

The Sunshine report on Non-Formal Education



YOUTH
FORUM
JEUNESSE

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When you ask someone about their experiences in Non-Formal Education you cannot be sure of their response. The replies are most likely to vary. They might start from the social aspects of getting to know new people, making friends or living in a group then move towards personal experiences and development, be it learning how to build a tent, how to create a song or how to speak another language or go even further and connect with more general issues of society and its challenges. It might extend into the political situation or into ways on how to solve certain problems of young people or society. But whatever the reply, we can be sure of one thing; a smile will develop on the face of the people as they speak. One can say that the main

reason is that non-formal education is about people, their feelings and who they are – we take a more holistic approach, it includes the participants in the process as a whole, with their emotions, experiences, abilities and interests.

Non-formal education is one of the key issues when we talk about youth work and the work done in youth organisations. The European Youth Forum, an umbrella platform representing the interests of young people in Europe with over 90 Member Organisations, strives to promote youth organisations as the main providers of non-formal education. We in the Youth Forum believe that the work done through activities, which provides learning can, and does, offer young people specific experience, knowledge, skills and attitudes, which are important for their further life. This learning takes place out of the school environment, in groups with people of the same age, who not only participate but also often organise those activities on a voluntary basis. It puts the learners with their needs and interests at the centre.

There are a great variety of approaches, styles and topics, which can be tackled through non-formal education and also the types of activities can vary greatly. That might explain why when talking about recognition of non-formal education and its outcomes for individuals we usually speak in very general terms and use examples from our close surroundings as proof. It is easier to share the atmosphere and the feeling of the people we know personally and it seems to be much harder to write all of it down in more scientific and descriptive terms. And

that is where the sun is starting to shine, it is the reason why this publication has been launched into the world. We have set ourselves the challenge of attempting to present all those experiences in writing and share them with all of you.

This publication, the Sunshine report, aims at showing the great variety among non-formal education. It provides an opportunity for youth organisations to share with each other as well as with the outside world the work, they find valuable. It throws the spotlight on the area of non-formal education. For us, non-formal education is not only what happens during the activities, the effect is much broader. As someone once said, if you want to educate a nation, educate a woman. We can take that one step further and say that if you want to educate a society, educate young people. To demonstrate how non-formal education contributes to the awareness and change in society and the underlying intentions, we have included a number of general introductions.

The report includes several chapters, which are divided according to the issue the activities work on. It begins with the individual development, moves on to group learning and more societal issues and closes with the work done towards more general public and support of sustainability and quality of non-formal education.

To create such a compilation isn't an easy task. Deciding on how to present the variety, how to present the activities in a way that is useful to others and how to incorporate the process into a book was quite a challenge. The result lies before you. The list of people and organisations contributing to the report would be very long. I cannot name them all, but I would like to take this opportunity to thank all of you for the work each of you has done. And to everyone else – I hope you enjoy it.

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HISTORY OF NON-FORMAL EDUCATION IN YOUTH ORGANISATIONS

The history of Non-Formal Education (NFE) in youth organisations began during the 19th Century. Several youth organisations which were established already at that time or early in the 20th century (1844-YMCA, 1907-WOSM, 1925 JECI-MIEC, etc) were providing young people with recreational and educational activities with the aim of giving them an alternative way of spending their free time. Many other youth movements started organising educational programmes focused on reaching young people that were not involved in formal education or needed more than what formal education could give them. These youth movements believed in the possibility of building a better world and wanted to give young people the opportunity to build a value system along with to competences building.

While many youth organisations have been doing non-formal education since their conception, the concept was initially defined as Youth Work including recreational and leisure time activities. From the experience of more than a century of organising educational programmes the need grew to have a firmer pedagogical base for the work, its quality and competences that could be gained in youth organisations. Based on this experience the term and concept of Non-Formal Education (NFE) appeared for the first time in 1967 at the Conference on the World Educational Crisis, organised by Unesco. Ever since Non-Formal Education has been around in educational thinking it has been connected to Life Long Learning.

After the concept was defined, youth organisations began to develop a common

language to discuss their educational programmes and started defining themselves consciously as providers of Non-Formal Education and more thought went into developing the concept and characteristics. Non-Formal Education became common practice. On the European level, the **Council of European National Youth Committees (CENYC)**, the **European Co-ordination Bureau of International Youth Organisations (BEC)**, and their successor, the European Youth Forum (YFJ), were working to put together the different experiences of the members and bring to light different situations in Europe. From these practical experiences and concepts used in the youth organisations, the YFJ articulated a common understanding and approach. A recent comprehensive formulation was done in the policy paper on NFE in 1997. In the years that followed, more studies were carried out to increase the knowledge about NFE and to disseminate the conclusions among institutions and other educational actors. Due to YFJ leading the discussion, the Life Wide aspect of learning soon found its place next to the Life Long aspect.

The advocacy work of YFJ initially focused on UNESCO to jointly define and promote the concept and to build cooperation with the Council of Europe (CoE) as an active supporter of youth organisations and promoters of the recognition of NFE. The Directorate of Youth and Sport of the CoE has for many years been working with its European Youth Foundation on supporting NFE in youth organisations.

Youth organisations soon complemented this practical support from the Council of Europe

with a policy discussion process together with the Council of Europe. Later this advocacy work further concentrated on the European Union to get it involved in the process. This initial phase of advocacy paid off in 2000 when the EU adopted a Memorandum on Life Long Learning.



schools was still hardly recognised. With the momentum in full swing, YFJ used this opportunity to build a coherent policy agenda around the concept. This process culminated in the YFJ Policy Paper: **0618-03 Policy Paper on Youth organisations as non-formal educators – recognising our role.**

In this paper Non-Formal Education is defined by the European Youth Forum as: *“an organised educational process which takes place alongside mainstream systems of education and training, and does not typically lead to certification. Individuals participate on a voluntary basis and as a result, the individual takes an active role in the learning process. Unlike informal learning, where learning happens less consciously, with non-formal education, the individual is usually aware of the fact that s/he is learning”.*

The policy paper paved the way for several EU and Council of Europe policy documents such as the 2004 EU Council Resolution on the Common Principles on the validation of informal and non-formal learning, the 2004 Pathways towards validation and recognition of education, training & learning in the youth field of the Council of Europe and the European Commission. The European Youth Forum, together with its Member Organisations built on the developed policy agenda to set a more concrete agenda in its policy paper on the **“Recognition of non-formal education: confirming the real competencies of young people in the knowledge society”**. The

impetus created by this process resulted in the 2006 EU Council resolution on the recognition of the value of non-formal and informal learning within the European youth field.

The European Youth Forum and the Member Organisations, building up the policy work based on the day-to-day educational practice



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With the Lisbon Agenda and the Education and Training 2010 programme the European Union aimed to become the most competitive knowledge based society by placing learning and education at the centre of the European debate. In this debate, the EU and the Member States soon realised the point the YFJ had been making, namely that a lot of learning outside



of youth organisations clearly stated that the political recognition of NFE was of prime importance. However, NFE needs to be further developed to bridge the gaps with other educational sectors and to assist in the recognition by society. That call was heeded by the different institutions and in cooperation with the YFJ, other more practical processes were developed such as the Youth Pass, the revision of Europass and the European Portfolio for Youth Workers and Youth Leaders of the Council of Europe. Although these practical tools are helping to develop the educational practices and the recognition, there is still a lot of discussion and study needed on the impact of NFE.

The issue of recognition has never been solely a European issue. In many African or Asian countries NFE is much more recognised. For instance, Thailand has a ministry for NFE. Also on a global level NFE is increasingly being recognised through the work of youth organisations and institutions such as UNESCO. A clear example of this is the resolution 'Youth in the Global Economy' adopted by the 62nd General Assembly of the United Nations, which not only recognises the important role of NFE in achieving the Millennium Development Goals, but also asks and requests Member States to ensure funding for NFE.

The recognition of NFE, while it is progressing, is still a process that is facing several **challenges**. The quality of NFE is not sufficiently recognised and lacks an overarching system to combine

the different approaches. To address this gap, the YFJ proposed a coherent and consistent Quality Assurance Framework in its 2008 **"Policy Paper on Non-Formal Education: a framework for indicating and assuring quality"**. The YFJ and its Member Organisations will be developing this framework in the next few years.

Another challenge is the focus on learning outcomes and their validation. While it is positive that there is policy attention to the question of how to make the learning of NFE transferable to other educational fields and employment, there is a tendency to see NFE as just an introduction to formal education or employment. Clearly development of systems and tools that serve only to channel the outcomes of NFE into formal education is not the route to take. The YFJ is therefore suggesting the development of a real Life Long Learning competence framework with validation practices adapted to the different fields of education.

However the recognition debate may continue, youth organisations have put Non-Formal Education and its impact on society on the policy map and in so doing has put the focus again on the learning needs of young people. The European Youth Forum and its Member Organisations will continue leading the recognition debate, specifically raising awareness on the impact NFE has in many areas in the life of young people and society.

RESEARCH INTO THE EFFECTIVENESS OF EUROPEAN YOUTH WORK

THE EUROPEAN INCUBATOR SURVEY ON EUROPEAN IDENTITY AMONG MEMBERS OF EUROPEAN YOUTH ORGANISATIONS

The impact of Non-Formal Education is clear for whoever has been involved in youth organisations. Unfortunately academic research on the impact of NFE is still scarce and consequently NFE is lacking standing in academic and policy making circles.

The European Youth Forum has been advocating towards various institutions and universities to address this need and notices that the interest is growing among governments. In the absence

of a strong research dimension on NFE, several youth organisations have started to conduct research themselves. And academics who are also involved in youth organisations are combining both experiences.

The following survey is an example of a youth leader, Srd Kisevic, who wrote his masters thesis on his investigation into the effect of European youth organisations on European identity.

The EU is in an ever-growing need of political legitimacy and support of its citizens that can be only attained through the citizens' increased level of identification with Europe. "Doing Europe" (travelling, having friends from other countries, debating and discussing Europe) is said to lead to an increased sense of European identity. Members of European youth organisations are exceptional within their age group as they are both the most exposed and exposed in a very specific way to Doing Europe.

Personal experience as a member of a European youth organisation, lead to the concept of this research in particular to see what the link is between participation in such organisations and the level of European identity, and also to get more data about the background of the youth organisation members, their knowledge about the EU and personal and professional plans for the future.

The backbone of the study was the collection of data through an online questionnaire, which lead to a sufficiently large sample. The research focused on the organisations belonging to the pillar of international non-governmental youth organisations (INGYOs) of the European Youth Forum (YFJ). The survey took place at the end of 2007 and the beginning of 2008 and in total 645 persons responded to it, out of which 524 (81.2%) fully completed it. The questionnaire contained questions taken over from similar surveys into the general youth population in Europe conducted by Eurobarometer and other researchers. This allowed for comparisons to be made between this group and the general youth population. The survey was representative in terms of gender balance, geographical distribution and membership in various organisations.

On the main topic – the feeling of identity – the research discovered, surprisingly, that

this specific group of young people exhibits weaker attachment to all three levels of observed identity (European, national and local/regional) when compared to general youth samples from other studies. However; members of European youth organisations do feel more European in relative terms as they demonstrate almost equal attachment



to all three levels of identity (while in the general youth sample the national identity is the clear winner). This points to a somewhat different perspective of personal relevance of these types of political identity to respondents than was the case in general youth population. While the respondents were hesitant to proclaim strong attachment to any of the three identities, they seem to have made no special difference between European identity and the two other types, setting them thus all on the same footing.

The research also looked at factors that could be correlated with a sense of European identity. When discussing the role of associations in the society, the main question is often whether membership in them is a cause or an effect of a greater civic engagement. The two opposing theories that are usually put forward are socialisation

and self-selection. While it is common sense to acknowledge that self-selection plays an important role, the real question should be whether there are any additional effects of socialisation within associations, what is the personal influence within groups and what are the effects of peer pressure especially among youth. As Katz and Lazarsfeld (Hooghe in Hooghe and Stolle, 2003) would put it: "We are led to expect that an individual's opinions will be substantially affected by the opinions of others whose company they keep. Or aspire to keep."

In order to examine some of these "additional affects of socialisation" in youth organisations, the survey looked at the respondents' participation at events, travel in Europe and international friendship networks. It found that almost all members attended international events of their organisation and that there is high correlation between the number of visited events and number of new European countries visited for the first time. This implies that membership in these organisations lead to the broadening of horizons of the known Europe to the respondents. Over 30% reported having visited six or more new European countries because of their organisational involvement. A small group of respondents (6%) has been exposed extensively to Europe, visiting 15 or more new European countries with their organisation. There was a clear correlation between the number of visited European countries and the feeling of European identity.

When it comes to international friendship networks, the survey found that youth organisation members have many friends

of different nationality or ethnicity most of whom they report to have met through their organisation. Their international friendship networks are significantly larger than those of regular youth population and European studies students as observed in another study. Here again, the results show a correlation between the number of international friends and the feeling of European identity.

The research also looked at the level of education received on European Union matters. The majority of respondents replied to having being taught 'nothing' or 'very little' in primary or secondary school. Compared to that, over 70% of respondents claim to have been taught 'something' or 'a great deal' about EU through participation in their youth organisation. When directly asked to compare the two experiences, a clear majority named European youth organisation as a more valuable experience in terms of understanding the EU.

Separately from education, the survey also asked the respondents to evaluate whether their participation in their organisation had changed the way they look at the process of European integration. A great majority of respondents felt that their membership had a positive change in their perception of European integration. When asked to mark how important the different forms of their participation regarding the way they see the EU were, respondents ranked personal contacts with young people from other



European countries and debating with them as the most influential factors. Lagging behind was the experience of visiting other European countries. Learning about European issues at seminars was graded by more respondents as having weak influence than strong, and similarly study visits to EU institutions and the non-personal aspects of participation (website, magazine and newsletter) were equally ranked by significantly more respondents as having a weak influence.

