cultural education, social scientists from the field of competency research, and representatives from the business community. The result of this work is the 'Cultural Competency Record' (Kompetenznachweis Kultur), an educational passport.

Objectives:

The main objective of CCR is to assist young people taking part in various cultural education activities to recognize the achievements, strengths and competencies they have developed. Ultimately, the goal is to gain more recognition for the educational value of cultural non-formal education in Germany.

Description of the tool:

The CCR is an educational passport which succinctly describes the artistic activities pursued by the young person and the individual strengths he or she has demonstrated in the course of such a project. A procedure was developed for the documentation of competencies. Special training seminars are organized for professional fulltime, part-time and voluntary staff in the field of cultural education, in which they can learn how to use this procedure and become a CCR expert.

It is up to each young person to decide whether he or she wants his or her activities in cultural education to be documented in a CCR or not. Part of the concept is also to actively involve young people in producing their CCR. This raises their awareness of their own strengths. The CCR provides an explicit appreciation for a young person of what he or she has accomplished in the context of a cultural education or artistic project, the young person recognizes his or her own achievements through the input he or she has provided during the process. This is an essential difference to conventional report cards or attendance certificates.

The entire process leading up to the finished CCR is based on participation and reflection, including - by all means - critical reflection. For the young person, participating in this process is a challenge that both requires and promotes competencies.

In job interviews, the CCR can be the trigger for a conversation on special skills. In this conversation, the young person credibly reflects what the CCR describes and is able, because of his or her own personal input, to provide information on the cultural artistic work pursued and on the process leading to the issuing of the Cultural Competency Record.

In order to be able to apply the CCR in practice, the CCR expert needs to develop, in a joint process involving the young people, a clear definition of what can be learned from the artistic course, cultural experience or creative project, and what effect the participation in such a programme will have on the individual. To achieve this objective, BKJ has developed four steps that reflect the day-to-day and project work done by professionals in the field of cultural education. These four steps are as follows:

- Step 1: Project analysis
The competencies that can be acquired during a specific non-formal cultural or artistic activity are systematically listed. They are also defined by the tasks and challenges inherent in the planned project
- Step 2: Observation
The cultural education professional observes which skills and abilities the young person is showing during his or her active participation in the project or course. The young person trains his or her self-awareness by watching him or herself and his or her own actions and by making notes or collecting material during the project.
- Step 3: Dialogue
The cultural education professional and the young person talk to each other about their experiences. This dialogue can involve a larger group. It may also include role playing and other forms of artistic expression. There are many options.
- Step 4: Description
The CCR expert and the young person agree on the content of the description which focuses on the individual strengths and skills of the respective young person. Finally the Cultural Competency Record is issued.

In order to put the CCR into practice, BKJ offers a training course in cooperation with its member associations for those artists and cultural education professionals willing to become CCR experts. In this training course, participants acquire the necessary knowledge and learn about implementation methods. The course raises their awareness on the effects of their own day-to-day work and project work, and teaches them how to use the tools of observation and dialogue, which help the participants to draw up a qualified CCR in cooperation with the young person concerned.

The training course is divided into two stages (two times two days) that provide general information on how to handle the CCR and on the underlying competency documentation procedure. Between the two stages, there is a period of practical implementation during which the methods are used in a real-life scenario. In order to be admitted to the training course, participants must have a professional background in the practical field of cultural education, and they must have the possibility to implement the entire process covered by the Cultural Competency Record.

After completion of the training, participants receive a certificate as a CCR expert that qualifies them to fill in and issue the CCR to their participants of cultural education projects.

Outcomes, results and impact:

Some results of the two scientific evaluations of the CCR⁴ show the strengths of the concept. The two evaluators were the German Youth Institute (DJI) in Munich and the University of Eichstätt, Bavaria. 200 young people responded by questionnaire and 20 young people took part in in-depth interviews on the

⁴ Timmerberg / Schorn (Hrsg.): Neue Wege der Anerkennung von Kompetenzen in der Kulturellen Bildung – Der Kompetenznachweis Kultur in Theorie und Praxis; kopaed-Verlag, München, 2009

phone. Also, 30 CCR experts, 10 CCR trainers and 20 parents took part in phone interviews. Finally, 63 companies also responded by questionnaire.

These evaluations showed that 50% of the young participants with a CCR believed it was beneficial for their future career, 35% of them were just curious to learn more about themselves, for 85% of them the dialogue with the CCR expert was interesting and 80% learned something new about themselves.

The most important aspect of the CCR for the participants was the process rather than the result, the CCR itself. The youngest participants (from 12 to 15 years) in lower segments of the school system got the most out of the CCR process.

CCR experts and trainers state:

- that the CCR process can be well integrated into cultural education projects;
- that their personal work became more professional by integrating the CCR process;
- that the training course led to more self-reflection and a different understanding of their work;
- that the CCR process is time-consuming, but in their perspective, this was time well invested;
- that the lack of time is the only reason for their colleagues not to use the CCR in their work.

Parents basically see the CCR as very positive. They are informed about the CCR but not involved in the process of issuing it. Sometimes they are invited to public events where CCRs are handed out to their children – the participants of cultural education projects.

98% of companies involved see the benefit of the CCR in the fact that participants can learn more about their strengths and weaknesses. Smaller companies in retail and service sector react more positively to the CCR than bigger companies in the industrial sector, because most of them don't have professional assessment-systems of their own and welcome the CCRs additional information about a young candidate. Companies who have their own assessment systems do not see much added value in the CCR for their recruitment, because they are convinced they have enough information about their candidates.

Practice, experience and evaluation clearly show: the CCR is definitely a way to make competencies visible, it supports the personal development of participants and it raises the awareness of cultural education providers. The CCR can be useful for the young person's steps into the labour market, and the CCR improves the quality of non-formal arts and cultural education. In Germany CCR is being more and more used as an assessment-tool in cooperation projects and cultural education processes in schools, by artists, arts-institutions and arts-education-institutions. With the CCR, the non-formal cultural education sector offers the formal school-system for the first time an appropriate tool for the documentation of learning outcomes of cultural education projects.

Links and references:

- www.kompetenznachweiskultur.de

Contact details:

Contact person: Rolf Witte – International Relations Officer

E-mail: witte@bkj.de

Additional material to download: n/a

Name or title of the recognition tool/practice:

Declaration on the Recognition of the Contribution of Non-Formal Education in Youth Work

Developed by:

IUVENTA – Slovak Youth Institute

Short description:

This is the official document expressing the contribution and the value of non-formal education signed by representatives of the national authorities, regional and local self-governments, public sector organisations, non-governmental organisations and private companies. It is used as a means of advocacy for better social and political recognition of non-formal education in youth work in Slovakia.

Type of the tool/practice:

Event/Meeting/Seminar, Official document/Declaration

Recognition dimensions addressed by the tool/practices:

Social recognition, Political recognition

Level of influence of your tool/practice:

National

Target group(s) for the tool/practice:

The main target groups are: representatives of central state administration bodies, local and regional municipalities, public administration organizations, non-governmental organizations and employers.

Background and the context of development of the tool/practice:

The value of non-formal education is often discussed with various stakeholders, but how do we know that we have really convinced them of its value? On what basis can we rely on their support and develop further potential cooperation? These questions brought IUVENTA to the idea of creating a document in which all of those convinced would publicly and officially declare their support of non-formal education in youth work and their willingness to cooperate.

Development process:

At the beginning the Slovak Youth Institute was not aiming at reaching all of the entities concerned, just a few important stakeholders from different sectors. The support of whom would create a suitable ground for further development for the recognition of non-formal education in the youth field.

This was how the document, which was given the name of the, 'Declaration on the Recognition of Contribution of Non-formal Education in Youth work', originated (hereinafter referred to as the Declaration). It is a tool that promotes this issue and links all of those who realize that non-formal education plays an important role in the education of young people.

The whole initiative part of the national large-scale project 'KomPrax – Competence for Practice', supported by the European Social Fund. It aims for the development and better recognition of competences gained in non-formal education in the youth field.

Objectives:

The key objective was to get better recognition of non-formal education in the youth field through gaining support from and engaging with representatives of all the relevant stakeholders that play an important role in the training and employment of young people.

Description of the tool:

The declaration as a tool is mainly used as an advocacy for better social recognition of non-formal education. After the signing of this document by a 'critical mass' of initial supporters, the communication and building of partnerships with other companies, institutions of formal education, and NGOs, etc. was so much easier.

Since the beginning IUVENTA did not want the 'Declaration' to be only a formal document; it was necessary to ensure that every person who signed the Declaration would actually fully understand its content and meaning. Therefore, at the level of each region in Slovakia, roundtables were organized (a total of 8, one in each region). At each roundtable representatives of employers, schools, universities, municipalities, institutions offering non-formal education, and other entities active in the field of youth, discussed together the benefits of non-formal education in youth work and the possibilities of its further support.

The aim was to have a balanced representation of all the sectors representatives (the number of participants ranged between 15 and 20) in each region. This diversity was appreciated by many, since for most of them this was the first meeting of this type where they had a chance to listen to and perceive different points of view on a topic that pertains to all.

In order to ensure that the roundtable participants, as potential supporters of the Declaration, understood what it aims at, individual meetings were organized with most of the potential participants in each region prior to the roundtable. The purpose of the personal meetings was to clarify the meaning of 'non-formal education' in youth work, having in mind that this term was largely unknown in some of the sectors (e.g. in the business field). Another aspect of the meetings was to highlight why the support and involvement of the given institution/company was important, and the benefits such cooperation may bring.

One of the objectives of the roundtables was to convince the participating institutions for support and to sign the Declaration. However it was intended that the support and signatories should not be limited to those attending the roundtables but should spread to other businesses and institutions and continue to grow. The 'customized signature sheet' was devised as a means of maintaining growth. Each supporting institution, organisation or company, etc. would write a couple of sentences about why they joined the Declaration and why the theme of non-formal education in youth work is rewarding and important for them. Apart from this, the signature sheet also contained the signature of the statutory representative of the signing institution, its logo, a brief description of their main activities, and a link to their webpage. This personalised information could then be used to further promote the Declaration.

Outcomes, results and impact:

The Declaration has emphasised the importance of the theme of non-formal education in youth work in the wider society. Many additional stakeholders have started perceiving and being interested in the process of non-formal education.

One of the key achievements and positive results of signing the Declaration is better cooperation with the American Chamber of Commerce (IUVENTA became a member of a Business Academic Cooperation).

A pilot project – Human Resources to KomPrax – has been initiated in which human resource managers are invited to come and see what non-formal education is about. They get to see how the project KomPrax works, they can see presentations of young people's projects and also give them some feedback. It is being marketed as an example good practice for cooperation between business and non-formal education.

The Declaration has also started cooperation with the Pedagogical Faculty of Presov University. Cooperation with this faculty includes preparing an educational subject where students can be trained for further work with young people using non-formal education methods.

Some more insights about the impact of the Declaration on the recognition of non-formal education in Slovakia will be available in 2015, when a more comprehensive impact evaluation is planned.

Links and references:

- <https://www.iuventa.sk/sk/Projekty/Neformalne-vzdelavanie/Podpis-Deklaracie-o-uznavani-neformalneho-vzdelavania-v-praci-s-mladezou-na-Slovensku.alej>
- https://www.iuventa.sk/files/documents/4%20iuventa/publikacie/ilf_krok_za_krokom/_step_by_step_web.pdf

Contact details:

Contact person: Andrej Dudáč

E-mail: andrej.dudac@iuventa.sk

Additional material to download:

- Publication 'Step by Step Towards Recognition'
- Declaration example

Name or title of the recognition tool/practice:**ELD: Experience – Learning – Description****Developed by:**

Terese Raymond, The Swedish Centre for International Youth Exchange

Short description:

Experience – Learning – Description (ELD), is a dialogue and documentation process for identifying valuable skills, talents and character traits shown through real experiences. The process results in a 'Letter of Skills' – a summary of specific experiences accompanied by key words that describe areas of competence. ELD is operated under the guidance and support of a facilitator with the overall system being managed by Aprendi of Stockholm. ELD is currently (2014) spreading in the field of youth work through youth centres.

Type of the tool/practice:

Self-assessment tool, Assessment tool, Certificate/Attestation, Portfolio, Website/Platform

Recognition dimensions addressed by the tool/practices:

Self-recognition, Social recognition

Level of influence of your tool/practice:

Organisational, Local/Regional, International

Target group(s) for the tool/practice:

Young volunteers, Youth Centres and inclusion projects (related to the labour market)

Background and the context of development of the tool/practice:

The Swedish International Development Agency (Sida) wanted to have the learning outcomes from the Voluntary Service Programmes funded by Sida more visible.

Development process:

The Swedish Centre for International Youth Exchange (CIU) has developed a dialogue and documentation model to identify valuable skills, talents and character traits shown through real life experiences. CIU outlined a process and tested it together with volunteers and facilitators. The method was further improved in collaboration with a steering group. It started as a tool for recognition exclusively for the CIU voluntary programmes but after one year other organisations wanted to test ELD. In the third year a municipality (Södertälje) south of Stockholm wanted to implement ELD and the Swedish Gymnastics Federation tested ELD. During the first years of implementation some of the end users were interviewed regarding the impact of ELD on their learning process.

The main steps in the ELD development were:

1. The development of the 'List of competence/skills' to be used in the tool
2. Trying out 'ELD talks' with groups (that makes peer talks possible)
3. The development of the Letter of Competence (the final document has a pre-set design)
4. ELD is currently (2014) spreading in the field of youth work through youth centres.

Objectives:

To create a conscious learning dimension and support personal recognition of competences gained during the voluntary exchange projects.

Description of the tool:

Experience – Learning – Description (ELD) is a dialogue and documentation process used to identify valuable skills, talents and character traits revealed through real experiences. The process results in a summary of specific experiences accompanied by key words that describe areas of competence. ELD is operated under the guidance and support of a facilitator with the overall system being managed by Aprendi (www.aprendi.se) of Stockholm. The ELD process is initiated at the beginning of a project. The participant receives guiding questions and decides how he/she wants to document his/her ELD process. During the project the participant meets with a facilitator at least three times. Together with the facilitator they discuss specific situations and translate actions into competence (using the List of Competences). In the end the participant gets a Letter of Skills.

Outcomes, results and impact:

The ELD method has got a Creative Commons License (CC BY-NC-SA) which makes it difficult to estimate the exact number of users, but since 2006 more than 500 youth workers and at least 50 teachers have been properly introduced (through training) to the ELD working process. At the moment more than 15 Youth Centres in the KEKS network (<http://www.keks.se/english/>) are currently implementing the method.

