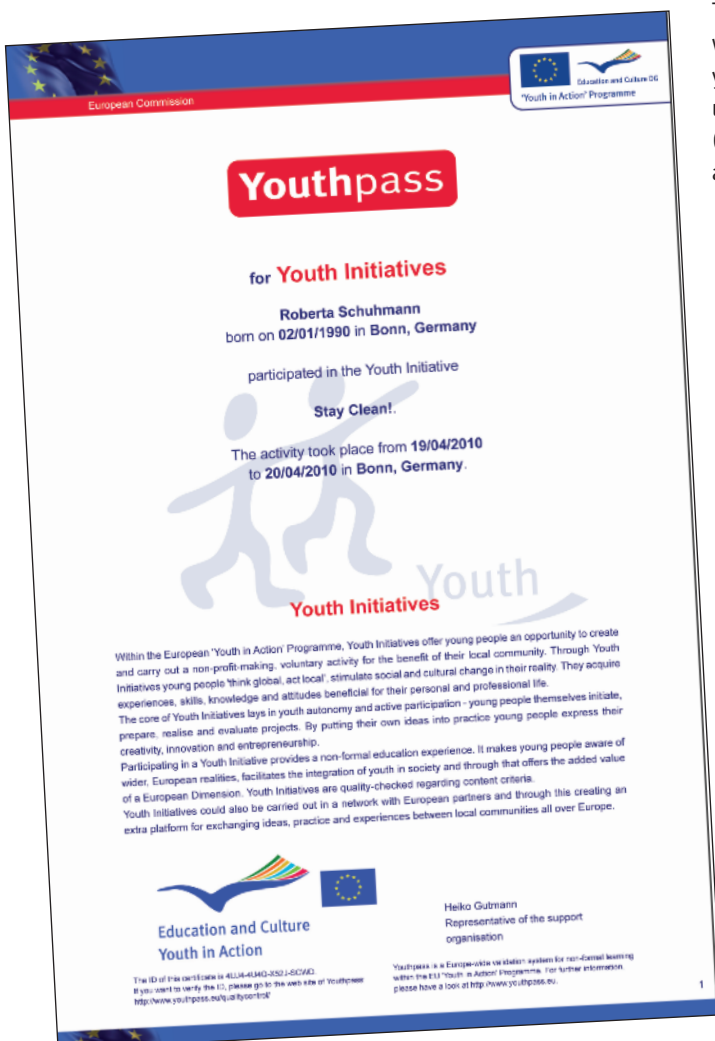**B5**

Youthpass in practice

Youthpass in Youth Initiatives

1 What is Youthpass in Youth Initiatives?

The simple answer is that Youthpass in Youth Initiatives is a certificate which confirms the participation of a young person in a Youth Initiative and which describes the specific Youth Initiative project. It is also a certificate that describes what young people learnt during their project using the key competences for lifelong learning as a framework.
Answering from a broader political point of view, Youthpass offers recognition of non-formal learning within the Youth in Action Programme.

And this is how Youthpass for Youth Initiatives looks like:

1.1 Youthpass as a confirmation of participation

Youthpass confirms participation of the young person taking part in a Youth Initiative project. The first half of the first page includes the name of the participants, the date of birth as well as the town and country of birth (these two fields are optional). Furthermore, it contains the basic details of the Youth Initiative project, which are: project title, the duration of the project and the place and country where the project was implemented.

1.2 General description of Youth Initiatives

The next part of the document is a general description of what a Youth Initiative is. This helps people from outside the youth field who are not familiar with Youth Initiatives understand the framework of the project in a better way. (The description is already given and will appear automatically on the generated certificate.)

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Youthpass in Youth Initiatives

There are different options to sign the first page of the certificate:

1. *a representative of the supporting organisation (if any)*

2. *the coach (if any)*

3. *a member of the Youth Initiative group; preferably the one who is the contract holder*

4. *a representative of the local authority*

5. *a representative of the National Agency where the project was approved*

In step 4 – Validate your certificate – you can add an individualised description of the role of the person who signs the first page. This allows the Youth Initiative groups to choose the option which fits their needs best.
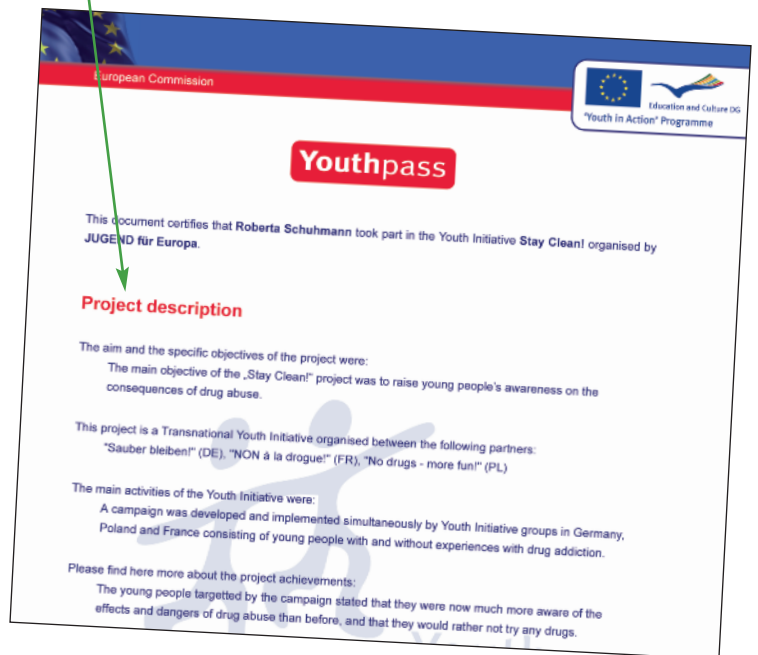
The structure of the first page of Youthpass ensures that the relevant information about the Youth Initiative is presented in a short way, which can be handy to use for a job application, for example.