The survey has thus managed to show that exploring Europe is highly correlated with observed levels of European identity. Any strategies aimed at increasing the level of European identity among young people should therefore take into consideration the work of European youth organisations and especially those activities that promote direct face-to-face contacts and exchanges that lead to discovery of new European countries and formation of new cross-border friendships. Specifically, in the organisation of events, more time needs to be devoted to social activities and activities that promote debates and interaction among participants.

**Author of the article and the thesis is Srd Kisevic: srdj.kisevic@zg.t-com.hr
The full thesis can be found on: european-identity-research.tripod.com**

NON-FORMAL EDUCATION IN PRACTICE: THE IMPACT AND DIVERSITY

The work of youth organisations to make the policy and concept discussion on NFE 'real' and connected to their day-to-day work unfortunately lacks visibility. The following examples, taken from several Member Organisations of the European Youth Forum, are just some of the programmes or projects of youth organisations. They are put in the spotlight here with a view to giving a taste of what youth organisations can achieve in relation to individuals' development or the development of certain policy areas, through NFE activities.



All the contributions include contact details of the organisation where more information can be found, so that this coherent compilation can act as an educational resource furthering the development of NFE all over Europe.

1. NON-FORMAL EDUCATION AND THE INDIVIDUAL, THE FOCUS ON PERSONAL DEVELOPMENT

Personal development is the pillar of NFE in many youth organisations. They provide unique educational opportunities for young people to develop themselves, their capacities and competences. This is done through enjoyable and learner based activities that allow young people to learn with each other and from each other. This community based approach is what makes the personal development both unique and effective as it prepares young people to use the learning in real life. Some activities and programmes focus more on this personal development while others would focus more on learning for society.

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This is certainly not an exhaustive overview, as there are tens of millions of young people taking part in millions of projects and programmes all over Europe. The YFJ therefore only aims to highlight several different aspects of the NFE provision of its members: a focus on personal development, connection to society, quality and the recognition of NFE.

Most projects could fall under several categories as they combine, for instance, personal with social development, but they were categorised according to their main focus.

The personal development needs of young people vary from person to person. All these needed competences include knowledge, skills and attitudes, the variety of examples in this chapter reflects this.

The **AEGEE** European Schools for example give young people a crash course in leadership while **ETHNO of Jeunesses Musicales** focuses on the development of a person's artistic skills in an intercultural environment. To participate in society, one has to be able to express themselves. **FCMJP** has therefore developed

'Théâtre oui, ... mais pour quoi faire?' for young people to develop their expression, lose their fear of speaking and build self-confidence and self-esteem. Ynteract by **AEGEE Bucuresti** used Creative Community Clubs to help young people develop their communication skills and so interact better with society.

AEGEE Bucuresti (CTR) – Ynteract: communication and interpersonal skills

Organisation: AEGEE-Bucuresti

Name of Project: YnterACT

Topics and aims

YnterACT aims at giving education and communication a more personal touch, supporting the development of the communication and other (inter)personal skills of young people.

Description

We are in the twenty-first century. We have more communication means than we have ever had before – phone, internet, fax, video-conferences. Mass media is gaining more and more leverage in the society. But this does not mean that communication is easier. On the contrary.

With the fast rate of the technological breakthroughs, it is very easy to forget that it is not the technology that is responsible for the success of the communication process, but the people involved in it.

YnterACT addressed young people in order to shift their focus from the communication media to the aspects concerning the people involved in the communication process. It has first and foremost offered young people

the opportunity to use their creativity and constantly practice their communication and other personal skills using tools such as Formal Debate, Forum Theatre, Intercultural Communication Games, Improvised Speaking and Lateral Thinking Exercises. The project was organised by 4 partner organisations from Germany, Greece, Romania and Turkey under the coordination of AEGEE-Bucuresti and was financed through the Grundtvig Programme of the European Commission.

The project was organised in such a way that young people would get the most out of it. On a local level, Creative Communication



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Clubs were established that held weekly or bi-monthly meetings, where young people had the opportunity to constantly practice their skills by means of one of the aforementioned methods. Other non-regular meetings were also organised, such as Communication or Debate Trainings, Speech Contests or Forum Theatre Public Performances.

In order to ensure the exchange of experience among the project partners and disseminate the results on a European level, a number of European events were organised, such as 2 Creative Communication Training Seminars and 2 European Experience Exchange Events. Moreover, workshops and short training sessions were organised at various meetings

and training courses from the partner organisations.

Results

Results have been produced at several levels:

Personal level – over 500 young people were involved in the project activities and have developed their communication related skills: argumentation, improvisation, active listening, non-verbal communication, intercultural communication, etc.



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Organisational level – The project allowed different organisations with different expertise to cooperate and make their work known internationally (e.g. organisations dealing with forum theatre or debate).

Community – via the different actors involved the project became known in the community, leading to other more specific projects to be implemented and organised for instance debates or forum theatre in high-schools, getting support from universities or even having companies plan the introduction of a debate or devise argumentation exercises among their employees.

Worked well because of

The strong points of the project to which its local level success is due are the bottom-

up approach taken in the structure and the constancy of its activities.

During the “regular” training courses organised in Europe, the learning process is very intensive for several days/weeks, after which the participants break away from the learning environment and sometimes they do not therefore have the opportunity to incorporate the newly gained skills.

For YnterACT, the participants would meet regularly for a few hours and practice various tools. Although the sessions were less intensive, their frequency allowed an increased learning effect.

Moreover, the participants were given the opportunity to participate in the design of their learning sessions, by deciding what types of methods would be practiced, on which skills they would focus, as well as giving constant feedback to their peers. Moreover, after gaining experience the members of the Creative Communication Clubs would regularly take over leading and organising the Club sessions.

More info can be found at:

www.ynteract.eu; www.aegEE-bucaresti.ro/en

**Jeunesses Musciale International:
Ethno: Intercultural Learning
And Social Cohesion**

Organisation: Jeunesses Musicales International (JMI)

Name of Project: Ethno

Topics and aims

A unique cultural exchange programme, Ethno is a folk/traditional music camp held annually

in 9 European countries where participants from around the world share and learn the song, music and dance forms of their international peers.

Description

Ethno is held every summer in Belgium, Croatia, Cyprus, Czech Republic, England, Estonia, Macedonia, Slovenia and Sweden, bringing together young folk musicians aged 15-28 from around the world.

At these music camps, the young musicians explore many musical styles, with most teaching done by ear. Each participant leads the group in learning the art forms of their own cultural heritage, supported by mentors who guide participants in sharing their own musical knowledge.

The daily programme is a mixture of workshops, jam sessions, seminars, performances and leisure activities.

Results

Ethno is an opportunity for musicians and dancers to exchange and explore new rhythms, creating new interpretations of music and dance that take their traditional crafts to a whole new level. Ethno is a partner of some of Europe's largest folk music festivals, which showcase the collective of international folk musicians and share the fabulous tapestry of sound and movement with local audiences.

A space for intercultural learning, friendship, and exchange, Ethno is a great life experience for participants both on a musical and personal level. Ethno often leads to the formation of new groups and bands, who continue to work together independently throughout the year or within the framework of Ethno touring projects such as 'Ethno on the Road' (Sweden, annual) or 'Ethno in Transit' (Estonia, 2008).



Worked well because of

- using peer-to-peer education techniques which makes the camps having a strong intercultural value;
- being completely organised by young people thus creating great ownership and strong learning possibilities;
- the value base as a peace project is appealing to young people.

More info can be found at:

www.ethno-world.org; www.jmi.net

Other

Ethno is a programme of Jeunesses Musicales International (JMI), the world's largest youth and music NGO. JMI is a global (global and local) network that enables young people to develop through music across all boundaries. Over 36,000 diverse musical events are held each year in 45 member countries worldwide, that reach a total audience of almost 5 million people. Every event is based on the belief that the powerful force of music can positively affect young people's lives. For over 60 years, JMI has been 'Making a Difference through Music', using the power of music to bridge social, geographical, racial and economic divides and create an international platform for intercultural dialogue.

FCJMP (CRIJ) - Théâtre oui, ... mais pour quoi faire? – Youth expression: gaining trust by learning to express

Organisation: F.C.J.M.P. asbl – Rue saint Ghislain, 20 – 1000 Brussels

Name of Project: Théâtre oui, ... mais pour quoi faire?

Topics and aims

Self expression and communication

Description

"Théâtre oui, ... mais pour quoi faire?" is a toolbox developed by FCJMP for youth workers that want to work with young people to give them the confidence to speak and the competence to express themselves.

FCJMP is a pluralist youth organisation that runs 55 youth centres in the French speaking part of Belgium. The youth centres are placed in 'milieu populaire', in the heart of the communities. Their target group are young people with fewer opportunities in their diversity, including young people with immigrant background, young people in precarious economical or social conditions, young people in rural and isolated areas and young people whose route in formal education is unclear.

They can participate in various Non-Formal Education activities organised in the centres and are encouraged to take initiative and responsibility for the education of their peers.

The communication toolbox is a response to the need of many young people who are misunderstood when they express themselves. The different youth workers active in the youth centres took up this need and started working with them on different ways of expression.

After several trainings by FCJMP, the idea grew that it would be good to combine the different methodologies in one toolbox. This toolbox was developed from the practice of the different youth workers and youth centres.

The Toolbox contains both a pedagogical section explaining the non-formal education concept behind the whole programme, offers advice on how workshops can be organised etc. The main part of the toolbox is a series of fiches each containing a different exercise with aims, methodology and support resources.



© FCJMP (CRIJ)

All the fiches are sorted by theme: seeing, take your time, what you want, meeting, improvise, being, do.

As can be seen from the themes the exercises range from non-verbal communication, to relaxing exercises, how to react to aggressive or hurtful communication of others to working together on developing a play.

This toolbox has just been completed and printed and will be distributed among the youth centres and everyone who is interested in working with young people on, expression and communication.

Tools that provide exercises for youth and professionals to learn communication and expression via thematic activities around formal and non-formal languages.

Results

The years of experience using these exercises have yielded clear results:

- increased self-confidence of young people which worked specifically well with young people who have very few other positive experiences
- an improved group atmosphere in activities with young people are more calm and self assured.
- A feeling of respect towards others and themselves
- The awareness of how communication works and how different ways of expressing are perceived and what the results can be of communication.
- The ability to express themselves in public including controlling their emotions

Worked well

The programme and the different exercises work well because they address a real need of young people and were developed in the practical experience by young people themselves.

The toolbox and the programme are built in a modular way so that they can be adapted to the target audience and can be used in other programmes or activities.

The exercises use a clear methodology that youth workers with different levels of experience can work with.

More info can be found at:

info@fcjmp.be; www.fcjmp.be

AEGEE – European Schools: the skills to run an organisation

Organisation: AEGEE-Europe

Name of Project: European Schools



© AEGEE

Topics and aims

Since 1999 AEGEE has been organising European Academy or European trainings. The European School, being one of the trainings of the Academy, is a one-week training course for people who want to discover AEGEE and learn how to run a youth organisation on local level and organise successful projects. A balanced mixture of workshops and casework in multicultural teams offers the participants the chance to gain hard skills such as organisational management, event organisation, public relations, fundraising as well as soft skills such as intercultural teamwork and communication, presentation, interview and motivation techniques. The European Schools are part of AEGEE's social youth work. AEGEE youth work has a social dimension as it consists of actions and activities that contribute to and develop the communities and societies the participants are active in.

Description

A European School I (ES1) is a one-week long training whose primary goal is to train board members of local AEGEE branches and project officers by completing their competences in organisational and project management as well as on the structures and processes within AEGEE in general. The participants have also the chance to improve their competences regarding multicultural teamwork whilst reflecting upon their attitudes.



© AEGEE

The programme contains all basic elements of running a local branch of NGO: project and human resources management, fund-raising, public relations, budgeting, and event organisation. The mix of comprehensive lectures, interactive workshops, demanding case sessions, a social programme give the participants an unique chance to deepen their knowledge about AEGEE, while encouraging and motivating them to use the opportunities for getting further involved in voluntary activities.

Results

Around 10 European Academy events are organised every year involving hundreds of young people. The participants of European Schools are “infected” with a virus of motivation and enthusiasm for developing their involvement in social youth work! Participants are inspired by the truly European atmosphere achieved through such training. They find friends that come from all over Europe, friends they will stay in contact with and work with in the future, friends sharing their dream of a Europe, coming closer together.

The thematic parts ensure that they are equipped with the necessary competences to contribute actively to the work in their local AEGEE branch. This ensures that AEGEE

can actively address the high turnover of people, which is a basic characteristic of our students’ organisation. Furthermore, through our European Schools the AEGEE network is continuously being built on personal relationships of its members.

Worked well because of

The theoretical parts are complemented by an intercultural simulation taking up half of the available working hours. Participants work in small mixed international teams for the whole training week. The simulation is directly connected and co-ordinated with the respective training sessions to maximise the learning effect. The simulation is designed and experienced to help the participants to use the knowledge they are equip with during theoretical sessions into practice, whilst creating a working environment that is very similar to the one in reality. The simulation during which participants work in groups, also catalyses intra-group dynamics and increases the need and awareness how to cope with the intercultural differences. The different teams are supported during the whole simulation by tutors - experienced members with proven coaching skills, who supported them within a limited range.

More info can be found at:

www.aegEE-academy.org

2. NON-FORMAL EDUCATION TO BRING ABOUT POSITIVE CHANGE IN OUR SOCIETY: FOCUS ON THREE POLICY FIELDS

In some programmes the learning is only one of the objectives, with the overall aim of bringing about change in society. These programmes are connected to policy fields of developing youth autonomy. Among the various possible fields, this report highlights three fields from the very wide variety of areas youth organisations are involved in: health, citizenship and social inclusion.

