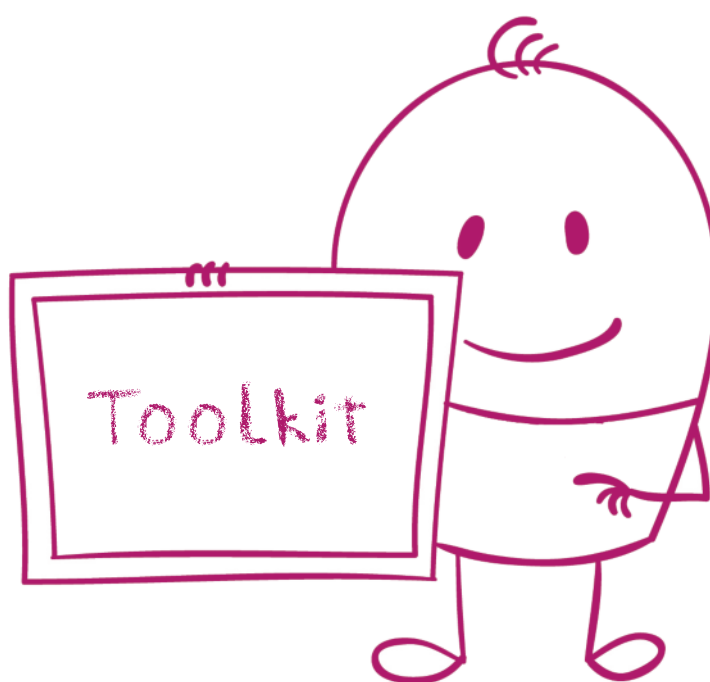


Recognising Learning in Youth Exchanges

A Hands-On Toolkit





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Edited by: Youth Work Service, Léargas

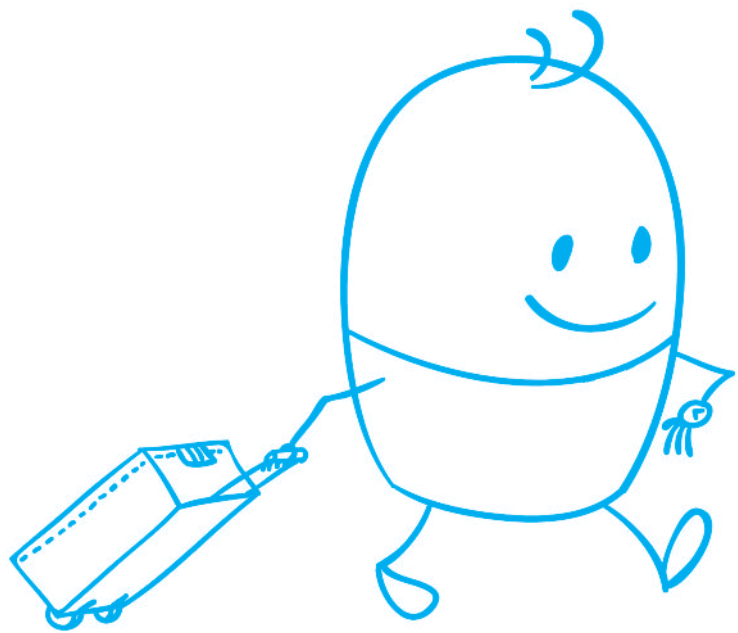
Design: Revision Design

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Contents

1.	Introduction	4
2.	Youth Exchanges Stages	6
3.	What is Youthpass?	7
4.	Recognising Learning	10
5.	Activities	11
6.	Case Studies	31
7.	For Managers	34
8.	Further Resources	37

1. Introduction

This resource is designed to equip those working with young people in Youth Exchanges to recognise and capture the multiple learning experiences they will have. Every young person will experience a youth exchange in their own unique way and while there may be common learning for all participants it is important that each individual has the opportunity to reflect on their personal journey.

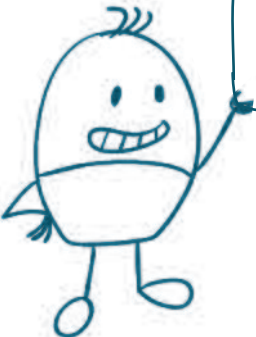
Why is it important to recognise learning in Youth Exchanges?

All youth workers see young people progress and develop as they participate in activities. However, we do not always document, record or capture this development, for many reasons, we don't have time, we don't know how to capture subtle changes, we are not encouraged to do it. This resource aims to show you how recognising learning can become an integral part of your youth work practice. We think this is important for a number of reasons, including:

- Social recognition of youth work. Young people learn many important life skills in youth work activities. A process for recognising learning makes this visible.
- Supporting young people's lifelong learning/further education. It is important that young people recognise their own participation and their own learning journey. Recognising learning is not just about handing out a certificate at the end of a project, it is above all a process. Youthpass as part of a youth exchange supports young people to learn how to organise and direct their own learning. They become more empowered about their own personal and professional development as a result.
- Supporting young people to find employment. As a result of being involved in their own learning, young people can articulate what their skills, knowledge and interests are. Receiving a Youthpass as part of the youth exchange provides a widely recognised certificate that they can use when applying for a job or for further education and training.

What is in place to recognise this learning?

Youthpass was introduced by the European Youth in Action Programme in 2007, with the aim of helping youth workers and young people all over Europe recognise the learning taking place in European Youth Exchange projects.



When young people take part in a Youth Exchange they will be involved in preparing the programme, taking part in the activities and will take up certain responsibilities. They get many new experiences from which they can learn a lot. By reflecting regularly on their personal learning during the exchange, they become more aware of their own learning. That will also enable them to recognise their learning potential. The Youthpass certificate handed out at the end of the project serves for the participants as a document to show their learning outcomes to others, and as a confirmation of their own perception on their learning outcomes and potentials.

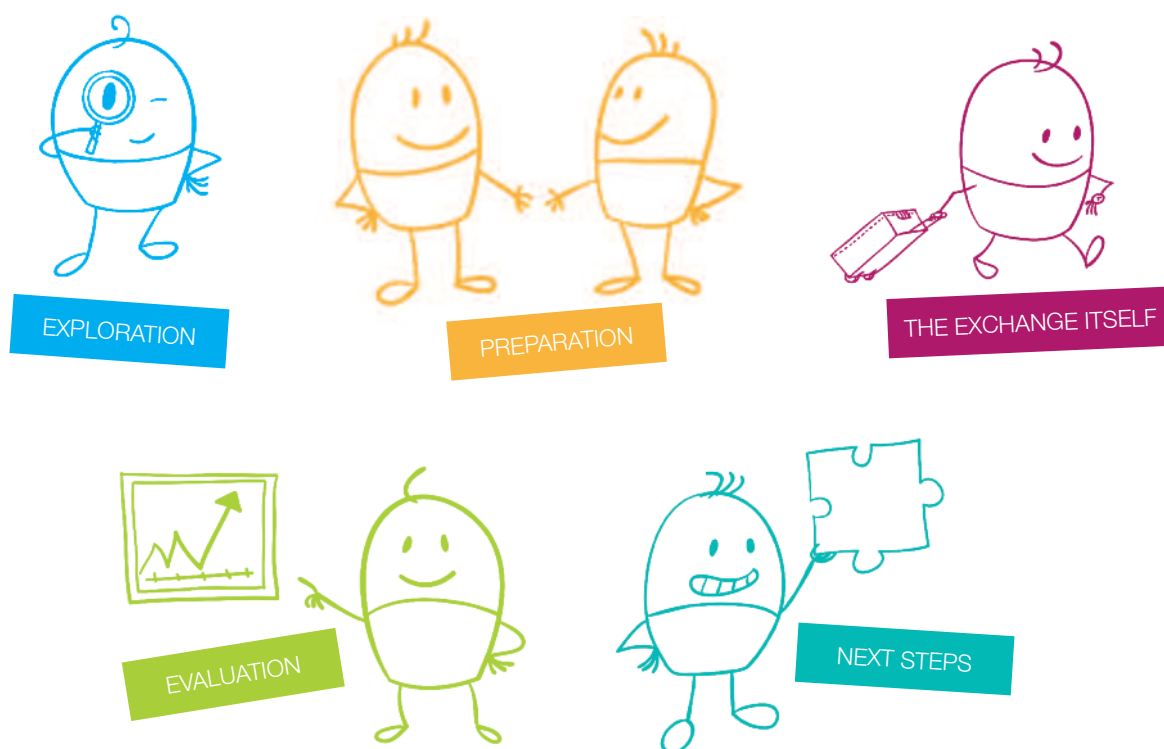
(Source: Youthpass Guide, 2009, SALTO Training and Cooperation Centre.)

This activity guide is meant to complement your skills as a youth worker during all phases of a Youth Exchange through:


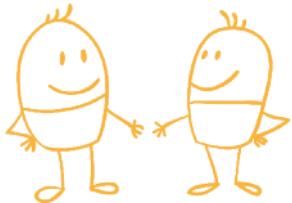
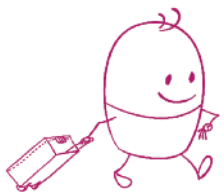

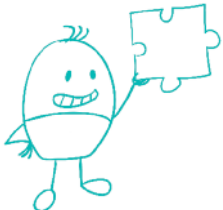
- Reflecting and exploring Non-Formal Learning (NFL) and the competence Learning to Learn (L2L)
- Trying out some reflection activities provided. The guide should be used as part of a deliberate reflection component within any youth exchange.
- Discovering Youthpass- what it offers, how it works and practical know-how to use to record learning in a certificate.
- Taking inspiration and knowledge from the experiences of some youth workers that have already gone through the Youthpass in youth exchanges process.
- Giving you links for further references and support documentation

We encourage you to take a look through the activities to see what you may and may not be familiar with. The activities included are not intended to replace what already works with your group. We encourage you to use at least one activity that takes place before and after the exchange to help gather baselines and then monitor any changes in Skills, Attitudes or Knowledge. We hope that this guide proves useful, inspirational and motivating to encourage reflective learning practices.

Throughout the Activities section we use the following icons to indicate at which stage it may be appropriate to use that particular activity.