Links and references:

- <http://eldkompetens.se>
- <http://eldkompetens.se/wp-content/uploads/2013/11/ELD-material-english.pdf>

Contact details:

Contact person: Terese Raymond

E-mail: terese@aprendi.se

Additional material to download:

- ELD handbook
- ELD list of competences/skills
- Letter of competence example

Name or title of the recognition tool/practice:**Europass Mobility for Volunteers****Developed by:**

National Europass Centre of the Netherlands

Short description:

The Europass Mobility for volunteers was a pilot initiative to use already existing Europass Mobility in the context of domestic volunteering. The tool was used to record skills, competences and knowledge the volunteer gained during the voluntary service. The document is signed (validated) by a sending and a hosting partner organisation.

Type of the tool/practice:

Assessment tool, Certificate/Attestation

Recognition dimensions addressed by the tool/practices:

Self-recognition, Social recognition

Level of influence of your tool/practice:

Local/Regional, National

Target group(s) for the tool/practice:

Young people, Adults, Early school leavers, Volunteers

Background and the context of development of the tool/practice:

Following a request from a local volunteering centre to use the Europass Mobility document (one of the five Europass documents) with their volunteers, the European Commission gave the National Europass Centre of the Netherlands permission to issue this document in the context of volunteering. Following this, the Europass centres of the Netherlands and the UK started a pilot scheme with a few volunteers and voluntary organizations.

Development process:

The pilot was a great success, for the volunteers, the organizations and also for us, the National Europass Centre of the Netherlands. The EU has started a process to develop a new document (called 'Europass Experience'). In the near future there will also be a document for non-formal and informal learning.

Objectives:

For volunteers the main objectives for using the Europass Mobility is that it provides a stepping stone to a paid job, it increases self-recognition of competences gained by the volunteer, enhances their opportunities, and they receive better recognition of their competences by the voluntary organizations.

For the National Europass Centre the objective is to increase the number of volunteers who receive a Europass Mobility document for volunteering.

Description of the tool:

The Europass Mobility document for volunteers can help to explain what a volunteer has learned during a period of voluntary activities. It gives a clear and objective description of the work carried out. The employer appoints the experience gained by the volunteer and highlights his or her qualities. He/she is then able to present him/herself better and increase his/her position in the labour market.

The document is signed by a sending partner (volunteer agency) and a hosting partner (where the voluntary work takes place). The period, type of work and the skills and competences gained are recorded in the document.

Outcomes, results and impact:

Up to date there are 743 volunteers who have received a Europass Mobility for volunteers. The National Europass Centre in the Netherlands have seen that organizations very much like to use Europass Mobility for volunteers. They see the document as a means to put the volunteers in the spotlight and to appreciate them. When a person already holds a Europass document, a voluntary organization can estimate their talents for the next voluntary job.

The goal is to reach organizations that want to use Europass for recognition and, at the same time to attract young people to voluntary work. The first successes have already been achieved. In the future, the Europass Experience for formal, informal and non-formal learning will replace the Europass Mobility for volunteers.

Links and references:

- www.europass.nl
- <http://www.youtube.com/watch?v=Eg0NUUkLOhI>
- <http://prezi.com/9bviparuojir/kick-off-meeting-roads-to-recognition/>

Contact details:

Contact person: Monique Leegte

E-mail: Monique.leegte@duo.nl

Additional material to download:

- Europass Mobility for volunteer example

Name or title of the recognition tool/practice:**European Portfolio for Youth Leaders and Youth Workers****Developed by:**

Council of Europe in cooperation with experts and partners such as the European Commission and the European Youth Forum

Short description:

The Portfolio is a tool developed for intercultural youth work, based on the values and principles of the Council of Europe. It is a tool through which youth workers, volunteers or professionals, can identify, assess and describe their competencies based on European quality standards and set learning and professional development goals.

Type of the tool/practice:

Self-assessment tool, Publication/Handbook, Portfolio, Website/Platform/Blog

Recognition dimensions addressed by the tool/practices:

Self-recognition, Social recognition, Political recognition

Level of influence of your tool/practice:

Organisational, Local/Regional, National, International

Target group(s) for the tool/practice:

The primary target group for the Portfolio are youth workers and youth leaders. In addition to them, on a political level, the target group are all the representatives of the European Steering Committee on Youth, as they have a mandate to promote the tool nationally. So, target groups are also policy makers on the national level, as well as on the European level.

Background and the context of development of the tool/practice:

The European Portfolio for youth leaders and youth workers is an initiative of the Council of Europe in cooperation with experts and partners such as the European Commission and the European Youth Forum. It aims to contribute to the recognition of youth workers' and youth leaders' experience and skills and also to increase the recognition of youth work and non-formal education and learning.

Development process:

The Portfolio was developed between 2004 and 2009 and it has since been translated in 7 languages (English, French, Dutch, German, Russian, Latvian, Turkish and Bulgarian). The Portfolio was developed by a team of experts and originally tested through a training course in 2006.

The Portfolio is a tool developed for intercultural youth work, based on the values and principles of the Council of Europe. It is a tool through which youth workers, volunteers or professionals, can identify, assess and describe their competencies based on European quality standards and set learning and professional development goals.

In 2013, a process of revising the Portfolio was initiated, in order to update it and take into account the current processes of recognition. A first revised text of the Portfolio was prepared in early 2014. Two expert

meetings were organised in order to receive feedback on the Portfolio and in order to take into the landscape of youth work and recognition of today as much as possible.

A focus group with youth workers and youth leaders was organised in April 2014. This was followed by several rounds of feedback from key experts and European partners involved in the processes of recognition of youth work and non-formal education.

Objectives:

The Portfolio can be used as a tool for three interlinked purposes:

- the self-assessment, personal and professional development of individuals, teams and organisations conducting youth work
- the validation and recognition of the competence of youth workers and youth leaders, and by extension of youth work
- quality development of the youth work conducted in a specific context by organisations and institutions active in the field

Description of the tool:

The European Youth Work Portfolio is a tool for the assessment and development of youth work competence. It is aimed at individuals, teams and organisations doing youth work around Europe and is intended to help them to better understand their competence and the aspects of their youth work they would like to develop. When the development process is done, the revised version of the European Portfolio for Youth Leaders and Youth Workers will contain the following 4 parts (chapters):

- Chapter 1 is called 'Context' it defines who this self-assessment tool is for and presents a definition of youth work, informed by history and experience, as the basis for understanding the kind of competence that shall be assessed using the tool.
- Chapter 2 is called 'Guidance' and outlines the information and instructions users need for using it. It presents instructions on how to make a self-assessment, a team assessment, or an organisational assessment of youth work competence and how to make a 'development and learning plan'.
- Chapter 3 is called 'Tool' and provides the assessment infrastructure users need for making an assessment and developing a 'development and learning plan'. You can also find links to other resources with advice and exercises to help you practice reflecting on self-assessment.
- Chapter 4 is called 'Further information' and contains background on the development of the European Youth Work Portfolio, its European context, a section with useful information and references, a glossary and acknowledgements.

In comparison to the initial version of the Portfolio which was a paper-based tool, the new version will be a fully online tool.

Outcomes, results and impact:

The tool has been evaluated several times: in 2006, a training course was organised as a way to assess the tool itself, in 2013, a survey was launched to gather feedback on the tool, its effectiveness and input for its revision and finally an evaluation discussion which involved with key partners, gathered in an expert group. In brief, the tool was seen as very useful in training situations, to raise awareness about youth work and providing a useful framework for self-assessment.

Most of the training courses of the Youth Department of the Council of Europe have made use of the Portfolio framework, which has helped disseminate the tool and the practice around it.

With the help of translations into languages other than the official languages of the Council of Europe, the dissemination of the Portfolio has reached to the national context, providing a tool for the recognition of youth work.

Links and references:

http://www.coe.int/t/dg4/youth/Resources/Portfolio/Portfolio_en.asp

Please note also that the tool has been translated in several languages.

Contact details:

Contact person: Mara Georgescu

E-mail: mara.georgescu@coe.int

Additional material to download:

- Previous version of the Portfolio

Name or title of the recognition tool/practice:

Here2Stay

Developed by:

Athanasios Krezios, Kids in Action

Short description:

The publication called 'Here2Stay – A handbook on non-formal learning and its social recognition', provides an excellent overview of conceptual and policy developments in relation to non-formal learning. In its second part, it publishes the outcomes of a research on the views of Greek youth at learning possibilities outside of school. The second tool resulted from the project called 'My Learning' a documentary movie to promote the value of non-formal learning.

Type of the tool/practice:

Publication/Handbook, Video/Film

Recognition dimensions addressed by the tool/practices:

Self-recognition, Social recognition

Level of influence of your tool/practice:

Local/Regional, International

Target group(s) for the tool/practice:

Youth leaders/Youth workers, with special attention to novices. 'Recognition' workers; those working on recognition and looking for backing up. Young people, although here we need to put the distinction between the publication/handbook (which is not easy to grasp unless the young person already has an experience in international youth work) and the documentary (which can be seen by everyone).

Background and the context of development of the tool/practice:

It all started, after Athanasios Krezios participated in the '1st Youthpass Training Course' which took place in Austria, December 2006, hosted by its National Agency of the then 'Youth Programme'.

"A very inspiring event, needless to say. The whole Youthpass thing was completely new and it took my attention. It locked very well with my progressive understanding of 'education' (based on outputs not inputs, assessing oneself by oneself, dialogical rather than transmissional and 'ex cathedra', etc.). Getting back from the course, it wasn't that hard to create a group of young people with an interest in recognition. But to be precise, they were not that interested in recognition; they were interested in sense-making and the application of the competences they had acquired after their participation in international youth work projects and a 'language' to make others appreciate it!"

Development process:

The project 'Here2Stay' was conducted in the period from December 2006 until June 2007. It had several phases:

1. Training phase. The task force was trained in issues related to non-formal learning and its recognition at the European level.

2. Research preparation phase. The task force prepared questions and developed activities for Focus Groups, to be used with young people, investigating their understanding of non-formal learning.
3. Research conduction phase. The task force made use of different mediums (hand out questionnaires, project's web site poll, online questionnaires) with which 1000 (ideally) young people were reached (the team had decided that 500 responses would be a sufficient number for the research to go on). Parallel to that the task force ran Focus Group activities with young people that had at least 1 experience in participating in a European youth mobility programme.
4. Research evaluation phase. The task force prepared the statistic presentation and analysis of the outcomes of the research.
5. Publication phase. The task force explored all the possibilities for publication of the results and worked on the publications.
6. Final training phase. To master the task force's knowledge and skills on Youthpass and recognition.

Objectives:

To increase awareness of and appreciation for learning outcomes of non-formal learning processes, by the actors (young people, youth workers/trainers) and society in general; in Greece but also at the European level.

Description of the tool:

Publication/handbook.

The publication called 'Here2Stay – A handbook on non-formal learning and its social recognition' has a multifaceted content, the most important aspect being, social recognition of non-formal learning. Inside it you will find a collection (with commentary) of non-formal learning definitions by different institutions as well as, a suggested process to go through when implementing Youthpass during a training course. Last but not least, it includes the outcomes of a research (questionnaires + focus groups) about how Greek young people look at learning possibilities outside of school/university.

Video documentary 'MyLearning'

This was an audio-visual research project (participant observation and coaching) and a documentary movie to promote the recognition of non-formal learning.

Synopsis: Romanos, a young Uzbek student of Pontiac Greek origins, decides to go on a one month learning experience abroad. In his everyday life, he is constantly searching to improve himself. During the experience, however, a love affair develops and changes the entire mission into an exploration of how to express feelings.

The outcome of MyLearning is a direct experience. By watching the movie, everyone can immediately enter the world of non-formal learning. Such experiences are dynamic, colourful and intensive, and create plenty of space for the personal and social development of the young person. This learning is followed throughout the movie.

The documentary movie drew upon the findings of the research project and built on the belief that there is something to be valued and used in all manifestations of a young person's life, in non-formal learning educational activities.

Outcomes, results and impact:

There has been no systematic and/or broad evaluation taking place, mainly because the project was self-funded in its initial phase (the making of the handbook) and only received 5000 euros from the EYF for the documentary.

Nevertheless, the publication has been used before and during the proceedings of several conferences around the Europe.

Within the NGO, it had created a stream of action towards greater attention and support for our projects' participants' learning and also enabled our regular partners to be acting in similar way.

Links and references:

- <https://vimeo.com/3557129>
- www.kidsinaction.gr/h2s_electronic_v3.0.pdf
- <http://www.kidsinaction.gr/here2stay/>

Contact details:

Contact person: Athanasios Krezios

E-mail: sakis@kidsinaction.gr / krezios@gmail.com

Additional material to download:

- Here2Stay handbook

Name or title of the recognition tool/practice:

Internal Tool for Validation

Developed by:

AEGEE-Europe

Short description:

The online tool aimed at helping active members of AEGEE to recognise their competences gained while taking on organisational tasks and positions within the AEGEE organisational structure, thus recognising the informal and non-formal learning happening inside the organisation. After passing the 5-step process, including the self-assessment and peer review, the European Board provides its members with an official certificate.

Type of the tool/practice:

Self-assessment tool, Assessment tool, Certificate/Attestation, Portfolio, Website/Platform/Blog

Recognition dimensions addressed by the tool/practices:

Self-recognition, Social recognition

Level of influence of your tool/practice:

Organisational, International

Target group(s) for the tool/practice:

This tool is specifically for AEGEE members that have positions and responsibilities on the European level.

Background and the context of development of the tool/practice:

This idea to create the tool was one of the outcomes of the internal AEGEE strategy to reinforce the non-formal learning/education process for 'active members' in AEGEE and create career paths within the organization for its members.

For AEGEE it was clear that 'active membership' and taking on more responsibilities in the organisation, provides valuable learning opportunities for their members to develop new competences (knowledge, skills and attitudes). This is particularly valid for the members taking up positions in a local board or at European level (e.g. Commission, Committee, working group, project team, Comité Directeur, etc.). In all of these scenarios there is inevitably non-formal and informal learning happening.

However, the way the organisation was structured, this learning intention and the opportunities behind each organisational position, were not made explicit anywhere. This was why there was a need to map the competences (knowledge, skills and attitudes) that one should/can acquire by taking on those positions, and thus, reinforcing the non-formal learning impact of the organisation.

The tool has also been developed in accordance to an increasing demand from its members. The European Board had been regularly receiving requests from members to get an official certification of their work carried out in the association. Therefore, they decided to develop this idea towards helping their members

to identify their tasks, positions and competences, to assess them and to provide its members with an official certificate.

Development process:

The tool is still under development and it is foreseen to be fully operational in 2015. The development process is led by two main people working at EU level. They present the process to the network and receive regular feedback from the network in order to adapt it in accordance to AEGEE organizational reality as well as to the members' needs / perspectives and to get their approval and contribution.

The development process of the tool foresees the following steps:

- Creation of an internal framework of competences (in reference to the existing frameworks)
- Designing the technical aspects of the tool
- Preparing the questions for the assessment
- Writing the guide book for participants.