2.1. FOR A HEALTHY, WELL BALANCED AND RESPONSIBLE LIFE: NFE ON HEALTH

There is a long-standing tradition of promoting physical health through non-formal educational activities. A number of youth organisations have traditionally used outdoor activities, sports or any other physically challenging exercises as one of the most effective learning methods. These activities not only improve the physical condition of young people, but also their self-confidence. Through working and living as a group, social skills and the ability to live in a group can be acquired. Youth organisations work in non-authoritative settings and put the emphasis on equal relations between leader and member, educator and learner. Learning is generally organised without tests or diplomas. This approach of not putting young people under pressure enhances mental health. The use of group learning and peer cooperation is successful and youth organisations see a lower incidence of bullying.

Many governments and health actors have long seen young people as a target group

that should be educated and told what (not) to do. This approach, although still common, is changing into an approach in which young people are empowered to be architects of their own health. This change of focus places more emphasis on peer learning and learning within the living environment of young people, so as to enable them to make informed responsible choices.

One of the strongest health risks for young people is tobacco addiction. With the support of the European Youth Forum and the European Commission, many youth organisations in Europe have set up campaigns and non-formal education activities around this topic. **ACTIVE**, **CTR** and **DEMYC** all present a unique and different approach to working with young people on this issue. The **Romania Youth Council**, **CTR**, presents a good example of a nationwide youth-led campaign and **DEMYC** ran a local project by a political youth organisation showing participative politics in action. Promoting a drug-free lifestyle by their own abstinence is the mission of **ACTIVE**. Their NFE programme 'Better off without' provided education on lobbying and on the participation of young people in decision-making processes with regards to health policy. Their FRISTIL project is a good example of empowering young people to enjoy life without using drugs and alcohol.

A second major health area of concern for young people is sexual and reproductive health, including sexually transmittable diseases and HIV/AIDS in particular. The **Cyprus Girl Guides Association** (WAGGGS) run a NFE programme for their members and all young people to promote positive attitudes towards relationships and a change of perception of people living with HIV and AIDS.

**Cyprus Girl Guides Association
(WAGGGS) – Aids-free
Cyprus: awareness raising
and Health Education**

Organisation: Cyprus Girl Guides Association (member of the World Association of Girl Guides and Girl Scouts)

Name of Project: AIDS-FREE CYPRUS

Topics and aims

Health and Hygiene is one of the four basic educational signposts of the educational programme of the Girl Guides Association of Cyprus. As the fight against HIV and AIDS was identified as a particular issue for young people living on the island, the Cyprus Girl Guides decided to develop and incorporate a peer education programme 'AIDS-FREE CYPRUS'.

The programme aims to raise awareness, promote behaviour that prevents transmission of HIV/AIDS and other sexually transmitted diseases (STDs), promote positive and responsible attitudes towards relationships and change attitudes towards people living with HIV and AIDS.

Description

The programme was developed in Greek and Turkish, to help promote an all-island effort in the fight against HIV/AIDS. It consists of 5 board games and other activities, supported by a planner's handbook, a trainer's guide and stickers and posters.

After completing the Peer Education programme, the trainees receive a badge according to their age-group:

- **"I Listen"** badge for the age group 10 – 12, because they have received the basic knowledge on HIV/AIDS;



© WAGGGS

- **"I Learn"** badge for the age group 13 – 15, because they have learned how to protect themselves;
- **"I Live"** badge for 16+ who can now live without the fear of AIDS as they know how to protect themselves and how to care and offer support to people with HIV/AIDS.

Leaders and Trainers who have completed the Training receive a combination of the three badges.

Results

"AIDS-FREE CYPRUS" has been included in the National Strategic AIDS Plan and is used by a wide variety of youth organisations and other NGOs, Health Visitors from the Ministry of Health, local colleges, etc. To date, 500 members of the Association, 200 youth leaders, members of other NGOs and organised groups and over 5000 students have participated in the programme.

Worked well because of

Volunteers carried out research to develop the material and between 2001 and 2003, several trainings were organised at all levels and the material was used in a draft format in order to verify its functionality and effectiveness. These included Trainings for Trainers and Leaders 16+; trainings for peer educators aged 10 – 12 and 13 – 15 years old; seminars for parents and adults outside Guiding and informational meetings for adult members of the Association.

More info can be found at

Girl Guides Association of Cyprus
PO Box 25210; Nicosia ; CY 1307
Telephone: 00 35722781587
Fax: 00 35722779218
Email: soma.odigon@cytanet.com.cy

Other

The Association wants to further expand the project by printing the educational material in English. They would also like to translate and print the material in Russian because of the large numbers of Russian-speaking people in Cyprus and so as to be able to share it with Russian-speaking Girl Guides organisations.

**ACTIVE - Better off without: for
a Tobacco free lifestyle**

Organisation: ACTIVE – Sobriety, Friendship & Peace

Name of Project: “Better off without” and



“Free and better off”

Topics and aims

Tobacco-free lifestyle and tobacco related harm - damage done to the society and to individuals.

Description

The project consisted of 2 projects with the same aim.

The first project took place in the summer of 2007 in Bulgaria, bringing together 15 people to learn more about tobacco and tobacco policy. The aim was to discuss and exchange views on tobacco, draft a comprehensive tobacco policy paper for the organisation and

to collect ideas on actions to implement the policy. This draft policy paper was put on the web and was free for written consultation until the summer of 2008, when another workshop was held to finalise the policy paper which was consequently adopted as official policy paper for ACTIVE.

The second project “Free and better off” took place in the summer of 2008 in Sweden. This seminar brought together participants from all over Europe to discuss situations and laws in different countries and to exchange best-practice examples. One of the concrete results was a tool-kit, consisting of a board game, which is aimed at young people to learn more about anti-tobacco lobbying.

Results

- Policy Paper was adopted by the congress of Active.
- A toolkit on anti-tobacco lobbying.
- Members of ACTIVE learned about tobacco issues and more precisely about tobacco related harm to society and individuals and about anti-tobacco lobbying. This knowledge and experience is brought back to national and local level and used for further education and projects.

Worked well because of

The project concentrated on awareness raising and the non-formal education of ACTIVE's members.

The knowledge exchange, policy paper and toolkit enables the participants to continue with the projects on national and local level to educate and involve in the discussion about tobacco a wide range of young people.

More info can be found at:

activeboard@activeeurope.org

**Juvente Norway (ACTIVE)- FRISTIL:
empowering young people to build
drug free youth environments.**

Organisation: Juvente Norway

Name of Project: FRISTIL

Topics and aims

- *To create good, safe and exciting youth environments where young people get the possibility to show that they can, dare and want to take challenges without the aid of drugs or alcohol;*
- *To empower young people and give them the opportunity to make conscious choices;*
- *To reach these aims through peer-to-peer education.*

Description

FRISTIL is an educational and activity programme that aims to give young people relevant knowledge and factual information and to motivate them to create and sustain a positive and productive drug- and alcohol-free environment. The programme puts as much weight on organised social activities and interaction as on formal education.

FRISTIL is a project Juvente Norway has worked on since 1975 and has been a peer-to-peer education programme since the beginning. The idea is to make young people aware of their ability to influence their peers regarding drug issues, and to help them to make conscious choices and enjoy life without using drugs and alcohol. The project also includes follow-up activities that involve parents. The

project is supported by the social and health department in Norway.

The project is based on a strong cooperation between schools and ACTIVE: every year all 9th grade teachers in Norway (14/15 years old pupils) get an invitation to participate in the project. If they want to participate, they sign a contract where they enrol for the project. They then receive the information pack for the teachers about the project and how to select the peers from their class

FRISTIL comprises four stages: FRISTIL INTRO (four-day seminar), FRISTIL KLASSE (in their own school), FRISTIL OPPELVESE (a weekend arrangement some weeks after INTRO) and FRISTIL AKTIVITET (local activity program).

First step of the project is FRISTIL INTRO, which is a four-day seminar where two youngsters (aged approximately 14) from about 10 different schools attend on behalf of their classes. The leaders of the seminar are youngsters themselves and all activities are interactive. They learn about peer pressure, alcohol, get some input on drugs and practice having lectures themselves. The social part of the programme also plays an important role, playing games with many teambuilding activities to empower the participants and build self-esteem.

The second part FRISTIL KLASSE, is when the participants return from INTRO and have lectures for their classmates at their schools about FRISTIL. This also includes a parent-evening and activities in the local community.

FRISTIL OPPELVESE and FRISTIL AKTIVITET is organised by Juvente and are activities the FRISTIL participants and friends are invited to attend. This takes place after FRISTIL KLASSE



© ACTIVE

has taken place, and the events are bigger as the participants can be from several FRISTIL INTRO seminars.

Results

In the 33 years that the FRISTIL programme exists, 30.000 young people took part and 700.000 pupils came into contact with it. 5000 youth leaders have made this possible.

The results on young people:

- The young people feel increasingly empowered.
- Research showed a postponed debut age on alcohol consumption, especially for FRISTIL seminar participants
- Through the programme the organisation managed to create safe youth environments
- The programme has contributed to the recognition of NFE by schools and parents.

Worked well because of

-peer-to-peer education; one shows the participants immediately that they can manage to have lectures, be confident and have fun, and be good and true examples for other youth.

More information can be found at:

www.juvente.no/fristil or fristil@juvente.no

Romania Youth Council – Tobacco Campaign: peer education to raise awareness on tobacco

Organisation: Romania Youth Council (CTR)

Name of Project: Tobacco Campaign

Topics and aims

The main aim of the campaign was to raise awareness regarding the active and passive smoking among young people. At the same time we promoted the "Manifesto: for a life without tobacco".

Description

The campaign in Romania was very diverse in the activities that were organised. These ranged from presentations in schools and high schools to the mobile campaign at the seaside and different towns throughout the country. The campaign covered all the 8 development regions of Romania .

We used unconventional and innovative methods of promotion such as:

- the delta plan
- interactive contests
- short movies script contest
- candid camera
- photography contest
- theatre,danceandlivingstatueperformances in open spaces
- informal meetings with several Roma communities
- informal meetings with kindergarten children
- CO Tests

Among our activities we also included:

- The contest "Give me cigarettes": we asked people to hand over as many non-smoked cigarettes in proportion to their desire to

earn a prize. With the cigarettes that we collected we organised a contest of symbols on the beach: each participant had to draw a symbol on the sand for our message "A life without tobacco";

- The contest "A life without tobacco": we have short videos from the contest that very much show the atmosphere of the contest. Each day we had between 6 and 12 participants.



© CTR

- HELP tent: each day 2 volunteers were present in the HELP tent provided by the local PR Agency. On the initiative of CTR a common campaign was launched at the seaside in order to have a greater impact. This included interactive contests and activities for young people.
- Karaoke contest: an interactive activity with a lot of participants.
- Obstacles contest: for young participants 10-18 years old.
- Participation in the TV broadcast "Tonomatul de vacanta cu Alina" TVR2 national TV in which young campaigners told about their experience.
- Campaign's journal (with messages from all participants): a journal was created where all participants wrote key messages. These include messages from athletes, TV stars, young people, doctors, politicians, ...
- Collecting cigarettes from sand: we had also organised this contest last year and it had a good impact.

We adapted the message according to the public and because the campaign took place in the summer we also adapted the location in order to reach our target.

Results

The overall results are positive since CTR have managed to implement a national campaign reaching 10.000 young people.

The best results were achieved with the prevention of active and passive smoking. Practical examples showed that young people understood the message: in the contests that we had, they drew images of health diseases caused by smoking and an unhealthy way of living. Young people that were not active before became promoters of the campaign trying to convince other members of their family or of their group of friends that smoking is a bad habit.

The most rewarding part of the campaign was the evaluation and monitoring work as it became clear that CTR grew a lot during the two years of campaigning. CTR gained more partner organisations, improved cooperation with the institutional partners; all of these due to efficient communication and shared results. CTR gained more partners to battle together against tobacco such as:

- the Ministry of Public Health
- the National Anti-Drug Agency
- the National Authority for Youth (ANT)
- the Romanian National Agency for Supporting Youth Initiatives (ANSIT)
- Romtens Foundation
- Psychologists and experts in the field of health
- IFMSA Romania

The media partnership was key, since with their support more young people were reached than expected. This partnership led to several



TV and radio appearances on both National and local channels and several radio interviews. During the campaign

activities, many young people mentioned the media coverage and said for example: "oh! yes we heard of this campaign you were the ones who did the CO test with the TV star..." This stimulated the media partners to continue and intensify the cooperation with CTR and youth organisations as they benefited from the outreach and the increased name recognition.

Another result worth mentioning is the fact that CTR succeeded in attracting additional funding: for the final conference that took place in Bucharest CTR received 25% financing from ANT. The cooperation with the Ministry of Public Health developed into a really sustainable partnership as they want to finance similar projects for young people in Romania.

Worked well because of

The Tobacco Campaign in Romania worked well due to the:

- enthusiastic people that worked for it: we had a team of 15 people that worked in the project in 2008 and a team of 5 people who worked in 2007. Of course the team grew during the campaign!
- good communication with the public institutions: weekly meetings were held with the most important actors;
- efficient promotion to the media and target group though inventive and creative ways such as the delta plan promotion and the mobile campaign. The methods used had

- great impact and the target group was successfully achieved;
- Creative ways of action that actively involved the public and allowed them to learn by doing.