2. Youth Exchange Stages

	STAGE	WHAT HAPPENS	LEARNING
EXPLORATION		<ul style="list-style-type: none"> Deciding why the group want to do a Youth Exchange, building motivation and commitment Exploring how to do it Finding a partner Building the group who will travel or host the exchange Exploring relevant themes and ideas 	<ul style="list-style-type: none"> Forming a group Communicating with local organisations Communicating with funders Researching a theme Generating ideas Planning actions Reflecting on learning aims
PREPARATION		<ul style="list-style-type: none"> Getting to know your partners Setting Group Contract(s) Planning and scheduling Involving families, friends and the local community Preparing and sending in the funding application to Léargas Setting up Task Groups Keeping in touch with the funding agency (Léargas) Researching themes of the Youth Exchange Planning and booking travel accommodation Organising and implementing an Advance Planning Visit* 	<ul style="list-style-type: none"> Communicating with partners Making an application for funding Developing a programme and timetable Building relationships Making decisions as a team Calculating budgets Establishing learning objectives Designing activities for the Exchange Deepening awareness of the theme Promoting the Exchange in the media Exploring the language and culture of partners
THE EXCHANGE		<ul style="list-style-type: none"> Travelling to exchange venue whether hosting or travelling Getting to know each other Implementing the planned schedule of activities Reviewing how things are going Evaluating (part one) 	<ul style="list-style-type: none"> Knowledge about the partner, their country and culture Deeper knowledge of the Exchange theme Group dynamics Conflict resolution Language and communication skills New methods of cultural expression Monitoring and measuring learning
EVALUATION		<ul style="list-style-type: none"> Evaluating (part two) Preparing report Analysing the exchange and final reflections 	<ul style="list-style-type: none"> Monitoring objectives Getting a Youthpass Self and group reflection Self-expression Reporting Calculating budgets
NEXT STEPS		<ul style="list-style-type: none"> Communicating with partners Planning the second leg of the exchange Planning future projects Sharing learning with the community and media Submitting the report 	<ul style="list-style-type: none"> Communicating outcomes of the Exchange to the local community and the media Sharing and celebrating learning Setting new learning objectives Developing new ideas

(Adapted from: Guide to Youth Exchange Project Management, by Léargas, 2002. Available in the Resources section of www.leargas.ie/youthinaction)

*An advance planning visit gives the opportunity for a leader to travel to the exchange venue to work with exchange hosting partners to finalise logistics, roles, responsibilities etc prior to the actual exchange.

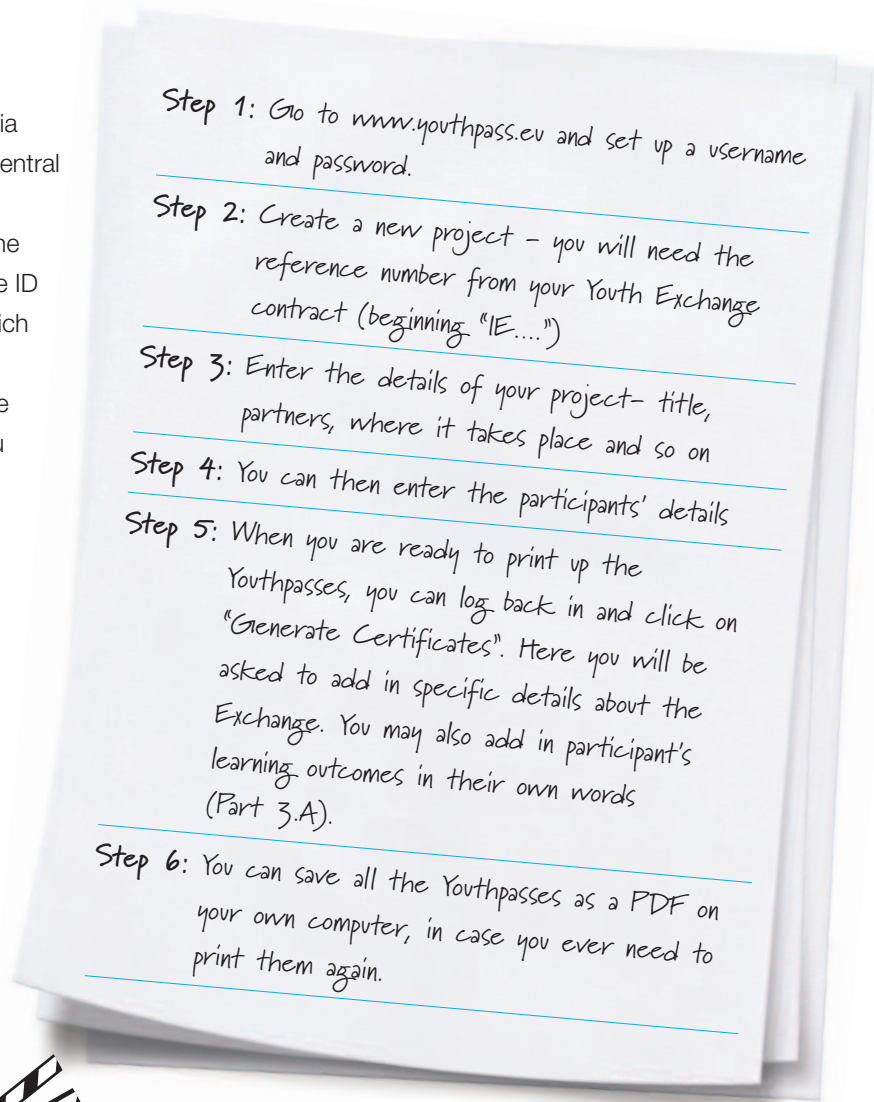
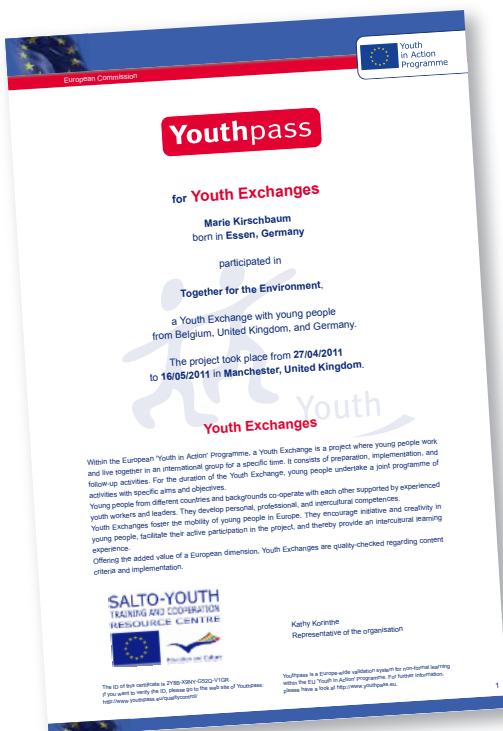
3. What is Youthpass?

The simple answer is that Youthpass in Youth Exchanges is both a *process* of reflecting on learning gained through an experience and a *product*; a certificate which confirms participation in a Youth Exchange. The Certificate describes the activity, confirms the involvement of the participant and also offers the option of describing the learning that took place.

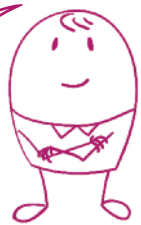
On a broader level, Youthpass is about recognising the value of non-formal learning that takes place during youth work. (Source: SALTO Training and Cooperation Centre)

Getting Your Youthpass

Youthpass certificates are created online via www.youthpass.eu. They are stored in a central database for security reasons and to help create a replacement Youthpass if someone loses theirs'. Each Youthpass has a unique ID number at the bottom of the first page which will allow people to check whether the Certificate is genuine. As soon as you have signed the contract for your Exchange you can go to the website and start the Youthpass process.



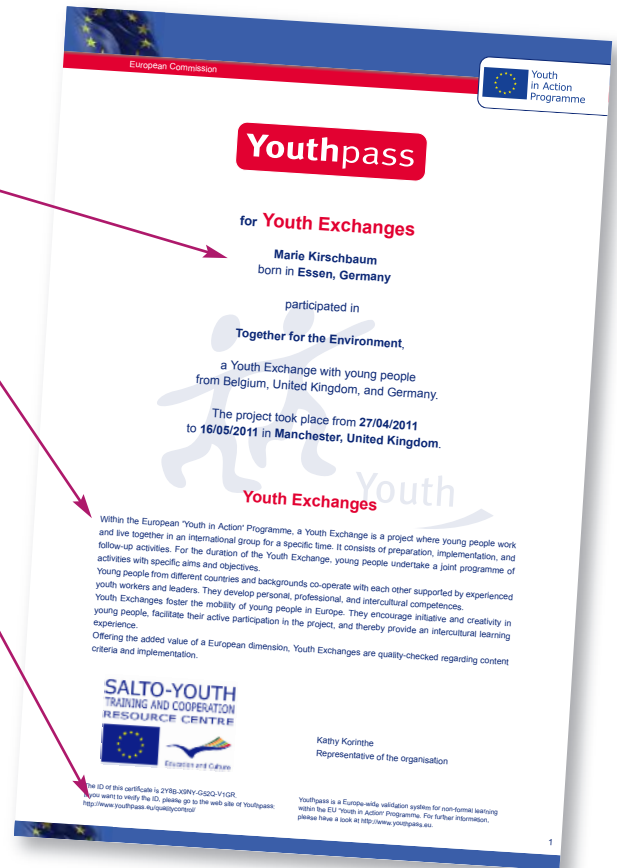
You might also like to watch this amusing video with your group, explaining the "what" and "how" of Youthpass. Part 1 shows the story of Youthpass in a Youth Exchange:
<https://www.youthpass.eu/en/youthpass/downloads/video/>



Youthpass - page by page

Part 1. A: Basic information about the participant and the exchange to confirm participation.

Part 1. B: A description of Youth Exchanges so that people not familiar with European Youth Work can understand what they are about. This part also has a signature of the person legally responsible for the project and a unique ID code is featured.