All Youthpass certificates are saved in your Youthpass account for security reasons and allow the creation of a replacement Youthpass if someone loses theirs. Each Youthpass has a unique ID number on the bottom of the first page, which will allow people to check if the certificate is genuine.

1.3 Description of the project

The second page of the Youthpass certificate for Youth Initiatives contains a detailed project description. The fields that have to be filled in are: aims and objectives of the project, partners (for Transnational Youth Initiatives) and the main activities of the Youth Initiative and the project achievements. Additionally, the following optional fields can be completed: Details on the support organisation (if relevant) and information on co-funding (if relevant).

This page should give the person reading the certificate (e.g. a potential employer) a clear idea about the project:

B5. Youthpass in practice

Youthpass in Youth Initiatives

----> In the section **"aims and objectives"** the members of the Youth Initiative can summarise the main ideas behind the project, the motivation to start it and what they were aiming for with doing the project.

----> The information on the **partner group(s)** is especially relevant for transnational Youth Initiatives to mention who they cooperated with and where the other groups came from. This is a good opportunity to make the international dimension of the project visible.

----> The field **"main activities"** is the place to explain briefly and clearly to external people what the group actually did during the project. They can explain the steps they took to achieve the project aims, working methods and programme elements (such as events organised in the framework of the Youth Initiative). In short: Everything the group members want to let others know about the project.

----> In addition, there is the possibility to summarise the **project achievements**. Here the group can describe in how far their aims and objectives have been met and which changes and developments they perceive after the project.

----> Youth Initiatives implemented or supported by an organisation (e.g. a youth centre) can also mention the **organisation details** on this page and can shortly describe its profile. This can help people from the outside understand the overall framework in which the project was implemented. Furthermore, if the organisation is well-known in the local or national context, it could give the project further credibility. In addition, the group members might want to describe what the support consisted of (e.g. was it knowledge, human resources, facilities, material…?).

----> Last but not least, **institutions or programmes having contributed financially** to the project besides the Youth in Action Programme can be mentioned on this page.

The second page of the Youthpass certificate for Youth Initiatives is signed by a "responsible of the project". This can be the group member or support person who signed the contract with the National Agency for Youth in Action or who took over a coordination role in the project.

All the above information is limited to two pages. Therefore there are a limited number of characters for each of these parts in the online tool. We have found that a two-page certificate is more readily accepted by people from outside the field. Also, some people prefer to use these two first pages separately from the part describing the personal learning outcomes, depending on the context in which they want to use the certificate.

1.4 Description on individual activities and learning outcomes of the participant

These two first pages of the certificate containing detailed information on the project are followed by an optional number of pages, in which the **participants' role** in the project and their individual learning outcomes are described. All the text fields on the third page ff. are optional.

The first text field provides space for describing the participant's **task and responsibility** in the project. Guiding questions could be: Was there a particular aspect of the project the group member was in charge of? Which were the main issues he/she worked on? In short: What was the participant's individual contribution to the project? Last but not least, this is the place for the group members to state all the activities that they consider especially relevant for their personal or professional development.

The next field is there to list **training activities** or workshops in which the group member took part in the framework of the Youth Initiative. This can be activities organised by the Youth Initiative group or the supporting organisation themselves as well as external training in which the participant took part in order to develop particular skills relevant for the project. For example, this could be training courses for Youth Initiatives offered by a National Agency for Youth in Action, by the SALTO Participation Resource Centre or by other institutions or NGOs.

The opening paragraph of the **key competences section** clarifies that the following descriptions are based on a self-assessment of the young person him-/herself, supported by a learning partner (if applicable). This clarification is important to avoid that Youthpass is misunderstood as a record of skills tested and certified by an external person (such as a teacher). Differently than in "formal" assessment processes, the learning partner's role is merely to support the participants' reflection of his/her competences by a

B5. Youthpass in practice

Youthpass in Youth Initiatives

mutual dialogue. Indicating a learning partner is optional. He/ she could be another group member, a coach, a member of the supporting organisation or any other person who knows the project and the participant well enough.

In the following section the participants can summarise their learning outcomes under each of the eight key competences for lifelong learning. You can find further information about the key competences

⇢ in chapter A4 "You hold the keys to Lifelong Learning" (general information) and

⇢ specifically in Youth Initiatives further in this chapter.

Besides the given eight key competences, there is also space for participants to describe any further specific competences gained during the Youth Initiative project. The number of pages in this part is not limited. Here you can just see one page for demonstration purposes.

The participants can write as much as they want, but it is recommended to limit descriptions of learning outcomes to ensure that the certificate remains user-friendly! Please note that not all the eight key competences have to be filled in. If you don't write a description to a specific field, that key competence in question will not appear on the certificate.

As a last element of the Youthpass certificate, space is also provided to give further references. Here the participants can enter the full names and contact details of the people who can give further information about the group member's participation in the project. A reference person could be the learning partner, another group member, a coach, a youth worker or a member of the supporting organisation or any other person who has followed the participant's development.
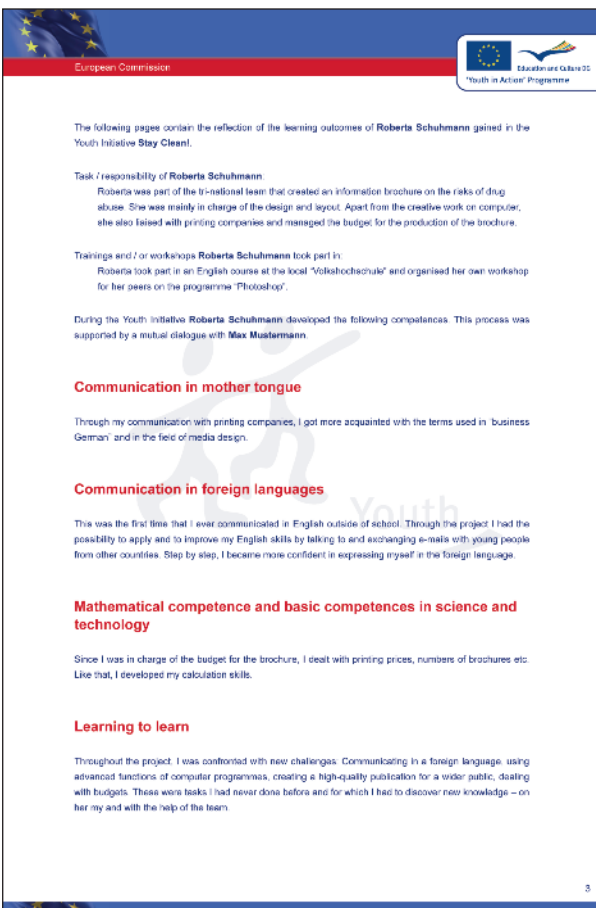
1.5 Quick summary