Objectives:

The objectives are the following:

- Provide a support to active members in identifying their gained skills and competences both for self-awareness and employability
- Develop an easy-to-use tool that could later boost reflection regarding tools for youth-led organisation
- Ensure that AEGEE is not only externally asking for further recognition of non-formal learning/education, but is also internally acting upon it

Description of the tool:

The self-assessment tool will be available online allowing AEGEE members to identify the competences (skills, attitudes and knowledge) that they have acquired during their involvement in the organisation. The tool should enable its users to go through the process in five distinct steps:

1. Identification:

In this phase, the user will have 3 main tasks:

- Explain his/her motivation for doing the certification process
- Describe the position and tasks s/he has carried out within the organisation
- After being presented with the framework of competences, the user has to self-identify which are the competences and sub competences s/he has developed, using a scale from 1 to 4

2. Documentation:

In this phase, the user is asked to gather and upload relevant documents to illustrate/prove its competences. For instance, there will be a request to upload CV, cover letters, Training Course certificates, etc.

3. Assessment:

During this phase, which turns out to be the most complex phase to build, the user will have to assess his/her competences (the ones he/she has already selected as relevant). Even though the framework will have 7 main competences, the user would not need to assess all of them, in case some of them are not relevant to his/her position and involvement in the organisation).

The assessment methodology will use the following methods:

- Survey

- Case studies
- Self-assessment

After completing this step and before receiving the actual certificate, the tool will automatically notify the European Board that a new profile has been filled in, and another crucial phase will start.

4. Peer review:

The user will be supported by a person who will be in charge of reviewing the user's answers and providing peer feedback to the user. The person carrying out the peer review obviously needs to know the applicant and to have worked with him/her before.

5. Certification:

Providing the members a final certification.

This whole process also aims to guide the participants through an individual process of self-reflection, support our members in knowing better their competences and how AEGEE has influenced their learning. AEGEE believes that this way, this process, can also help the users become more able to formulate and present their competences in a job environment.

Outcomes, results and impact:

Since the tool is still under development, it is difficult to speak about outcomes and impact at this stage. However, AEGEE estimates that until the end of 2014 they will manage to take more steps towards setting up the online environment for the tool and to launch concrete information for its members. The tool should be fully operational in 2015.

Links and references:

- To be included later in the process, when the online tool is ready

Contact details:

Lucille Rieux, Secretary General of AEGEE-Europe

e-mail: lucille.rieux@aegee.org

Madalena Sousa, Administrative and research officer

e-mail: madalena.sousa@aegee.org

Additional material to download:

- n/a

Name or title of the recognition tool/practice:

Keys for Life - Personal Competences Portfolio

Developed by:

National Institute of Children and Youth, National Institute of Further Education, and the Ministry of Education, Youth and Sports of the Czech Republic

Short description:

Within the larger framework of recognising and validating non-formal education in Czech Republic, the Personal Competencies Portfolio (PCP) provides its users with an opportunity to self-assess competencies developed and translate them into a language accessible both for formal education and the employment field. The PCP provides a picture of the acquired competences (e.g. soft skills, knowledge, and educational experiences) that are usable for and transferable to different life situations as well as with regard to the constantly changing labour market. It is well integrated into the National Qualification Framework in the Czech Republic.

Type of the tool/practice:

Self-assessment tool, Assessment tool, Certificate/Attestation, Portfolio, Website/Platform/Blog

Recognition dimensions addressed by the tool/practices:

Self-recognition, Social recognition, Formal recognition, Political recognition

Level of influence of your tool/practice:

Organisational, National, International

Target group(s) for the tool/practice:

Young people, youth workers, NGOs working with children and Youth, and other stakeholders – educational institutions and employers

Background and the context of development of the tool/practice:

The tool was inspired by a broader political attempt – to recognize and validate non-formal education in Czech Republic. The Ministry of Education, Youth and Sports (MEYS) and the National Institute of Children and Youth (NICY) have been implementing a four-year national project 'Keys for life – Developing Key Competences in Leisure-Time and Non Formal Education', since 1st April, 2009. It was based on two strategic documents: The Concept of the State Policy in the Sphere of Children and Youth for the Term of 2007–2013, and The Strategy of Continuous Education for the Czech Republic. The project was aimed at approximately forty five thousand workers of leisure time centres (LTC), after-school care centres (ASCC), school clubs (SC) and non-governmental organizations (NGO) throughout the Czech Republic. These are leisure time pedagogues, child-care workers, and volunteers working with children and young people, up to 30 years of age, in their leisure time (children and people up to 30 years of age represent more than a quarter of the entire Czech population).

The issue of NFE in the field of work with children and youth, related to broader employment issues through competence development, was quite new in the Czech Republic in 2009 and, as such, quite unexplored. The 'Keys for Life' project approached recognition of NFE from three different perspectives:

recognition of society usefulness; recognition by employers and self-recognition; and 'formal' recognition of competences acquired through NFE by the state administration and educational institutions.

In addition to the various activities undertaken, the project cooperated with two other major projects/processes: the *National Register of Vocational Qualifications* and the *National Qualifications Framework*, both of which contributed to improving employers understanding of the competences of children and young people acquired through NFE. It also allowed better defining of the factors and parameters to take into consideration for a future successful recognition of qualifications in the field of work with children and young people. As stated above, the project has also resulted in the development of a *Personal Competence Portfolio* (PCP) which, based on a competence framework, led to having some of its related competences [profiles] included in the National Qualifications Framework. Upon its completion, KA06 offered a set of minimum competence profiles for selected positions in NGOs as a baseline for particular qualifications, as well as educational programmes that NFE providers (organisations) developed based on these competence profiles. These may in the future become the minimum common requirement in order to recognise qualification among themselves.

Development process:

Several years of experience and expertise were necessary for the preparation of the Personal Competence Portfolio (PCP), providing the opportunity of having the competences acquired through NFE recorded with the option of their future presentation as an appendix to the CV⁵. The idea to prepare such a tool was elaborated in the course of Keys for Life by the National Institute of Children and Youth in cooperation with the Ministry of Education, Youth and Sports. The purpose of this instrument is not only to show that competences for life are acquired in the area of NFE, but also to express them in a language intelligible for both young people and the education fields. The PCP emerged from the experience and knowledge of those working with children and young people and was developed on the basis of the minimum competence profiles for positions in non-governmental/non-profit organisations working with children and young people. It is connected to the Europass, to the outputs of projects dealing with the national system of professions, and to the National Qualification Framework.

Objectives:

- To increase the consciousness of the learner of their knowledge and skills – competencies gained; they are written and saved online
- To support communication between the person and potential educator who can validate those competencies achieved in non-formal education
- To support communication between the person and potential employer who can recognise those competencies achieved in non-formal education and a value of them (mostly out of the standard view)
- To encourage public discussion on the value of non-formal education in Czech Republic
- To increase the quality of work of the NGOs or leisure time centres working with young people and children

Description of the tool:

The PCP provides a picture of the acquired competences (e.g. soft skills, knowledge, and educational experiences) that are usable for and transferable to different life situations as well as with regard to the constantly changing labour market. It also represents one of the elements to strengthen the path towards

⁵ *Personal Competence Portfolio* - appendix of the CV: www.okp.nidm.cz (in Czech language)

the recognition of NFE. Nonetheless, the PCP is not intended only for the labour market; it is primarily meant as a support tool for self-awareness and self-evaluation. The PCP can help identify the skills and competences acquired by a person when they have not been aware of that learning and development process, and would therefore, not have been able to put them forward and present them to employers. Such an awareness process, combined with the PCP as a tool, naturally requires the active participation of the user/applicant on the recognition of competences (self-recognition). It helps to increase the confidence of individuals and offers the possibility to improve the perception, image and opinion of oneself.

The PCP can be used to support the developing of a customised 'picture' of oneself; for one's readiness to change something in life, at work, or at school; for a personal presentation aimed at employers or educators; or as an unofficial but nonetheless important supplement to the Europass CV or personal biography.

Personal portfolio of competencies – Why get involved?			
Employers	Educators	Organization	Individuals
<ul style="list-style-type: none"> - tool for recruitment, including a portal - corporate social responsibility » credibility of the employer 	<ul style="list-style-type: none"> - credibility of colleges, high schools - acceptance of work with children and youth » recognition of practice through credits - advantage for active students 	<ul style="list-style-type: none"> - credibility of organization - partnership with employer, college.. - strengthening of education system - visibility, recognition of school facilities for leisure-time education and NGOs by other subjects 	<ul style="list-style-type: none"> - assert on labour market - benefits for admission to college - recognition of practice - self-confidence

Source: presentation of the Personal Competence Portfolio, Keys for Life, Tomáš Machalík on behalf of the National Institute for Children and Youth

As explained earlier, developing the PCP implies a high degree of self-responsibility and the very first requirement for working with the tool is the ability to recognise not only the acquired competences, but also to clearly articulate them. A step-by-step approach to the PCP has been developed to support users in understanding every part of it as well as the meaning and intentions that lie beneath the different sections and competences.

Background information for users:

The information provided prior to using (filling in) the PCP are divided into several categories: information about the project behind and the actors involved, the aim and objectives, the approach to competence and the competence framework, and technical information.

All this is detailed in guidelines that can be downloaded in .PDF format. The webpage also offers the possibility for downloading a sample of a filled in PCP in .DOC, .ODT and .PDF formats. The PCP can be filled in on-line (through a personal account) or can be downloaded (without registration) to be filled in later on, in .DOC or .ODT formats. If online and after completing the form, the user can download and save the PCP on the computer, using an export function, in PDF (for the final version) or XML (if the user wishes to continue working on the PCP).

Among other recommendations on how to approach the work on the PCP, the guidelines underline:

- Reflecting on the personal path and professional growth in an open manner, recording anything that the person remembers as important ('remember, write, compare with the CV');
- Using the proposed minimum competence profiles for positions in non-governmental/non-profit organisations in the area of work with children and young people as a pattern for the descriptions of knowledge and skills;

-
- Paying attention to the recording of soft skills;
 - Gradually and transparently compiling and recording the competences in accordance with the degree of relevance and importance of the information provided, especially when it comes to NFE practices and experiences;
 - Being aware of the degree of responsibility when assessing one's strengths, skills and competences and to remain honest (nothing artificial).
-

Structure of the PCP:

Personal information: → name and surname, current contact address, and date of birth.

Part 1 - the competences (knowledge and skills)→ the PCP is divided into specific professional competencies, general competences, soft skills and additional abilities, knowledge and skills. Professional competences refer to what a person can do after education and training; to the specific expertise s/he possesses or masters and to how this can be used in practice. It is recommended to staff working with children and young people to refer to the expertise and professional skills listed in the minimum competence profiles, or to add more (as offered by the 'others' part in the Europass).

Part 1 includes:⁶

Expertise	<ul style="list-style-type: none"> - Education of children, youth and adults - Human resources management - Others
Professional skills	<ul style="list-style-type: none"> - Strategic management - Marketing, PR - Fundraising - Project management - Quality management - Risk management - Assets' management and maintenance - Economic and financial management and controlling (incl. tax system, economic law) - Others
General skills	<p>a. Transferable</p> <ul style="list-style-type: none"> - Computer and ICT literacy - Car-related ability⁷ - Numerical competence - Economic awareness - Legal awareness - Language competence in the mother tongue - Language competence in English - Language competence in another foreign language - Others <p>b. Technical knowledge and skills</p> <p>c. Computer knowledge and skills</p> <p>d. Artistic skills and competences</p>
Soft skills	<p>a. Social skills and competences</p> <ul style="list-style-type: none"> - Effective communication and presentations - Cooperation - Satisfaction of customer-oriented needs

⁶ Each sub-competence and ability offers the possibility to add additional lines for description.

⁷ E.g. the ability to drive a passenger or the knowledge of the traffic regulations in the Czech Republic.

	<ul style="list-style-type: none"> - Lifelong learning - Proactivity - Stress management - Influence others - Others <p>b. Organisational skills and competences</p> <ul style="list-style-type: none"> - Creativity - Flexibility - Performance - Autonomy - Problem-solving - Planning and organisation of work - Search for information⁸ - Leadership - Others
Additional abilities, knowledge and skills	Any other information with regard to other abilities, knowledge and skills

Part 2. Practice in the field of non-formal education → this part requires the user to sort – from the most recent to the oldest – information about NFE/L related experiences/competences, with a description of the work experience, the duration of the activity/project/experience, and the name of the organiser (organisation/structure).

Part 3. Education in the field of non-formal education → in this part, it is recommended to sort the information by order of relevance/importance. Part 3 proposes three categories of educational experiences:

- a) Accredited by the Ministry of Education, Youth and Sport, the Ministry of Labour and Social Affairs, or by other accredited training structures, etc.;
- b) Educational activities organised by any educational organisation; and
- c) Informal learning activities.

For each of those categories, the user is required to provide information about the type of activity or title of the course, the dates and the provider (for a or b) or the source (for c).

Part 4. References → contact details of persons that can be reached in order to verify/confirm the information provided must be indicated in this part of the PCP. There is no system of external assessment.

Outcomes, results and impact:

The Personal Competences Portfolio (PCP) is still a ‘work in progress’, constantly being improved. However the interim evaluation shows that the first stage of ‘not-understanding to recognition philosophy’ has been overcome. The PCP has been well supported by the media and has been widely disseminated amongst NGOs in Czech Republic.

It appears that one of the biggest challenges might be to involve human resources agencies, for their approach to [formal] education and experiences as well as the format of their work remain relatively ‘traditional’, thus allowing a narrower space for joint work on the recognition of NFE and NFE-related competences. Another big challenge might be the implementation of the National Qualification

⁸ Includes to search, find, identify, and select valid or important information needed in a given situation.

Framework, which should gradually move from 'education levels achieved' to 'competences acquired'. Nonetheless, the actors involved in the project Keys for Life are convinced that the PCP will become the main tool for the recognition of competences acquired through NFE or of NFE itself, either by the learner or more widely by the labour market and the social environment. This is also part of a new project 'K2', which tackles the planning of the personal development of participants in NFE projects and activities.

Links and references:

- www.ka2.cz
- www.okp.ka2.cz
- www.kliceprozivot.cz
- Evrard Markovic, G. (2014): Mapping study on the EU practices in recognition of competences gained through non-formal learning in youth work for the employability of young people, NAPOR: <http://napor.net/images/pdf/mapping%20study.pdf>

Contact details:

Contact person: Tomas Machalik

E-mail: machalik@nidv.cz

Additional material to download:

- Presentation 'Keys for Life'
- Personal Competences Portfolio form – supplement to Europass CV (in Czech)

Name or title of the recognition tool/practice:**My Experience (Moje Izkusnje)****Developed by:**

e-Studentski Servis (ŠS d.o.o.), Slovenia

Short description:

'Moje izkusnje (My experience)' is a digital tool for the validation and recognition of competencies gained through student work, created by the largest employment agency for mediating student work in Slovenia, 'e-Studentski Servis', in cooperation with Institute Nefiks. The tool was awarded a good practice award by the youth section of the International Labour Organisation (ILO) and mentioned as good practice in the 'Resolution on Recognition of Non-Formal Education in Slovenia'. In addition to the development of the tool itself, e-Studentski Servis has initiated a national campaign for the better recognition of young people's competencies gained outside formal education, targeting a wide range of stakeholders (e.g. youth NGOs, policy makers, formal education, employers, etc.).