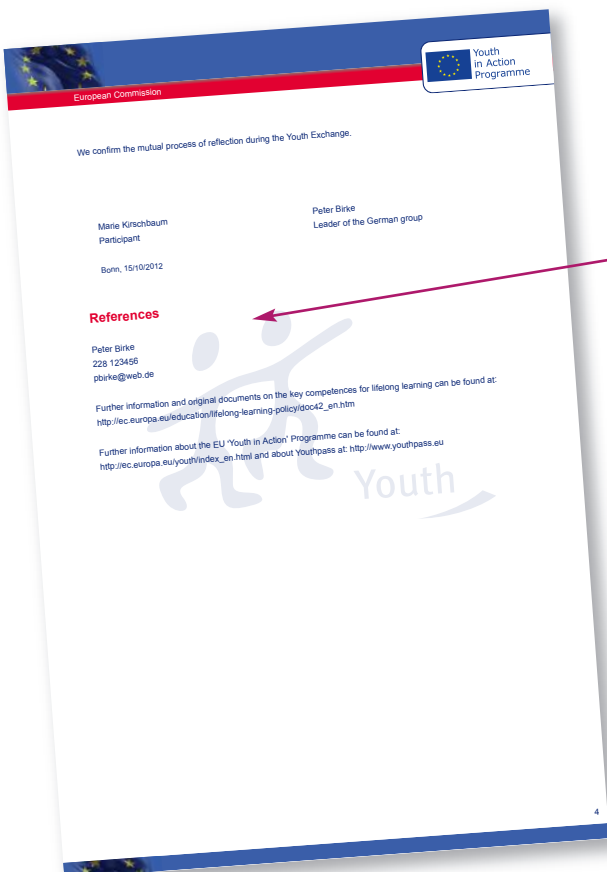
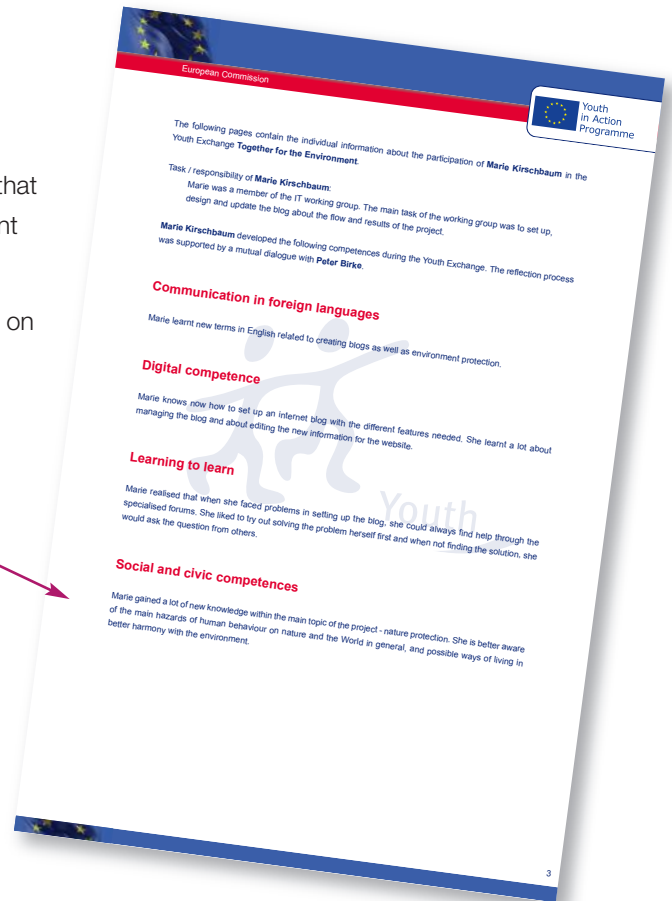


Part 2: This section describes the specific Youth Exchange, its title, partner organisations, aims and main activities.



Part 3. A: A description of the participant's learning in their own words under the headings of key "competences" (there are up to 8 competences that can be used). There is no limit here for the amount of words a participant can use.

The activity 'Introducing the 8 key competences' on page 24 gives an introduction to the Youthpass competences.



Part 3. B: Finally, the participant themselves signs the certificate and their youth leader also signs. Contact details for the youth leader as a reference are included.

(For a more detailed description of the certificate and a full explanation of key competences please see the Youthpass Guide www.youthpass.eu.)

4. Recognising Learning

What is Learning to Learn?

There is no single, agreed definition of Learning to Learn. However, we can say that it is about becoming aware of our learning and developing the ability to manage and direct it. This is often difficult for us to get our heads around because many people have not had an explicit focus on learning to learn in their formal education experience. In school, we learn, without ever consciously exploring what this means or how we prefer to learn. This amazing reality is more evidence of the value of youth work and non-formal learning.

Why is Non-Formal Learning Important?

Non-Formal Learning (NFL) is considered a special feature of youth projects deserving of attention, for many reasons. Not least of these is that it empowers young people to be in charge of their own learning.

Non-Formal and informal learning enables young people to acquire essential competences and contributes to their personal development, social inclusion and active citizenship, thereby improving their employment prospects. NFL activities... are complementary to the formal education and training system.



(Source: Youth in Action Programme Guide, 2012)

There are a number of principles of NFL which all European youth projects should adhere to:

- Learning is intended and voluntary
- Learning is facilitated by professional people (such as youth workers) or volunteers
- Learning activities are planned but do not have a curriculum
- Learning activities are relevant to specific target groups and have specific ways of being documented that relate to the group and the activity

When we consider how diverse youth work is and how varied the learning that takes place for young people can be it can seem a challenging task make all of this learning visible in one place! Youthpass aims to do just that—by supporting an ongoing process of documenting and measuring learning AND providing a self-assessed *product* (the certificate) that captures a young person's learning at the end of a specific project.

You can find more sources on Learning to Learn and Non-Formal Learning in the Further Resources section of this publication.

Non-Formal

Learning which is embedded in planned activities not explicitly designated as learning (in terms of objectives, learning time or learning support) but which contain an important learning element. Non-formal learning is intentional from the learner's point of view. It typically does not lead to certification.

Informal

Learning resulting from daily work-related, leisure or family activities. It is not organised or structured (in terms of learning objectives, time or support). Informal learning is not intentional from the learner's point of view. It typically does not lead to certification.

Formal

Learning that occurs in an organised and structured context (in a school, training centre or on the job) and is explicitly designated as learning (in terms of objectives, time or learning support). Formal learning is intentional from the learner's point of view. It typically leads to certification.

1. Body Maps

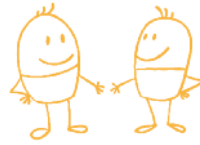


Aim: To establish a conscious learning environment that informs the design of the exchange

At what stage of a YE would you use this?



EXPLORATION



PREPARATION

Time: 60 minutes

Materials: Large sheets of paper, markers, pens, old magazines, paper glue.

Consider: Some people prefer to express themselves using words and others images, encourage them to do it in any way they feel best suits their ability.

What knowledge should I have as a youth worker before I do this? You might find it interesting, but not essential to read about the Boyatz Theory of Self Discovery

Stages of Discovery:

- 1 – The Ideal Self (Best of who I can be)
- 2 – The Real Self (Person I am right now)
- 3 – My Learning Agenda
- 4 – My new Thoughts, Feelings, Behaviours

Sources: <http://www.salto-youth.net/tools/toolbox/tool/supporting-learning-process-of-young-people.1322/>

Alternative: Using a flipchart page draw a large V. Left side is real self, right side is ideal self & exchange activities that will help us achieve it are in the middle.

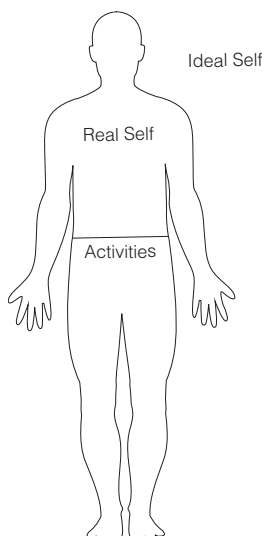
Activity:

Step 1: Each participant lies on a large piece of paper and another person draws their outline around them. Individuals spend time reflecting on their Ideal Self. The person they would most like to become in future. What would my Ideal Self know? What could I do? How would I behave in my surroundings? Draw/write/collage their 'Ideal Self' on the outside of their body outline.

Step 2: Ask them to think about who they are now or 'Real Self'? What are the strengths they have? What can they do well? What do they think about now? What are the things they would like to be better at? Add these reflections to the inside of the body map, from the head down to the waist. Now we have a picture of who we would like to be and who we currently are by looking from the inside out.

Step 3: Begin thinking about what steps need to happen to bring us closer to the Ideal Self. Encourage participants to think about the stages of the Youth Exchange and to include activities that would help them to progress from Real to Ideal. What will build on your strengths and help to close the gaps or areas that you don't think you're good at or want to improve? Include the activities that you want to do in the legs and feet of your body map. These are the steps you picture will help you to progress.

When all body maps are complete, hold a gallery for each person to view their own work and that of the others. Encourage discussion about the types of activities suggested. Have a critical dialogue with participants about how these steps will help people and encourage everyone to identify what's missing. You could do this in a new body map that will hold the outline of your exchange. Compare suitcases from before and after.

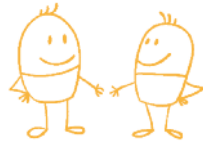


TIP: You can tape flipchart paper together or even use old rolls of wallpaper.

2. Pack it In

Aim: To encourage critical reflection about what participants are bringing to the exchange

At what stage of a YE would you use this?



PREPARATION



EVALUATION

Time: 40 - 60 minutes

Materials: Markers, paper cut outs, arts materials

Consider: If the group have not given this much thought in the past, it may help to discuss as a group before asking them to do individual work

Activity: Lay the paper cut outs of clothes in the middle of the table with markers and other arts & crafts materials. Give the group an amount of time to pack their case. To do this, they write or draw **skills, attitudes** and **knowledge** they are bringing to the exchange.

When everyone has packed their case, move around the carousel as each person displays and explains what they are bringing.

After you return from the exchange, do the same activity again but this time explain that while you were away your baggage is slightly different, maybe you left something behind or picked up something new? Add these changes to your pre departure work. In the carousel this time, ask people to highlight some of the biggest changes to their baggage since the exchange.

Compare suitcases from before and after.


Preparation: Using paper or card, cut out templates of various items of clothing that you would pack in your case going away. Make sure that everyone will have enough to pack for a week's trip.

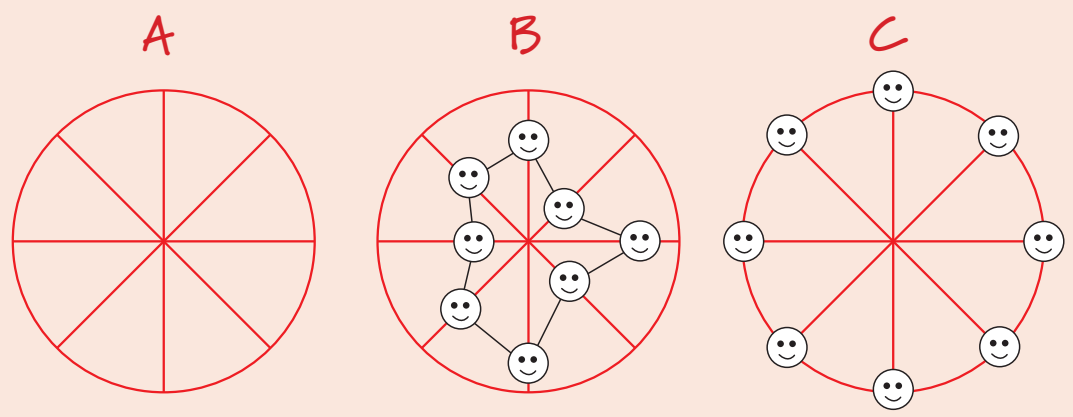


TIP: Make sure that the paper cut outs of clothing are big enough for them to write on. You can encourage them to use one side before and one side after the exchange.