More info can be found at: www.youthandtobacco.com and www.tobaccocampaign.info

Other

This campaign has been just the start of the work done by CTR in a field that is so much neglected. The great results CTR achieved in 2007 and 2008, allowed the transformation of the Tobacco Campaign into a regular project that will be implemented each year in as many regions as possible.

DEMYC - Healthy Environment for a Healthy Life: Health education through grassroots campaigning.

Organisation: DEMYC – Democrat Youth Community of Europe

Name of Project: Healthy Environment for a Healthy Life – Campaign

Topics and aims

The concept was to have an "on-the-spot" campaign concerning tobacco and the effect



it has on the lives of young people throughout Europe. Regardless of the participants' smoking habits, DEMYC wanted to expose the participants to different approaches, to form discussion groups and to design a campaign to be held in the streets of Portoroz with locals and the media.

Description

The participants were firstly exposed to different approaches regarding smoking (ministry of health, YFJ – anti-tobacco manifesto, tobacco company, etc). These were done in the form of lectures and workshops. Then, in small groups, in the form of workshops, they discussed the different approaches and information in relation to their personal experience. For this reason both smokers and non-smokers were included in a group.

Following this, by combining the information achieved during the lectures and workshops with campaign techniques they use at home in their own organisations on various issues, each group drafted, organized and implemented an awareness raising campaign in the streets of Portoroz.

They interacted with locals, talked about the hazards of smoking and the effects of the recently implemented smoking ban in Slovenia, they distributed promo material for a life without tobacco. The whole campaign was videotaped by a «crew» of participants. Afterwards, participants evaluated their campaign techniques through training on campaigning workshop that was held the following day.

Results

Regardless of the mainly technical problems that were encountered with recording, etc, the participants enjoyed the whole process of interaction, the organisation and the event got

publicity among the local community, spots of the campaign were shown on national TV and some participants implemented similar techniques and anti-tobacco campaigns at their home countries.

In the long term, results on smoking at the later DEMYC events, several participants shared that they have not smoked since the DEMYC summer school in Portoroz. One smoker specifically said that she was mainly influenced by the poster of Marilyn Monroe.



© DEMYC

Some other smokers said that they did not manage to quit smoking but have now realised more the right of non-smokers to have the chance to be in smoke-free environments.

Worked well because of

The good combination among lectures, discussion, training and actual action by participants. Also because of the participation of various actors (YFJ, Local authorities, Slovenian Organization against smoking, Ministry of Health, trainer, tobacco company, etc).

More info can be found at:

www.demyc.org/news___coming_events/archive_2007/

2.2. CONTRIBUTING ACTIVELY TO SOCIETY: NFE ON CITIZENSHIP

The personal development of young people as a pillar of NFE in youth organisations often focuses on what being a citizen of our society means and how can young people learn to take responsibility for their communities on all levels from local to global.

The citizenship component of education is increasingly under pressure in formal education due to the focus on the economical and employment aspects of education. This development needs to be countered and youth organisations are stepping up their work on providing citizenship NFE programmes. Yet Non-Formal Education cannot be expected to take over the role of Formal Education as both are complementary. Formal education needs to provide young people with a theoretical and general understanding of society, its history and tradition while non-formal education focuses on supporting young people in finding their own set of values and learning how to incorporate those values into their everyday life. NFE activities are opportunities to experience in practice what it means to take responsibility for themselves and others, which prepares young people to become active citizens. As value-based organisations, the programmes of youth organisations reflect these values; however as they all have different values this creates a rich diversity. Within this variety all members of the European Youth Forum agree on a core set of democratic values upon which European citizenship is based, such as intercultural understanding, democracy, respect, active citizenship and solidarity.

Peace education is a topic for many of the YFJ's Member Organisations and this chapter

contains good examples of **DBYN-Don Bosco Youth Net** and **Pax Christi**.

Pax Christi with their programme 'The right frequency for Peace' shows how young people can work together in conflict areas such as Israel and Palestine. Don Bosco's Youth Net programme 'I (am) like you!' focuses on conflict management on a personal level.

The ultimate expression of citizenship is political participation, both active as well as passive. The **Romania Youth Council** uses peer education to bring the topics of the European Elections closer to young people.

YEPP approaches the issue through personal development of young people as politically active citizens. Through various projects they raise awareness on the political situation in Belarus.

Young people increasingly see themselves as citizens of the world and global education is the way of learning how to become an active citizen, taking responsibility for others in the world. **Youth for Exchange and Understanding** through their International Youth Convention brings together young European and Africans for a joint educational process.

An entirely different approach is taken by **MIJARC** in their "Land, Leben, Luschd... voll fairück!" project on food sovereignty that allowed young people to explore the relationship between food and their lives, therefore taking up responsibility for their health. And by promoting fair, ecological and local food, they also take up responsibility for their communities.

Don Bosco Youth Net - I (am) like you!: a game on peace education and conflict management

Organisation: Don Bosco Youth-Net ivzw

Name of Project: I (am) like you !

Topics and aims

The main topic of the project was conflict management and resolution (Peace education) and aimed to:

- 1. Develop awareness about the build-up of a conflict situation and how to develop conflict regulation and peace building.*
- 2. Get acquainted with the underlying mechanisms of conflicts (the various parties, the causes of conflict, the contextual elements such as peer pressure, the development of conflict, the previous history, tradition...).*
- 3. Discover mechanisms for conflict resolution (regular dialogue, attention to similarities instead of differences, determining key figures in the conflict, the continuous support of 'peace workers' by means of a relation of trust and informal contacts...). The method chosen was the development of game that could be played by young people and in youth organisations.*

Description

In 2001 a group of Belgian trainers attended a study visit in the Muirhouse district of Edinburgh. They met with youth workers working on conflict resolution between several gangs. This experience had a strong

impact on the trainers, so after returning they wanted to do something with the experience.

They decided to develop an informative game based on their experience. During the development process, the international interest in the game became so clear that Don Bosco Youth-Net ivzw cooperated with them to produce the game.

The game consists of two gangs which "compete" against each other. They start off being in conflict, which through the placing of youth workers, will be tried to be resolved. After the game, there is an elaborate debriefing discussion to deepen the learning experience for the participants.

Results

- The game was published with the financial support of the European Youth Foundation
- Don Bosco Youth-Net ivzw uses *I (am) like you !* during its training courses on intercultural learning, resulting so far in strong learning experiences for a few hundred young people.

Worked well because of

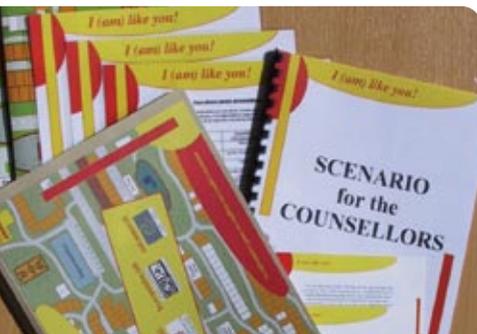
The game is based on a reality of young people and youth workers and addresses a specific training need.

More information can be found at:

www.donboscoyouth.net/node/270

Other

I (am) like you is available as a free download in the toolbox of www.donboscoyouth.net and www.salto-youth.net toolboxes. The game was produced with the financial support of the European Youth Foundation.



Youth of the European People's Party/YEPP – Belarus: developing political competences through making a difference.

Organisation: Youth of the European People's Party/YEPP

Name of Project: Raising awareness on the Political Situation in Belarus

Topics and aims

YEPP made the political situation in Belarus one of its main objectives. Several projects were organised with the aim of raising political awareness, promote European citizenship, engage in an open dialogue and agree on common resolutions.

The topics discussed included:

- *European Neighborhood Policy: Parliamentary Elections 2008 in Belarus – A democratic choice?"*
- *Will the new EU 'Eastern Partnership' concept make a difference?"*
- *Elections and Elections Observation – What can Europe do to foster democratisation processes?"*
- *A democratic choice for Belarus – The Strategy of the Opposition"*
- *European values and economic pragmatism – The case of Belarus"*

Description

The project was organised as a standard YEPP Non-Formal Education Seminar. This format uses several different methodologies to address the diverse issues. These include expert lectures for input, round table discussion and debates.

Results

The seminar led to increased political awareness among the young participants, enabling them



to reflect critically upon the role of the EU as a key political actor. The discussion with political leaders in both formal and non-formal settings was a strong learning experience.

The seminar concluded with a unanimous vote on a political resolution addressing the political situation and expressing support to young people of Belarus.

Worked well because of

- The intensity of the discussions;
- The intriguing issues discussed in the open dialogue;
- The round table format of the discussions.

More info can be found at:

www.yepp-online.net/content.php?hmlID=9&smID=31

Other

YEPP uses the tools of NFE that appeal most to the participants such as expert presentations, round table discussions, presentations, workshops. This to put personal development at the core of our work. Through the NFE programmes and activities various skills are developed such as public speaking, the ability to solve conflicts; negotiation strategies, etc. The ability to work in a team, managerial and organisational skills are among the most important learning outcomes of the active participation of young people in YEPP events.

Personal development for YEPP is interconnected with political education, which means being aware of the political environment and its implications. YEPP believes that young people who are politically educated, are more likely to participate actively in the social and political life of their countries and Europe. They are more critical about the decision-making that affects them and through active citizenship they promote accountability, transparency and good governance thus creating a better society.

Youth for Exchange and Understanding - International Youth Convention: global education through peer learning

Organisation: Youth for Exchange and Understanding (YEU)

Name of Project: International Youth Convention

Topics and aims

Intercultural learning with the aim of raising awareness of cultural diversity, the importance of recognising the influence of culture on our daily lives and respecting the cultures and beliefs of others even if they differ from our own. Within the framework of intercultural learning the participants have the opportunity to address the issues that are important to them. The convention uses peer learning to equip participants with a variety of NFE tools to address intercultural learning in their own communities.

Description

The International Youth Convention is an annual event, open to YEU and non-YEU members and promotes the greater involvement of young people from disadvantaged backgrounds in youth exchanges. The event was organised as an International Youth Exchange which

brought together around 50 young people from across Europe and North Africa. The exchange was organised in three phases:

- home-stays with local young people;
- group reflections using NFE topics related to intercultural diversity in isolated location;
- Intercultural learning in practice in local community using NFE methods and dissemination of results.

Results

One of the intrinsic characteristics of a youth exchange is that the specific impact of the experience is distinctive for each participant and whilst the overall outcomes can be listed as follows, the comments from some recent participants summarised below demonstrate the personal uniqueness of the learning journey which can be enjoyed.

Learning outcomes:

- Greater knowledge of the culture and traditions of the host community.
- Increased respect for others and their opinions.
- Improved understanding of existing conflicts in different cultural settings.
- Raised awareness of the existence of diversity and its consequences.
- Enhanced appreciation of different approaches to human rights with reference to differing cultural contexts.
- Stimulation of debate with local young people outside of the NFE framework about how cultural diversity affects their lives.
- Understanding of the different NFE tools available to enable greater participation of young people in society and address intercultural learning such as the use and application of experiential learning, role plays, simulations, theatre and Forum theatre, City Challenges and team building exercises.

- Awareness and understanding of the roles of Government, Civil Society and young people in solving problems arising from cultural diversity.

The way international youth exchanges can affect people's lives:

"While on a previous exchange five years ago they were simply participants and new to YEU, now they are among the senior and leading members of the organisation. During the years, they have gained an extensive knowledge of different European cultures and an impressive understanding of European Youth Policy. Their English has become perfect, and their communication as well as leadership skills have developed strongly. I have frequently witnessed this stunning transformation of young people who are willing to invest time and effort to participate and organise international youth exchanges" (Duc, Germany)

"As it was my first time to this kind of organisation and convention, I have to say that I learnt a lot from the topics we discussed. Actually, they made me think from another scope and see things from different sides." (Samantha, Cyprus)

Worked well because of

- The use of a Global Education approach encouraging participants to consider their local activities and realities in a global context.
- The participation of young people from diverse cultural and social backgrounds and realities.
- The participation of young people with fewer opportunities which increased diversity and promoted tolerance. This was made possible because in disseminating information about the activity special effort



was made to reach young people with fewer opportunities informing them that additional support could be provided, such as reduced participation fees or language support etc. where necessary.

- The opportunity to stay with host families gives a real insight into the local culture especially that related to youth.
- The isolated location of a second part of the activity allows for diversity of NFE methods especially those related to using the natural outdoor environment as a context for learning.
- It also gives a unique space for team building without external distractions and promotes high concentration on topics for reflection and discussion.
- The interaction with local young people and civil society in disseminating the outcomes of the activity which has immediate multiplier and motivational effects on the participants.

More info can be found at:

www.yeu-international.org

Other

The use of a Global Education approach gives the best opportunity for participants to relate their local and individual realities to the international and intercultural context of society. It encourages them to recognise their responsibilities to contribute to achieving a more equal and just society, based on principals of equality of opportunity and

respect for human rights. The non-formal education activities equip them with the experience, knowledge and tools to actively promote peace and work against intolerance and prejudice wherever they find it.

Romania Youth Council - EU-RO Caravana: National Awareness and Information Campaign on the European Elections

Organisation: Romania Youth Council (CTR)

Name of Project: EU-RO Caravana: National Awareness and Information Campaign regarding the European Elections

Topics and aims

- *To inform young people on the role and the decision-making process of the European Parliament.*
- *To raise awareness on the importance of active citizenship and the importance of the first European elections organised in Romania.*

Description

Duration: 15 September - 22 October 2007

Location: the 8 development regions of Romania (16 cities)

Target group: young people, with a specific focus on the target 16 – 25 year-olds

Partners: Info Office of the European Parliament, Romanian Chambers of Deputies, National Authority for Youth, all the City Halls of the 16 cities where we have developed our activities, national and local NGOs.

Description: EU-RO Caravana, was a national awareness campaign organised on the occasion of the first European elections in Romania (November 2007).