Type of the tool/practice:

Self-assessment tool, Certificate/Attestation, Portfolio, Website/Platform/Blog, Event/Meeting/Seminar

Recognition dimensions addressed by the tool/practices:

Self-recognition, Social recognition, Political recognition

Level of influence of your tool/practice:

National

Target group(s) for the tool/practice:

- Young people: students, pupils, young graduates, first job seekers, unemployed youth
- Employers: companies, NGOs (including youth organizations), public sector
- Political stakeholders responsible for the implementation of recognition policies

Background and the context of development of the tool/practice:

The problem addressed by the programme 'Moje izkusnje (My experience)' is the lack of a system for the recognition of competencies gained through student-work in Slovenia. The problem was repeatedly expressed by young people as well as by employers. In Slovenia there is a big mismatch between the skills gained through formal education and those required by the labour market. Therefore, the system of student-work in the time of studies (and secondary education) is very valuable as students can obtain the skills required by the labour market through student work before entering their first regular employment (which comes at the end of the studies). Student-work enables young people to obtain the technical skills required by employers and also to obtain soft skills, which are inadequately learned in schools, high schools and universities. Very often young people are discriminated against when applying for regular employment because of their lack of 'formal work experience'. In Slovenia, they cannot obtain formal work experience because they are still in the education system. Therefore, it is very difficult for them to be equal candidates for regular jobs.

e-Studentski Servis is the biggest employment agency for mediating student work in Slovenia. It aims at connecting employers and student job-seekers through the mediation of student jobs. e-Studentski Servis

has 60 employees who mediate student jobs to young people (from the age of 15 until the end of the studies), and companies. It annually mediates student jobs to half of the youth population in Slovenia (60,000 pupils, students) and works with 18,000 employers. Besides mediating jobs, e-Studentski Servis is a corporate socially responsible company.

Therefore, the process of developing an e-tool (electronic portfolio) began in order to satisfy the needs of all the stakeholders of the company. Through the last years of work the need was expressed, by young people and by the employers, to have a tool that would systematically record young people's non-formal knowledge gained through student work (working experience) in one place.

- The need was expressed by young people as they needed help in planning their career path, writing their CVs, assessing their competences gained from certain types of work and by proving their existing work experience to the (potential) employers in job applications and at job interviews.
- The need was also expressed by employers who wanted a reliable and confirmed review of all the working experience of a young person during their studies. They also wanted to simplify the process of recruitment of young people and to get the best candidates for certain jobs.

Development process:

Therefore, in 2010 we formed a group of professionals in order to develop a new e-tool for validation and recognition of non-formal knowledge - working experience - gained by students when working. We began by assessing the needs of the target groups, mainly young people and employers, and by the evaluation of the existing situation in Slovenia.

The team consisted of 19 professionals, including; CEOs, Human resources experts, psychologists, managers, IT experts, programmers, marketing experts, youth workers, etc. Additionally, the partners on the project were people from Institute Nefiks (Zavod Nefiks – an NGO/institute that works on the project 'Nefiks', which has been promoting the values of volunteering and non-formal education in Slovenia for over 10 years).

The main steps in the development of the tool/practice were:

- Research and recommendations followed:
 - a) Own assessment and research: of the opinions of employers and young people (pupils, students).
 - b) Literature overview from various sources: Researches of Slovenian Student Union, National Youth Council of Slovenia; Academic research by dr. Šušteršič, etc.
 - c) Recommendations: Slovenian Ministry of Labour; EU Council 'Recommendation on the Validation of Non-formal and Informal Learning'.
- Performing focus groups and surveys to define the components of the project.
- Establishing a complex IT platform for a digital portfolio that is linked to several other databases. Inventing the system for recording the student-work experience through the new electronic platform with IT solutions. The system enables all the data from employers and youth to be collected and gathered in a joint electronic platform, where users only have access to their own personal data, past student-jobs and competencies. The certificate of the performed student-work and competencies (confirmed by the employers) is automatically entered into the system, and can be printed out by the user, saved to PDF or directly sent as a recommendation to the potential employer.
- Development of a new system for recognition of competencies gained through student-work. The system was established with the defining of the competences for hundreds of student-jobs –

creating a whole dataset of competences. A system on such a scale doesn't exist in any other EU country.

Development of the project on the larger scale, besides the tool: giving lectures, organizing big scale events, career counselling, etc.

Objectives:

The overall goal of 'Moje izkusnje (My experience)' is the recognition of non-formal knowledge of young people in order to help them in school to work transition.

The objectives of the programme are:

- Creating a digital portfolio where work experience that young people get from student jobs can be gained, recorded and validated. The work experience from young people is confirmed by the employers. Therefore, there is credible data gathered about the young person's previous student jobs, employers, working hours and competencies.
- To help young people aged between 15 and 30 to present their non-formal knowledge, skills and competences gained from student work to employers.
- To smooth the transition from school to the first employment for young people.
- To boost young people's employability and to make them aware of their competencies and skills, also through self-evaluation.
- To help employers recruit best-fitting young employees in their selection processes.
- To show employers the potential of young people through validated experience.
- To stress that soft-skills, work-related skills and useful knowledge, can be gained through student work and to make the young people and the employers aware of this. Also the mismatch of skills between the education system and labour market can be overcome through student work.
- To raise awareness of the competencies of young people amongst young people and the employers.

Description of the tool:

'Moje izkusnje (My experience)' is a tool for validation and recognition of student work made by the biggest employment agency for mediating student work in Slovenia, e-Studentski Servis, in cooperation with Institute Nefiks (institute for the validation of non-formal knowledge).

All students and pupils from Slovenia performing student work through e-Studentski Servis since 2005 have a digital portfolio 'Moje izkusnje (My experience)'. This automatically contains all their previous working experience – name of the company where they worked, number of hours of student work, basic competence and additional competencies gained by student work... for example IT skills, foreign languages, etc. Part of the tool is automatic (it gets information from paid invoices for student work by the employers). However, part of the tool is self-assessment, as young people add additional competences on their own from the list of the suggested competences for certain types of work.

'Moje izkusnje (My experience)' can be saved in PDF format or printed out. Therefore, it is also a certificate that can be formally presented at job interviews and job applications. Young people can show it to the potential employer and with it present their working experience, knowledge, skills and gained competences.

'Moje izkusnje (My experience)' helps young people in transition to the labour market; it validates and recognizes non-formally gained knowledge and skills and boosts young people's employability. On the other hand, it helps the employers to choose the best candidates for work and helps employers to become more competitive. Only employers with the best human resources will be able to achieve smart, sustainable and inclusive growth.

The tool is available on the webpage www.studentski-servis.com for everyone who has ever done any student work via e-Studentski Servis (student work through student referral) – current pupils and students as well as ex-pupils and students (young graduates, young unemployed people), etc.

It is a digital portfolio, available in the 'Osebni Servis' (Personal Service) – which is an internet office web site for mediating student work via e-Studentski Servis. Young people simply log in to 'Osebni Servis' (Personal Service) with their user name and password (it is personalized just like logging into a web personal bank account). It is available here: https://www.studentski-servis.com/ess/osebna_stran.php. Young people can see their 'Moje izkusnje (My experience)' in their own personalized 'Osebni Servis' (Personal Service), which only they can access, or they can save the document as a certificate to a PDF file or print it. They click on the icon 'Moje izkusnje (My experience)' and all of their performed jobs will be listed there – with the name of the employers, year of work, number of hours, type of work and the competencies gained. The information is confirmed by the employers as it is obtained from the evidence of paid invoices for student work.

The advantages that 'Moje izkusnje (My experience)' brings to seekers of student work, regular employment and other types of work:

- It serves as a tool for the planning of career paths, self-evaluation and professional development
- It can be saved to PDF file and attached to an electronic job application
- It can be printed out as a document – a certificate and enclosed with the job application in addition to a CV and motivational letter
- It can be brought to the job interview as a certificate of acquired experiences
- It can be presented to the career counsellor at the Public Employment Service as it helps in preparation of career plans and it provides an overview of a young persons' experiences.

From Tool to a Big Project:

Although the main intention was to develop a new electronic tool – a digital portfolio – the importance of raising-awareness about the skills and competencies of young people has been recognised. As such a whole campaign has been established as part of it. Workshops on the lessons of the importance of non-formal knowledge, soft skills, and active citizenships and activism for youth and their employability are organised. Free career counselling for youth is offered. In addition, large events for matching youth and employers, such as 'Coffee with HR (human resource) Managers' from the best Slovenian companies are also regularly organised. At one event over 200 young people were present along with the HR Managers from Slovenian enterprises such as Krka, Adria Mobil, Vzajemna, etc. there were also representatives from the Ministry of Education and National Employment Service of Slovenia, etc. Expert debates exploring the importance of non-formal knowledge and skills are being organised with policy-makers, academia, experts, NGOs, etc. There was a press conferences on the importance of non-formal knowledge, with guests from the Flemish Ministry of Education, who found the inspiration in 'Moje izkusnje (My experience)'. What was initially seen as simply establishing an IT system has grown and became a whole project and campaign on the raising of awareness of the importance of non-formal knowledge.

Outcomes, results and impact:

Awards:

- 'Moje izkusnje (My experience)' has been recognised by the highest authority in the field of employment, the International Labour Organization (ILO). 'Moje izkusnje (My experience)' has been awarded the second prize in the call for good practices on decent work for youth, an initiative launched by the Youth Employment Unit (YEP) of the International Labour Organization (ILO) in 2014.
- Recognition of 'Moje izkusnje (My experience)' as best practice for recognizing and recording student-work experiences by the Flemish Ministry of Education in 2012/2013.
- Finalist in the call for socially responsible practices among companies organized by the Network for Corporate Social Responsibility Slovenia in 2014.
- Candidate for the European CSR (Corporate Social Responsibility) Award Scheme in 2013.

Mentions:

- As good practice in the Resolution on National Youth Programmes 2013 -2022, written by the Ministry of Education and passed by the National Assembly.
- As good practice in the 'Resolution on the Recognition of Non-Formal Education in Slovenia'.

Mid-Term Evaluation:

The main purpose of this evaluation was to evaluate the then current results and understand how to make improvements for the on-going project. The main questions the evaluation addressed were quantitative data (the number of users of 'Moje izkusnje (My experience)' amongst young people and employers; the number of chosen competencies, etc.) and qualitative data (suggestions for the improvement of the system from employers and young people; and the comments from experts on the method of preparation of competencies, on the competencies for each type of work, etc.). The evaluation was performed by e-Studentski Servis with the support of experts and informatics (the designers of the surveys, etc.). There were several methods used for the evaluation as it was done with the different target audiences:

- a) quantitative method – survey of young people; (sample size: 302 in paper survey; 908 in internet survey)
- b) quantitative method – gathering statistical data on the number of users from the computer system; (sample size: 140,950 young people and companies)
- c) qualitative method – expert meetings (comments on improvements and on the methodology of recording work experiences and competencies, from policy-makers and experts such as Ministries, National employment service, academics, expert organizations, etc.); (sample size: 60)
- d) qualitative method – focus group with young people and employers in the implementation phase (sample size: 10)

It is planned that a detailed evaluation of the qualitative and quantitative data will be done annually. As the project is still on-going, the final evaluation is not yet done.

Results and Outcomes:

Quantitative results and outcomes

- The quantity of users amongst young people: in the 2 years since the implementation, 135,000 young people have a 'Moje izkusnje (My experience)' digital portfolio.
- The quantity of users: in the 2 years since the implementation, around 40% of the employers we work with demand a 'Moje izkusnje (My experience)' portfolio from young people when they apply for a student job.

Qualitative results and outcomes

- Shifts in the thinking of young people: they more willingly take jobs that bring valuable experiences and are related to their studies or professional career rather than just considering financial rewards.
- More and more employers acknowledge non-formal working experience as relevant.
- Boosting young people's employability and helping them enter the labour market through the certificate of acquired knowledge and skills through student-work 'Moje izkusnje (My experience)'.
- Quantity of jobs: Young people can now prove their non-formal working experience and therefore they can be equal candidates for jobs requiring for example 1 year of formal working experiences. Before 'Moje izkusnje (My experience)' it was very hard to prove that, so those jobs were not accessible for young people without formal experience obtained in regular employment.
- Quality of jobs: Young people can now prove their non-formal working experience with all of the skills, knowledge and competencies (including soft skills, IT skills, knowledge of foreign languages, etc.) written in them. With such a competencies-based portfolio they can obtain better quality jobs than before.
- Compliments on the expertise of the prepared competencies system from experts and academia.
- Helping employers in recruitment processes for young people with the new tool for recording non-formal knowledge, gained through student-work.

Impact on the Recognition of Non-Formal Education / Learning and Youth Work:

- Raising awareness on the importance of non-formal knowledge for young people's employability.
- Connections made in the working group that is meeting on a regular basis between actors in the youth sector: The National Youth Council of Slovenia (MSS), Institute Nefiks (Zavod Nefiks), Slovenian Student Union (ŠOS), National Student Clubs' Association (Zveza ŠKIS), and Univerzum Minerva, etc.
- Organizing several events on the importance of non-formal education and the recognition of non-formal education with the above-mentioned youth sector working group: organizing an International Symposium in the National Assembly of Slovenia, organizing a Conference on, the importance of recording non-formal knowledge, at the Ministry of Education, preparing the Resolution of Non-Formal Education in Slovenia, meetings with important political stakeholders on the topic of recording non-formal education (GZS – Chamber of Commerce and Industry of Slovenia; CPI –Institute of the Republic of Slovenia for Vocational Education and Training, Ministry of Education, Universities etc.)
- Visibility abroad – awarded and recognized by the ILO and by the Flemish Ministry of Education.
- Raising the employability of young people.