3. Wheels in Motion

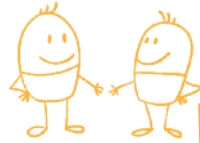
<p>Aim: To monitor changes in knowledge, skills and attitudes</p>	<p><i>At what stage of a YE would you use this?</i></p> 
<p>Time: 40 minutes</p> <p>Materials: Pens, paper, template wheels.</p> <p>Consider: If writing skills are a barrier, the activity can be done using collage instead of words.</p>	<p><i>What knowledge should I have as a youth worker before I do this?</i> An understanding of the difference between Knowledge, Skills and Attitudes so you can facilitate a discussion to help participants decide what they want to achieve.</p> <p>Sources: Adapted from www.businessballs.com</p>
<p>Tips for making this work: Give time to developing the initial lists. It's important that they choose items they know they can improve on, after all, if they choose what they are already great at, what are they learning?</p>	<p>Activity:</p> <p>In small groups, create a list of all the things you want to improve on during the lifetime of the exchange. These can include Skills (things you do), Knowledge (What you know), Attitudes (How you think about things). Combine the lists to create a large menu that individuals can choose from.</p> <p>Each person chooses eight items. Using a wheel, place each item in a segment of the wheel. Participants plot themselves using a dot on the line according to how they see it now. 10 = high 0 = low. Do this for each item. Now, join the dots. Ask participants if this were a bicycle wheel, would it make for a smooth or a bumpy journey? Introduce the challenge of the exchange, to see if they can improve on the areas they most need to.</p> <p>After the exchange ask participants to review their original wheel, would they rank themselves higher, lower or the same for the items they included? Plot the dots and join them again to see if it makes for a more round circle this time.</p>



4. Word Association

Aim: To monitor changes in attitudes

At what stage of a YE would you use this?



PREPARATION

EVALUATION

Time: 10 - 30 minutes depending on discussion

Materials: Paper & Pens

Consider: You don't control what will be written down, think about how you will address anything controversial, before you run the activity.

Activity:

Explain that you will read each word only once and participants will have maximum of 5 seconds to write their answer before you call the next word. Encourage them not to think too much and write whatever comes to their head first. Don't censor it.

Remind participants that their reactions don't mean this is what they believe, but that it is just their first reaction. You can use as many words as you like. When everyone has finished writing their answers, ask if anyone is willing to share what they wrote. Ask why they think some of these words are at the front of their mind? Who or what put them there? Do they think their reactions were fair/balanced? How might their reactions influence their behaviour on the exchange?

Preparation: Create a list of up to ten words related to the exchange you are organising.

Tips for making this work. Choose the words you will call out based on the experience planned. Don't give much time to think during it. You can keep individual responses anonymous by collecting all the papers and transcribing them to a flipchart for everyone to see.

When you return from the exchange, do the activity again, it is important that you use the same words as first time. As a group, compare the similarities and difference from before and after. Explore why this might be? Were there particular events, discussions, people who influenced the way they see things now? Did they learn anything about themselves or others in between the activities?

BEFORE

AFTER

DATE:

Foreigner

Exchange

Culture

Irish

Workshop

Learning

Reflection

Country Name

DATE:

5. Journaling

Aim: Provide a platform for capturing experiences and reflections for use in completing Youthpass

Time: To make your own book 2 hours. To daily journal your thoughts, 15 minutes.

Materials: Pen & paper (If making your own book, see link below)

Consider: Not everyone is comfortable with writing large amounts of text. You can also journal using pictures, emoticons or video diary.

At what stage of a YE would you use this?

ALL STAGES



Activity: Invite each participant to think about what they would like to remember in 10 or 20 years time about this exchange. As a group, create a few questions that each person should answer at the end of each day.

You can buy blank cover hardback journals and each person spends some time personalising their own journal.

Example Questions:

What was the best thing about today?

What didn't you enjoy?

Whose names come to mind from your own group and the other group?

Why these people?

What did you eat today?

Anything 'Unusual'?

Where did you go?

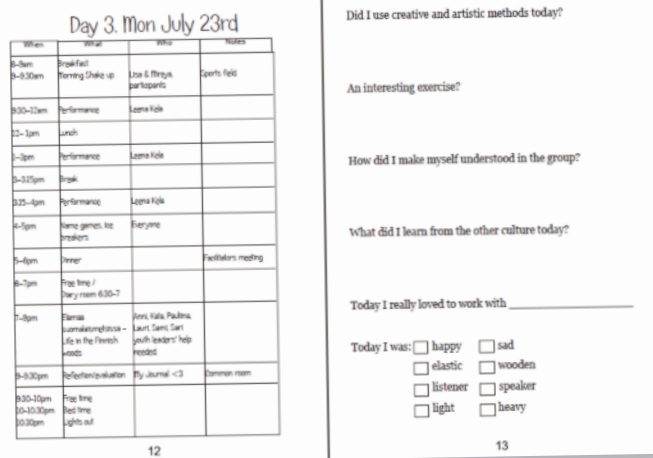
If today had a colour, what would it be?

If today was an animal, what would it be?

Tips for making this work:

Begin your Journaling NOW, because you are already in the exchange and having many meaningful learning experiences.

Give time to it in the official programme, the more you present it as a part of the exchange, the more likely people will give it the time it needs. Using nice quality, hardback pads will make it last longer and send out a serious message that their thoughts are important.



Sample journal pages from County Limerick Youth Theatre's Youth Exchange

Further Resources:

If you would like to create your own journals from scratch, National Youth Council of Ireland have a step-by-step guide <http://www.youthdeved.ie/nyci/making-books-resource>

Pip Wilson developed the Blob Tree and his website provides many options for using emoticons and imagery to complement literacy skills. <http://www.pipwilson.com>

SALTO Toolbox contains a great tool that will help your groups understand the Youthpass competencies and act as a daily journal. It's called 'Captains Log' and You can see it here <http://bit.ly/OV9jv0>

Case Study:

County Limerick Youth Theatre and Loimaa Youth Theatre (Finland) held an exchange in Finland. They created a special journal for the Exchange participants. Its contents included an introduction to the Exchange themes, information about both partners, facts about both countries, useful words in each country's language, a daily timetable and a daily list of reflection questions.

Also, see case studies in section 6 for other journaling ideas.

6. The Learning Bug

Aim: To identify what learning took place at various stages of the exchange

At what stage of a YE would you use this?



Time: 45 minutes to 1 hour

Materials: Copy of the cut out strips, A4 paper, paper glue or blutac, markers

Consider: It's important that the group have some understanding about the Youth Exchange process before undertaking this activity

What knowledge should I have as a youth worker before I do this?

You need to understand the stages of a youth exchange and be able to discuss the potential learning that can take place during each stage.

Preparation: Cut out the strips containing the learning outcomes

Activity:

Using coloured A4 paper, create the body of a caterpillar. Each section of the body should be one of the stages of a youth exchange. Give each group a set of possible learning outcomes cut into strips, these become the legs of the caterpillar. The group task is to decide what learning outcome happens at what stage of the exchange. As they decide this, they place the legs along the body. If they think that certain learning takes place at more than one stage, they can use the blank strips of paper to include it again. Once finished, display it for everyone to see, either on the wall or in the centre of a circle.

Debrief the exercise by asking if they are surprised that so much learning takes place? Why is it important to be aware of the learning that can take place in the exchange? Does it happen by accident or is it planned? What activities help us to achieve the learning we want?



Possible Learning Outcomes

- Difficulty in communication with others

- Meeting people from different cultures

- Learning non-verbal ways to communicate

- Learning from other culture

- Doing research

- Understanding the difference between communication in small groups compared to communication with large groups

- Learning about friendship

- Knowing what communication skills would I like to improve on

- Feel more confident about expressing my opinion

- Solving practical problems relating to our exchange

- Learning to use new technologies that to complete my Action

- Using new forms of creative expression

- Dealing with conflict

- Working well in the team

- Increased knowledge of the way society works

- Using different media and methods of expression (e.g. drawing, singing, acting, dancing, writing....) to express myself

- Researching on the internet for my Action

- Identify changes to the project if I was to do it again

- Using Social Media (facebook, twitter etc)

- Knowing what ways I prefer to learn? (e.g. by doing, by reading, by listening...)

- Setting learning goals for myself during this project

- Deciding what information is useful to the project and what isn't

- Thinking about what does learning mean to me

- Improve on how I explain and share my ideas with people

- Generating new ideas for the exchange

- When did I take risks? What did I learn from taking risks

- Generating new ideas for future projects

- The opportunity to learn or practice a different language

- Did I speak the new language? Did I also learn to write it

- How did I express myself when I couldn't find the right words? Did I learn new ways of getting my message across

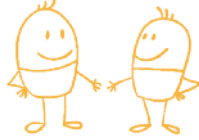
- What did I learn about my own communication style

- Using communication technologies during the whole process

7. Introducing Learning

Aim: To raise young people's awareness and highlight the importance of organising and recognising your own learning.

At what stage of a YE would you use this?



PREPARATION

Time: 20- 30mins

Materials: Flipchart and markers

Consider: Language: Try to keep definitions simple and relate to the contributions of the participants.

What knowledge should I have as a youth worker before I do this?

You should have a clear understanding of non-formal learning (NFL) and the importance of NFL in youth work.

Sources:

See section 4 of this document, "Recognising Learning".
Youthpass Guide-section B2:...eu': How to Support Learning in Youth Exchanges www.youthpass.eu

Preparation: On a flipchart sheet outline in pencil the "doughnut of learning" to guide you.

See the illustration as a guide.

Tips for making this work

For groups that do not like to listen, break into buzz groups of 3 and ask them to discuss the questions in their groups for 10 mins to break up the "lecture".

Try to get the group to contribute.
Ask plenty of questions..

Activity:

Begin by asking the group to reflect silently on the question: What is the most important thing you learned in the last 3- 5 years? Next, ask them to consider. "Where did this learning take place?" Ask for some responses to this question, (at home, at school, on the street, in the youth club).

Write these up on the flipchart sheet in the different sections that relate to formal/ non-formal and informal learning.

Ask:

- Who helped you to learn this?
- How did you learn it? Why was that a good way for you to learn?
- Did you plan to learn this? Did someone decide for you that you would learn this?

Jot down some responses from the group in the 3 different sections (this will later help you to define the 3 types of learning).

Next, a different colour marker, draw and introduce the "doughnut" of learning.

