Tools for learning - tools for sustainable development

Youthpass and Youthpass process

First 3-day Training for the trainers for exchange of good practice, green skills and innovative non-formal learning tools (A 1.)

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Dunja Mickov, Green Istria, project coordinator

APPLICANT: ZELENA ISTRA

PARTNERS: IPOP Inštitut za politike prostora Institute for Spatial Policies

LEGAMBIENTE

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What is Youthpass?

A tool which helps us to **document and recognise the non-formal and informal learning outcomes from youth work** and solidarity activities.

What is Youthpass?

It is a part of the **European Commission's strategy to foster the recognition of non-formal learning,** putting policy into practice and practice into policy:

- While creating their **Youthpass certificate together with a support person**, project participants are given the possibility to **describe what they have done in their project and which competences they have acquired**. Thus, Youthpass supports the **reflection upon the personal non-formal learning process and outcomes.**

- As a **Europe-wide recognition instrument** for non-formal learning in the youth field, Youthpass **strengthens the social recognition of youth work.**

- Youthpass supports **active European citizenship** of **young people and of youth workers** by describing the added value of their project.

- Youthpass also aims at supporting the **employability** of **young people** and of **youth workers** by **raising their awareness of and helping to describe their competences**, and by **documenting their acquisition of key competences on a certificate**.

Why use Youthpass?

- **reflection on learning** becomes **more structured** and the **educational value of the project** is strengthened

- **the learning of the participants** becomes **more conscious**

- Being **more aware of their competences**, it gets easier for the participants **to make use of them in the future**, in personal and professional life and communicate them better to others

Why use Youthpass?

- By putting **emphasis on the learning processes** and **outcomes** in youth work, using Youthpass helps to **increase the so-called Learning to Learn competence**. It raises the participants' awareness of learning in a diversity of contexts and **helps them to reflect on their learning wishes and needs**.

- The description of competences developed by participating in the youth projects also **helps to increase the visibility of the value of OUR youth work!**

- To contribute to Europe-wide efforts in recognition of youth work and non-formal learning

Who can use Youthpass

It is available for projects funded by Erasmus+ Youth in Action and European Solidarity Corps programmes, including *S*trategic Partnerships in the Youth Field

All participants of the learning activities **are entitled to receive a Youthpass certificate** - youth workers and youth

Who will implement the Youthpass process in TLTSD project? The project team implements the Youthpass process - within A 1 Training for the trainers for exchange of good practice, green skills and innovative non-formal learning tools , and within A 3 Youth workshops for testing new non-formal learning tool/s in local settings