Links and references:

- Webpage of the company: <http://www.studentski-servis.com/>
- Site about the project on the webpage of the company: <http://www.studentski-servis.com/studenti/kariera/moje-izkusnje>
- Webpage of the project: <http://www.moje-izkusnje.si/en/>
- ILO award: <http://www.moje-izkusnje.si/en/domov/news/194-moje-izkusnje-awarded-by-ilo>
- Flemish Ministry of Education recommendation: <http://www.moje-izkusnje.si/en/domov/news/188-novica-13>
- Photos from the event Coffee with HR (human resource) Managers from the best Slovenian companies: [link here](#)

Some Media Coverage:

- Article on receiving ILO award by Slovenian Press Agency – STA: [link here](#)
- Article on receiving ILO award in daily financial newspaper 'Finance': [link here](#)
- Article on receiving ILO award on the youth communication information centre mlad.si: [link here](#)
- Article on receiving ILO award on the webpage on National Youth Council of Slovenia (MSS): [link here](#)
- Article on receiving ILO award in the web portal Regional Obala: [link here](#)
- Article on finalists of the Call for socially responsible practices in the companies organized by the Network for Corporate Social Responsibility Slovenia in 2014 by Slovenian Press Agency – STA: [link here](#)
- Article on 'Moje izkusnje (My experience)' in daily financial newspaper »Finance: [link here](#)
- Article on 'Moje izkusnje (My experience)' in daily newspaper »Delo«: [link here](#)
- Article on 'Moje izkusnje (My experience)' by Slovenian press agency – STA: [link here](#)
- Interview with Hilde Wynen from Flemish Ministry of Education on 'Moje izkusnje (My experience)' in daily newspaper »Dnevnik«: [link here](#)
- Article on 'Moje izkusnje (My experience)' on the website »Študentarija«: [link here](#)
- Article on 'Moje izkusnje (My experience)' on the website »talentiran.si«: [link here](#)
- Video of national media '24ur' importance of non-formal knowledge – at the end 'Moje izkusnje (My experience)' are shown: [link here](#)

Legal Documents:

- Resolution on National Youth Programme 2013-2022, written by the Ministry of Education and passed by the National Assembly – available [here](#)
- 'Resolution on Recognition of Non-Formal Education in Slovenia' – available [here](#)

Contact details:

Contact person: Vesna Milošević Zupančič, M.A.; Youth Employment and Student Work Consultant

E-mail: vesna.milosevic-zupancic@studentski-servis.com

Additional material to download:

- My experience certificate example

Name or title of the recognition tool/practice:

Nefiks

Developed by:

Zavod Nefiks, Slovenia

Short description:

Nefiks started as a record book for young people participating in non-formal learning experiences. Today, apart from its paper version, Nefiks is an easy to use online portfolio for recording knowledge, experience and skills of young people, acquired through 6 different fields:

- active citizenship and responsible work on projects
- work (summer work, student employment, other types of short term employment)
- organized forms of education
- camps and voluntary work
- exchanges/visits with foreign countries
- other ways of acquiring knowledge, skills and experiences

In 2009 – Nefiks was recognized as a relevant tool for the recognition of non-formal learning experiences by the University of Ljubljana.

Type of the tool/practice:

Self-assessment tool, Publication/Handbook, Portfolio, Website/Platform/Blog

Recognition dimensions addressed by the tool/practices:

Self-recognition, Social recognition

Level of influence of your tool/practice:

National

Target group(s) for the tool/practice:

- all young people from Slovenia over 14 years of age
- all youth and other NGOs where non-formal learning is taking place

Background and the context of development of the tool/practice.

Originally Nefiks was in the format of a booklet and was initiated in the late 90s by the youth organisation Društvo mladinski ceh. At that time many young people were working voluntarily, but got no recognition for those experiences in other settings. So following that need, several youth workers (Jože Gornik, Rafo Pinosa) started developing a booklet, 'index of non-formal education', following the model of the Finnish Recreational Study Book, which they had been introduced to by Nuorten Youthakademia. They designed a booklet with 6 possible areas of experience where young people could collect valuable learning outside of the formal/school setting. The booklet also became a good tool for youth organisations to describe the knowledge and skills young people obtained through involvement in their activities. Many volunteers and youth organisations started to use the booklet.

Young people could finally show to their teachers and potential employers all the skills and qualities they had. Apart from that they were able to plan their career and gain self-confidence. Nefiks was the very first

tool for recognition of non-formal learning outcomes that was recognised and supported by the Youth Office – part of the Ministry for Education in Slovenia. In 2008 Zavod Nefiks became an independent institution and started with the development of the online version.

Development process:

In 2008 the original Nefiks booklet got a 'younger brother'. That was e-Nefiks, a digital portfolio, easy to use, free of charge and accessible everywhere where internet is available.

Apart from the already existing areas of experience in the original booklet (e.g. learning in non-formal education activities, volunteering, youth projects, etc.), the e-Nefiks also allowed space for employers recommendations, a competence printout and an integrated Europass CV. Individual users can also upload all other certificates they have received from different courses.

Its digital format has made the procedure of recording non-formally acquired competencies easier since the process of confirmation become electronic as well.

For this major step in development of Nefiks, Zavod got financial support from the Student organisation of Ljubljana. At that time the Student organisation invited 16.000 students to join and use e-Nefiks.

During further development following the feedback of youth organisations, they made e-Nefiks more user-friendly and usable also for organisations. Today it is possible to keep a record of volunteers and their competences and many organisations find this very useful.

Since e-Nefiks was established at the beginning of the global economic crisis, the main focus was more oriented towards youth employability and how the competences obtained in a non-formal setting can be used in working environments. For this reason the main platform of access for e-Nefiks was placed on a new portal 'Talentiran.si' where young people can find all they need to become 'more employable'.

In 2009 Nefiks was recognized as a relevant tool for the recognition of non-formal learning experiences by the University of Ljubljana.

In 2011 Zavod started a process of co-operation with the largest student work service in Slovenia, e-Studentski Servis. Together with them they designed another e-portfolio 'Moje izkusnje – My experiences', which records all competencies young people obtain during student work.

e-Nefiks is constantly developing tools, being adjusted to users' needs and national and European trends. In 2012 the 8 key competences for lifelong learning were introduced into the tool, but apart from this, according to previous inscriptions and national frameworks, more than 200 competences have been introduced under each key competence, so those who record can tick the boxes instead of writing competences on their own.

This helps the young people to recognise and present non-formally acquired competences to their future employers.

The creators of Nefiks are constantly involved in the latest developments in the field of the recognition of non-formal and informal learning, trying to develop it further in theoretical and practical ways to correspond and fulfil all users' needs – but also according to very limited financial possibilities.

They are also very much involved in the process of promotion of Nefiks all over Slovenia, with the help of young volunteers called Nefiks tutors.

Objectives:

The main objective is to recognise outcomes (competences, skills, and attitudes) obtained in non-formal learning (youth work and broader) by:

- potential employers
- formal education system
- young people themselves

Nefiks also aims at showing how competences can be flexibly transferable from one environment (e.g. youth work, civil society) to another (e.g. working context or formal education system).

Another very important objective is career planning based on an individuals already obtained competences as well as still missing competences, and a self-evaluating aspect, which is present in all the forms.

Nefiks aims to help youth organisations and other NGOs to show the competences it is possible to obtain in their projects – not only show but also to describe them in terms that are relevant for other sectors (employers).

On the policy level Nefiks strives to achieve general recognition of non-formally obtained competences as an equal part of an individuals education path.

Description of the tool:

Nefiks is both a record book and an on-line portfolio, recording knowledge, experience and skills of young people acquired through 6 different fields:

- active citizenship and responsible work on projects
- work (summer work, student employment, other types of short term employment)
- organized forms of education
- camps and voluntary work
- exchanges/visits with foreign countries
- other ways of acquiring knowledge, skills and experiences

Nefiks is not only a tool for the recording of experiences, but also a tool for the very first validation of non-formally acquired competences.

All inscriptions are double-checked in in order to ensure their relevance and credibility:

- in the case of an individual: he or she writes down the main characteristics of the activity and competences acquired, and the responsible person (e.g. mentor, tutor, employer, trainer...) with official confirmation confirms this as real and authentic
- in the case when a (youth) organization makes a record in Nefiks, the organization is held responsible for the authenticity of what is written, but also participants have to write a self-evaluation – so there are always two parties involved in the process

Nefiks also corresponds to all national requirements for the recognition of non-formal learning at faculties and high schools. In 2009, the recognition of Nefiks itself came from the higher education field, when

Nefiks was recognized as a relevant tool for the recognition of non-formal learning experiences by the University of Ljubljana.

All the entries in the Nefiks portfolio, no matter the type of the activity, require the following data:

- WHAT (type of activity)
- WHEN, WHERE & DURATION
- CONTACT PERSON (employer, organizer, etc.) with his/her contact details
- DESCRIPTION of the activity (of the gained experience, knowledge, skills)
- LIST OF COMPETENCES according to the 8 key competences for lifelong learning, with integrated sub-competences
- EVALUATION by the responsible persons in the activity (mentor/leader/trainer/employer)
- SELF-EVALUATION by the participant
- SIGNATURE AND MARK or IP address of a computer (of the person responsible for the activity)

The process of recording:

If one uses the booklet version: first he or she fills in all necessary fields, then the mentor/employer/trainer confirms it with their signature and a stamp.

If one uses e-Nefiks: he or she fills in all necessary fields, then the mentor/employer/trainer confirms it via e-conformation and states that all his or her contact information is in order and can be checked by interested parties.

In comparison to other tools, Nefiks:

- records all non-formally acquired outcomes an individual has gained, no matter the field and activity
- records everything in one place
- in the recognition and validation process there are at least two parties involved: the participant and the person responsible for the activity

In addition, e-Nefiks also:

- has integrated with the Europass CV
- has integrated possible attachments – e.g. Youthpass certificate
- can be printed out as a complete portfolio with the list of confirmed competences or just partly depending on the user's needs
- enables (youth) organizations to record non-formal learning for all participants in their activities

Outcomes, results and impact:

In 2011 there was a user friendly experience test done with e-Nefiks. Using the results Zavod Nefiks made many improvements towards even higher user friendliness.

In general, employers seem to be satisfied with the tool, because it shows more than the usual CV and it gives a comprehensive overview of one's competences, education and also attitudes. These are the characteristics that employers are seeking, but are often hard to measure.

Zavod got also positive feedback from the higher education field and in 2009 Nefiks was officially recognized as a relevant tool for the recognition of non-formal learning experiences by the University of Ljubljana.

Nefiks is also considered as being very useful, as reported by youth organizations using it with their participants and volunteers. There are also Nefiks promotion points for those especially interested organisations, of which there are almost 80 all over Slovenia:

<http://www.talentiran.si/index.php/nefiks/prodajna-mesta>

There are also more than 100 volunteers – Nefiks tutors promoting Nefiks among peers all over Slovenia – simply because they understand the value of the tool for them and their environment.

Marjana, 22, one of tutors says: “I think that each time I ask the employer or mentor to confirm my entry into Nefiks, I somehow also draw attention to myself and my ambitions – as it often happened that it triggered the debate about my future. I hope they will remember it at the time I’ll be looking for job.”

Links and references:

- <http://www.talentiran.si/en-nefiks>
- <https://www.youtube.com/watch?v=50FWwoiuexM>
- <https://www.youtube.com/watch?v=LGuPK5fFOwU>

Contact details:

Contact person: Alenka Blazinšek

E-mail: alenka@nefiks.si

Additional material to download:

- n/a

Name or title of the recognition tool/practice:

Oscar

Developed by:

Socius (support centre for adult work), Steunpunt Jeugd, De Ambrassade (support centre for youth work) and the Flemish Government, Belgium

Short description:

Oscar is an online portfolio tool for the identification of competences gained in youth work and adult education in Flanders, Belgium. Oscar is an easy-to-access web-based platform where organisations can generate 'competence documents' for the participants of their courses. In order to work with Oscar the organisations should pass an introductory training and receive the user's manual. The participants/volunteers can create their personal parts in the platform where they can store their 'competence documents' received in various activities and engagements.

Type of the tool/practice:

Assessment tool, Certificate/Attestation, Portfolio, Website/Platform/Blog

Recognition dimensions addressed by the tool/practices:

Self-recognition, Social recognition

Level of influence of your tool/practice:

Organisational, Local/Regional, National

Target group(s) for the tool/practice:

The main target groups of Oscar are young people and adults who are participating or volunteering in youth work or adult work by following a course or doing a task/function in a youth or adult organisation.

Background and the context of development of the tool/practice:

Since the late 90's, early 2000's, the European Union started to recognize the greater importance of lifelong learning in order to increase the mobility and flexibility of its citizens. In line with these developments the policy makers in the European youth policy arena wanted to underline the role youth/adult work sectors play in providing non-formal and informal learning, thus contributing significantly to lifelong and life-wide learning in Europe. At that time, there were no instruments in Flanders that could have been used to make competences gained in youth or adult work, visible. In order to respond to this perceived gap the tool called Oscar was developed.

Development process:

Preparation phase (2003-2008):

Socius and De Ambrassade, together with other organisations from the youth and adult work fields, developed a common vision about the recognition of competences in non-formal and informal learning and volunteer work. At the end of this period they decided to develop a portfolio-based instrument. Socius and De Ambrassade asked for financing from the Flemish government.

Phase I (2008-2010):

With the help of government subsidies, staff members of Socius and De Ambrassade started to develop the instrument. Before the launch the instrument was tested by 20 different youth and adult organisations. The results were also used to create the manual and the training course on how to work with Oscar. Oscar was launched for the public on 27th November 2009. After the launch every organisation which wants to work with Oscar has to take part in the introductory course and receives a copy of the manual. While using Oscar, organisations were invited to exchange moments and follow-up conversations.

Phase II (2010-2012):

With the governmental support Socius and De Ambrassade developed a wider frame for Oscar and further communication strategies. In 2012 Socius and De Ambrassade asked another 4 umbrella organisations to join the pool. Since that time, Oscar is being managed by the following 6 organisations:

- Socius (support centre for adult work)
- De Ambrassade (support centre for youth work)
- Forum voor Amateurkunsten (support centre for amateur arts)
- Faro (support centre for heritage organisations)
- Vlaamse Scholieren Koepel (student council)
- Vereniging Vlaamse Jeugddienst (support centre for local youth services)

Phase III (2013-2014):

In 2013 this group searched again for financial support in order to keep Oscar up and running and in development. After gaining a part of the funds needed, two main processes were started: further implementation of the communication strategy, and updating the software/website. The goal was to find new partners who would join and support the project and widen up the use the tool by many different organisations. In 2014 the website was rebuilt, updated, connected with social media and made more user-friendly.

Objectives:

The general purpose of Oscar is to make visible the competences of volunteers, participants or members who are active in youth or adult organisations. Oscar offers the possibility to demonstrate those gained competences.

Oscar wants:

- To strengthen young peoples and adults awareness of the competences they acquire in youth and adult work
- To help young people and adults to name and to show their competences
- To bundle the competences people acquire in different organizations, in one overview
- To offer organizations an instrument in order to name and document competences in a uniform way
- To show to actors outside the youth work and adult work field, the added value of youth and adult work

Description of the tool:

Oscar provides adult or youth organisations with an opportunity to create 'competence documents' online using the website www.oscaronline.be and distribute these documents to their volunteers or participants of their courses. This way it is possible to document the competences (by listing and describing them) on which a person has worked during a course or function/task in a youth or adult organisation. The course

participants or volunteers after receiving a competence document, can print it out or may store it on their personal part of the website.