Using the brainstorm from the beginning ask the group to identify features of each of the 3 types of learning, ending with non-formal learning.

- Where does it take place?
- Who is in charge?
- Who decides what is to be learned?
- How is it decided what people have learned?

Explain that non-formal learning takes place during youth work activities, but unlike school, young people decide for themselves what to learn.

Finally, ask the group to remember what they thought of when you asked your first question.

- How did you recognise that you had learned this?
- Did you complete a test to prove it?
- Did you just think about it later and realise?
- Did you practice until you knew you could do it?

You can decide to use this to lead into the next activity after a break, or you can finish with a brief conversation about how it is important to recognise learning in youth exchanges- otherwise we might forget what we learned, or we might not realise ourselves that we learned it.

Schools, exams, qualifications, curriculum,
obligatory between age 4 and 16

FORMAL

LEARNING

NON-FORMAL

Youth club, outside school activities, intentional, voluntary, no qualifications, youth workers, peers

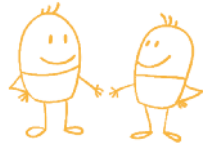
INFORMAL

Conversations, family, friends, anywhere, streetwise, not intentional, school of life

8. The River of Learning

- Aim:**
1. To reflect on individual learning throughout our lives
 2. To reflect on where and how important learning takes place
 3. To give young people a sense of themselves as learners

At what stage of a YE would you use this?



PREPARATION



THE EXCHANGE

Time: 20- 30mins

Materials: Large paper, one per person (coloured card or brown wrapping paper works well).
Markers, crayons Blu-tac, art materials

Consider: This activity is good to follow on from, or go before, Activity 7: Introducing Learning

What knowledge should I have as a youth worker before I do this?

An understanding of non-formal learning and its importance in youth exchange projects.

Sources:

Youthpass Guide- section B2: How to Support Learning
www.youthpass.eu

Tips for making this work:

Enrich the metaphor with lots of examples- be creative! Ask for suggestions from the group.

Make sure there is an atmosphere of respect in the group to allow participants to be honest in what they express, as much of it may be of a personal nature.

Activity:

Give everyone a large piece of paper each and make all the art materials accessible to the group.

Explain that we will all create our own personal River, expressing our learning journey so far in our lives.

Ask the group what they know about rivers (start small, grow larger, flow to the sea, tributaries, meandering, waterfalls etc) and link these to the metaphor of a learning journey. They can start anywhere and stop at the present time. Some guiding questions might be:

- What were the most significant things learned? (tributaries)
- How did these significant moments change the course of your river/ learning journey?
- Who helped you to learn?
- Where did you learn?
- How did you recognise that learning?

Allow everyone at least 20 minutes. When they are finished hang them all up and invite everyone to examine all the rivers. Depending on the size of the group you may want to invite some participants to explain their river to everyone.

Debrief: Lead a short discussion with the whole group OR break the group into buzz groups of 3. Discuss:

- What, if anything surprised you about this activity? Were you aware of all the important things you have learned in your life? Was it difficult to think of things?
- Did you realise there is something you still really want to learn? What is it?

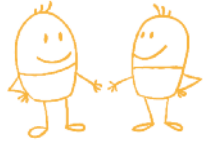
If you have time, invite them to take 5 minutes individual reflection to write down (in their Journals) anything that they realise they would like to learn during the Youth Exchange.

9. Youthpass: A Quick Introduction

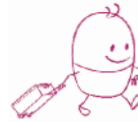
Aim: • To familiarise participants with the term Youthpass

- To emphasise the Youthpass process as well as the usefulness of the certificate

At what stage of a YE would you use this?



PREPARATION



THE EXCHANGE

Time: 30 minutes

Materials: Printed samples of a Youthpass to hand around Laptop and projector to display images of a Youthpass from the Youthpass website.

Consider: It is important to distinguish Youthpass from standard certification, with which most people are familiar.

What knowledge should I have as a youth worker before I do this?

Many projects funded through the European programme *must* offer Youthpass as an opportunity to participants- Youth Exchanges are one of these.

You should have a clear understanding of Youthpass, and be able to explain it simply. You should know why Youthpass in Youth Exchanges is a good thing.

Sources: Section 4 of this publication or The Youthpass Guide available from www.youthpass.eu. SALTO publication- Youthpass for All available from <http://www.salto-youth.net/rc/inclusion>

Activity:

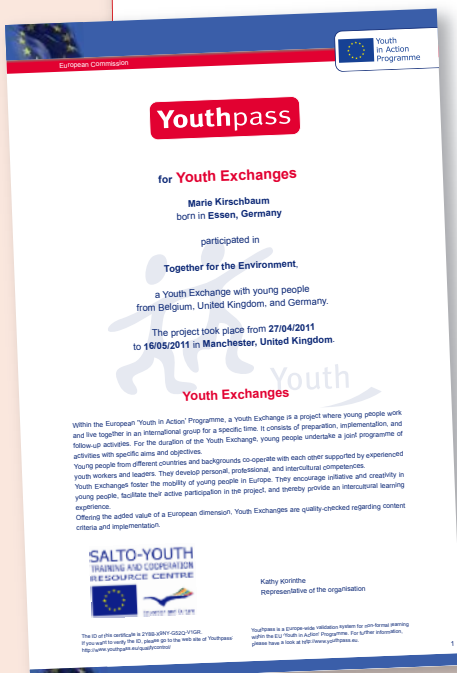
Begin by asking the group to reflect on the “River of Learning” (Activity 8) and to recall in their minds one thing from their own river. Ask them (either in paired discussion or as a whole group), “How did you show others that you had learned this?” How did you recognise it? Did you receive a qualification? Did you just use the learning in your life? Did you tell others? Did you just realise years later? Collect the answers.

Explain that in Youth Exchanges there is a way to recognise and show others what you have learned. It is called “Youthpass”.

Using a flipchart or your computer present the following key points:

- Youthpass is a **process** AND a **product**- that means it is something you *get* after the youth exchange but it is also something you *do* throughout the youth exchange
- In the Youthpass **process YOU decide what you want to learn** - these are called your learning objectives
- In the Youthpass process **YOU assess what you have learned**- your learning outcomes
- This means you have to make an effort to **record your learning** all the time throughout the youth exchange
- You can get a Youthpass certificate **that tells everyone** all about your youth exchange and what you learned- it looks like this (hand around the certificates and show the images on your projector)
- You can **use Youthpass** when applying for jobs, doing up your CV, doing other Youth in Action projects- or just to show off to your friends!

Debrief: Paired discussion (5mins): “Is Youthpass a good thing? Why? Why not?” Ask for feedback and answer any questions about YouthPass the group have.



10. Bullseye

Aim: To monitor changes in knowledge/skills/attitudes as a result of the exchange

At what stage of a YE would you use this?

ALL STAGES



Time: 30 minutes with debrief

Materials: Bullseye drawn on flipchart (one for each question), Markers/pens

Consider: Depending on what you want to measure, keep in mind that Knowledge, Skills and Attitudes are separate learning possibilities

Preparation: Draw your bullseye targets on flipchart paper

Activity:

Explain that you want to gather baseline information on how the group see themselves in relation to the question both before and after the exchange.

Give time to consider the questions, either as individuals or small groups. Each person writes their initials in the section that they think they are now. Have a brief discussion to explore why they are at the point they are? Where do they want to get? What needs to happen to get there? Who's responsible for that?

Once you have completed the bullseye after the exchange, compare the before and after bullseye, have a discussion about what changed for people and why? Which of the Youthpass competencies did they address? The outcomes of this discussion will inform the completion of their Youthpass.

Tips for making this work:

Carefully choose what you want to monitor. Develop the questions with other leaders. Remind the group that they need to be honest to ensure an accurate result and not shifting place on the bullseye is not a negative thing.

Example Questions:

- I know how this exchange will help me develop as a person
- I can clearly explain the benefits of a youth exchange to others
- I can do something new since beginning this exchange



11. Waters Edge

Aim: To capture daily reflections and experiences

At what stage of a YE would you use this?



THE EXCHANGE

Time: 10 minutes daily

Materials: Markers, pens & post-its

Consider: If people have difficulty expressing themselves with words, use magazines & pictures that can say the same thing.

Preparation: Divide a large roll of paper into the number of days your exchange will last. You can use the back of wallpaper, tape flipcharts together or buy industrial paper table cloths.

Draw the banks of a river running from start to finish across the paper. Write the name of each day in its section so everyone knows where they should be writing.

Activity:

Explain the river indicates the journey we are on, some days the water is calm and others it's choppy, sometimes the forest is packed with trees and hard to get through but sometimes its not. At the end of every day, include programme time for participants to leave their reflections of the day that has passed. Encourage them to draw, colour, write or express their experience of the day how they can do best.

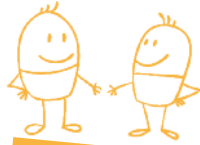
Afterwards, ask participants if anybody would like to share what they added for today. If needed, explore people's comments a little further.

Tips for making this work: Rivers always takes the easiest route to the sea, so if the programme needs tweaking, this reflection time will let you know. Ensure that every participant gets a photo of the completed river so they can remember what happened and what was said that might help their Youthpass.

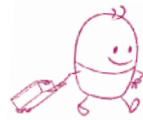
12. Altitude Gauge

Aim: To encourage critical reflection on our experience of the exchange.

At what stage of a YE would you use this?



PREPARATION



THE EXCHANGE



EVALUATION

Time: 10 minutes daily

Materials: Large paper, masking tape/blutac, markers, post its, pens.

Consider: Participant reflections may be as a result of the programme or of interaction with other people. It is important that people only include what they are comfortable with. If something posted needs discussion, give it time.

Preparation: Using a large area, draw an aeroplane at the various stages of its journey; standing on the ground, taking off, cruising, descending and landing.

Activity:

Draw an aeroplane standing on the ground, taking off, ascending, cruising, descending and landing. At each of these phases in the aeroplanes journey, the experience is different. On the ground its quiet when the engines are off, taking off and landing is quite noisy and cruising & descending can be nice and smooth or turbulent and less enjoyable.