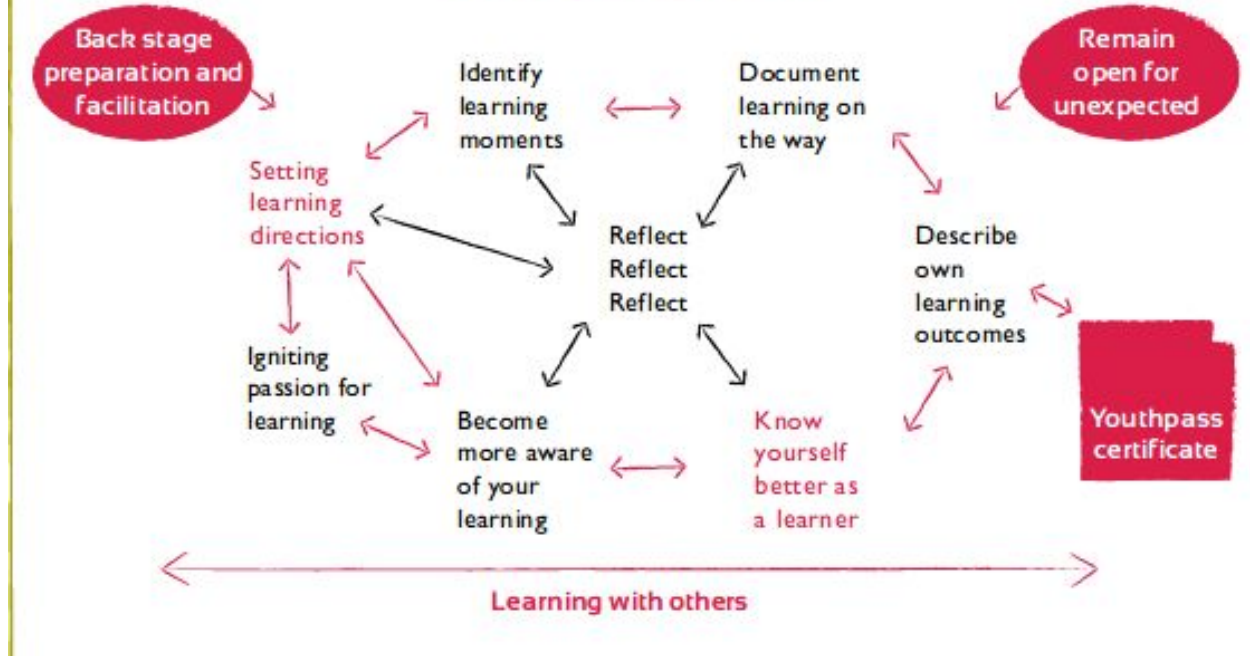| Youthpass IS	Youthpass IS NOT
a process of reflection that helps to define and describe learning outcomes in a youth project, leading to a certificate that documents these learning outcomes	something which gives any rights to the holder
a confirmation of participation by the organisers of a specific activity	a formal accreditation of competences
a description of the activity where the person participated	a replacement for any formal qualifications
an individualised description of the specific activities undertaken and of the learning outcomes	available to demonstrate learning outcomes from activities undertaken in the YOUTH programme (which came to an end in 2006)
a certificate for people participating in the activities supported by the Erasmus+: Youth in Action programmes and the European Solidarity Corps	

a tool which puts the Key competences
for Lifelong Learning into practice

firmly based on principles of non-formal
education and learning

a way of improving visibility of learning in
youth and solidarity projects

Youthpass process

Back stage preparation and facilitation

Remain open for unexpected

Identify learning moments

Document learning on the way

Setting learning directions

Reflect Reflect Reflect

Describe own learning outcomes

Igniting passion for learning

Youthpass certificate

Become more aware of your learning

Know yourself better as a learner

Learning with others

https://www.salto-youth.net/downloads/4-17-3553/Publication_YP-unfolded_online.pdf

Youthpass process

"The Youthpass process is not just about a couple of steps that lead to a Youthpass certificate. It is much more than that! **It is a valuable personal and educational experience.**"

Key Competences* for Lifelong Learning (2018)

- EU framework of key competences that **all types of education**, including non-formal and informal learning, **could refer to**
- They were first outlined in 2006 and revised in **2018**: see [Council Recommendation on Key Competences for Lifelong Learning (2018)](#).
- They define a **set of knowledge, skills and attitudes that each individual needs for personal fulfilment and development, active citizenship, social inclusion and employment**. Using this framework, Youthpass helps to build **a bridge** from non-formal and informal learning to other forms of education

Key Competences* for Lifelong Learning (2018)

*Competences = combination of **skills**, **knowledge** and **attitudes**

Knowledge is the facts, figures, concepts, theories which are already established and support the understanding of a certain area or subject ; In short: **what you know**

Skills are the abilities to carry out processes and use the existing knowledge to achieve results ; In short: **what you can do**

Attitudes describe the disposition and mind-sets to act or react to ideas, persons or situations ; In short: **how you react**

Key Competences (Areas) for Lifelong Learning (2018)

1. Multilingual competence
2. Personal, social and learning to learn competence
3. Citizenship competence
4. Entrepreneurship competence
5. Cultural awareness and expression competence
6. Digital competence
7. Mathematical competence and competence in science, technology and Engineering (STEM)
8. Literacy competence

Key Competences for Lifelong Learning (2018) - Multilingual competence

> the ability to **use different languages for communication** and to **understand and express** thoughts, feelings and facts **orally or in writing**

> one would need to know the **grammar and vocabulary** of a certain language

> the **ability** to learn a language in various ways is also important

> Appreciation of cultural diversity and curiosity for intercultural communication are **attitudes** connected to this competence

Key Competences for Lifelong Learning (2018) - Multilingual competence - questions to help with reflection

How did you communicate before and after the training with the people from other countries (e-mail, Skype, telephone)? What did you learn from that?