Outcomes, results and impact:

At the end of 2013, 60 organisations were working with Oscar, 18,453 competence documents had been created for 13,302 people and 3,312 persons had made their personal accounts at www.oscaronline.be At the end of 2014 it was planned that the organisations managing the Oscar tool would conduct an evaluation with all the youth organisations that are currently working with the Oscar.

Links and references:

- www.oscaronline.be

Contact details:

Contact person: Toon Vanotterdijk

E-mail: toon.vanotterdijk@ambassade.be

Additional material to download:

- Oscar competence documents sample

Name or title of the recognition tool/practice:**Quality Label for Youth Work Providers****Developed by:**

Centre for Intercultural Dialogue in cooperation with the Union for Youth Work in Macedonia and the Agency for Youth and Sports, Republic of Macedonia

Short description:

The Quality Label for Youth Workers is a joint initiative between youth workers and governmental institutions aiming at strengthening the focus on the quality of youth work in Macedonia, as well as gaining political and formal recognition of youth work. The practice implies adopting the Law on Youth Work, setting up minimum quality standards for youth work and developing a system of accreditation on the quality of youth work providers. This would be expressed in granted Quality Labels for the organisations who comply with the standards set. The approach proposed also envisions the development of a National Youth Worker Portfolio for individual youth workers. It should be fully operational in 2015.

Type of the tool/practice:

Assessment tool, Certificate/Attestation

Recognition dimensions addressed by the tool/practices:

Formal recognition, Political recognition

Level of influence of your tool/practice:

National

Target group(s) for the tool/practice:

The main target group for the quality label are the organisations offering youth work programmes regularly: private or public providers of youth work can be citizens associations, networks of organisations, public entities, etc.

Background and the context of development of the tool/practice:

In order to have a national level, political and formal, recognition of youth work there was a need to establish minimum quality standards that would define what youth work is. Another issues was to define who the providers of youth work are. In relation to that question, the Centre for Intercultural Dialogue, the Union of Youth Workers and the state institution agreed that the youth work providers can be any organization, not only civil society organisations working with young people. On the other hand there was a need for some mechanism for the recognition of quality and defining what is offered in the youth field in the country. In order to ensure maximum flexibility and inclusiveness of the process, they decided that the best way forward was to develop a quality label for youth work provision that the Agency for Youth and Sport would grant as a form of accreditation of youth work providers.

Development process:

The development process for the quality label is passing through several phases:

1. Development of a Law on Youth Work

Providers of youth work in Macedonia represented by the Union for Youth Work in cooperation with the Agency for Youth and Sport have developed a draft Law on Youth work. The law aims to

give responsibility of the Agency for Youth and Sport to initiate the process of issuing the Quality Label for Youth Work Providers and support national programmes for youth work development. This was finalised at the end of 2014.

2. Developing quality standards for youth work providers

Youth work providers themselves will develop a proposal for minimum quality standards in a form of a checklist document. The document will be revised and approved by the Agency for Youth and Sport in 2015.

3. Developing National Youth Workers Portfolio

Individual youth workers will be offered a chance to become registered through the Agency for Youth and Sport and the Union for Youth Work in a joint register. The only thing they will need to do is to make a self-assessment following the National Portfolio of Youth Workers.

Objectives:

The main aim is to ensure that providers of youth work focus on the quality of their programmes and create an environment where youth work is formally recognised (but not limited) by the system. On the other hand by having the Quality Label, youth work providers will be able more systematically to approach institutions, public authorities and other sectors for cooperation and funding.

At the same time the aim is to work on awareness that youth work is not only a project by civil society organization, but rather a systemic support for young people's personal and social development.

Description of the tool:

The idea of the Quality Label is to offer formal recognition of youth work programmes through accrediting the entities that offer the youth work programmes (providers). The tool is still under development, but the foreseen future steps in its implementation will be the following ones:

1. Set of quality standards are publically promoted and a call is made to all providers of youth work to apply for the quality label
2. A group of accreditors (youth workers) visits all the organizations to ensure they meet the minimum standards and makes a final report with recommendations
3. A joint youth work development committee composed of the Agency for Youth and Sport, the Union for Youth Work and selected Universities revises all the reports and makes conclusions to award providers with a quality label
4. The quality label has a date of expiry and the provider has to re-apply for a new quality label

Outcomes, results and impact:

The process is currently being developed. By the end of 2014 there should have been a Law on Youth Work in Parliamentary procedure and the minimum standards for youth work set, as well as a National Portfolio developed. The official accreditation process and granting of the first Quality Labels should commence in 2015.

Links and references:

- www.mladinskarabota.mk

Contact details:

Contact person: Manevski Stefan

E-mail: stefan@cid.mk

Additional material to download:

- n/a

Name or title of the recognition tool/practice:**Scout Leader Skills****Developed by:**

Les Scouts and Scouts en Gidsen Vlaanderen, Belgium

Short description:

Scout Leader Skills is an online assessment tool that aims at supporting competence development of scout leaders active in Les Scouts and Scouts en Gidsen Vlaanderen. It contains an online inventory, assessing the 20 selected competences (interpersonal skills, functional skills and attitudes) developed by the leader, thus providing the person with information for reflection and for the planning of further development.

Type of the tool/practice:

Self-assessment tool, Assessment tool, Publication/Handbook, Website/Platform/Blog

Recognition dimensions addressed by the tool/practices:

Self-recognition, Social recognition

Level of influence of your tool/practice:

Organisational, Local/Regional, National

Target group(s) for the tool/practice:

Scout leaders (+/- 17 – 30 years of age) with at least one year of experience in leading.

Background and the context of development of the tool/practice:

The tool has been developed as a response to several processes both within the Scout organisation and the wider context of policy developments:

The 2010–2013 federal activities contract of the Federation of Scouts:

One of the priorities of the federal activities contract was the following: 'Our project is a citizens' project, we have to make it known. It is important to better recognise and appreciate the work performed by leaders and all the volunteers of our movement, since they are the ones who make scouting possible and help young people to grow up and transform society.'

Recognition of non-formal education and the skills acquired and developed:

The European Union has been stressing the importance of education and training as driving forces for the economy since the early 2000s. It has gradually started to recognise and value non-formal education and learning and made a number of recommendations to its Member States. These recommendations have been realised in several European countries and Belgium was no exception. This context was undoubtedly favourable to the recognition of the skills acquired thanks to the experience of scout leaders and managers.

Search for soft skills in the world of work:

Every two to three years, the King Baudouin Foundation identifies young (30–40 years old) business leaders who are chosen for their ideas, which bridge the corporate world and society as a whole. The Economic Circle arising from this selection chooses the topic it wishes to work on. The 2008 group brought up the following issue: *'What levers does our society need to pull today to ensure companies can draw upon a*

richer pool of motivated employees in future generations?’ This question led to a joint research project with the Solvay Business School and, eventually, to 25 recommendations. Their aims were to develop the core values and attitudes which will ensure the availability of motivated workers. These values are autonomy, innovation and responsibility. The entire survey is laid out in the book ‘We need AIR’ (AIR stands for Autonomy, Innovation and Responsibility). One of these recommendations was fully in line with the development of this tool, since it called for ‘promoting volunteer commitments and experiences and encouraging active participation in youth movements’.

Nevertheless, they noticed that most of the current projects which aim to promote experience have been focusing on volunteer mobility or the gateway to the academic world. Few specific, far-reaching initiatives have been presented in the field of non-formal education which linked it with adult life and the world of work. Yet they have seen this type of initiative as essential to:

- raising awareness about these skills among scout leaders
- acknowledging the experience of scout volunteers
- the labour market's growing demand for soft skills

Les Scouts, Scouts en Gidsen Vlaanderen and other Belgian youth movements:

Belgium is home to 60,000 volunteer leaders active in the youth movement, including 10,000 at Les Scouts and a further 15,000 at the Scouts en Gidsen Vlaanderen. Each of them contributes approximately 600 hours of volunteer work every year: a total of 30 million hours per year in Belgium! 30 million hours which do not get the recognition they deserve from the world of work and civil society.

Development process:

The development process of the tool has contained the following elements:

1. Steering group
In the very beginning a steering group composed of 6 volunteers and 2 professionals of Les Scouts and SGV was established in order to guide and manage the overall development process.
2. Outline of similar existing projects in Europe and Belgium
A sociologist working for the Federation of Scouts made a compilation of similar initiatives in Belgium and Europe. Several scouting federations, among other organisations, were carrying out or planning skills enhancement projects (Netherlands, France, Luxembourg, etc.). This gave the two organisations an insight into existing projects and helped them to identify the objectives and issues which were specific to Belgium.
3. Expert consultation
In order to define the project better and make it useful and representative of everyone (scouts, project leaders and employers), they sought the advice of professionals active in the fields of human resources management, skills enhancement and staffing, as well as people who had already taken part in skills enhancement projects.
4. List of skills and behavioural indicators established jointly with the HEC-Université de Liège
In order to identify the skills acquired by scout leaders and managers, they created panels of scout volunteers (leaders and managers, both past and present, both French and Dutch speaking). In total there were 60 leaders and managers from the two movements who participated in these panels. These panels, run under the supervision of the HEC-Université de Liège Skills Management Research Unit, revealed and confirmed the most common skills among scout leaders and managers. 33 different skills were identified. The panels then created lists of behavioural indicators that reveal to what degree someone has mastered a given skill. The information found thanks to these panels was then used to create the Scout Leader Skills questionnaire.

5. Creation of the Scout Leader Skills – a skills assessment tool
Based on the information obtained by HEC-ULg from the panels of scout leaders and managers, the Vlerick Leuven Gent Management School took the 33 identified skills and chose the 20 which were at the time the most sought for by the labour market. Based on the behavioural indicators and existing scientific literature on the subject, it then created a questionnaire to allow people to make their own skills assessment. The Vlerick Leuven Gent Management School also described each skill in a scouting and professional setting in order to help leaders to understand their skills better and transpose them from one context to the other. Finally, it advised them on how to make the most of this skills assessment.
6. Development of the IT platform hosting Scout Leader Skills
The French, German, Dutch and English language IT platforms were developed by the federations. Scout leaders use their passwords to access the general database (Desk) and to log in to the Scout Leader Skills.
7. Spreading the word and communicating on Scout Leader Skills, a skills recognition and enhancement tool.

Objectives:

- To ensure the world of work, parents and the general public recognise and value the skills acquired by the 25,000 scout volunteers. The skills and values acquired at Les Scouts and the Scouts en Gidsen Vlaanderen are a boon which will help young people in their adult lives and job searches
- To raise awareness among scout leaders and local and federal managers about the skills acquired during their volunteer experiences. They will be able to understand them and use them to their advantage when looking for a job or in any other project during their adult lives
- To say 'thank you' to all the volunteer leaders and managers who give their time, talent and heart, for free, but not for nothing!

Description of the tool:

After one year of a leadership practice, the scout leaders active in Les Scouts and Scouts en Gidsen Vlaanderen can access online Scout Leader Skills and make the assessment of their leadership competences. When using this online tool the scout leader or manager is asked to respond to an inventory with 100 questions, designed to assess the 20 selected competences (skills and attitudes). The result of the assessment is presented in a report which is available in the four Scout Leader Skills languages (French, Dutch, English, German), irrespective of the language used to complete the questionnaire. The report presents the overall results in the form of three graphs for three categories of competences assessed: interpersonal skills, functional skills and leadership attitudes.

The report also provides a fourth graph showing the 5 highest-scoring skills out of all 20 competences assessed. For each of the 5 highest-scoring skills, the user gets information about the level of proficiency obtained for that skill; a definition of the skill; a detailed explanation of the skill in a scout context; a detailed explanation of the skill in a professional context; and advice for further progress.

For each of the 15 other skills, the user gets information about the level of proficiency obtained for that skill, a definition of each of the skills and advice for further progress.

Once the skills assessment has been completed, the user has access to the third part of the Scout Leader Skills site. There, the user will find advice on debriefing and using their assessment and developing their

skills. There are anecdotes, as well as additional advice from recruiters and civil society actors from a variety of sectors.

The advice on debriefing relates to:

- Why and how should you debrief your skills assessment?
- With whom and when should you debrief your skills assessment, keeping in mind that the assessment is personal and that a debriefing is a strictly personal choice
- How to progress? How to acquire new skills or develop other skills further?

The advice on using their assessments relates to:

- using their skills assessment for personal projects: creating a non-profit making organisation, volunteering with the United Nations, developing an artistic project...
- valuing their skills when looking for employment
- identifying appropriate job opportunities
- presenting the competences in their Curriculum Vitae
- presenting themselves at a job interview

Every year the leaders can do their scout leader skills assessment again, allowing them to realize their progress in terms of their leadership competence development.

Outcomes, results and impact:

The tool has been presented in-house to all the volunteers of the two federations of scouts behind the project, including 21,500 youth leaders and 3,500 managers. After one year, +1000 scout leaders have done their scout leader skills assessment.

The two Scout organisations are currently running a communication campaign outside the movement, targeting the leaders' parents, employers and society as a whole. 7,500 new volunteer leaders and managers will be able to use the tool every year.

Links and references:

- www.lesscouts.be/scoutleaderskills
- https://scoutleaderskills.lesscouts.be/methodology_en.pdf
- https://scoutleaderskills.lesscouts.be/demo_Scout_Leader_Skills.pdf

Contact details:

Contact person: Florence Depierreux

E-mail: florence.depierreux@lesscouts.be

Additional material to download:

- Demo Scout Leader Skills
- Methodology booklet

Name or title of the recognition tool/practice:**This is Youth Work: Stories from Practice****Developed by:**

In Defence of Youth Work (IDYW), (with funding support from trade unions – UNISON and UNITE/Community & Youth Workers Union) UK

Short description:

As a direct response to the UK Government's restrictive policies on youth work in 2009, the campaign 'In Defence of Youth Work' (IDYW) was established. The campaign aimed at increasing the awareness and the recognition of what makes youth work a distinctive practice, the book entitled '*This is Youth Work: Stories from Practice*' was published in 2012. The book has served as a basis for ongoing nation-wide discussions on the value of youth work in the regularly organised '*Youth work story-telling workshops*' for youth workers, managers, students and trainers. The ultimate aim of these workshops is to help self-recognition by the youth workers, but also to provide politicians and other policy-makers with an accessible source of credible evidence on the value and impacts of youth work.