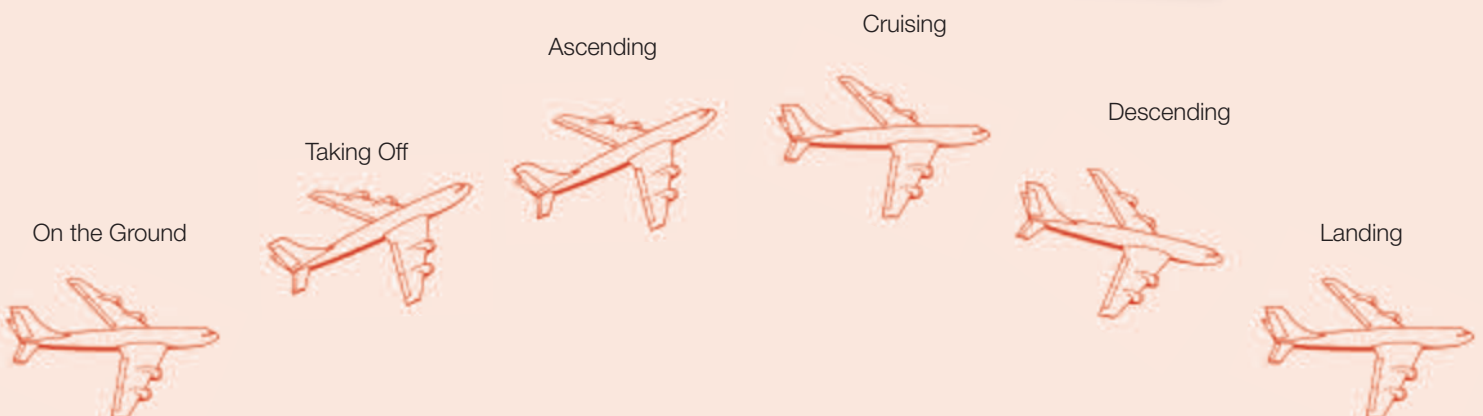
Participants indicate how their day fits into this metaphor either by writing directly onto the drawing or adding post it notes or emoticons at the relevant points. Was there anything not so enjoyable and why? Was there anything quiet and uninteresting? Was there anything rocky and shaky or fast and thrilling?

Encourage them to explain as much as they can, so when they are home they can remember what they meant.

Alternative: Do the same activity but at the planning phase. Each phase of the planes journey is an element of the exchange. Encourage participants to express their hopes and concerns about the various stages, ask them what should each phase be like? Who should be doing what? Why should they? What can they learn during each phase of the exchange?

Tips for making this work:

Try this in the Preparation phase, before you meet the other group. A few weeks later, ask them if they remember everything they meant? If so, why, and if not, why not? How does the way you record something impact on how you understand it later?



13. Introducing the 8 Key Competences

Aim: To introduce participants to the 8 key competences and to give participants an understanding of what each competence refers to

At what stage of a YE would you use this?



THE EXCHANGE

Practical Things to Consider:

Lots of space for groups to work on the floor or table

How much time does it take? 45 mins

What materials do I need?

Enough sets of cards for each group. Photocopy and cut up the examples beside this activity.

You can also have extra photocopies ready if participants wish to stick them into their learning journals.

Flipchart paper, Markers

What knowledge should I have as a youth worker before I do this?

You should have a clear understanding of what the 8 key competences are, why they exist and how they relate to your Youth Exchange. You should be able to explain why it is important to know about them.

Source:

Youthpass Guide

Youthpass for All

Youthpass Unfolded

All available at www.youthpass.eu/en/youthpass/downloads/

What should I consider?

As with other Youthpass activities, there is no avoiding the sometimes difficult language, as participants must be able to identify each competence and understand what it refers to. If your group have particular literacy challenges, consider making up your own set of learning statements for the cards (see the publication Youthpass for All)

Preparation: Print and cut out the competence cards and the questions about learning. Prepare a set of each for each group.

If possible, bring out the Rivers of Learning (from Activity 8)

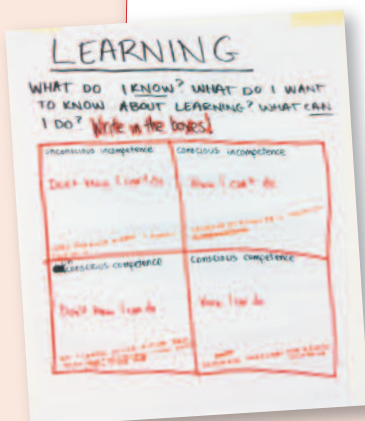
Activity

Part 1: (5mins) Write the word "COMPETENCE" in the centre of a flipchart sheet. With the group brainstorm what this word means, elicit as many related words as you can. Finally elaborate by emphasising that a competence is a combination of knowledge, skills and attitude put into action. We know we are competent at something when we do it. It is not just about knowledge- but also capacity to put the knowledge into practice.

Part 2: (25 mins) Explain that we are going to learn about 8 competences- these will help us to express what we have learned in our Youth Exchange. Remind the group what they know about Youthpass and in particular, Part 3. These 8 competences are like categories that we will use to write Part 3 of our Youthpass.





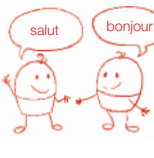

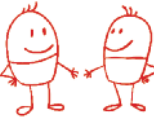

So, what are they? Divide the group into smaller groups of 4-5 people. Give each group 3 sets of 8 cards- one is a set of images, one a set of statements of learning and the other is the title of each competence. Their task is to match the cards up- one image, one title and one set of statements. Allow 15 minutes for the groups to discuss and arrange the cards on the floor or table surfaces. After 15 minutes, invite the teams to walk around and view everyone else's arrangements for 5 minutes. They may then return to their own groups and make any changes they wish.

Part 3: (15mins) As a whole group, go through each competence. Have an extra set for yourself so you can stick them on a flipchart for everyone to see. Discuss what was easy to match and why. Then, discuss what was difficult to match and why. Clarify different interpretations of the competences, by emphasising none is "right" or "wrong", but state clearly what the official European interpretation is. Invite as many questions as time allows so that the group are clear about each competence.



Competences

Titles and Images to be matched

<p>✂</p> <p>Communication in mother tongue</p>		<p>How did I overcome communication difficulties? Have I learned non-verbal ways to communicate? Do I feel more confident about expressing my opinion? What did I discover about communication in small groups compared to communication with large groups? What communication skills would I like to improve on?</p>
<p>✂</p> <p>Mathematical and basic competence in science and technology</p>		<p>How did I solve practical problems relating to our Action? What skills did I use to solve them? Were there any new technologies that I had to learn to complete my Action? What did I learn about doing research? What research methods did I learn? What did I discover were the best ways to gather reliable information?</p>
<p>✂</p> <p>Learning to learn</p>		<p>What does learning mean to me? What new ideas about learning have I discovered? What have I learned about setting my own goals for learning? How did my goals change over the course of the whole Action? What ways do I prefer to learn? How did I assess what I learned?</p>
<p>✂</p> <p>Sense of initiative and entrepreneurship</p>		<p>What opportunities did I have to come up with new ideas? How did I explain and share my ideas with people? When did I take risks? What did I learn from taking risks? What new things did I discover about managing a project? How would I like to use my new ideas in the future?</p>
<p>✂</p> <p>Communication in foreign languages</p>		<p>When did I have the opportunity to learn or practice a different language? Did I speak the new language? Did I also learn to write it? How did I express myself when I couldn't find the right words? Did I learn new ways of getting my message across?</p>
<p>✂</p> <p>Digital competence</p>		<p>Did I use communication technologies during the whole process? How? Did I do research on the internet for my Action? How did I learn to deal critically with the information I found online? What new ways did I learn to use Social Media?</p>
<p>✂</p> <p>Social and civic competence</p>		<p>How well did I work in the team? What did I learn about friendship? How active was I in the group in planning our Action? In carrying out our Action? Did my knowledge of the way society works increase? What new ways of influencing change in society do I know about now?</p>
<p>✂</p> <p>Cultural awareness and expression</p>		<p>What new forms of creative expression did I try? When was I able to use different media and methods of expression to express myself? Did I meet people from different cultures? What did I learn from them about their culture? About myself? What does this inspire me to do now?</p>

14. Youthpass: In more depth

Aim: To give participants a clear understanding of Youthpass and how it works

At what stage of a YE would you use this?



THE EXCHANGE

Time: 45 minutes

Materials: Examples of Youthpasses with blank space extra paper, pens, flipchart, markers

Consider: Unfortunately, Youthpass comes with some jargon and terminology that we have to get to grips with. Try to make this activity concise and time it well- not directly before or after lunch for example. Doing it between two hands-on activities will help.

What knowledge should I have as a youth worker before I do this?

You should be familiar with Youthpass and able to answer questions on it- or know how to find out the answers quickly.

Sources:

Youthpass Guide
Youthpass for All
Youthpass Unfolded
All available at www.youthpass.eu/en/youthpass/downloads/

Preparation: Draw up on 2 flipcharts a basic Youthpass certificate (see illustration).

Tips for making this work:
You may also want to give these key points as a small handout for participants to put in their learning journals and read later.

Activity:

You might like to start by showing this video, introducing the use of Youthpass in a Youth Exchange:
<https://www.youthpass.eu/en/youthpass/downloads/video/>

Start with a rapid brainstorm on "What we know about Youthpass". Form buzz groups of 3-5 people and give each ten post-its. They have ten minutes to discuss and write down as many different things about Youthpass that they know. You can structure this by placing a number of flipcharts on the wall (plenty of space between each) with the headings:

- Why? What is it for? What do we like about it?
- How? How do you get it/ do it?
- Who? Who gives it?
- When? When do you do it/ get it?
- Where? Where will you receive it? Where will we use it?

Keeping it snappy and quick, ask each team to stick up their post-its very quickly. If this is practical for your group, ask for volunteers to help organise the post-its into categories- ie group the same things together. As a whole group, briefly summarise what has been collected. Resolve any conflicts of information and any burning questions from participants.

On a separate flipchart stand, show the pre-drawn Flipcharts. Reiterate what the group has come up with themselves and add the gaps in.

Answer questions from the group.

Youthpass is...

1. about **recognising** what we learn during our Youth Exchange
2. a **process** that goes on before, during and after our Youth Exchange. The process involves organising our own learning
3. a **certificate** that we can get at the end of the Youth Exchange showing
 - a. that we participated and
 - b. what we learned

Youthpass certificate

1. Basic information - your name, etc
2. About our Youth Exchange
3. (optional) Your own description of what you learned



15. Linking Learning to Competences

1: Linking this to that

Aim: To “harvest” learning from the exchange and to link our learning to the 8 Youthpass competences

At what stage of a YE would you use this?



THE EXCHANGE



EVALUATION

Time: 60 minutes

Materials: Markers & post-it notes (or paper with blutac)

Consider: To use this activity you need to have done others that encouraged reflection during the exchange. This activity should start from actual learning outcomes and then link to the competences, doing it the other way around can be difficult and participants focus on the competences rather than the learning.

What knowledge should I have as a youth worker before I do this?

You should have a clear understanding of what the 8 key competences are, why they exist and how they relate to your Youth Exchange.