It was conceived as a mobile campaign, thus the activities were implemented in 16 Romanian cities.

The Campaign was launched on the 15th September in Bucharest in the presence of Hans G. Pöttering, the Romanian Minister of Education, Research and Youth, the President of the Romanian Chamber of Deputies and many other institutional representatives.

The activities CTR organised during the campaign in all the 16 cities:

- Trainings for all the local facilitators provided by the Info Office of the European Parliament.
- Info points.
- Collecting ballots with the expectations of young people concerning the areas where the new MEPs should get more involved.
- Information seminars and workshops on the following topics:
 - * the importance of the European Parliament: European Institutions and decision making process;
 - * Romanian Contribution in the European Parliament;
 - * Responsibilities of the Members of the European Parliament.

Results

- over 7000 people were directly involved in the information process. Young people received different promotional materials regarding the EU decision making process, many interactive activities were organised which actively involved young citizens:





© CTR

- * quizzes about the European Parliament, EU institutions, elections;
- * photo contests;
- * tent activities in all the 16 cities: in the tent a direct dialogue was held with citizens regarding general EU issues; this included a simulation of filling in ballots about young people's requests to Romanian MEPs;
- * Closing events for young people were held in both the City Halls but also in a pub in the city centre of Bucharest where young people could see the mobile campaign exhibition and the results of the ballots simulation; the exhibitions ran for two weeks.
- over 200 young people (coming from different NGO structures) trained and were able to facilitate information about EU institutions; the trainings were delivered by the representatives from the info desk of the European Parliament, but also by CTR volunteers and included information about the EU decision making process, structures and organisation of the EU institutions, the role of the MEPs, etc.
Following these trainings, the participants were able to facilitate other trainings/ information meetings within their NGOs.
- over 200 young people were trained and able to facilitate information about EU institutions

- the development of the EUROYouth Agenda which is resolution presenting the opinions and expectations of young people with regard to the Romanian contribution in the European Parliament; the document was presented to all MEPs after the elections.

Worked well because of

- strong motivation of people involved in all the stages of the campaign
- good press coverage as the campaign received a lot of media coverage
- the strong involvement of national and local authorities
- close cooperation with the MEPs

More info can be found at:

eurocaravana.blogspot.com, www.ctr.ro

Other

The project was financially supported by the Romanian Chamber of Deputies and the Agency for Governmental Strategies.

**Pax Christi – the right frequency
for peace: organisational capacity
building for peace education**

Organisation: Pax Christi Flanders

Name of Project: The right frequency for Peace

Topics and aims

The aim is capacity building of partner organisations through an international exchange with young volunteers with a focus on (new) media:

The objectives were:

1. Reinforcement of local capacity by organising an exchange on organisational strategies,



policy planning and reflection on the work of a youth peace organisation in Flanders.

2. *Introducing a good practice of JES vzw into Sadaka Reut (adjusted to the environment)*
3. *Introducing different cultural communities and minorities in Israel to each other in an atmosphere of openness and positive understanding*
4. *To work out a new media strategy for youngsters in peace organisations in general and with special attention for new media*
5. *Raising awareness among young people in Flanders on peace subjects*
6. *To deepen the understanding of role of the media as a powerful actor in a conflict and how to make use of them.*
7. *To spread the outcomes of the exchange through a blog, audio-visual materials, and special issue of the magazine Koerier.*

Description

An international exchange project with a Belgian organisation, Pax Christi Flanders & a Israeli organisation, Sadaka Reut – Arab-Jewish Partnership which included the following components:

- A “Training for trainers” for the Flemish participants on the role and power of media – peace-journalism – strategic organisation planning: 9-12 November 2007
- Study visit to Jaffa to prepare the summer exchange – 3-10 February 2008
- Preparation meeting of the Flemish group with teambuilding and further preparation

of the exchange, including deepening the knowledge of the participants on the Israeli-Palestinian conflict – 4-6 April 2008

- “Peace-trip” in Israël: 1-11 August 2008 where all young people reviewed at the different projects of the organisations from a organisation management perspective (mission, vision, swot-analysis, goal setting, methods) and developed their knowledge on media & conflict as well as the use of new media in achieving organisational goals. All the workshops were led by the volunteers.
- 1 Israeli and 1 Arabic/Palestinina peaceweek-witness: 24 September – 6 October 2008
 - * Visit to schools/youth organisations/...
 - * Raise awareness on conflict and organizational work
 - * Look for support + action plan on last day
 - * Peaceweek is a yearly campaign in Flanders with different organisations each time focusing on a different peace theme, this year Media & Conflict
- Overall: the creation of the Blog (www.rightfrequencyforpeace.blogspot.com) – and the various media coverages such as on indymedia, youtube-aventures, website, etc

Results

- The strongest result was the personal development of the participants. Both the development of their knowledge and skills on the deeper understanding of the conflicts.

- The blog was very successful and received many visitors.
- The publication of a report on possible joint-actions and on each organisation

Worked well because of

- The full partnership between the two organisations
- A well structured and thorough preparation of the participants
- The whole activity was fully youth-led to achieve the maximum involvement of participants

The variety of working methods that was well adapted to deal with such a topic.

More info can be found at:

www.rightfrequencyforpeace.blogspot.com

**MIJARC - Land, Leben, Luschd....
voll fairück!: Food Sovereignty from
local practice to Global Education**

Organisation: Katolische Landjugendbewegung Deutschlands – KLJB (member organisation of MIJARC Europe)

Name of Project: "Land, Leben, Luschd....voll fairück!"; a national meeting for rural young people on the theme of "food sovereignty".

Aim and topic

Using of non-formal education to raise the awareness of young people about the issue of food sovereignty

Description

During one weekend in July 2007, about 1.400 young people from KLJB groups all over Germany came together in Heudorf, a small village in Oberschwaben in the South of Germany to discuss food sovereignty.

• *The preparation of the meeting: the 180 "Spätzle parties"*

Before the national meetings, youngsters involved in the local groups of KLJB were invited to organise "Spätzle parties" in their villages to cook "Spätzle" with the inhabitants of the villages. "Spätzle" is a traditional dish from the area where the national meeting was organised. All over Germany young people met in their villages to cook some Spätzle together and to discuss about the concept of food sovereignty. All the ingredients needed for the recipe were supposed to be local, fair and as far as possible organic. Through this activity youngsters were able to get to know the inhabitants of their villages better, but also the products and producers of their region. Cooking "local Spätzle" was a way to raise youngsters' awareness about the outcomes of their daily consumption and its social, ecological and economic consequences at local level.



- **Organisation of the meeting**

- The whole meeting was organised according to the 3 following principles “ecological– fair – regional”.
- Preparation of the food: As far as possible the food supply at the meeting was regional and long distances of transport for goods were avoided. A huge share of the food also came from organic cultivation. Other products that could not be obtained regionally were bought from the Fair Trade organisations. Notice boards inviting people to not waste water were placed next to every fountain of drinking water.
- Transportation within the village: Bicycles were available everywhere in the village to facilitate the transportation between the different places of activities.

Symbols used before and during the meeting:

- **The “globalisation balance”**

To point out global injustice in the access to food, and to work towards solutions were further aims of the National Meeting. A huge installation representing an unstable pair of scales was installed and remained in Heudorf as a present for the village, serving as a symbol for a world in balance. Participants at the meeting were invited to propose actions and projects that promoted a better world and to put a stone in the scale for each action taken at local level that would balance the negative side effects of globalisation.

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- **Cooking the bread of KLJB:**

During the meeting, participants were invited to cook together the “bread of KLJB”: a local, fair and ecological bread. The symbol of the bread was chosen because bread is a very important staple in German culture. Bread can be cooked everywhere because its ingredients are produced at local level. By gathering together all the ingredients locally produced, youngsters were able to understand the different economic channels which can exist and the particularities of the food production sector.

Results

- About 1.400 young people from KLJB groups all over Germany took part in the NFE programme about food sovereignty.
- Over 50 youngsters were engaged in the preparation work and the conception of this big event. To organise regional, ecological and fair traded catering and logistics for about 1.400 participants

in a small village was a big challenge for the young people. They showed many of their skills gained within the KLJB: capacity for teamwork, flexibility, creativity and organising ability were in demand when carrying out this project.

- To illustrate the international demand for food sovereignty, youngsters from the KLJB realised different ideas in exhibitions and information areas.
- The participants were also able to express publicly their ideas and visions. In and around the area of the venue, many actors

were invited and strongly involved within the project: the mayor, all the villagers, the bakery, farms, public utilities and many individuals, who arrived from the surrounding areas. Here the KLJB left an impression, and not only in the form of a huge globalisation scale, at the edge of the village.

- The majority of the participants left the meeting with the concrete intention to consume differently. Many participants also decided to further support economic channels at a provincial level.

Worked well because of

- **The involvement of the local population:**

The population of Heudorf was enthusiastic about the creativity and the positive encounters during the National Meeting. It was great to see that the National Meeting of 1400 young people took place without incident. "You can come back anytime", was the response of one of the elders in Heudorf.

- **The symbols used were very strong:**

The participants showed real motivation for the proposed activities. The bread of KLJB was particularly successful as a symbol for defining the concept of food sovereignty. Since this meeting, hundreds of local groups are working in the theme of food sovereignty and are implementing local information campaigns to raise awareness of other youngsters and inhabitants of their villages.

- Rural young people in Germany have started to understand that their way of life has an impact on the life of other people all around the world.

More info can be found at:

www.land-leben-luschied.de or www.kljb.org

2.3. MAKING OUR SOCIETY INVOLVE EVERYONE: NFE AND SOCIAL INCLUSION

European societies have become rapidly more diverse and this heterogeneity leads to new opportunities and to new challenges when it comes to inclusion of all people in society.

Various ideologies propose various options to deal with processes of social integration. Of those the concept the YFJ prefers is 'social inclusion', as it is the most encompassing concept and defines it as:

As a process, social inclusion seeks to ensure that everyone, regardless of their circumstances and background, has the possibility and means to participate more fully in society (e.g. commonplace economic, civic and cultural activities). As a result social inclusion policies or strategies are commonly designed to prevent or reverse the marginalisation and/or exclusion of individuals and communities, particularly members of the most vulnerable groups in society. If successful, such processes should lead to a more inclusive society: a society characterised by open and accessible structures and services reduced inequality, respect of human rights and increased social cohesion. "Feeling" included is as important as being "included" and social inclusion is necessarily concerned with the way in which individuals and communities can relate to their society more positively.

In order to achieve such an inclusive society, all actors in society need to be themselves inclusive. Within civil society, youth organisations are often the first ones to work with young people from disadvantaged backgrounds.

In this chapter four organisations present very different approaches to the issue, some

working on inclusion in society, some helping young people to have more chances in life and some to increase the diversity in their own organisations.

- An outdoor activity programme such as *"Sailing through life - take a rudder into your hands"* of **Youth for Exchange and Understanding** gives young people a sense of purpose and a belief that they can steer their life.
- The **Girl Guides and Scouts** undertook a successful gender approach in their 'Vamos Utopiar' project aimed at including immigrant communities in Portuguese society.
- The European **Federation for Intercultural Learning** used their Worldscope programme to tackle the diversity within the programmes of its own Member Organisations.
- A group which is difficult to reintegrate in society is young former prisoners. Where many formal programmes fail, the **Romanian Scouts** have set up an impressive NFE programme 'gifts for liberty' aimed at developing their skills and their self esteem for a successful re-entry in society.

**Youth for Exchange and Understanding:
Sailing through life: social inclusion of
young people finding a new direction**

Organisation: Youth for Exchange and Understanding (YEU)

Name of Project: "Sailing through life - take a rudder into your hands".

Aims and topics

Topics of the project were: social inclusion; active engagement of young people in society; education through outdoor activities and intercultural learning.

Aims of the project:

- *to show alternative opportunities for young people*
- *to raise awareness of opportunities on a local, national and international level*
- *to get to know about voluntary work and informal education*
- *to promote active and healthy lifestyle*
- *to break stereotypes by getting to know other cultures*
- *to raise abilities to work in multicultural group*
- *to get respect for nature*
- *to raise level of self-esteem*
- *to increase skills of cooperation*
- *to discover personal strengths*
- *to overcome self-barriers and limitations.*

Description

The project was a youth exchange involving teenagers from 5 countries (Cyprus, Poland, Portugal, Scotland and Spain) who were searching for their path in life. Some of the participants came from socially excluded environments and realities. They were sailors who had survived a lot of storms in their lives and needed to catch the wind in their sails in order to move on.

The Exchange involved a wide variety of workshops which provided participants with opportunities to develop skills and confidence enabling them to be more positive and proactive in their life choices. Workshops included: sailing, outdoor activities, first aid, activities about cultural diversity, self-development workshops and activities looking to recognise the role of voluntary work in youth empowerment and social inclusion. These activities were focused on enabling participants to recognise their potential and empower them to take greater control of their futures.



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Results

- Sailing gave them team building skills and confidence and respect for others through learning new skills and appreciating those of others. In addition to experience in group development.
- Awareness of the value of voluntary work through a community action project which provided voluntary maintenance work in the place where the activity took place and a round table discussion about EVS including input from an EVS volunteer.
- The essence of intercultural exchanges by participating in activities focused on cultural diversity.
- The role of sport in life to contribute to healthy living and understanding of common values.
- Knowledge of the opportunities of youth development in European Union.
- Participants acquired tools to help them set new aims and plan for the future.
- Participants returned home with the belief and motivation that they had been empowered to navigate their life and make their dreams come true because every person is the captain of their own boat.

Worked well because of

- The good cooperation between the partner organisations sending participants to this project. This meant that expectations of participants were similar and they were well prepared for the activity in advance. It also

meant that the organising team were aware of their needs and interests and could plan the programme to reflect these.