Compulsory fields to complete on the website to produce Youthpass certificates for Youth Initiatives are:

On the fist page: name of the participant and the basic details of the Youth Initiative project, project title, the duration of the project, the place and country where the project was implemented and the signature of the person certifying the implementation of the project.

On the second page: aims and objectives of the project, partners (for Transnational Youth Initiatives), the main activities of the Youth Initiative, the project achievements and the signature of the person in charge of the project.

On the following pages relating to the participants' role and learning outcomes (key competences), **all fields are optional** – if there is no entry in a particular field then that field does not appear on the certificate.

B5. Youthpass in practice

Youthpass in Youth Initiatives

You can generate the Youthpass certificates easily on the Youthpass website. This is how it works when your Youth Initiative is approved:

⤳ In the contract for your approved project you will find the project number which you will need to create Youthpass certificates online. Together with your contract you will also get the following link to the Youthpass website: www.youthpass.eu.

⤳ In addition, you'll be invited to the sub-pages for Youth Initiatives (start with http://www.youthpass.eu/en/youthpass/for/youth-initiatives/) where you can find lots of useful ideas and methods how to integrate Youthpass in your Youth Initiative project. There you also have the possibility to sign up for the Youthpass mailing service in order to receive hints per e-mail.

⤳ The contract holder is obliged to inform all the group members of the Youth Initiative that they are individually entitled to get a Youthpass.

⤳ We recommend including the "Youthpass process" - meaning reflections on learning aims and outcomes - from the beginning in the preparation, implementation and follow-up of your Youth Initiative project.

⤳ On the Youthpass website you need to register before you can start using the tool to generate certificates.

⤳ Help texts will guide you through the different steps.

⤳ You can easily create Youthpass certificates by filling in the different boxes online with information about your project and participants. Once all the information is there, you can generate the certificates in PDF and print them.

You will find further technical details on www.youthpass.eu.

2 Why Youthpass in Youth Initiatives?

Now you have some ideas of what Youthpass in Youth Initiatives is about and what the certificate looks like. But what is the benefit/ potential of using Youthpass in Youth Initiatives? Why is Youthpass meaningful to the participants?

For the participants, Youthpass is the official proof of their active participation in a Youth Initiative project. They can use it as a reference when they apply, for instance, for a job or an educational course. But Youthpass also means – more importantly – recognising their own active role in a project, developed and implemented by the young people themselves. Youthpass emphasises their ability to learn from this experience and to develop personally and professionally. Transnational Youth Initiatives additionally include an intercultural dimension and a mobility experience which contains enormous learning potential as well.

Although the learning experience might not be the initial motivation for the Youth Initiative group to run their project, the group members acquire a lot of new competences: they improve their sense of entrepreneurship by planning and implementing their own activities, they gain project management skills and they practise their social competences by communicating and cooperating with many different people and institutions and – especially in the case of a transnational Youth Initiative – they increase their sensibility in intercultural communication. These are just a few basic examples to which one can add even more specific competences according to the theme of the project, e.g. "cultural awareness and expression" as the main learning potential of a theatre project, or the "digital competence" gained in a video project. In short: Youth Initiative projects hold the key for personal growth which is worth reflecting on!

Youthpass offers the opportunity to document the learning which happens in Youth Initiatives. Next to that it demonstrates commitment and active participation within a local or European context. Especially for those young people who have not managed to finish their formal education, a Youthpass certificate could make a difference when applying for the next steps in their lives. In any case, Youthpass can easily form a part of the young person's portfolio.

B5. Youthpass in practice

Youthpass in Youth Initiatives

Participants of a Youth Initiative have to decide for themselves if they want to show all of their Youthpass pages to others. Sometimes it will be more effective to use just the first and second pages to show that they participated actively in a Youth Initiative for a period of their lives. In other occasions it will be equally appropriate to present the learning outcomes within the key competences framework (page three and following).

For the support organisations and coaches of Youth Initiatives, Youthpass is a fantastic opportunity to use a Europe-wide system for validation and recognition of their work.

The Youthpass certificate also shows that you organised or supported an activity which was quality checked by the National Agency of the Youth in Action Programme in your country.

If you use the educational recommendations concerning the learning process, objectives and outcomes described in this Youthpass guide, you can increase the educational impact and quality of your youth work. Youthpass highlights the added value in terms of the learning experienced in a Youth in Action activity - as you can read about further in chapter A5 "Youthpass - more than a certificate of participation".

In the next part you will find more information about how you can implement Youthpass in a Youth Initiative project.

3 How can Youthpass be used in a Youth Initiative project?

"Youthpass is more than a piece of paper and more than just cream on top." This is the intention of all those who were part of the development of Youthpass.
Now we will look at how to put this into practice – from the first moment you hear of Youthpass to the very last moment when you complete a Youth Initiative project.

We invite you to go through the following steps which might give you some inspiration on how you can adapt or use the Youthpass process in your Youth Initiative project. You'll find further support, ideas and methods on the Youthpass websites for Youth Initiatives which you can access by choosing 'National' or 'Transnational Youth Initiatives' from the drop-down menu on the bottom of the Youthpass start page www.youthpass.eu.

The hints below are directed to support people as well as to the participants in Youth Initiatives themselves.