Type of the tool/practice:

Publication/Handbook, Video/Film, Event/Meeting/Seminar

Recognition dimensions addressed by the tool/practices:

Self-recognition, Social recognition, Political recognition

Level of influence of your tool/practice:

Organisational, Local/Regional, National

Target group(s) for the tool/practice:

- Practising youth workers
- Students and tutors on youth work training/qualifying courses
- Managers of youth work facilities and organisations
- Policy makers in the field of youth policy

Background and the context of development of the tool/practice:

The In Defence of Youth Work (IDYW) campaign was formed in March 2009 as a direct response to the then UK (Labour) Government's imposition on youth work practice:

- Pre-set targets and statistical measures;
- Policies requiring youth workers to target young people defined in advance as 'at-risk', 'anti-social', etc.

Those governmental policies have been perceived as:

- Squeezing open access youth services in the face of those targeted agendas
- Replacing youth workers' focus on working with groups with an individualised case work approach
- Requiring accreditation and other outcomes which undermine the crucial processes for building supportive relationships
- Shifting from work on young people's terms to a focus on surveillance and policing

Therefore the main aim of the established IDYW campaign was defending youth work as a democratic and emancipatory practice with young people. It defined this as:

- taking place in open-access facilities and settings which young people choose to attend;
- offering informal educational opportunities starting from their concerns and interests;
- working with and through their peer networks and wider shared identities;
- giving value and attention to their here-and-now as well as to their 'transitions';
- rooted in mutually respectful and trusting personal relationships – amongst young people and between young people and adults.

In February 2010 during the IDYW national conference an agreement was made to develop a *View from the Grass Roots* project (later renamed: *This is Youth Work: Stories from Practice*). The initial aim was to gather credible qualitative evidence of the value of youth work for young people and how its impacts were achieved.

Development process:

The project has been led by a group of some 10 In Defence of Youth Work (IDYW) activists: current and former youth work practitioners and managers and course tutors. More recently a group of young people/youth work users have also contributed.

Key steps/stages have been:

In 2010-11: Youth workers and young people's stories were generated, many through specially convened '*Youth work story-telling workshops*' based on the Socratic Dialogue approach to group analysis of a social issue or problem – developed in the UK by Professor Sarah Banks. Some of the stories emerging from the workshops were then written up, edited and anonymised for publication.

Based on the outcomes in October 2011, IDYW published the book. '*This is Youth Work: Stories from Practice*' it was launched in the UK Houses of Parliament.

In 2012 the stories from the book were used to shape and launch the recognition workshop concept '*This is Youth Work*' story-telling workshops aimed at clarifying and raising awareness of what is distinctive about youth work. In the 11 workshops held there were 330 youth workers, students, managers and trainers that took part. In 2013 the practice of story-telling workshops continued with another 10 workshops with 200-250 participants taking part. It was taken into account that, as large numbers of open access youth work facilities had closed down as a result of the UK Coalition Government's funding cuts, many participants were likely to be working in non-youth work (targeted) settings.

In 2014: 5 further story-telling workshop were run attracting nearly 100 participants and the second IDYW book is in preparation, it is focused on the use and facilitation of the story-telling process. Finally, following enquiries about this second book from some 12 European countries (+ an African country and from Australia), a European conference is being planned for the Spring of 2015 with a focus on youth workers sharing their practice experience through story-telling.

Objectives:

The main aims of the book and the follow-up workshops:

1. To provide authentic and credible qualitative accounts of the youth work process in order to illustrate what makes this a distinctive practice with young people
2. To illustrate the personal and collective gains young people can make via this practice

3. To provide politicians and other policy-makers with an accessible source of credible evidence on the value and impacts of youth work
4. Through the further use of the book in workshops, to provide those working in the youth work field with opportunities to clarify for themselves and with colleagues what is distinctive and valuable about youth work practice

Description of the tool:

The book 'This is Youth Work: Stories from Practice', accompanied with a DVD, contains twelve stories from youth work practice aiming at increasing the recognition of the distinct value of youth work by youth workers themselves, young people as their main target group, as well as other stakeholders (e.g. governmental decision makers). The book was developed in the framework of a larger campaign 'In Defence of Youth Work' and has been used as a basis for a series of storytelling workshops for youth workers, managers, trainers and students.

These workshops were tailored to meet the needs of different organisations and situations and start from where practitioners are now in their work, they aimed at:

- providing an opportunity for participants to explore what youth work practice means for them in their current settings
- through story-telling, describing, interrogating and analysing examples of that practice
- reflecting on the relationship of these examples to the emancipatory and democratic forms of youth work advocated by IDYW
- allowing practitioners to contribute to a wider sharing of youth work practice including writing up stories generated by the workshops for possible inclusion in the new IDYW book

The duration of each workshop was minimum three hours and the methodology was based on a 'Socratic Dialogical' process developed by Professor Sarah Banks of Durham University. During the workshop the participants in small groups have an opportunity to:

- choose a story offered by a group member as an example of their practice as a youth worker
- analysis this story in depth to clarify what makes the practice described distinctively youth work – and if not, how it is not
- consider possibilities for and barriers to this practice in their own work situations

In order to ensure the follow-up after the workshop, in addition to the flip charts notes made by facilitators during the sessions, more detailed notes are also taken by designated note-takers. These are the basis for participants, if they wish, to write up their stories after the workshops. IDYW also offers support in the drafting process.

Though its activities and the webpage the IDYW activists have maintained a stream of analysis, information and debate through mailings, this web site and latterly [our Facebook group](#).

Outcomes, results and impact:

Formal evaluations of the book's impact or of the follow-up workshops has not been feasible within IDYW's limited human and financial resources.

However, on-going feedback from the workshops and through social media and comments made at non-IDYW events have all indicated wide use of the book within the UK and more widely, and positive views on

its contribution to the understanding of youth work. The evaluative comments at the end of workshops have indicated that many have experienced these as meetings that met the objectives set for them.

The workshop programmes were reviewed in 2012 and 2013 and changes made in response to the changing political, organisational and financial circumstances in which youth work and youth workers are known to be operating in England currently.

Links and references:

- In Defence of Youth Work: <http://indefenceofyouthwork.com/about/>
- Book 'This is Youth Work – Stories from Practice': <http://indefenceofyouthwork.com/the-stories-project/>

Contact details:

Contact person: Bernard Davies

E-mail: davies@vip.solis.co.uk

Contact person: Tony Taylor

E-mail: tonymtaylor@gmail.com

Additional material to download:

- Book 'This is Youth Work – Stories from Practice'
- Workshop flyer 'This is Youth Work – telling and sharing stories of practice'

Name or title of the recognition tool/practice:**UNIQUE Learning Badges****Developed by:**

A European partnership of organisations: Association of Non-formal Education in Lithuania, Tipovej! (Slovenia), GOEUROPE! at.lkj) Sachsen-Anhalt (Germany), Cazalla Intercultural (Spain), Inducar (Portugal), Think Forward (United Kingdom)

Short description:

UNIQUE Learning Badges is inspired by the developments of Mozilla Open Badges and driven by the need to better recognise the non-formal learning of young people. Young people learn a lot through youth work activities but they find it quite difficult to name what they learn and explain this to others. Thus a European Partnerships was formed to create the UNIQUE Learning Badges platform which enables any organisation to design their unique recognition system and use Open Badges to reward learning and achievements.

Type of the tool/practice:

Self-assessment tool, Assessment tool, Certificate/Attestation, Portfolio, Website/Platform/Blog

Recognition dimensions addressed by the tool/practices:

Self-recognition, Formal recognition

Level of influence of your tool/practice:

Organisational, National, International

Target group(s) for the tool/practice:

Any learner from 13 years of age and above. Youth work organisations. Youth workers and any educators willing to improve their recognition practices.

Background and the context of development of the tool/practice:

The partnership of organisations that has developed UNIQUE Learning Badges has a vision to contribute to the world where all learning: formal, non-formal and even informal can be valued, recognised and accredited by learners, and by others. The idea was born based on their previous initiatives and projects with young people and from practices of other partner organisations in Europe. These organisations observed that young people learn a lot by being involved in youth work activities but that they find it quite difficult to name what they have learned and to explain this to others. They were also getting feedback from those outside the youth work context that they also did not understand what people learned out of the formal education settings. Therefore they wanted to respond to the need to create better tools that would enable youth workers, and organisations alike, to better recognise learning whenever and wherever it happens. In order to achieve this they have found a possibility through utilising Mozilla Open Badges.

Development process:

The initial phases of the UNIQUE Learning Badges development took 18 months and was co-funded by the European Union's Youth in Action Programme. Partners from 6 European countries were involved in developing and piloting Open Badges in their youth work practice.

The online accreditation platform <http://unique.learningbadges.eu> was the central development of UNIQUE Learning Badges. Project partners met several times in person and numerous more times online to, first understand and analyse the existing recognition tools online and reflect how these fitted to their specific needs and youth work context. Then they organized an international training course which gathered youth workers from their organization to learn and exchange information on recognition tools (video from the training course: http://www.youtube.com/watch?v=tmJJGgQX_Fk). They also organized several innovation transfer workshops in the participating countries to share the developments with other youth workers and organizations and collect their feedback. Finally, they developed and piloted UNIQUE Recognition Systems powered with Open Badges in their own organizations and activities with young people. They concluded and evaluated their experiences and the use of the platform during the international evaluation seminar.

Objectives:

- To improve the quality of support for participants of youth (work) activities by offering customised recognition tools – digital learning badges for their reflection on personal non-formal learning processes and learning outcomes
- To develop the capabilities of youth (work) organisation to achieve better social recognition of their youth (work) activities through the integration of customised recognition systems into their youth (work) activities
- To improve employability of young people and youth workers by offering them better tools to reflect on and share their learning achievements reached within the youth field
- To transfer the best practice of the Youthpass recognition system by disseminating and using the project results beyond the current programme to non-formal education contexts on national, regional and local levels

Description of the tool:

Badges are not a new idea. Scouts have been using badges to recognize the various skills and achievements of their members for years. Players of video games unlock various trophies by completing game missions. Web developers use badges to encourage wanted behaviours of internet users. Similar ideas lie behind the use of digital badges for life-long learning. They should help to recognize knowledge, skills, attitudes and achievements of learners in various learning contexts. They should bring game features into the learning process and encourage wanted behaviours. Digital badges are visual representations of learning outcomes and achievements.

Any educational organization can design their unique system of badges online and issue them as part of their educational activities. UNIQUE Learning Badges offers an online accreditation platform (<http://unique.learningbadges.eu>) and various other tools to support the recognition process.

Badges are digital credentials that are aligned to Mozilla's Open Badges standard. Any badge has a visual image containing the meta-data – information about the learning activity, criteria, achievements, evidence and other relevant information to back up the recognition process with digital data.

Open Badges can be issued by organizations through various types of assessment, both online and offline, including the self-assessment and automatic assessment activities. Once claimed, the Open Badge becomes the property of the learner. Learners can decide to push their badges to their learning profiles online (e.g. on UNIQUE Learning Badges platform and/or Mozilla Backpack). Later these badges can be grouped and shared online via social networks, personal web-sites, added to online and offline resumes.

Outcomes, results and impact:

In June 2014 the organisations from the UNIQUE Learning Badges partnership organised the Evaluation meeting of the project partners and involved people. They concluded that the key achievement of the project was the functioning platform that enables any organisation to design badge systems and issue badges as tools for recognition. The partners also concluded and presented their badge systems applicable in various youth work contexts (e.g. Youth in Action (now Erasmus+): youth exchange, EVS and training projects. As well as youth entrepreneurship trainings, organisation's volunteer programmes, and other activities).

Several examples were coming from the participating countries, including the following three cases from Slovenia:

1. Ti Povej! – Brave. Creative. Entrepreneurial. This organisation started using the badges to record the achievements of learners within their 30-hour programme 'Brave. Creative. Entrepreneurial.' that encourages creative thinking and entrepreneurship
2. Youth Aid Centre Association's (YACAs's) Ecosystem for 'badging' (=giving/awarding using virtual badges) for volunteers progress. It's a simple system that shows a step-by-step process for becoming an independent youth leader in their organization
3. KUD Pozitiv started issuing the learning badges for the achievement of participants in their Being Citizen workshops and the engagement in the production of the final presentation in the project

All these systems, and many others (from Spain, Germany, Lithuania, etc.), are presented in the final publication of the UNIQUE Learning Badges project. This publication also highlights the impact of badges and lessons learned about the use of the badges as a means for gaining better recognition of learning in non-formal learning.

Links and references:

- Official website: <http://www.learningbadges.eu>
- Badge issuing platform: <http://unique.learningbadges.eu>
- Facebook page: <http://www.facebook.com/LearningBadges>
- Youtube videos: http://www.youtube.com/watch?v=tmJJQgQX_Fk
- <http://www.youtube.com/watch?v=huAHBwJBxhA>
- Twitter: https://twitter.com/Learning_Badges
- Ti Povej! Learning badges: <https://www.youtube.com/watch?v=huAHBwJBxhA>
- KUD Pozitiv learning badges:
http://www.pozitiv.si/biti/index.php?option=com_content&task=view&id=202&Itemid=128

Contact details:

Contact person: Nerijus Kriauciunas

E-mail: nercas@email.lt

Additional material to download:

- Publication on UNIQUE Learning Badges project
- Article 'Unique learning Badges to recognise non-formal learning in European Youth Work'

Name or title of the recognition tool/practice:**Unlocking Doors to Recognition****Developed by:**

This publication was written by two authors, Darko Markovic and Gülesin Nemutlu Ünal, both of whom have extensive experience in the field of recognition, learning, education and youth work. It was written with the support of SALTO Training and Cooperation Resource Centre, SALTO South East Europe Resource Centre and the Slovenian National Agency.

Short description:

This practical handbook aims at helping interested youth workers and youth organisations develop their own strategies for better recognition of youth work and/or non-formal learning in their own context. The handbook is a combination of relevant, easy-to-access, background knowledge and a series of hands-on exercises helping the readers reflect and work out their own involvement in the selected recognition 'adventure'.

Type of the tool/practice:

Publication/Handbook

Recognition dimensions addressed by the tool/practices:

Self-recognition, Social recognition, Formal recognition, Political recognition

Level of influence of your tool/practice:

Organisational, Local/Regional, National

Target group(s) for the tool/practice:

Youth workers and youth organisations interested in starting working on better recognition of youth work and non-formal learning in their own context. In addition to those groups, the handbook could be useful to other actors in the youth field (e.g. policy makers, trainers, researchers).

Background and the context of development of the tool/practice:

Since 2000 the recognition of non-formal learning and youth work has become a 'hot topic' on European educational and youth policy agendas. At the same time, there has been a need to strengthen the 'bottom-up approach' and see what are the needs of youth workers and youth organisations to get engaged in the recognition processes within their own contexts. After the long-term training course 'Let's Train: Recognition of Non-Formal Learning in Youth Work' (2010-2011), it was clear that there was a need to assist youth workers and youth organisations in developing their own strategies for recognition, starting from the identified needs in their own realities. This is why this handbook was created – to provide accessible background knowledge on the topic of recognition and practical guidelines on how to start working with this complex issue.