Sources:

Youthpass Guide
Youthpass for All
Youthpass Unfolded
All available at www.youthpass.eu/en/youthpass/downloads/

Preparation: Create a comfortable space for participants to relax and think to themselves. A copy of the actual programme that took place during the exchange. Display the 8 key competencies, each with enough room for a small group to gather around it. Place your materials in a central location for everyone to access them.

Activity:

Step 1: Encourage everybody to find a comfortable place in the room and relax. Begin by recapping on all of the activities the group has completed during the exchange, remind them of the challenges, the funny moments and anything else that helps them remember what they've done. Bring the group's attention to the work they created in the room and all of the learning they have recorded through activities and journal reflections. Give them time to look around and in their journals to jog their memory.

Step 2: Explain that at the moment, all our learning is on flipcharts, in journals and swirling around in our heads. We want to pull it all together so it becomes very clear to anybody who looks at it, just what was learned.

Step 3: Give everyone the task of writing on a post-it note or paper as many things as they can think of, that they learned during the week. Ask them to initial their learning so they will remember which is theirs.

Step 4: When people are finished, recall the 8 key competencies and ask participants to decide where their learning belongs by placing it in that zone. If it belongs in more than one competency, write it out again. By now, you have a good picture of which competencies were most addressed and what was learned, ask them if they can think of anything else to help fill up the competencies that are a little empty.

Step 5: Invite everyone to walk around the space and to look at what other people have learned, if they didn't write it down but feel they also learned it, they should write their initials on it. You can have as many as you think you learned.

Step 6: Participants can use the learning that has been presented to help complete their Youthpass.

Alternative: Instead of writing all the learning down, groups could create their own poems, spoken word, rap, song, drama or art work to highlight the learning that has happened for them during the exchange. You could record all the performances and burn a DVD for each participant as a reminder and memento.

15. Linking Learning to Competences

2: Masterchef

Aim: To introduce participants to the 8 key competences

To give participants an understanding of what each competence refers to

At what stage of a YE would you use this?



THE EXCHANGE

Time: 90 minutes

Materials: A large bowl
A set of salad servers
An apron and chef's hat (optional)
A selection of 8 different basic salad ingredients, to refer to each of the 8 key competences.
Coloured paper, A3 Card, Scissors
Markers, Glue sticks, Pens

What knowledge should I have as a youth worker before I do this?

You should have a clear understanding of what the 8 key competences are, why they exist and how they relate to your Youth Exchange.

Sources:

Youthpass Guide
Youthpass for All
Youthpass Unfolded
All available at www.youthpass.eu/en/youthpass/downloads/

Consider?

Ideally, this activity should come when participants already are familiar with the 8 key competences.

It should also come after there has been reflection on learning. For example, it would help in this activity to do Activity 15 – 'Linking this to that' which collates and develops the learning captured throughout the exchange in all the different activities- journaling, visual harvest, learning bug etc.

Preparation:

Bring a small selection of actual vegetables or if this isn't possible, lots of big pictures of basic salad ingredients.

Cut out small basic salad ingredient shapes on different coloured paper. If you have time during the activity itself, young people could do this themselves, based on templates you bring.

Activity:

Part one (30mins) Dressed as a chef, introduce this activity as if it is a cooking programme on TV/ YouTube. Explain that we are going to create the most delicious salad - the [Your Youth Exchange Title] Salad of Learning.

The most interesting thing about this salad is that although we all have the same basic ingredients, each one will be completely unique- according to the person that creates it. This is because each person's learning from our Youth Exchange is unique and tastes differently.

Introduce the salad ingredients. Ask the group to guess which ingredient refers to which competence. (See illustration for our suggestions).

The key to the salad working is that we add the right amount of each ingredient for us. This means we have to

- 1 - think about what we have learned overall during this Youth Exchange
- 2 - think about each ingredient and what learning it represents
- 3 - add the right amount of each ingredient.

For example, if during the Youth Exchange you learned a lot about how to work as a group, how to get on with people, how to influence change in society etc- well then you may have a lot of nuts and seeds in your salad. If you feel that you learned nothing at all that relates to digital competences, then you may have no cucumber. (Here it may be useful to allow participants themselves to choose what ingredients represent what competence- no-one likes to add a lot of onion if they hate onions!)

continued over

preparation continued...

If you have time it would be fun to come up with the ingredients yourselves- you could select specific foods that people liked during the exchange. You may also allow each participant to choose the 8 salad ingredients that they like- and then to assign them to each competence. The important thing is not to confuse LIKING an ingredient with what you have learned.

Tips for making this work.

If a salad or a soup doesn't appeal to your group- try the activity with a pizza metaphor instead.

Case Study:

See Case Study 3, "Cross Culture Surf

continued...

Go through the demonstration of your own salad creation. Write the different learning outcomes on a small piece of coloured paper and place it in the bowl. Mix it all up. You can add emphasis at the end by placing the prepared salad in the "fridge" and producing one you "prepared earlier"- a sample Part 3 of the Youthpass Certificate to clarify the link between the metaphor and the final certificate "product".

Part Two: Give each participant 45 mins to create their own salad collage on a piece of a3 card. Go around the group to make sure everyone is able to complete the task.

After 45 mins invite them to share their salad with others in groups of 3.

Part 3: For the remaining 15 mins allow participants to individually finish their salads and add any reflections about learning to learn in their journals.

Did you know?

The European Union was once described by Jean-Marie Bergeter (1995) as the "European Salad" -

like a salad the basic shape, colour, flavour and design of each ingredient, no matter how different, does not lose its own identity. Rather it adds its own uniqueness to the overall collection of ingredients, to create the salad where each of the ingredients, can still be viewed, experienced and appreciated separately.

A salad is a good metaphor for the Youthpass Section 3 - made up of up to 8 ingredients, in various amounts and flavours, suited to each individual person.



- 1- Communication in Mother Tongue (boiled potato)
- 2- Communication in a Foreign Language (sun dried tomato)
- 3- Mathematical and basic competence in science and technology (beans)
- 4- Digital competence (cucumber)
- 5- Learning to Learn: (lettuce- all different types)
- 6- Social and Civic- (nuts and seeds)
- 7- Sense of Initiative and Entrepreneurship (egg OR onions)
- 8- Cultural Awareness and Expression (edible flowers and herbs like borage or nasturtium)

What about salad dressing?

This could work as Learning to Learn also.

6. Case Studies

Ballyfermot Youth Service

Who are they:

Ballyfermot Youth Service are based in Dublin. They have been involved in International youth exchanges for many years and here manager Gerry McCarthy gives an insight into how they managed the Youthpass process.

What they did:

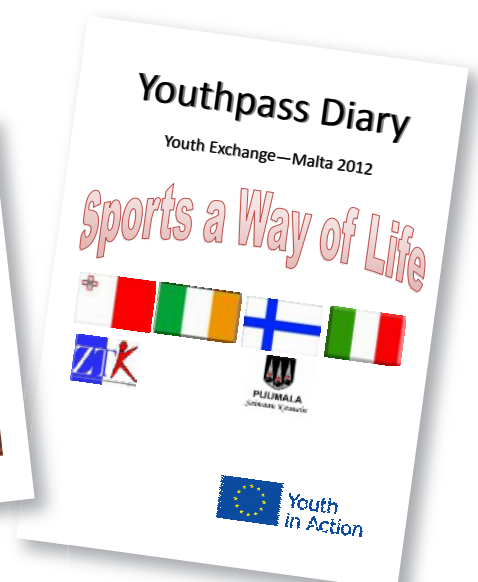
The exchange was called 'Sports: A Way of Life'.

How they did it:

We decided to record in a diary each day. Before the exchange started a diary was given to each young person with their own photo. During the exchange time was allocated each evening for participants to reflect on what they did during the day and what learning occurred.

Sometimes it was difficult to get time to do the Youthpass process with them because of events happening and we would end up maybe two days later devoting some time to Youthpass.

We decided that because of the literacy skills of some of the young people that we did this process with each country, and in their own language. We used flip charts, markers and cameras. The photographs helped to look back at what happened and to jog memories. We outlined on one flipchart the activity and on the other, learning under the different competences. As we do every year we will have a Achievement night in December and the young people will be presented with their Youthpass certificates. It's a very good way to celebrate their achievements and acts as a recruiter for the following years' activities



County Limerick Youth Theatre

Who are they:

Lisa Cahill from County Limerick Youth Theatre describes their creative process of undertaking Youth Exchanges.

What they did:

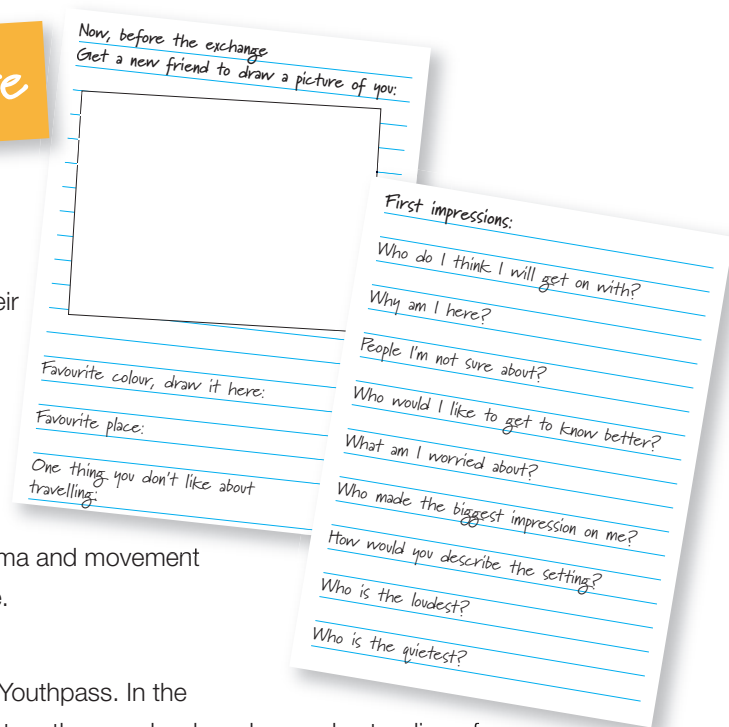
We have been exchanging with a youth theatre from Finland since 2010. We have developed creative methods to engage young people on a journey of discovery and learning, celebrating their differences through a series of drama and movement activities, including improvisation, forum and physical theatre.

How they did it:

To enhance the exchange experience the group engaged in Youthpass. In the planning stage, a leader explained what Youthpass was and together we developed an understanding of the Youthpass processes of reflective learning, engaging in reflective tasks, such as looking at personal and group objectives for the exchange. The group and the assigned leader developed an exchange journal. Managing the Youthpass process with language differences proved challenging at times but to overcome this everyone was encouraged to write in their own language.