Step 1: Experience and learn!

You can discuss Youthpass and the framework of key competences already during the preparation of your project. You and your group are invited to plan your learning process and to set your learning aims and objectives individually and as a group. In simple words: what can we learn from this project? If possible and available, assisted by a coach or another support person. Doing so during a group meeting at the beginning of the planning phase can be a very helpful and motivating moment. Of course this can be linked with talking about the expectations towards the project, the group and individuals in the group.

Try to find out which elements of the project can help to reach those learning aims and objectives on individual and on group level. Try to identify

---> ways you can use to reach your goals,

---> how you can support each other within the process and

---> how will you keep 'learning' on the agenda during the project?

---> what will be the signs and results which will give proof that you reached the aims and objectives? How do you know you are on the right track?

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Youthpass in Youth Initiatives

Step 2: Think about it!

Working and learning in your group strengthens the individual development process. You can exchange learning plans you created at the beginning, you can stimulate and motivate each other, share challenges and obstacles. We recommend you to find a learning partner who accompanies you through the whole process. He or she can stimulate your learning efforts with feedback and support and helps to name and recognise learning outcomes. It could be a coach, a support person, a peer from the group or somebody not related to the project. You decide how you will organise your reflection and support structure – when, how, where, etc.

During reflection and evaluation meetings you can discuss not only the state of affairs of the Youth Initiative project, but your individual and group development as well. The whole process could be coordinated by one person chosen by the group – a kind of learning plan keeper. You can discuss and modify aims and objectives regularly; you can discuss which competences you would like to develop and how you could work more effectively as a team to follow the aims and objectives of your Youth Initiative.

Personal learning aims and objectives are monitored through the whole duration of the project by the learner him- or herself and by the help of a learning partner. By using some assessment tools and evaluation methods you can reflect on your own development. You will find supportive tools on the Youthpass website for Youth Initiatives.

Step 3: Write it down!

At the end of the project the group discusses the results of the Youth Initiative project and evaluates the whole process from the beginning to the end. You exchange what you learnt and share the individual learning plans and outcomes of everybody in the group. This step of the Youthpass process is to collect all the results, developments and learning outcomes and to write them down. The next step will then be to order what you have been writing in such a way that they fit into the frame of the key competences in the Youthpass (see point 5 of this chapter).

Every one of you will prepare his/her individual data, which will include assessing and describing the learning outcomes - with the support of a learning partner. One of you has to copy this into the technical tool of Youthpass website. You could appoint someone who will prepare general information about the project as well as the group achievements - to be prepared for the last technical step:

Step 4: Get your certificates!

This is how it works: to produce Youthpass certificates, you will follow the step by step instructions and help texts you will find on the website. Together with your team you will fill in all relevant project data. You will copy and paste the individual or the group learning outcomes into the tool. In step five of producing the certificates – 'Validate your certificate' – you will be asked to define the legal representative and a person in charge of the project. Ask them to sign the Youthpass certificate after generating the full document for individual recognition purposes. Issuing the Youthpass certificates can be linked with a little ceremony or party to celebrate the Youth Initiative project and the participants' and support people's commitment. In case of any problems and questions, don't hesitate to ask the contact person in the National Agency or the Youthpass helpdesk at youthpass@salto-youth.net!

B5. Youthpass in practice

Youthpass in Youth Initiatives

4 Use of languages for Youthpass in Youth Initiatives

When entering the project data you can choose the certificate language via the link "select and add further languages". The frame of the certificate including the headings and pre-given descriptions of the Action will appear in the language you selected.

If participants request it, you can add other European languages via the link "select and add further languages". By clicking on "add another language" a second drop-down menu will appear in which you can select the second language. After saving your choice, text fields marked by country flags will appear for each language you added. If you selected two languages for one participant, two certificates will be generated for him/her.

Please note that Youthpass certificates for Youth Initiatives are not available for all the Programme languages yet. When the multilingual website is fully developed, it will be possible to generate Youthpass in all official languages of the Youth in Action Programme Countries.
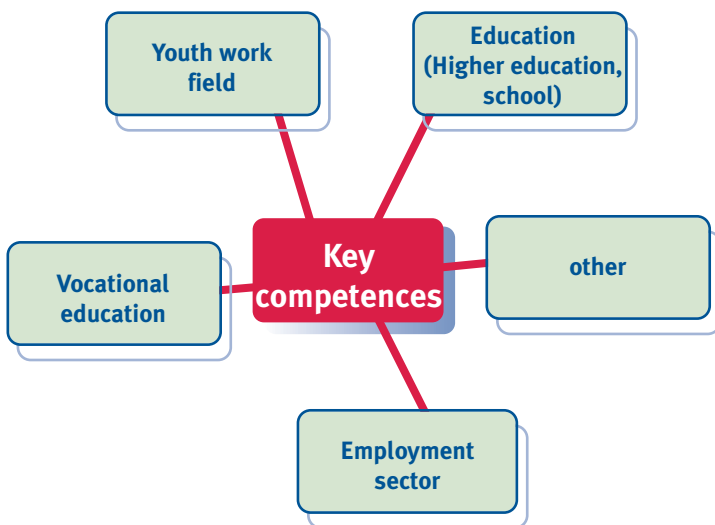
5 Key competences in Youth Initiatives

The following part provides assistance in understanding and using the key competences for describing learning outcomes in Youth Initiatives. You are encouraged to have a look at other sections of the Youthpass Guide (such as chapter B1 "How to support learning") which give further hints and ideas to facilitate the use of Youthpass in the Youth in Action Programme.

Key competences in the Youth in Action Programme

Using key competences as a tool to describe the learning outcomes from experiences gained within the Youth in Action Programme is new. The decision to go down this path is part of an overall strategy to support young people in their personal lifelong learning process and to promote the recognition of youth work in the wider society and its importance in political priorities. One part of the Lifelong Learning strategy is the focus on employability but the other part – which is important and closer to what we know as 'youth work' - is the future life of young people and coping with challenges that come from changes in societies. With Youthpass both aspects will be highlighted.