- Each group of teenagers came with one group leader, who was very familiar with the needs of the participants.
- Even though there were problems with communication in English the NFE environment enabled participants to be free and not feel shy about communicating with each other.

More info can be found at:

www.yeu-international.org,
www.cim-horyzonty.org

Other

This activity was hosted by YEU branch in Poland - Centre of Youth Initiatives Horyzonty in Kiekrz (Poland) 18-27th August 2007. As the participants were coming from different social backgrounds, not all of them were able to communicate fluently in English. It was important for the organising team and leaders to set up an environment which was emotionally safe for the participants, where they could feel free and confident. This was done using NFE methods of Icebreaking and Teambuilding activities as well as evaluation and reflection techniques during the Exchange activity.

Associacao Guias de Portugal (WAGGGS) - Vamos Utopiar: integration of immigrant communities by educating girls and young women.

Organisation: Associacao Guias de Portugal (Member Organization of the World Association of Girl Guides and Girl Scouts)

Name of the Project: Vamos Utopiar – Lets Make it Utopian

Topics and aims

Partnership between Associação Guias de Portugal (AGP), the European Commission's EQUAL initiative, AMRT (Associação de Melhoramentos e Recreativo do Talude) and other Portuguese NGOs to prevent ethnic and racial discrimination, to promote intercultural awareness, and to strengthen the integration of immigrant communities in Portuguese society, particularly from the perspective of girls and young women.

Description

Following training of the leaders involved, a series of non-formal education activities were organised between Portuguese Guides and young people of Talude, an immigrant neighbourhood surrounding Lisbon, to develop links and promote integration and a toolkit was developed describing the methodology and planning process, the critical success factors and the activities to share with other organisations

Results

After a two-year period of working together, the process developed was recognised as valid by both partners in Portugal (AGP and AMRT) and by the EQUAL Initiative. And now the project is in a process of dissemination to other districts, in the north of Portugal. It was also recognised that the methodology used, learning by doing, cooperation between adult and child and peer cooperation, should be experimented with in a formal education scenario. Now it is being tried out in a high school, with a partnership between teachers and the Portuguese Girl Guides.

Worked well because of

- The theme of "interculturality" was worked on without being the theme of the activities;

- The activities were developed assuming a "win-win outcome" for all the participants, and this was the main focus of the activities. In every activity those taking part from both AGP and from Talude were experiencing something new that didn't require any background experience;
- The project was based on a strong partnership and focussed on further developing that partnership;
- The AGP leaders were involved through training and reflection.

More info can be found at:

Associação Guias De Portugal
Avenida Miguel Bombarda; No.128 -R/C- Esq.;
P-1000 LISBOA

Telephone: +351217938227

Fax: +351217938228

Email: a.g.p@netcabo.pt

Website: www.guiasdeportugal.org,
www.guiasdeportugal.org/projectos/equal.htm

Other

The method used was regarded as highly innovative mainly because of the simplicity of the tools necessary to implement this kind of project.

**National Organisation of
Romanian Scouts - Gifts for liberty:
skills for the re-integration into
society of young prisoners**

Organisation: National Organization of Romanian Scouts, NORS Local Centre "Virgil Onitiu" Brasov

Name of Project: Gifts for liberty

Topics and aims

The project "Gifts for liberty" aims to educate and to inform young people in the Codlea Maximum



Security Prison, in order to contribute to the process of their rehabilitation and integration in the

community.

Description

Because of the lack of the staff in the Codlea prison, many prisoners are not included in the rehabilitation programme. Many of them are consequently returning to their communities and repeating the same mistakes which leads to contact with the police and another prison term.

Due to the stigmatisation in their community and the discrimination they face there are almost no opportunities for them to get a legal job and to integrate in the society. In this context, the project aims at preparing the young prisoners for the world outside the prison. The project team therefore developed a series of educative activities combining the scout pedagogy with psychotherapy methods through the following structure:

I. THE ISLAND OF ADVENTURE

1. Self – knowing and optimisation

- create the group
- develop of the team spirit
- establish the role in the group
- develop empathy
- management of aggression etc.

2. The labyrinth of health

- care for the body (the necessity of the corporal hygiene)
- frequent sickness (symptoms, treatments etc).
- protection against alcohol, drugs, cigarettes etc.

3. Psychological activity

- contests
- treasure hunting etc.

4. Communication

- what is communication, barriers in the communication
- verbal and non-verbal communication
- the aggressive, passive and assertive behaviours

5. The calling of the community (I)

5.1. Social project in the prison – gifts

5.2. Activities for the next step: “outside world”

- list of problems
- support network
- “How do I imagine my first day in liberty”? – drawing and role play
- discussions: what the community offers to you, what do you expect from the community, what can you offer to the community.

II. THE PASSPORT FOR LIFE

Activities arias:

1. Explorer and discovery
2. Improving the quality of life
3. Democratic
4. Culture
5. Solidarity
6. Profession and social activities

1. Self – knowing

- awareness of own persons
- self-expression (express different kind of emotion through creative methods: mime, dance, music, role-play etc.) etc.

2. Sexual education

3. Conflict resolution

- define
- causes
- how causes bring us to conflict
- ways of solving the conflicts etc.

4. Professional orientation

- compilation of a list of problems that can occur when searching for work (role-play)

- searching for a places to work, how to create a CV, a letter of intent, interviews (role-play), etc.

5. Public institutions and NGOs

- what we could solve with them
- how they function
- where and how can we ask for support etc.

6. Free time

7. The calling of the community II

- social project for the community (for another disadvantage group).

In parallel, the preparation for the return of the young people in the community was started through the partnerships established with local NGOs and public institutions (Employment Agency from Brasov County). The partnerships focused on specific and concrete issues as finding a home, a work place etc.

“Gifts for liberty” was a pilot project for the rehabilitation and the social inclusion of the youth prisoners in the community. All the activities were based on the scout’s educational method. At the end, the project team published a manual with all the activities, in order to disseminate the information and create an example of good practice in this field. The project was a platform for a large initiative at the national level and for the collaboration of the stakeholders in order to offer to youth prisoners “gifts for liberty.”

Results

The project achieved the following results:

1. Developing independent life skills for 120 young offenders

Work sessions were organised in Codlea Prison on: preparation for finding a work place and housing, maintaining and promoting health, developing communication skills, for conflict resolution, improving the level of information

regarding the services provided by the public institutions and NGOs.

2. Informing 100 young offenders regarding human rights

This activity was realised by the ASUM through two specialists.

3. Juridical counselling for 100 young people

This activity was realised both from NORS Brasov (through the specialist in juridical sciences and administration) and from ASUM (through two specialists).

4. Psychological counselling for 120 young people

The three psychologists from NORS Brasov developed this activity which took place in 11 working groups that focused on therapy and counselling.

5. Support the young offenders after liberation through

- Information materials were produced on the services provided by the public institutions and NGOs in community.
- a web page where they can access the information they need.
- collaborations with public and private institutions, which can provide specialised services after liberation (e.g. Employment Agency from Brasov County, Centre of New Life etc.)

6. Realisation of a platform for sustaining the process of social transformation

During the project implementation, meetings and information sessions were organised on the project “Gifts for liberty” involving



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other local scouts centres, NGOs and public institutions from local and national level.

During the training from Predeal, “Gifts for liberty – social integration of young offenders” the frame for the future collaboration was created in order to sustain the process of rehabilitation and reintegration of the young people from the prison institution and from outside of prison.

Moreover, the manual “Gifts for liberty – social integration of young offenders” offers the possibility to replicate this programme in penitentiaries from Romania and contributes to the increase of the chances for recuperation and rehabilitation of young offenders.

Worked well because of

- The collaboration with Youth Department from Brasov County, ASUM, centre of New Life)
- the openness of the staff from the prison for collaboration and the support they gave during the project implementation
- the extensive experience in non-formal education of NORS Brasov that led to the creation of other services (such as the development of monthly activities outside of the prison, focusing on relaxation and services for the community)
- the qualified staff from ONCR Brasov for the counseling and therapy with the young offenders (the psychologist from Codlea Prison observed a decrease in the occurrence of deviant behaviour of the young people in the project after six months of permanent activities)
- of the development of the project in such a way that it can be extended and replicated of the project (e.g. trainer of trainers, that contribute to the realisation of the training

“Gifts for liberty – social integration of young offenders”).

More info can be found at:

www.scout.ro/brasov

European Federation for Intercultural Learning – Worldscope: diversity in youth organisations

Organisation: European Federation for Intercultural Learning (EFIL)

Name of Project: Worldscope – Strength Through Diversity

Topics and aims

Topic: Diversity in Youth Organisations

Aim: To build strong volunteer structures with young people with a variety of ethnic and religious origins by transferring best practices of dealing with ethnic and religious diversity within youth organisations.

Description

EFIL, the European Federation for Intercultural Learning, is a leading voluntary organisation in Europe in the field of educational exchanges for secondary school pupils. Thousands of volunteers promote the idea of mobility for the sake of intercultural dialogue, across the continent, in 22 national associations, that are also part of the worldwide network of AFS Intercultural Programs.

The ‘Worldscope’ project unites 14 countries of the worldwide AFS network in Africa, Asia and Europe. It gives 30 volunteers (20 – 30 years) the chance for a three-week study tour in another country on a different continent in July and August 2008 in order to discover intercultural and interreligious diversity.



During the study tour, the volunteers have the opportunity to meet

- The topic was decided during a long consultation process with representatives from all regions involved, which led to a deep commitment from all partners, because each of them has/had a specific role to play.
- On the level of project management, an international team with representatives from Asia, Africa and Europe (5 in total) guaranteed the involvement of different views and needs.
- On national level one National Coordinator was appointed who took care of all national activities incl. the selection of participants, host families, the set up of the study tours etc. He/She also served as a link between the project team and the participants.
- The selection of the participants was done on a national level by people who know them personally. They based their decision on a specific list of competences, characteristics, expectations and the motivation to contribute to the project, which was the same for all countries.
- From the very first beginning of the project, the communication between the different parties (project team, National Coordinators, participants) was very regular and we used a variety of options to get in contact with each other (email, website, facebook group)

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organisations' active in the field of intercultural and interreligious dialogue as well as volunteers from the hosting AFS organization to discuss and exchange ideas on the topic of diversity in youth organisations.

After their tours, the participants gather at a closing seminar in Vienna/Austria in order to exchange their experiences and to start planning tailor-made follow up projects in their home countries. Each participant has committed herself/himself to implement at least 2 projects for increasing the diversity in the youth exchanges of his/her home organisation.

Results

The project is still in the implementation phase.

What has happened so far:

- All participants have successfully prepared themselves by completing homework which requested reflection on and hard facts about diversity in their own country.
- All participants have finished their study tours and collected good practices and inputs on the issue of diversity in the host country.

The next step will be:

- All participants gather at the International Seminar to exchange their impressions and ideas and to start planning the multiplying events including a booklet with recommendations.

Worked well because of

The first results indicate that it is going well because of the following aspects:

More info can be found at:

www.worldscope.eu and efil.afs.org

European Federation for Intercultural Learning (EFIL)

Avenue Emile Max 150

B-1030 Brussels

Tel.: +32 2 514 5250 / Fax: + 32 2 514 2929

Other

The project will be finished by the end of 2008. EFIL would be happy to share more information after the event.

3. AIMING HIGH: ENSURING THE QUALITY OF NON-FORMAL EDUCATION PROVISION

Providing educational opportunities is one of the core tasks of youth organisations. This is being taken seriously by youth organisations and the quality of their NFE provisions is of prime importance. Youth organisations are more flexible than formal education and can therefore adapt better to changing learning needs of young people.

Youth organisations are also often better at developing the quality of their provision than formal education because in Non-Formal Education learning from each other is one of the main principles and this includes an active dialogue between educators and learners.

Various organisations have developed processes and tools to enhance the quality of their programmes. As quality depends strongly on well-prepared volunteers, many organisations focus their quality on a continuous training programme. For example, **Don Bosco Youth Net** has developed an internal training programme for its trainers. **FYEG** and **ECYC** have developed a manual on organising international project work of which the truly innovative part is a workbook, helping the volunteers to reflect upon and steer their learning while running the project.

Quality is not restricted to one organisation, exchange of good examples between organisations and active cooperation leads to better education. The **Portuguese National Youth Council** has set up a pool of trainers to facilitate this discussion and to contribute to the development of NFE in Portugal. Changing programmes that have been running for a

while can be a difficult exercise. The **World Organisation of the Scout Movement** has therefore developed RAP: a process that guides organisations through the development of new educational projects and programmes.

Federation of Young European Greens & European Confederation of Youth Clubs - Sustainable knowledge: knowledge management by recording and developing your skills.

Organisation: Federation of Young European Greens - European Confederation of Youth Clubs

Name of Project: Sustainable Knowledge

Topics and aims

The change of generations in International Youth Organisations is inevitable and often quite fast, thereby possibly leading to the loss of the knowledge base and know-how. In order to make youth work sustainable it is therefore important to prevent this loss and create tools and methods that will support the transfer of knowledge and experiences from one generation to the next.

This project aimed at gathering young people that have been active in organising international activities in the past and have built up cultural, organisational and managerial knowledge that would be a great base for future members of the preparatory groups of international projects of the organisations. The goal of these publications was to sum-up the knowledge, experiences and practical advice of realising a project and to create a concrete guideline Manual that will, together with the Workbook, the website and CD/DVD tools help the new generation of youth activists not to "invent the wheel again" but to have the base that can be further built upon.



It aimed to go beyond just a passive knowledge transmission and to create a non-formal education tool that supports young organisers in their work.