Development process:

The handbook was developed as a follow-up to the long-term training course 'Let's Train: Recognition of Non-Formal Learning in Youth Work', realized from 2010-2011 and was written with the support of SALTO Training and Cooperation Resource Centre, SALTO South East Europe Resource Centre and the Slovenian YIA National Agency. It offers both conceptual inputs and practical exercises aimed at helping the reader in

deepening the understanding of recognition and setting concrete strategies appropriate to their own context.

Objectives:

The main aim of the handbook is to assist youth workers and youth organisation develop their own strategies for better recognition of youth work and/or non-formal learning in their own context.

Description of the tool:

In its first part the handbook provides an overview of the European policy developments in the field of recognition of youth work and non-formal learning, as well as reflections on the value of youth work and why to get engaged in the recognition process. In its main part, it provides a series of exercises that can help the interested persons/organisations start working on their own recognition strategies.

The promoted approach in setting up a recognition strategy is summarised in the following 7 steps:

1. Know your context – being knowledgeable about the needs for recognition
2. Visioning the recognition – having clarity about the desired state of recognition
3. Choose your recognition adventure – clarifying what needs to be recognized and how
4. Get to know the policies – knowing the relevant policies at national and European level
5. Create partnerships – performing the stakeholder analysis and building coalitions
6. Plan for recognition – setting a concrete plan of action
7. Act, monitor and adapt – implementing the plan and being able to adapt it along the way

The approach sees the work on recognition as both *advocacy and learning* and underlines the need for openness and for learning from the leading actors and a readiness to communicate and exchange with actors outside the youth field.

The handbook has been published in an electronic version and a printed publication and was widely disseminated in the youth field. The authors hope it will inspire many local and national initiatives on recognition in the future.

Outcomes, results and impact:

The handbook has served as an open-resource, free to download from the Youthpass website. It is hard to estimate its impact, but the statistics show that it has been downloaded 4,307 times from the Youthpass website and 1,242 times from the webpage of SALTO South East Europe, at October 2014. It has been presented in several conferences and symposia as a good practice and a valuable tool for supporting recognition.

Links and references:

- To download the handbook in English or German language :
<https://www.youthpass.eu/en/youthpass/downloads/>

Contact details:

Contact person: Darko Markovic, co-author

Email: darko@inside.co.rs

Contact person: Gülesin Nemutlu Unal, co-author

Email: gulesinemutlu@gmail.com

Contact person: Kristiina Pernits, SALTO TC RC

Email: pernits@jfemail.de

Additional material to download:

- Unlocking Doors to Recognition handbook

Name or title of the recognition tool/practice:**Valorise-Toi (Empower Yourself)****Developed by:**

Scouts et Guides de France

Short description:

‘Valorise-toi’ is a practical and easy-to-use self-assessment tool enabling young scout leaders to translate the competences gained in the scout movement to the ‘employer’s language’. The tool aims at building the self-confidence of its users, as well as contributing to their better employability. The tool is currently available in 7 languages: French, English, Spanish, Danish, Serbian, Polish, and Czech.

Type of the tool/practice:

Self-assessment tool

Recognition dimensions addressed by the tool/practices:

Self-recognition, Social recognition

Level of influence of your tool/practice:

Organisational, Local/Regional, National, International

Target group(s) for the tool/practice:

Youth workers and young leaders in the Scout movement.

Background and the context of development of the tool/practice:

This tool was developed in the framework of the National Working Group of Scouts et Guides de France, ‘Young Adults-Rover Section’ which was dedicated to the question of giving just value to skills acquired in volunteering. It’s about gaining recognition in university and professional fields from the richness, the diversity and the seriousness of skills acquired and used in the framework of the role as a Leader of the Scout Movement. It took 2 years to develop the tool and was published in 2010.

Development process:

French Scouts and Guides developed a tool called ‘Valorise-toi!’, which was later translated into English as ‘Empower yourself!’. A series of workshops was run at the Worlds Scouts Jamboree in 2011 in Sweden on the topic. It aims at helping scout leaders to realize the competences developed in the Scouting environment and how to translate this 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. The material collated also helps with the designing of a personal development plan.

Objectives:

To provide a tool for the self-assessment of competences which Scout leaders have gained in the Scouting environment and how to translate these competences into a more ‘professional’ language for employers, thus preparing for the situation of a job interview

Description of the tool:

This tool guides young adults from the Scouting movement in assessing the 5 competence areas (skills) that are typically developed in the Scouting context:

- Organizational skills
- Responsibility, sense of initiative and analytical skills
- Relationship skills
- Intercultural skills
- Technical and artistic skills

After this step the tool guides its user into a deeper analysis of the assessed skills and supports the user in putting them into perspective (e.g. career choice or educational objective). Finally, the tool provides hints on how to translate the assessed skills into a more professional language, preparing the user for the situation of a job interview.

Outcomes, results and impact:

The tool is currently available in 7 languages: French, English, Spanish, Danish, Serbian, Polish, and Czech. Since its launch in 2010, it was well spread during the year of volunteering and it was well promoted and used in the World Scout Jamboree of 2011. An informal estimation by the organizers indicates that more than 30,000 person have used it just in France. The figures are larger when taking into account the translations of other national Scout organisations in Europe.

The feedback from the employers is very positive and they seem to be interested in this approach developed by the Scout organisation. The positive feedback comes also from the users, who seem to gain better awareness of the competencies developed within the Scout movement and who felt more confident in presenting them in the job interview. The real evaluation of the tool and its impact will be organized in the near future.

Links and references:

- <http://euroscoutinfo.com/2012/02/27/how-to-translate-your-scouting-skills-to-the-language-of-employers/>

Contact details:

Contact person: Elise Drouet

E-mail: eurocitoyen@sgdf.fr

Additional material to download:

- Empower yourself

Name or title of the recognition tool/practice:**Youthpass****Developed by:**

SALTO Training and Cooperation Resource Centre at JUGEND für Europa (German National Agency for Erasmus+ Youth in Action), commissioned by the European Commission

Short description:

Youthpass is a European recognition strategy and tool for non-formal and informal learning in youth work, available for projects of Erasmus+ Youth in Action. The Youthpass can help young people to analyse their learning process and outcomes, as well as helping youth workers reflect on their own learning when taking part in training activities. The knowledge, skills and attitudes that have been developed in the project can be described within the framework of the European Key competences for lifelong learning, the set of competences needed in order to be active citizens within the future Europe.

Type of the tool/practice:

Self-assessment tool, Publication/Handbook, Certificate/Attestation, Website/Platform/Blog

Recognition dimensions addressed by the tool/practices:

Self-recognition, Social recognition, Political recognition

Level of influence of your tool/practice:

International

Target group(s) for the tool/practice:

Youthpass is the recognition tool for the participants of the projects supported by Erasmus+ Youth in Action (2014-2020) and the Youth in Action Programme (2007-2013). It includes young people as well as youth workers and other people involved in the youth field, professionally or as volunteers.

Background and the context of development of the tool/practice:

Youthpass was developed as a response to the mid-term evaluation of the YOUTH Programme (2000-2006), which recommended that new ways should be found to provide broader recognition, together with concrete instruments to make learning outcomes more visible, for participants of relevant activities. Youthpass was developed as a recognition tool and strategy for the Youth in Action Programme, to create more visibility for international youth work activities funded by the European Union, the competences developed in these projects, as well as to support the individual reflection processes.

Development process:

In 2005 the European Commission assigned the SALTO T&C RC based in the German National Agency (NA) for the YiA Programme to develop Youthpass. It has been, and will continue to be developed step by step for all the relevant activity formats of the EU youth programme. The Youthpass Advisory Group, with representatives of main stakeholder groups (the European institutions, youth workers, National Agencies, trainers...), has been accompanying the whole process of Youthpass development.

Overview of Youthpass developments April 2005 – October 2014:

2005	The SALTO T&C RC starts the development of Youthpass
2006	Test phases – Youthpass for Youth Exchanges, EVS and TCs
2007	<ul style="list-style-type: none"> - Official adoption of the Youthpass implementation by the YiA Programme Committee, retroactively valid from January 2007 - Launch of the website www.youthpass.eu, with Youthpass certificates for Youth Exchanges and EVS available in English
2008	<ul style="list-style-type: none"> - Since the beginning of 2008, translations of website and certificates - Youthpass certificates for TCs are available - Youthpass available for centralised projects
2009	<ul style="list-style-type: none"> - Publishing of the Youthpass Guide - Youthpass certificates for Action 3.1 (Youth Exchanges and TCs), providing the certificate also to the neighbouring regions - Youthpass certificates for AMICUS
2010	- Youthpass for Youth Initiatives (Action 1.2)
2011	- The Key competences are integrated into the Youthpass certificates for Youth Exchanges (Action 1.1/3.1)
2012	- Launch of Youthpass for Training & Networking activities (seminars, partnership building and networking activities, etc.), replacing the earlier certificates for TCs
2013	<ul style="list-style-type: none"> - Youthpass for Youth Democracy projects and for Structured Dialogue - Publication of the Youthpass Impact Study - Planned next stops for Youthpass beyond Youth in Action
2014	- Adjustment of Youthpass certificates for Erasmus+ programme

An important milestone in the recent history of Youthpass is the Youthpass Impact Study (2013) that analysed the impact the tool has had on the participants of the Youth in Action Programme as well as on the organisations and youth work in more general, and suggests ways forward. The study also lists all the important milestones of the Youthpass development.

Objectives:

The main aims of Youthpass are:

- supporting the reflection on the personal learning process and outcomes
- supporting active European citizenship of young people and youth workers
- contributing to social recognition of youth work
- supporting the employability of young people and youth workers

Description of the tool:

The organisations that receive the grant from the EU youth programme, need to inform the participants of the projects about the nature and benefits of Youthpass. If the participants wish, they have the right to receive Youthpass, including the support to reflect on their learning during the project.

Youthpass contains two main elements:

1. the 'Youthpass process' which implies planning one's learning from the preparation phase of the project under the Youth in Action Programme onwards and reflecting on one's personal and professional development throughout the implementation and evaluation phase
2. the 'Youthpass Certificate' which is the result of this learning and reflection process. The certificates are issued by the organisations, with the help of the online tool at www.youthpass.eu

The Certificate itself is divided into three main parts. The first part (and page) consists in a confirmation of participation. It includes the name of the individual participant, the date and town/country of birth and the basic details of the course such as title, dates, and venue. It also provides a description of what a training course is, based on the Programme Guide of Erasmus+ Youth in Action / YiA.

The second part (and page) includes an individual description of activities undertaken, with a summary of the partner organisations, of the aims and objectives of the activity and if desired, the number of participants who took part in the project.

These two first pages of the Certificate are followed by an optional number of pages, in which the participant's learning outcomes are described using the Key Competences for Lifelong Learning. After a short introduction to the Key Competences, participants can add a summary of their learning outcomes. There is also space for participants to describe any further specific competences gained during the course. All fields are optional. If there is no entry in a particular field then that field does not appear on the Certificate.

Key in the 'Youthpass process', is the dialogue between the participant and fellow participants (and/or a trainer/mentor/youth worker), this is the basis for encouraging reflection about one's learning and the Key Competences. Indeed, it is the participant who describes and illustrates the learning process and outcomes, based on the self-assessment process. Space is also provided to give further references – for example, from a member of the trainers' team – at the end of the Certificate.

Outcomes, results and impact:

Since the launching of Youthpass in July 2007 till October 2014, 343,120 Youthpass certificates have been issued by 13,598 organisations realizing more than 28,000 projects. Youthpass is available in 25 languages.

The Youthpass Impact Study (2013) highlights that organisation representatives generally appreciate the effects of Youthpass on the quality of youth work and on the fact that it contributes to the quality of projects and to making organisations better aware of new methods. Participants acknowledge that Youthpass helps communicate the importance of NFE/L and increases awareness about what the main achievements of a given projects are. The training of youth workers and trainers on Youthpass are also considered an essential element to ensure the quality of the Youthpass process. The focus groups interviewed during the research process appreciated the framework and the time allowing reflecting on and evaluating of the projects' learning elements. Trainers, mentors and youth workers become more aware of what and how participants learn. The dialogue process – a new element even for some of the youth workers – increases the quality of the reflection.

With regard to the topics of recognition of NFE/L and the quality of youth work, it appears that approximately 80% of participants agreed that Youthpass fosters the social and individual recognition of non-formal learning, it helps communicate the importance of it, and increases the usefulness of the project for participants. Youthpass widens young people's and project organisers' understanding and competence of learning and broadens the view of what they learned during the project. By influencing the ways organisations reflect on the learning achieved in the projects, Youthpass has contributed to the quality of youth work in youth organisations and youth projects.

With regard to employability, entrepreneurship and further education, between 50 and 80% of respondents think that Youthpass enhances chances of young people especially when they apply for a

traineeship or internship, employment or further education. Between 70% and 80% of participants planned to use Youthpass when applying for a job. More than 40% of respondents saw the potential of using Youthpass when applying for higher education or setting up a business. Young people's appreciation of Youthpass's relevance to their chances in the labour market was reported to be greatest in the period immediately after the end of the project, and then reduced over time.

When it comes to the organisations, it seems that their representatives tend to have higher expectations towards the value of Youthpass in enhancing young people's chances to succeed than young people themselves.

In relation to the Youthpass process and the self-assessment, four out of five respondents reported having received all the necessary information and assistance to fill in Youthpass in a clear and understandable way. 87% of respondents said that they described the skills and competences acquired during the project in the Youthpass certificate. The framework of the eight key competences was generally perceived as a useful tool to describe the projects' learning outcomes but appear at the same time as relatively abstract and complex.

Links and references:

- Youthpass website: www.youthpass.eu
- Youthpass impact study: <https://www.youthpass.eu/en/youthpass/downloads/youthpass-impact-study/>
- Youthpass Guide: <https://www.youthpass.eu/en/youthpass/guide/>
- Youthpass Unfolded: <https://www.youthpass.eu/en/youthpass/downloads/handbooks/>
- Youthpass video: <https://www.youthpass.eu/en/youthpass/downloads/video/>
- European Inventory on the Validation of Non-formal and Informal Learning 2010-Case Study: Youthpass – Recognising the non-formal learning of young people in Europe: <http://libserver.cedefop.europa.eu/vetelib/2011/77638.pdf>
- Evrard Markovic, G. (2014): Mapping study on the EU practices in recognition of competences gained through non-formal learning in youth work for the employability of young people, NAPOR: <http://napor.net/images/pdf/mapping%20study.pdf>

Contact details:

Contact person: Rita Bergstein

E-mail: rita@salto-youth.net

Additional material to download:

- Youthpass certificate sample
- Youthpass leaflet for young people
- Youthpass leaflet for youth workers