This common European key competences framework helps us in using a more coherent European language to talk about learning experiences across different environments.

The background to the key competences

The European Union has defined basic key competences for lifelong learning in Europe. All types of education can refer to this same framework, and so do we in the Youth in Action Programme. Competence is defined as being a combination of knowledge, skills and attitudes.

B5. Youthpass in practice

Youthpass in Youth Initiatives

Below you will find the European definition of the key competences, and what they might look like in a Youth Initiative. It will hopefully give you ideas on how you can describe learning outcomes.

Each of the key competences is explained in the following way:

1. an extract from the original wording of the key competences, and

2. suggestions on how to reflect on this competence in the context and different phases of Youth Initiatives. In order to make understanding of the competences easier, Yuppie will be there with her tips, ideas and questions!

For some participants it may be a relatively new exercise to jump into self-assessment. You may find it useful to offer some examples of half sentences which they/ you can use when describing their/ your competence development. Here are some examples taken from chapter B1 "How to support learning":

> *I feel more comfortable now...*

> *I found out...*

> *I learned...*

> *I feel confident...*

> *I made progress...*

> *I'm able to...*

> *I know now how...*

> *I developed...*

> *I have a clear view now...*

B5. Youthpass in practice

Youthpass in Youth Initiatives

Communication in mother tongue

The original wording of the key competence...

... in a nutshell: using native language in different life situations. Expressing ideas, opinions, feelings, needs, facts by listening, speaking, writing and reading. Understanding others.

Youth Initiative and communication in mother tongue.

In your project you communicate mainly in your native language. You express yourself differently depending on where you are and with whom you talk. You communicate different with your peers, teachers, sponsors, local authorities or National Agency.

Examples:

> *Learning new words and expressions when preparing a project for the Youth in Action programme (such as European dimension, evaluation, aims and objectives, participant, beneficiary, young people with fewer opportunities, inclusion, application, active participation, etc.)*

> *Learning different ways to present your ideas and activities – written materials for sponsors and supporters, in meetings when presenting your project, making posters or leaflets to communicate with other young people, etc.*

> *Learning new ways to express yourself – when speaking in front of your peers, officials, local people, etc.*

> *Learning to communicate with others – to listen to and understand others, to show respect to other ideas, to give constructive criticism, etc.*

Yuppie examples on possible learning: knowing how to write official letters, writing attractively to other young people, being confident in running presentations, creating short info for your team, being able to express critical opinions in a respectful way...)

Yuppie questions

Before the project

----> Where do you **already feel confident** about using your own language? (listening, talking, reading, writing)? In what way?

----> What else would you still **like to learn**? How?

During and after the project

----> What (other ways of communicating, new words, better ways to express yourself, traditions in your language, etc.) did you discover in your native language? Which elements of the project helped you in that?

----> How did you communicate **in your team** (for example meetings, e-mails, direct talks, telephone, SMS, written messages, etc)? Did you have **any special communication code** or methods? What was most effective for you? Why?

----> Did you face any **problems to express** yourself? In which situations? What did you learn from that?

----> Which way (talking or writing, or maybe other) did you find the most helpful to **express your thoughts and feelings**?

----> Do you feel now more **self-confident** when you want to express yourself? In what way?

----> What else would you like to work further on to **increase this competence?** In what way? Who and what can help you in that?

For Transnational Youth Initiatives

Since Transnational Youth Initiatives are created and implemented together with at least one international partner group, you communicate in your native language within your own group and usually in foreign language with your partner group(s). This could influence the development of your own and a foreign language(s).

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

----> Did your partner learn something from your language? What? Did you find expressions and sayings from your partners' language that were the same as in yours? Did you learn something new about your own language by speaking and listening to another language?

B5. Youthpass in practice

Youthpass in Youth Initiatives

Communication in foreign languages

The original wording of the key competence ....

... in a nutshell: using different language(s) in different situations. Expressing your ideas, opinions, feelings, needs and facts in a foreign language by listening, speaking, writing and reading. Understanding others. Being open for other cultures, habits and realities.

Youth Initiative and communication in foreign languages.

During the preparation of the Youth Initiative project you are invited to look for ideas and suggestions for your project **all over Europe**. You can google different international websites for that purpose. Sometimes you need to look for a **translation** of some foreign expressions. Thus, you can learn **new words** or phrases in foreign languages. Often you have a chance to meet some **people from abroad** during your project and learn from and with them.

Examples:

> *Learning **new words** in foreign languages*

> *Learning **new expressions** in foreign languages*

> *Learning **new concepts, approaches, methods** coming from different countries*

> *Learning something new about **different cultures***

> *Being **more confident** when speaking a foreign language*

> *Learning **to understand** others*

> *Being **more open** toward people coming from different countries and cultures*

Yuppie questions

Before the project

---} Which foreign languages **do you know** already? On which level can you talk, read, write, understand?

---} **What** would you like to learn?

During and after the project

---} What (other ways of communicating, expressing yourself, new phrases, structures, new words, traditions, etc.) did you learn of a foreign language? Which elements of the project helped you in that?

---} Did you face any **problems to express** yourself in a foreign language? In which situations? How did you deal with that? What did you learn from that?

---} Which way (talking or writing or maybe other) did you find the most helpful to **express your thoughts and feelings in a foreign language**?

---} What did you learn about **other countries, nations or cultures** in your project?

---} Do you feel now **more** self-confident when you want to express yourself? In what way?