What aspects (ways of communication, expressing yourself, new words and phrases, traditions etc) of a foreign language did you learn? Which situations in the project helped you in that?

Do you feel more confident now when you want to express yourself in a foreign language? In what ways?

Key Competences for Lifelong Learning (2018) - Personal, social and learning to learn

> the **ability to learn to learn,** to **manage one's own learning** and to **reflect on oneself**

> It is about **time and information management**

> <u>**Social competences**</u> include **working with others** in a constructive way and **managing conflicts** in a supportive way

> <u>**Personal competences**</u> include **resilience,** the **ability to cope with uncertainty and complexity** and to s**how empathy**

> **Ability** to **support physical and emotional well-being** is also relevant for this competence area

Key Competences for Lifelong Learning (2018) - Personal, social and learning to learn - questions to help with reflection

How did you **plan your learning objectives**? To what extent have you reached them?

Did you learn **things that you did not plan or expect to learn**? Which?

How did you learn? When was learning easy for you and when was it challenging?

What did you discover about yourself? In what ways do you think your participation in the training has changed you?

How did you approach group work and **how did you cooperate with others** during the training?

Key Competences for Lifelong Learning (2018) - Citizenship competence & questions that help with reflection

> the **ability to act as responsible citizens** and **to fully participate in civic and social life**, based on **understanding of social, economic, legal and political concepts** as well as **global developments and sustainability**

What did you learn about the living conditions of the people from other countries?

Did your perspective on Europe change? In what way?

How can you contribute to the social or environmental initiatives around you?

Key Competences for Lifelong Learning (2018) - Entrepreneurship competence

> refers to the capacity **to act upon opportunities and to turn ideas into action that has value for others**

> It includes taking initiative, creativity, innovation, critical thinking and problem solving

> It requires the **ability to work collaboratively** and t**o plan projects of cultural, social or financial value**

Key Competences for Lifelong Learning (2018) - Entrepreneurship competence - questions to help with reflection

Which **interests, passions and talents did you develop during the training**?

What stimulates you to take action? **How do you make ideas become a reality**?

How and from which situations did you learn about 'taking initiative'?

What did you learn **about project management, teamwork and cooperation?**

Key Competences for Lifelong Learning (2018) - Competence in cultural awareness and expression

> the **understanding of how ideas are creatively expressed in different cultures, through different arts**

> It involves **developing and expressing own ideas**

> It requires the **knowledge of local, European and global cultures** and **the ability to express ideas and emotions in different artistic and cultural forms**.

> **Openness** and **curiosity** are important attitudes

Key Competences for Lifelong Learning (2018) - Competence in cultural awareness and expression - questions to help with reflection

How did you learn **new ideas or methodologies for working with art and culture**?

How open were you to experience forms of culture that were new to you?

When were you able to use **different media and forms of expression** (e.g. verbal, **drawing**, body) to **express yourself in different situations**?

Key Competences for Lifelong Learning (2018) - Digital competence

> involves **the responsible use of digital technologies; communication and collaboration, media literacy, digital content creation, safety, intellectual property related questions, problem solving and critical thinking**

> includes the **ability to use information via a range of digital technologies, to question available information**

> **curiosity and open-minded attitude**

Key Competences for Lifelong Learning (2018) – Mathematical competence and competence in science, technology, engineering (STEM)

> the ability to use mathematical thinking to **solve problems** in everyday situations

> **Competence in science** refers to the ability to use knowledge; to identify questions and to base opinions on evidence

> It includes **the ability to use logical and critical thinking (and problem solving)**, to handle technological tools and to communicate conclusions and reasoning behind them

Key Competences for Lifelong Learning (2018) - Mathematical competence and STEM - questions to help with reflection

What **kinds of different technologies** did you use to prepare for and to participate at the training (e.g. social media, audio-visual editing software, blogs)?