Worked well because of

Because it is based on a solid pedagogical basis of reality-based learning, it helps the organisers during the preparation and during the activity to look at themselves and based on this facilitated self-reflection improve the practice while it is still going on.

A further reason for its effectiveness is that it is based on a conscious holistic process giving attention to both knowledge as well as emotions, skills and fun. Learning is something that happens to the whole of a person, not just its rationale.

Description

The Federation of Young European Greens (FYEG), European Confederation of Youth Clubs (ECYC) and the Coordination and Development Network Eastern Europe (CDN), gathered together to put their knowledge of the management and organisation of international youth projects and the result of this co-operation is a publication "Project Supplies – Manual on Project Management". The core of this publication is the Workbook which was developed to be used as a tool to follow one's own work during a project and it is aimed at prep team members and trainers, complemented by a Manual for reference. The publication was realised with the support of the European Youth Foundation of the Council of Europe and the Green Forum, Sweden.

Results

The Manual and the Workbook on project management were widely circulated and were accepted and proved beneficial to the work of International Youth organisations. More than 500 copies have been distributed so far and the users commented very positively on the value that these tools had for their preparatory work on the youth events.

The third reason is that although it is based on self-reflection, it is designed to be used by the whole organising group with different assignments to do together. This group learning is motivating and helps to keep the group 'on track' during the activity.

More info can be found at:

www.sustainableknowledge.net/

World Organisation of the Scout Movement – RAP: a structural approach to renewal of NFE programmes

Organisation: World Organisation of the Scout Movement (WOSM)

Name of Project: Renewed Approach to Programme (RAP)

Topics and aims

The Renewed Approach to Programme (RAP) is a tool to guide National Scout Organisations (NSOs) in the process of updating and adapting their youth programme, programme of non-formal education. It has been used by numerous NSOs in adapting and re-designing their educational



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programme for young people. It is based on the Scout (educational) Method:

1. Voluntary membership of a group which, guided by adults, is increasingly self-governing in its successive age groups.
2. Commitment to a code of living as expressed in the promise and law, the meaning of which is expanded as the member grows towards maturity.
3. The provision of a wide range of attractive, constructive and challenging activities, including opportunities for adventure and exploration, camping both indoors and outdoors.
4. The provision of opportunities for leadership and responsibility.
5. Learning by doing.
6. Encouragement of activities in small groups.
7. An award scheme, which encourages participation in its full range of activities and provides recognition and group achievements. Awards are often given in the form of merit badges.
8. The use of symbolic frameworks which stimulate the imagination and provide a purpose for activities.

Description

The stated aim of the RAP process is to meet the needs of young people, parents, volunteer leaders and communities through the provision of:

For young people:

1. Attractive and imaginative programme
2. Application of the Scout Method
3. Effective Youth Involvement
4. Effective transitions between Sections
5. Balance of numbers between Sections

For volunteer leaders:

1. Practicality
2. Support via resource material
3. Consistency

Through this process it is hoped to build a bridge between the aspirations of young people and the expectations and challenges of society.

Results

It has been employed in the European Scout Region by the following NSOs: Belgium (Les scouts pluralistes (SGP)) ;Czech Republic; Finland; France (les Scouts et Guides de France) ; Iceland; Ireland; Malta; Netherlands; Portugal; Romania; Serbia; Slovakia and Sweden

Worked well because of

The fact that despite being a theoretical tool, it was developed by and for practitioners. It is employed with a great deal of flexibility and with the support of peers. Over time a body of experience and peer support has accumulated with material in several languages. This has made the tool increasingly accessible and relevant.

More info can be found at:

www.scout.org/en/information_events/resource_centre/library/the_scout_library/youth_programme/the_rap_toolbox

As a concrete example: Scouting Ireland reworked their programme using RAP and the result can be found on www.programme2008.ie

Other

RAP has recently been accompanied by the Training System Toolkit in order to support NSOs in recruiting and retaining the necessary volunteers required to deliver quality educational opportunities as outlined in RAP: www.scout.org/en/around_the_world/europe/information_events/resources/regional_publications/training_systems_toolkit

Don Bosco Youth Net - A Training structure for DBYN: a Qualitative NFE training structure for an increased participation of young people

Organisation: Don Bosco Youth-Net ivzw

Name of Project: A Training structure for DBYN

Topics and aims

The main aims are setting up and maintaining a Qualitative NFE training as a motor for an increased participation of young people within the field of international youth work.

Description

DBYN has created a training structure which consists of a series of 3 training courses and a pool of trainers.

The whole approach is documented in the manual 'A training structure for DBYN' which describes the structure in detail and forms the cornerstone of DBYN's approach to Non-formal Education. This document is available as a download on the DBYN website.

Results

- Increasing number of international training activities organised by volunteers throughout the network.

- Increasing number of international projects other than training organised by volunteers throughout the network.
- Formation of trainers for international youth work

Worked well because of

The embedding of a qualitative training strategy in the organisational structure of DBYN.

More info can be found at:

www.donboscoyouth.net/node/269

Portuguese National Youth Council (CNJ) -the Pool of Trainers: a training strategy to support the political and field youth work of the Youth Council

Organisation: CNJ – Conselho Nacional de Juventude (Portugal)

Name of Project: A Pool of Trainers

Topics and aims

In 2006 the Portuguese National Youth Council had the will and vision to implement a change in its organisational culture, both in terms of internal relations between member organisations and their relations with the council board and secretariat, and their way of doing things, as well as in the relations between the council, the authorities and other actors in the youth field in Portugal and around the world.

This change envisaged both the openness to dialogue, active participation and cooperation of different actors in the construction of better youth policies addressing the needs of both young people and youth organisations, and also the capacity building of council and its members in developing more participative, interactive



© CNJ and educational activities through non-formal education.

The creation of the Pool of Trainers and the development of an educational plan to be implemented through training for trainer's activities were one of the main tools towards the implementation of those changes.

The Pool of trainers was conceived as a resource and a service to be available to the member organisations of the council, other youth associations and institutions working with and/or for youth.

The pool's mission has been to promote the political, social and personal recognition of the impacts and learning outcomes of non-formal education and the valorisation of youth organisations, as the main providers and agents of NFE.

Together with the educational plan, the pool has the following objectives:

- a. To create spaces (like residential training courses) for personal and professional development as well as competence and practice sharing among youth organisations and their youth workers, volunteers, activists;*
- b. To develop a dynamic cooperation, joint projects and sharing of information in the framework of the council, its member*

- organisations and other youth organisations youth work;*
- c. To support the development of the pool's members work, the work of the council member organisations, the work of the councils board and it's secretariat;*
- d. To be a resource to the NYC, its members, other youth NGO's and institutions to increase the development of youth educational processes based on non-formal education;*
- e. To encourage a more effective cooperation between the council and other institutions in the field of youth trainings and the development of youth policies.*

Description

In 2006, the NYC developed, with the support of an external expert in NFE who was a member of Pools of Trainers of the YFJ and the Council of Europe, a plan to implement the Pool of Trainers. This plan consisted of organising two training for trainers (TFT) every year, one TFT on NFE and another TFT on Human Rights Education through NFE. The first TFT on NFE was implemented in July 2006 and in September after organising the first TFT on Human Rights Education (first activity of the Campaign All Different All Equal in Portugal), the first pool was created following a call made throughout the NYC members and other youth organisations around Portugal. The first team of 20 people had slightly more than half of the members who came from NYC member organisations and the rest came from other youth NGO's with relevant experience and competences in different fields. The first annual meeting of the pool took place in October and aimed at making the pool of trainers a community of practices of NFE in the youth field. In this meeting, the trainers met each other, discussed the aims of the Pool, it's working plan, the concept of NFE within Portuguese reality and made a internal

procedures manual and a code of ethics for the Pool. It was also the first time for trainers to start to prepare the interactive participation process for the National Youth Meeting that would take place in December that year.

In 2007, CNJ organised again another two Tft, renewed the pool once again and organised another annual meeting with the new team. These past two years, the pool has centred its activities on:

1. Developing trainings, learning processes and educational activities such as the ones mentioned above;
2. Facilitating youth events for the NYC, its member organisations and institutions working with youth around Portugal;
3. Offering consultancy in youth matters according to its members competences;
4. Following and contributing to the development of programmes and policies regarding youth trainings and non-formal education in Portugal and around the world.

Results

Assessing all the impacts of the Pool of Trainers is a difficult task. Any attempt is limited by the incapacity to gather all the information and transmit in words, all the dimensions of this very rich and diverse experience of the development of the people who were involved as participants, facilitators or trainers, as well as the development of their organisations, the change in the culture and dynamics of the council as a youth platform, the changes in the youth policies promoted by the council and its members and developed by the Youth Secretary of State and, at the end of the day, the impact in the youth associative movement in Portugal and in the world, via the international work that the council has also been developing.

The main results:

- A direct result of the trainings for trainers is the spreading of NFE methods in the universities in Portugal. After the first training a trainer, a proposal was made by a trainer to his university to welcome the new students of that University in September 2006 using NFE methodologies. This new approach allowed the new students to be better included in the University and in the Students Association life and has been repeated since then in this University and more universities associations are planning to begin the welcoming through NFE. This means that in 2008 more than 10.000 students will come into direct contact with NFE methodology
- Many other educational activities have been implemented resulting in increased cooperation between different youth NGO's resulting in a more cooperative and open approach among organisations.
- The pool has assisted several member organisations of CNJ with their NFE programmes.
- Several institutions have already requested the involvement of the pool in their activities of which we would like to point out the following:
 - a. *Portuguese European Union Presidency Youth Event (September 2007 in Lisbon) –*
 - b. *Africa Europe Youth Summit which took place just before the heads of state summit in December 2007 in Lisbon, Portugal;*
 - c. *The evaluation seminar of the All Different All Equal Campaign of the Council of Europe in January 2008;*
 - d. *Trainers facilitated a meeting that the Portuguese President organised with the leaders of the biggest National Youth Organisations to reflect on the lack of participation of young people in political life in Portugal;*



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- e. *The Portuguese Youth State Secretariat decided to create a program that would fund educational activities through non-formal education from 2007 onwards called "Formar". The NYC made a strong contribution both to its design and development;*
- f. *The NYC seminars and conferences organized since 2006 have been implemented using NFE methods which give these events a strong interactive, youth friendly and participatory dimension;*
- g. *An email list has been created bringing together 150 people practicing NFE in Portugal.*

Conclusion: After these 2 years of experience, the CNJ is stronger in terms of involvement of its member organisations, connections between the Member Organisations themselves, openness to other youth organisations and interest of these about the work of the NYC, respect from the authorities and other stakeholders regarding NYC's capacity to work with NFE and put into practice interactive and participatory processes where young people can take part in the construction of policies and decision making processes.

Near future developments:

- The Portuguese National Education Council invited the pool to assist them with helping them to organise a seminar about NFE in November
- The pool is at the moment preparing the national event of the European Youth Week in November
- CNJ is coordinating a long term cooperation project, which will take place in 2009, among

National Youth Councils from the south of Europe and from African Portuguese Speaking Countries, to share experiences regarding the training and trainers pools as tools for the development of the practical and political youth work of councils and it's member organisations.

Worked well because of

The entire process was well planned and implemented in a step-by-step approach.

The first two trainings allowed us to identify a critical mass of trainers which could be part of the first pool. The meetings served to transform 20 young trainers into a real community of practices within the NFE youth field. This is most probably the first community of practices in the field in Portugal and it has been the main critical factor of success of the entire process. It has allowed us to build a team of people who believe in the NYC work and are willing to contribute to its development to ensure the promotion and recognition of NFE in Portugal. This has also allowed the members of the pool to share practices with different trainers with different approaches and organisation cultures, allowing them to enrich themselves personally and professionally and therefore to create a familiar, friendly and supportive atmosphere among the pool members which contributed to the rise of joint projects among trainers and organisations and also to attach themselves to the pool and NYC work getting the ownership of the platform's pool.

More info can be found at:

NYC Webpage: www.cnj.pt. Pool Coordinator: Nuno da Silva - silvamago@hotmail.com

4. RECOGNITION OF THE VALUE OF NON-FORMAL EDUCATION

The last chapters clearly show the value and the quality of the non-formal education programmes provided by youth organisations. Yet this value is not sufficiently recognised within society at large leading to fewer opportunities for young people to fully use their learning.

Youth organisations have taken the responsibility to deliver quality education and are also taking initiatives throughout Europe and in other regions in the world to aid the recognition of Non-Formal Education.

This recognition needs to take place at various different levels to create a general understanding of what NFE is, what its benefits are for the users, for the society and different actors within:

- the level of the individual making them aware of the competences they have gained,
- the level of the organisations that are on their way to becoming learning organisations,
- the level of societal recognition, where it is understood that being in a youth organisation gives you educational options that cannot be found in schools.
- on the level of employers so that they see the real competences of young people, not just their formal diplomas.
- on the political level to ensure that non-formal education is supported

Different levels need different measures and this chapter contains a variety of initiatives: from the NEFIKS learning book that helps young people to document and understand their various learning and which helps

them present this to future employers; the conference organised by **MIJARC** to develop political recognition by bringing stakeholders together; the **YFJ** campaign 'GET VISABLE' which aims to ensure that youth workers don't need a visa for their international non-formal education as the NFE programmes are equally as important as mobility programmes run within the framework of formal education.

Two examples of strong recognition of non-formal education are proudly showcased. In Belgium, youth organisations are recognised by the French-speaking government which means they can issue official diplomas for youth workers.

A good example of the complementary nature of non-formal education and formal education comes from Austria, where students active in university student unions receive student credits allowing them to spend time on their voluntary engagement and non-formal education.