---} What else could you do to **continue developing yourself** in this competence? Who and what can help you in that?
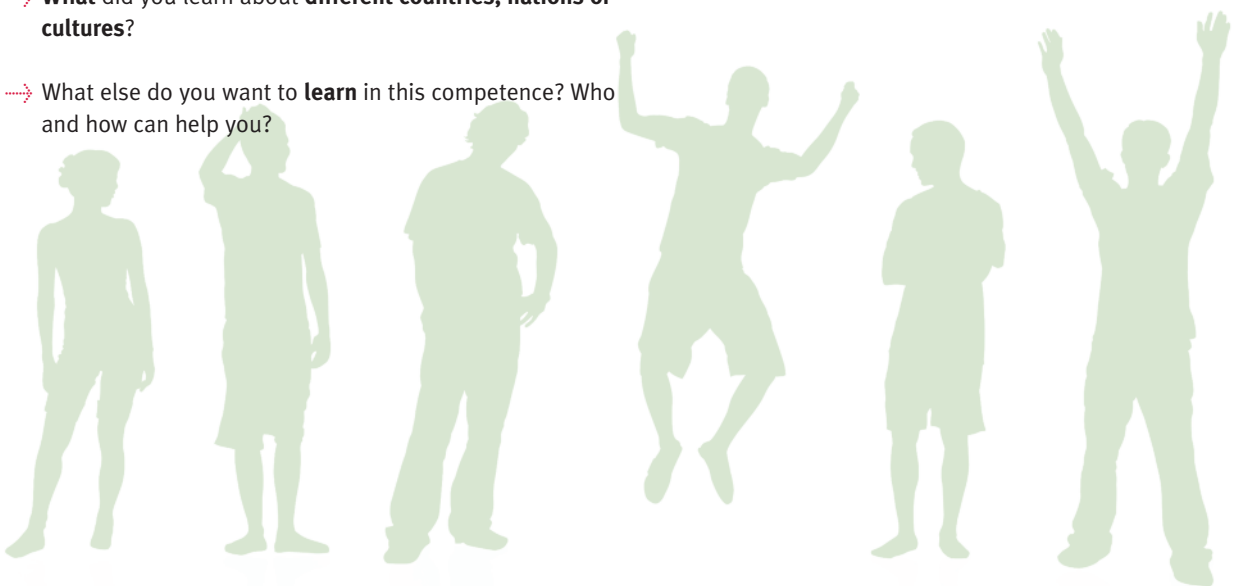
B5. Youthpass in practice

Youthpass in Youth Initiatives

For Transnational Youth Initiatives

In Transnational Youth Initiatives **you usually communicate in a foreign language**. Common work on the project creates the great opportunity for learning and practicing foreign languages. It fosters also **intercultural exchange** between you and your partners and opens you to **mutual diversity**. Very often partners communicate in a foreign language which is not a native language for any of them.

---> What **did you learn from your project partners** concerning your foreign language abilities? What did they learn from you? List your 'learning fruits'.

---> **How did you communicate** (e-mails, telephone, direct face to face contacts)? What was the easiest and what was the most challenging form of communication?

---> Does cooperation with an international partner **motivate you** to learn more foreign languages? In what way?

---> Which elements of a foreign language are **the most challenging** for you (grammar, listening, understanding, speaking, writing, having self-confidence)? In what way? What can you do to improve it?

---> **What** did you learn about **different countries, nations or cultures**?

---> What else do you want to **learn** in this competence? Who and how can help you?

B5. Youthpass in practice

Youthpass in Youth Initiatives

Mathematical competence and basic competences in science and technology

The original wording of the key competence ....

... in a nutshell: calculating, budgeting, controlling and planning expenses, solving problems, logic and critical thinking, looking for data, needs analysis, presenting facts by models and charts, being sensitive towards your environment.

Youth Initiatives and mathematical competence and basic competences in science and technology

In Youth Initiatives you need to structure project ideas into a coherent and logical frame to be presented to different people and institutions. You learn financial management, critical thinking and solving problems. You need to know what is needed in your local area and to adjust your activities to the needs of your target group.

In addition to that the themes of some projects are related to science, environment protection, social issues etc. Ideas developed by science are used and research and scientific findings are integrated into the projects.

Examples:

> *Assessing **local needs**. Who are we doing this project for and why do they need it?*

> ***Financial management** (as calculating the budget, operating with different currencies, monitoring expenses etc.)*

> ***Presenting** the project in form of numbers, charts, models, etc.*

> *Looking for **data and interpreting** them*

> ***Evaluating** the outcomes of the project*

> ***Solving** problems*

> *Dealing with any specific topic or theme **linked with science** or technology*

Yuppie questions

Before the project

┈┈▷ What do you **already know** about the needs of your target group?

┈┈▷ What do you need to **still find out** to fine-tune your project?

┈┈▷ Do you have a plan for **financial management**?

┈┈▷ What kind of **data** (numbers) do you need that can support the project?

┈┈▷ What would you **like to learn**? List your learning ideas.

During and after the project

┈┈▷ Based on which needs did you prepare your project? How did you find out what is needed in your local community?

┈┈▷ Did you work with a **budget**, calculating and controlling money or other resources, etc? If yes, how was it for you? What did you learn?

┈┈▷ How did you **solve problems** in your project? How did you look for **solutions**? How did these solutions help?

┈┈▷ How did you collect and present **outcomes** of your project to others? Did you use any data, **models, charts**, etc? Did you develop any new presentation skills? Which?

┈┈▷ Did you get any new **scientific knowledge**? Which and how?

┈┈▷ How did you cope with new and **unexpected situations** in your project?

┈┈▷ Does your project contribute in any sense to **science development**? How?

┈┈▷ What else would you like **to learn** in this field? Who can help you?

For Transnational Youth Initiatives

┈┈▷ What did you learn from your partners concerning this competence? What did they learn from you?

B5. Youthpass in practice

Youthpass in Youth Initiatives

Digital competence

The original wording of the key competence...

... in a nutshell: the use of information technology in your free and working time as a means of communication. Producing, storing, analysing information. Sharing information via Internet. Using different media means such as mobile phones, digital cameras, etc.environment.

Youth Initiative and the digital competence

You are using different **digital tools** for preparing, realising, and evaluating the Youth Initiative project and showing the results to the world outside, from collecting the **information, communicating** within the team and with other partners to promote the results and publishing the outcomes.