How did you approach online information critically?

How did you validate the reliability of your sources of information?

Key Competences for Lifelong Learning (2018) - Mathematical competence and competence in science, technology, engineering (STEM) - questions to help with reflection

How much were you involved in **developing your own training and what have you learned in terms of project management (time or budget management, etc.**)?

How did you approach problems? How did you **make sure that you could foresee potential problems?**

Do you have a **good overview of the financial conditions and regulations concerning the training**? How did you cope with new and unexpected situations in your training?

Key Competences for Lifelong Learning (2018) - Literacy competence

> the **ability to understand and express thoughts, feelings and facts orally, in writing or in other forms, and to interact** with others

> the **basis for further learning**

> the openness to **critical and constructive dialogue** and the **awareness on the impact of language on others** are important elements of this competence

Key Competences for Lifelong Learning (2018) - Literacy competence - questions to help with reflection

What kind of **opportunities did you have to express yourself in writing**?

When and how did you **adapt your language to different people you were talking to**?

How did communicating in a foreign language influence your communication in your mother tongue? Did that change the way you look at your own language?

Learning journals

> a tool for learners to **describe their learning** and **how and what** they have learnt

> "The **greatest value** in writing a journal is the fact that **you sit down, think about what you have experienced and give words to it**. It helps you become aware of what you have learnt."

> at the end of each training day we dedicate some time to writing down learning thoughts

> in our journals we can express ourselves by means of other media such as drawings, collages, pictures, etc

Click and download the SALTO Youth leaflets

Revised key competences in Youthpass

Youthpass and strategic partnership projects

Example of Youthpass certificate

Let's define our training learning objectives!

- To present and exchange with partners **Green Istria's good practice**, i.e. m**ost recent expertise in youth work** related to application of **non-formal learning tools** for **providing education about waste**, **focused on waste reduction and need to change of consumption habits**: **swap party, give-box, cooking with leftover food**

- **To contribute to our project's first objective (O1):** to strengthen participating organizations' capacities for innovative sustainable development youth work based on non-formal learning tools

Let's define our training learning objectives!

To contribute to the following project outcomes and impacts:

On organizational level:

- Strengthened capacities of participating organizations for innovative sustainable development youth work
- Improved youth work methods and practices and improved quality of participating organizations' youth work in favor of young people

Let's define our training learning objectives!

To contribute to the following project outcomes and impacts:

On organizational level:

- Improved processes of recognition and validation of competences
- Increased capacities to operate at EU/international level, improved internalisation strategies of participating organizations and better cooperation and networking with partners from other countries
- Improved chances to apply and implement more complex Erasmus+ projects

Let's define our training learning objectives!

To contribute to the following project outcomes and impacts:

Individual level - youth workers:

- Developed and empowered competences and green skills of youth workers from participating organizations related to sustainability-relevant sectors and areas that have prior to the project not belonged to their organizations'main area of expertise

Let's define our training learning objectives!

To contribute to the following <u>project outcomes and impacts</u>:

Individual level - youth workers:

- Increased ability of the youth workers from participating organizations to provide better quality work and activities in favour of young people
- Increased motivation of youth workers from participating organization in their daily work, as well as for developing and participating in future Erasmus+ projects (All activities)

Let's define our training learning objectives!

To contribute to the following project outcomes and impacts:

Individual level - youth workers:

- Improved foreign language (English) skills of youth workers

Sources for text within this presentation

https://www.youthpass.eu/en/about-youthpass/about/

https://www.youthpass.eu/downloads/13-62-408/Youthpass%20-%20January%202020.pdf

https://www.salto-youth.net/downloads/4-17-3553/Publication_YP-unfolded_online.pdf