Mladinski-Ceh (Don Bosco Youth Net) – Nefiks: collecting NFE experiences in a personal portfolio

Organisation: Mladinski-Ceh

Name of Project: Nefiks – www.talentiran.si

Topics and aims

The main aim of NEFIKS is to make all citizens of Slovenia aware of the meaning and possibilities of non-formal education.

Description

The vision of the project Nefiks is to establish social validation and recognition of non-formal education in Slovenia, which will



contribute to the further appreciation of non-formal education as a life style and increase the employability of young people.

The main tool is

the book in which users collect the records of non-formal education in six different areas. The web portal www.talentiran.si hosts the electronic version of the book.

The six different areas:

- Getting knowledge, experiences and skills with active citizenship and responsible work on the projects
- Getting knowledge, experiences and skills through work (summer work, students jobs for at least 60 days)
- Getting knowledge, experiences and skills through organised forms of education
- Getting knowledge, experiences and skills through camps and voluntary work
- Getting knowledge, experiences and skills in foreign countries
- Other ways of getting knowledge skills and experiences

All users are collected in a database and are informed about non-formal education possibilities which are in range of their interest. The systems allows for print outs of non-formal activities for each individual user for the whole or part of their non-formal experience.

The main aim of the Web portal www.talentiran.si is to become a meeting point for youth and all stakeholders including employers, policy makers and experts who can help to raise employment chances of young people. It helps young people to create their own Europass CV and helps them to self-assess

their competences trough the system of the 8 key competences.

The portal is promoted among employers (in profit and non profit sectors) and NGOs. Employers validate non-formal education when they are looking for new workers.

Results

More than 3.000 young people have used the booklet version and 5.000 signed up for the electronic version. The popularity is still growing with new people signing up every day.

The feedback from users is very positive as they are happy to have all their extra curriculum activities collected in one booklet which is useful when applying for jobs. Many reported that it helps to improve their self image and motivates them for additional non-formal learning.

The systems is designed to allow young people to collect and describe past learning, to allow the many young people to familiarise themselves and actually enjoy Nefiks so that they can start using it when they need it. Many NGO's working with youth have bought the Nefiks booklet for their members as it supports the learning in the organisations.

Nefiks is considered a useful tool by most employers and those applicants which use it as proof of their competences always receive positive feedback. Nefiks is considered a good supplement to official certificates, an added value to the curriculum vitae and as such can be the crucial element that allows the young person to get the job.

A challenge is the use in formal education. Cooperation has started with a few schools which brought positive responses. In general schools consider out of school learning separate from formal education and don't pay much attention to it.

Worked well because of

- Young people can collect all their non-formal gained competences systematically and in one portfolio, which forms a strong motivation or further learning and boosts their self-esteem.
- Enables young people to describe their competences and present them to the society at large (employers, schools, organisations).
- Helps young people to create Europass CV and self-assessment through 8 key competences.
- Helps young people to find their first job.

More info can be found at:

www.nefiks.net, www.talentiran.si

Mouvement Rural de Jeunesse Chrétienne (MIJARC) - European workshop on Lifelong learning: Conference on the recognition of NFE in France

Organisation/Country: Mouvement Rural de Jeunesse Chrétienne (MRJC France) (member organisation of MIJARC Europe)

Name of Project: European workshop on Lifelong learning

Topics and aims

The exchange of non-formal education experiences in Europe, promotion of Lifelong learning and recognition of non-formal education in France.

Description

Background:

In France the education is mostly perceived as only being formal education; schools and universities that serve to transfer knowledge

with the purpose of getting a degree. Next to this initial formal education various other educational fields exist such as vocational training, adult education, in-service training and popular (workers') education. The fact of having so many education spaces leads to new challenges.

It is clear that the business sector benefits from education that delivers trained and efficient individuals. However various organisations are questioning the idea of a "permanent education for all". With the Lisbon Strategy, the notion of LifeLong Learning was formalised and inscribed in an economic logic. But how this is being implemented is unclear for the actors on the national level. To remedy this lack of understanding and debate MRJC took the initiative to organise a European workshop about "Lifelong learning" with all the stakeholders who have a strong connection to the European debate.

To focus the discussion, MRJC formulated a working hypothesis:

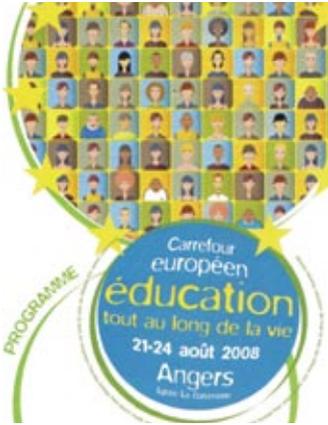
A partnership between formal education and non-formal education will facilitate the development of projects promoting LLL in the rural areas.

The project: a seminar was organised in Angers from the 21st to the 24th of August 2008 to promote LLL and the recognition of non-formal education in France. The seminar aimed at :

- Constructing a shared vision on LLL through European exchanges about the place of LLL in the educational systems and in actual experiences.
- Drafting proposals on public policies for developing LLL practices in Europe, among others for the rural areas.

The proposals of MRJC to discuss with European partners during the seminar are the following:

- a. To promote the development of « learning social actors” through LLL.
- b. To promote “learning rural territories”.
- c. To create a network “learning rural territories”



Results

The workshop brought together around 200 participants (including young people, education actors, teachers, association leaders, politicians) and the following guests:

- 5 European delegations from youth organisations in Poland, Bulgaria, Belgium, Germany and Serbia.
- 12 external contributors for plenary sessions: researchers, members of the European Parliament, representatives of French organisations, politicians at provincial and national levels.
- 15 organisations and institutions strongly involved in the field of education and lifelong learning like: « Ligue de l’Enseignement », « CNAM », « GHEFA », “ATD Quart Monde”, « JOC », , Team Entrepreneur, the popular University of Sarreguemines, the Destrée

Institute of Wallonie, the schools Steiner-Waldorf, the pedagogy Freinet, etc.

The workshop agreed on the list of proposals which were then presented to the French national authorities.

Proposal 1: To promote the recognition of non-formal education

By organising a national campaign with other organisations (CNAJEP) aiming at highlighting the value of non-formal education and the outputs provided by the work of youth organisations in the society.

Proposal 2: Access knowledge differently in primary, middle and secondary schools by:

- Questioning the French Ministry of education about the methods of evaluation used in formal education
- Creating “skills centres” which would catalogue the populations’ skills and know-how and would offer skills networking.

Proposal 3: To provide greater security in career paths by

- Providing better guidance to young people in their career decision-making (review training of “guidance counsellors”, propose times outside of school hours for young people to think about their life and career plans)
- Allowing young people to gain exposure to and try out several careers by spending a few days per year throughout their schooling doing internships with businesses
- Collectively drawing up a “territorialised training offer” with regional officials and advisors, actors from employment, school officials, associations, business entrepreneurs and young people

Proposal 4: To create social learning beings

activity add one semester to the duration of grants entitlement), depending on the level and function one has (highest recognition for representatives on the national level, lowest recognition for representatives on the study level, in university bodies and tutors). The maximum prolongation is four semesters (2 years).

2. recognition in terms of student credits under the European Credit transfer System (ECTS):

Every course in an Austrian university contains a certain amount of ECTS points (differing between studies), for which the student can choose the classes completely independently, they don't need to be related to her/his study. If a student has one of the aforementioned functions, s/he can get her/his activity recognised in terms of ECTS for those free-choice-classes. Again, the extent of recognised ECTS depends on the function of the student representative. It goes from 4 ECTS per semester of activity down to one ECTS per semester, in the same way as the prolongation of grants entitlement.

Worked well because of

The system is very popular and functions well. The usefulness has been researched and the systems are necessary for a democratic life at university. In order to be able to dedicate an appropriate amount of time to being a student representative, students need to be supported financially.

It is a clear and strong recognition of the value of the NFE provided by the Austrian Student Unions.

More info can be found at:

The current law on the regulation of student representation in Austria: www.oeh.ac.at/uploads/media/hsg2005reader_03.pdf

French Speaking Community of Belgium (CRIJ) - Youth Diploma: Youth organisations formally recognised to provide official educational diplomas.

Organisation/Country : Belgium – French speaking community

Name of Project/Title of the experience: Non formal learning in youth fields

Topics: training

Youth organisations are recognised as educational providers by the state so that they can issue a formally recognised diploma for youth worker.

Description

Youth organisations are recognised as educational providers by the state so that they can issue a formally recognised diploma to a youth worker:

- in the holiday centre field (BACV);
- in the social animator basic skills in youth organisation as youth movements (scouts, etc.) (Animateur de base);
- in the youth centre field for animator-coordinator of youth clubs;
- in the youth centre field for cultural institution management (BAGIC).

Worked well because of

- financial support of government;
- recognition from government, civil society and companies;
- good participation from youth and social workers;
- increased employment opportunities.

More info can be found at:

crij@cjef.be

European Youth Forum - GET VISABLE: campaign raising awareness on mobility issues and advocating for recognition of international NFE in youth work.

Organisation: European Youth Forum

Name of Project: "GET VISABLE"

Topics and aims

An end to visa requirements for young people participating in youth activities within Council of Europe member states:

- *The development of a globally recognised visa for young people participating in all mobility exercises in Europe, such as youth exchange programmes, internships, seminars, trainings and conferences;*
- *Recognition of the benefits of non-formal education and youth mobility and of periods spent abroad in the wider European area, with regards to personal development, civil society development and educational development;*
- *Supporting the development of quality mobility programmes for all groups of young people.*

Description

The campaign 'GET VISABLE' is jointly organised by the European Youth forum and its Member Organisations to raise awareness on the issue of mobility for young people. The campaign focuses on advocacy and public awareness raising through activities organised by the different YFJ members.

Results

Raised awareness on the importance of non-formal education and the importance of mobility for NFE. More specifically: the introduction of youth, civil society and all forms of youth work into the Henrik Lax Report on the CCV (Community Code on Visas).

Worked well because of

Coordination, research well undertaken and persistence in lobbying the identified actors. Wide diversity of involved people and spreading information to young people on the legislative systems, their rights, and the benefits that a phenomenon can have on them. Increased capacities, awareness and knowledge of both a social phenomenon and a political and legislative process.

More information can be found at:

www.getvisible.org



CONCLUSION

Youth organisations are the main providers of Non-Formal Education for young people. This reality is not always well understood and this publication aims at improving this situation by providing very specific and



practical examples of how NFE is done and what it contributes. Nonetheless, no publication can ever be exhaustive and cover all the diverse programmes and projects that youth organisations are organising to give young people those unique learning opportunities that will benefit them throughout their life.

The characteristics of NFE in youth organisations are diverse, however as the different examples show there is a common base of quality, learner-centred education. This field of education is complementary to formal education and informal learning, and this is increasingly being recognised. The Belgian youth worker diplomas or the student credits for Austrian student union members are clear examples. Nevertheless the relation between non-formal education and formal education is very often misunderstood or misrepresented. The YFJ believes that this relation is one of the main challenges for the coming years and will do its utmost best to bring both fields together to discuss on the mutual mission: to provide quality Life Long and Life Wide Education for young people.

Indeed the YFJ sees NFE as an integral part of Life Wide and Life Long Learning and youth organisations as educational providers. In all policy discussions youth organisations should

be on the same level as adult education providers, schools, universities, vocational education institutions etc. Policy however needs to be understood as much more than just educational policy.

Through their non-formal education programmes, young people and youth organisations are actors in different policy fields such as Health, Citizenship and Social inclusion.

The European Youth Forum and its Member Organisations made a serious investment with this publication in the same way as the organisations and volunteers make a serious investment to provide young people with the competences they need. This investment is not yet fully recognised by society and authorities. Alongside the limited appreciation this shows towards the volunteers and youth organisations, it also implies a lack of recognition of the real competencies of young people, including those acquired in non-formal education. The European Youth Forum with its Member Organisations has worked hard on a European level to start up and further develop the recognition process. Examples of local and national projects on recognition of non-formal education can be seen in this publication but they need active support of other educational actors, authorities, parents and all who are concerned with the learning opportunities of young people. The YFJ is confident that this publication is again a step forward to a Life Wide and Life Long Learning society in which all learning is valued and young people are at the centre.

ANNEX 1

KEY YFJ POLICY DOCUMENTS ON NON-FORMAL EDUCATION AND LIFE WIDE LEARNING.

- * YFJ Policy Paper on Non-Formal Education: A framework for indicating and assuring quality (2008) http://www.youthforum.org/Downloads/policy_docs/learner-centred_education/0009-08_NFE_FINAL.pdf
- * YFJ Policy Paper on Global Education: a global vision on education, an education for global citizenship (2008) http://www.youthforum.org/Downloads/policy_docs/learner-centred_education/0007-08_GE-FINAL.pdf
- * YFJ Contribution to the public consultation on "Schools for the 21st Century" (2007) http://www.youthforum.org/Downloads/policy_docs/learner-centred_education/0622-07_Contribution_School_Reform_%5BFINAL%5D.pdf
- * Policy paper on the Recognition of non-formal education: Confirming the real competencies of young people in the knowledge society (November 2005) http://www.youthforum.org/Downloads/policy_docs/learner-centred_education/0716-05.pdf
- * Policy paper on youth organisations as non-formal educators - recognising our role (November 2003) http://www.youthforum.org/Downloads/policy_docs/learner-centred_education/0618-03.pdf
- * Youth Forum Policy Paper 'Lifewide Learning for Active Citizenship' (April 2002) http://www.youthforum.org/Downloads/policy_docs/learner-centred_education/0238-02.pdf
- * Building Bridges For Learning - The Recognition and Value of Non-Formal Education (1999) http://www.youthforum.org/Downloads/policy_docs/learner-centred_education/study_nfe.pdf

Copies of this publication are available in English.
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