Examples:

> *Searching the Internet for information about Youth Initiatives*

> *Using the computer for filling in a project application form*

> *Learning new computer programmes and applications*

> *Communicating via e-mail, Skype, Facebook etc.*

> *Using the internet, mobile phones, digital cameras and other IT means for realising and documenting the project and/or for promoting the results*

Yuppie questions

Before the project

----> What competences **do you already have** in this area? What kind of digital means do you use and for what?

----> **What** would you like to learn in this area during your project?

During and after the project

----> Which **digital media** (computer, telephone, internet, camera, etc.) did you use for preparation, realisation and follow up of the project? What for?

----> How did you collect, store and work with **information and data** in your project? Did you use the Internet for it?

----> Which new computer **programmes and applications** did you use and learn? How did you use them?

----> Which digital means did you use to **communicate** with your team and your partners? Did you create any communication networks?

----> By what concrete actions did you **improve** your usage of digital media? Did you learn it yourself or was there anybody who helped you?

----> What was **challenging** for you in working with such digital tools? Did you have any problems? How did you overcome them?

----> Did you develop your **confidence** in using digital media? In what way?

----> Did you find reasons sometimes not to use digital media for communication? In which cases?

----> What else would you like **to learn** in this area? Who can help you?

For Transnational Youth Initiatives

To set up, prepare and implement a project with partners who are far away, using different internet tools becomes especially useful and important.

----> What did you learn from your partners in this area? What did they learn from you?

----> Did you notice any intercultural differences in using information technology?

B5. Youthpass in practice

Youthpass in Youth Initiatives

Learning to learn

The original wording of the key competence...

... in a nutshell: To be able to organize and manage one's own learning. To set learning aims and objectives, identify the best ways and means to reach them. To monitor and evaluate one's own learning process. To know one's own learning abilities and be able to use time, information and learning opportunities in an optimal way. To develop further on already gained experience and competences. To be able to apply achieved competences and experiences in one's personal, professional and social life. To know how to increase one's motivation and self-confidence.

Youth Initiatives and learning to learn

Learning to learn is the **crucial competence**, which helps us to reach all other competences. With your team you plan, realise and evaluate the whole Youth Initiative project. You need to have a **strong ownership** of the whole activity in order to bring it to the end and to get out what you want. You have to be **motivated** and disciplined to work together on a long-term basis. And you need to take **responsibility** for your commitment and performance.

The same goes for your individual learning: you set your own learning aims and objectives, you reflect on your own learning strengths and weaknesses and the ways you learn best, you organise your own learning, you assess and keep track of your development, you collect outcomes and report the changes you went through.

For more information please read chapter B1. How to support learning.

Examples:

> *Learning new things about **yourself as a learner** – how do you learn best, with whom, in what situations, what stimulates you, what blocks you etc.*

> *Learning to learn from and with **peers***

> *Learning how to set **individual aims and objectives** for yourself*

> *Learning **to give words** to what you learnt*

> *Learning **how you can use** the competences and experience you already have in your project and what you can learn to develop yourself further*

> *Learning how **to motivate** yourself and what helps you to feel **more confident***

> *Using concrete things you learnt in your project in **other situations** – at school, at work, at home etc.*

Yuppie questions

Before the project

····⟩ What are the things you learnt in your life that you are most **happy or proud of**?

····⟩ How do you **learn best**? What motivates you?

····⟩ What do you **want** to learn in your project?

During and after the project

····⟩ What was your **personal motivation** to participate in this project? What did you want to get out?

····⟩ Did you plan your learning **aims** and objectives? Did you reach them?

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

B5. Youthpass in practice

Youthpass in Youth Initiatives

···⟩ Through which activities and roles/tasks you had in your project did you **develop** yourself the most?

···⟩ How did you learn? When was learning **easy** for you and when was it **challenging**? In what way?

···⟩ Who and what were **supportive** for your learning? What kind of assistance did you need to improve yourself?

···⟩ Was your development in the project **different** from learning in school/work/university? In what way?

···⟩ Which methods did you use to **monitor and evaluate** what you achieved?

···⟩ How was it for you to be **responsible** for your own learning?

···⟩ What did you **discover** about yourself?

···⟩ What else would you like to **improve**?

···⟩ What did you learn as **a group**? How was it to work and develop together with your peers? What did you learn from each other?

For Transnational Youth Initiatives

···⟩ What did you learn from your partners? What did they learn from you?

···⟩ Did you have an opportunity to share your learning plans with people from your partner group and talk about individual development? What came out?

B5. Youthpass in practice

Youthpass in Youth Initiatives

Social and civic competence

The original wording of the key competence...

... in a nutshell: To be able to participate in social, civic and working life. To be able to deal with people coming from different social and cultural backgrounds. To be able to cope in a constructive way with conflicts. To have knowledge, skills and attitudes needed to be active as a citizen. To participate as much as possible in civic life at local, regional, national, European and global level.

Youth Initiative and social and civic competence

The heart of the Youth Initiatives is about **being active** and sensitive towards the needs of local communities. You experience the feeling of belonging to the given group, local community, region, country, Europe, world. Being a part of a Youth Initiative means being in the middle of this key competence. You work on your **citizenship competences** and take action to change something instead of waiting for others to do it for you.

Examples:

> *Working on **something that you see as important** for you, your friends and other young people in your neighbourhood*

> *Working with people who are **excluded**, have fewer opportunities and perspectives or suffer from not being able to find a place in rapidly changing societies*

> *Being **active at local level** – trying to solve some local problems, answer some needs of people in your neighbourhood*

> ***Personal and interpersonal development** (working in a team, building trust, working on respect and tolerance, increasing self-confidence, showing empathy, dealing with uncertainty, making decisions, solving conflicts and managing crises, etc.)*

> ***Intercultural** development (dealing with diversity, working with different groups, learning new traditions, values, styles, organising cultural events and activities, etc.)*

> *Getting more knowledge and understanding about **structures, values and rules** of civic society*

> *Work on **voluntary basis** for your local community etc.*

Yuppie questions

Before the project

⸱⸱⸱⸱⟩ What is your motivation to do something in your **local community?** What kind of change do you wish there?