The Youthpass sessions were always planned to encourage different styles of expression to be explored and developed, such as speaking, drawing, physical movement, verbal presentation, group work, paired work, individual work, writing, etc. Everyone was always encouraged to share their reflections through the journal in a means that helped them remember what they learnt during that day.

Youthpass and the journal are a brilliant method of storing and maintaining a record of the memories of the exchange and of the young people's own learning. YouthPass certificates were presented to all the young people at a special evening to celebrate the success of the exchange and to share the learning.



Cross Culture Surf

Who are they:

Jono Griffin is Director of Cross Culture Surf, a pioneer programme run by The Surf Project (Ireland) and Zutundu (Basque Country).

What they did:

We brought young people together for a cultural exchange based around the sport and culture of surfing.

How they did it:

During the preparation meetings, young people were briefed on Youthpass and time was spent going through the 8 competencies, highlighting the importance and benefits of taking part in Youthpass for each participant. During the exchange, One hour was programmed in around a chill out time each day to allow reflection and to journal their learning from the day's activities through visual, audio or written means. No one was forced to take part in Youthpass but interestingly the majority took responsibility for their own learning and engaged in the process.

They recorded everything from the daily plan, to the conversations and things they learnt from other participants. On the second last day they started to summarise their learning for the whole week onto one A4 page to submit on the last day. They were asked to focus mainly on one or two competencies but many achieved five or six competencies. During the final celebrations the leaders inputted all the learning into the website to generate & present the Youthpass certs. In our next exchange, participants will input the learning themselves and generate their own certs. Many were surprised at just how much they learnt over the week. We realised the power of non-formal learning and the importance of setting the scene and space to allow learning to take place. I would highly recommend that groups incorporate Youthpass into their programme and encourage their youth to take part in it.



7. For Managers



About

This booklet provides activities and information for youth workers to better equip them while engaging young people in the Youthpass process of recognising learning while undertaking a Youth Exchange.

What are Youth Exchanges

Youth Exchanges bring together groups of young people from two or more countries, providing them with an opportunity to meet and learn about different countries and cultures.

Youth Exchanges involve partnerships between two (bi-lateral), three (tri-lateral) or more countries (multilateral). These exchanges must have a good balance of learning and fun activities, enabling the group to explore a chosen theme through non-formal learning.

What is Youthpass

The simple answer is that Youthpass in Youth Exchanges is a Certificate which confirms the participation of a young person/a participant taking part in a Youth Exchange. It is also a Certificate that describes the activity as such and the involvement of the young person/participant. And the more sophisticated answer is that Youthpass and the linked political context offer recognition of non-formal learning within the Youth in Action Programme. Source: Youthpass Guide, 2009, SALTO Training and Cooperation Centre.

See Section 3 of this publication for more detail on Youthpass

Benefits to Youth Workers

Youth Exchanges open up the world and encourage both young people and youth workers to see it through a different lens. At no time in history have we lived in a more interdependent and globalised world. Europe is at the heart of this process and the mobility of people contributes to the building of partnerships and understanding to ensure a future of active citizens who understand the benefits of non-formal education.

Youth Exchanges allow young people, and those who work with them, to experience at first hand the cultural similarities and differences with other young people across Europe. They provide the opportunity to examine youth work practice from an alternative perspective. An exchange can invigorate and strengthen the practice of a youth worker while broadening their network of potential collaborators for future projects.

Youth Exchanges offer an opportunity to continually improve on our design, delivery and evaluation methods for future projects. Youthpass is a way to bring young people through a process culminating in documented evidence of learning and project outcomes.



How Youth Exchanges and Youthpass support quality in youth work

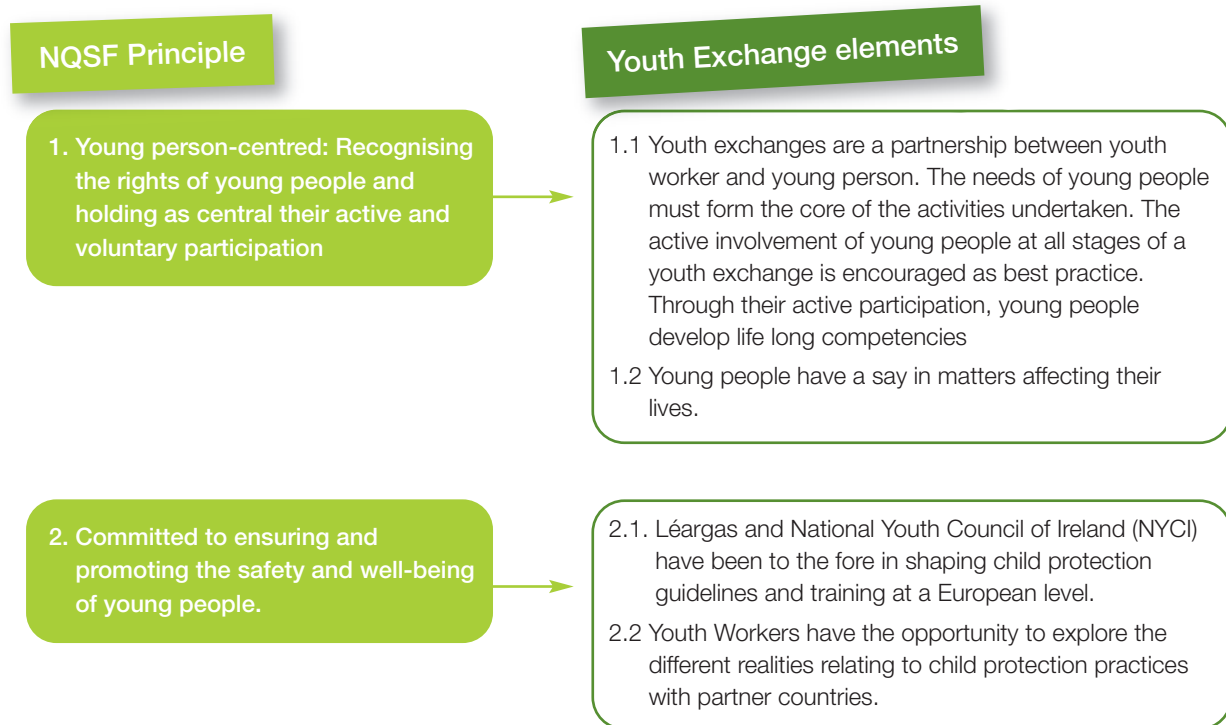
The Youth Work Act 2001 defines youth work as:

“A planned programme of education designed for the purpose of aiding and enhancing the personal and social development of young people through their voluntary involvement, and which is complementary to their formal, academic or vocational education and training and provided primarily by voluntary youth work organisations.”

This definition highlights three important dimensions in relation to Youth Exchanges – *planned, educational, based on voluntary participation*. The National Quality Standards Framework (NQS) promotes that *‘the continued development and sustainability of youth work requires that these dimensions be identified, demonstrated and developed.’*

From the grid below, you will see some of the ways in which Youth Exchanges can contribute towards the achievement of the NQS for your organization. The continued development of youth workers and their practice requires that we are better able to highlight the links between what we do, why we do it and the five core principles of the NQS.

Clear links between National Quality Standards Framework (NQS) and Youth Exchanges:



3. Educational and developmental.

- 3.1 Young people learn in a variety of ways. Over the course of an exchange they experience an immersion and intensity that is difficult to simulate outside of this context. Youth work compliments the formal education system and Youth Exchanges provide an excellent platform for the development of critical, independent and group process thinking.
- 3.2 Develops ability to manage personal and social relationships.
- 3.3 Increase social awareness and critical thinking contributing to better self esteem and self confidence.
- 3.4 By engaging with Youthpass, young people are demonstrating their ability to reflect and articulate the educational nature of youth work.

4. Committed to ensuring and promoting equality and inclusiveness in all its dealings with young people and adults.

- 4.1 Youth Exchanges promote diversity and challenge young people to be open to new experiences and cultures.
- 4.2 A Youth Exchange is negotiated with partners in other countries, this provides an opportunity for youth workers and young people to enhance their communication and negotiation skills with their exchange partners to ensure the programme is an appropriate experience for each partner country.

5. Dedicated to the provision of quality youth work and committed to continuous improvement.

- 5.1 Youth Exchanges encourage critical thinking and problem solving in both young people and youth worker. Seen as an opportunity for youth workers to work in a cross competence team, coupled with supervision this can serve as a positive component of continued professional development.
- 5.2 Groups are encouraged to develop their ideas and projects to ensure that they are working to the groups potential.
- 5.3 Monitoring and evaluation at all stages of the exchange are essential components of success while Youthpass is an opportunity for young people to reflect on what they have learned and a platform for building on knowledge and skill gaps.
- 5.4 Youth workers can learn new approaches in their practice through the partnership they are in with others from different countries.

Section 5 of this publication has a range of practical activities that will support youth-workers in your organisation to maximise and recognise the learning of young people. We wish you luck on your journey of learning and discovery!



8. Further Resources

YOUTHPASS

Youthpass website. This contains a wide range of information and support for Youthpass, including the Youthpass Guide, helpful videos, sample certificates and other useful resources (in the “publications” section). This is also where you will generate Youthpasses for your Youth Exchange.

<http://www.youthpass.eu>

SALTO-YOUTH Resource Centres exist to support youth work and training across Europe. The website has many practical tools for youth workers, including “Youthpass For All” a booklet to support the use of Youthpass with Younger People with Fewer Opportunities. You can also find out about further trainings or seminars here.

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

A fun video about Youthpass can be found on Youtube by searching for ‘The Story of Youthpass.Part 1’

<http://www.youtube.com>

NON-FORMAL LEARNING

Nonformality - Education and learning across the continuum and lifespan – through a European lens and with a youth bias.

<http://www.nonformality.org/>

INFED - the encyclopedia of informal education. This website provides short introductions to ideas, theories and people who have influenced informal and non formal education.

<http://www.infed.org/>

Coyote magazine #11. Coyote magazine is produced by the Council of Europe Youth partnership, this issues is all about non-formal learning and education.

<http://youth-partnership-eu.coe.int/>

LEARNING TO LEARN

The Youthpass Process and Learning to Learn: Some Ideas for Practitioners by Mark Taylor

http://www.youthpass.eu/downloads/13-62-54/TheYouthpassProcess_100923_S.pdf

An interesting article on a UK-based website, “Campaign for Learning, exploring why Learning to Learn is important”

http://www.campaign-for-learning.org.uk/cfl/learninginschools/l2l/why_learning_to_learn.asp

A Grundtvig project by Unique Network on Learning to Learn

<http://www.learning2learn.eu/>