⸱⸱⸱⸱⟩ What would you like to learn about **being active** in society? How could you use it for your personal life?

⸱⸱⸱⸱⟩ Would you call yourself an **active citizen**? Why?

⸱⸱⸱⸱⟩ Who is for you **a role model** as an active citizen? Why?

During and after the project

⸱⸱⸱⸱⟩ How was it for you to **be a part** of your group? Of your local community? Do you have the feeling of **belonging**? What does it mean for you?

⸱⸱⸱⸱⟩ What did you learn through meeting different people, getting to know their diverse life situation? How did **personal** contacts influence your development?

B5. Youthpass in practice

Youthpass in Youth Initiatives

For Transnational Youth Initiatives

----} What kind of **relationships** did you build with different people (with peers from your group, with your partners, with people you worked for, etc.)?

----} How do you see **your role** in your local community? What can you do for others?

----} Would you call yourself an **active citizen**? Why?

----} How did your knowledge and understanding about **the society** change after your project?

----} How did your knowledge of local/regional/national and/or European **structures** increase?

----} How can you contribute to any **social or environmental initiatives** around you?

----} What else would you like to **improve** concerning these competences?

----} How did you **work in your group**? How were decisions made? How did you make sure that everybody was involved? What did you learn from that?

----} What did you learn from **your partners**? What did they learn from us?

----} In what way is the understanding of active citizenship in your partner country different from that in yours?

B5. Youthpass in practice

Youthpass in Youth Initiatives

Sense of initiative and entrepreneurship

The original wording of the key competence ....

... in a nutshell: to turn ideas into actions, to be creative and innovative, to take risks, to plan and manage projects, to be aware of different working contexts and be able to optimally use given opportunities for one's development. To be aware of ethical values.

Youth initiative and sense of initiative and entrepreneurship

Your Youth Initiative is based on **creative ideas** of young people and your motivation to turn your dreams into reality. You are able to create a group of common interest, work on a common topic and **bring change** to your local community. It requires planning and managing of the project, finding different resources and support as well as cooperation partners, contributing your ideas and time, developing creative ways and coping with unexpected situations and problems. It could also be the beginning of development of talents, interests and future professions for the members of your initiative group.

Examples:

> *Turning an **idea into a project***

> *Planning **and managing** a Youth Initiative project*

> *Organising **support and cooperation** to realise your idea*

> *Using **human resources and talents** available in the Youth Initiative group in an optimal way*

> *Being **creative and innovative** in realising project activities*

> *Discovering **new talents and future** ideas for yourself*

Yuppie questions

Before the project

⟶ What interests and talents would you like to **develop** during your project? What do you need for it?

⟶ What **stimulates** you to take an action? Do you know how to make ideas a reality?

⟶ What **values** are important for you when you think about achieving your aims and working with others?

⟶ Do you perceive yourself as a **creative and innovative** person? In what way? What do you see as your talents?

During and after the project

⟶ How was it for you to turn **your idea** into practice? Did you enjoy the experience? In what way?

⟶ In what part of the project could you express your **creativity**?

⟶ How and from which situations did you learn about taking initiative and being **active**?

⟶ What did you learn about **project management**, action planning, teamwork and cooperation, taking risks, creativity and flexibility?

⟶ How is it for you to **take initiative**? How is it to follow others?

⟶ Which project experiences can you use for building up your professional **development**?

⟶ What else would you like **to learn** in this area?

⟶ What did you learn as a **group**?

For Transnational Youth Initiatives

⟶ What did you learn from your partners? What did they learn from you?

B5. Youthpass in practice

Youthpass in Youth Initiatives

Cultural awareness and expression

The original wording of the key competence ....

... in a nutshell: To be creative in expressing ideas through music, all possible ways of art, literature and theatre. To be appreciative for expression of ideas through music, theatre, literature and other forms of art. To be aware of one's own cultural context and the cultural context of others.

Youth Initiative and cultural awareness and expression

You are very **creative** in finding ways and forms of organizing your ideas and expressing it in different ways. It can concern the project itself (topics linked with music, theatre, art, dancing etc) as well as **methodologies** where different artistic and creative techniques and approaches are used to express yourself and to make your project vivid and attractive.

Examples:

> *Learning about **your own culture,** tradition and cultural heritage*

> *Learning to **express yourself** in a creative way*

> *Participating in or organizing **festivals, exhibitions, concerts***

> *Involving **local artists** from different generations in the project*

> *Learning about **other cultures** and **sharing** your culture with the local community*

> *Using some **artistic method** such as painting, singing, acting, writing, etc.*

Yuppie questions

Before the project

┅┅> What do you **know about your local culture** and history? What would you like to learn more?

┅┅> Do you already use certain ways of **artistic expression**? Which? In what way?

┅┅> What would **you like to learn** in this area?

During and after the project

┅┅> Did you meet **new cultural expressions** during your project? If yes, how did it influence you?

┅┅> What kind of forms of cultural expression do you know in **your community**? How would you describe them?

┅┅> Did you learn new **ideas or methodologies** for working with art and culture? What, how and from whom did you learn?

┅┅> In which context did you use **creative and artistic** tools and methods?

┅┅> Did you get more **self-confidence** in this area? How?

┅┅> What did you **discover** about yourself in this competence?

┅┅> What do you still want **to learn** in this field?

┅┅> What did you learn as **a group**?

For Transnational Youth Initiatives

┅┅> What did you learn from **your partners**? What did they learn from you?

┅┅> Did you see **different cultural** expressions in your partner group? What did you learn from that?

Make sure to have a look at the Youth Initiatives part of the Youthpass website: **http://www.youthpass.eu/en/youthpass/for/youth-initiatives/.** There you will find a lot of helpful hints, methods and further support to carry out the 'Youthpass process' alongside your Youth Initiative project!