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YOUTH WORK TOOLKIT

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INTRODUCTION

From the 6th to the 10th of June 2022, the study session "Youth Work Lab" took place at the European Youth Centre in Budapest. It was organised by the Erasmus Student Network, in cooperation with the Council of Europe.

The study session "Youth Work Lab" provided space for the participants to gain a strong understanding of Youth Work, its principles and the approaches related to it, and it also allowed the participants to share the realities related to their own countries. They were able to brainstorm solutions for overcoming the challenges that youth and youth workers face along with the influence that youth policies hold. This turned out to be an important milestone for them as it helped them realise how Erasmus Student Network as an organisation can fit into the landscape of Youth Work.

In the last part of this study session, the participants developed the following materials:

A Charter containing examples of youth work policies and practices across the organisation;
Mapping relevant actors and creating an advocacy plan for better recognition of youth work in the participants' home countries;
Designing two Training Session Outlines

The aim of this Youth Work Toolkit is to be a key resource for youth workers, not only from our network but across all of Europe, to achieve their goals and planned actions.

The publication has been produced by and is the responsibility of the organisation (ESN). It does not represent the official point of view of the Council of Europe.

YOUTH WORK TOOLKIT

INFO NOTE

Many people are unfamiliar with the term youth work, which is key to understanding the whole mechanism of work. Youth work is an educational process used to support the personal, social and educational development of young people. To get to know their values, problems and beliefs. In this way, they can develop their own opinion, influence and have a place in society. The youth workers' knowledge, skills, and objectives are crucial for the whole process to work properly. The following document gives basic information on youth, youth work, and the challenges they are facing, as well as includes policies and recommendations in order to improve the recognition of youth work.

Youth and Its Challenges

Youth is the time in people's lives when a person becomes self-sufficient. It is an extremely significant part of life, but it also presents them with unique obstacles. Despite the numerous policies followed by governments, young people today are confronted with a variety of problems, thus it is critical to discuss and find solutions for them. Given that today's youth represent the future, and that they can change the world for the better, it must be a priority for countries to focus their policies on them, as even a modest amount of assistance can lead to significant success.

Youth Work and Its Challenges

Youth work faces many challenges. For example lack of funds, lack of education on what Youth Work means, recognition of volunteer work, management & knowledge transfer and youth work vs. life balance.

Youth Work Policy on Recognition

Youth work suffers from a lack of four different types of recognition. Firstly, there is a lack of formal recognition, which highlights how youth work is not recognised as actual work experience by stakeholders. The second type of recognition is social recognition. Lack of social recognition devalues the importance of youth work and might lead to a lack of funding for youth work as it is not socially respected enough. The third type of recognition is self-recognition, which is the first step toward social recognition. Youth workers need not only to be self-cognisant of who they are and what they do but also about the value of their work for a wider community to also recognise them. The fourth type of recognition is political recognition whose main purpose is to recognise youth work and its value on a political level.

Youth Work Policy on Bad Working Conditions

As youth work is not recognised as real work experience, youth workers' working conditions have a lot of room for improvement. Youth workers should be provided with certificates of their work and measures such as paid time off to volunteer should be taken to improve youth workers balancing between personal life and work.

Youth Work Policy on Youth Work Awareness

Looking at the data coming from Eurostat, not all young people are aware of what youth work is and how it proceeds. As it is also directly connected with the recognition of youth work in various contexts, there is a need for some policies focusing on the audiences such as universities, families, young people, and the people in the local region.

Youth Work Policy on Support from Institutions and/or Authorities

Youth work organisations often call for more support from local, regional, and national institutions. Because Youth Work in general is not recognised, the organisations face many challenges, including the most common issue: lack of financial support. Very often there are not sufficient funds available to cover the organisations' needs. Another challenge regarding the funding issue is the lack of standardised procedures when applying for a grant. Moreover, because there is not one database available, the information flow on available funding is flawed.

ESN and Youth Work

Erasmus Student Network (ESN) is one of the biggest student associations in Europe, which works for the creation of a more mobile and flexible education environment by supporting and developing student exchanges. ESN provides quality activities and initiatives, following six causes: culture, education and youth, environmental sustainability, health and well-being, skills and employability, and social inclusion.

Main themes of youth work in ESN:

- *Youth participation*
  - Youth exchanges and training courses, cooperation with other youth organisations.
- *Gender equality*
  - Study session ESN Gender Check-up, workshops on the topic of gender equality.
- *Inclusive societies*
  - Social Impact Days, Workshops and training events on the topic of social inclusion, international projects such as Social Inclusion and Engagement in Mobility
- *Intercultural dialogue*
  - Training cycle on the topic of Intercultural Dialogue for International Cooperation, Intercultural Dialogue Manifesto.
- *Mental health & well-being*
  - Social Impact Days, Sports events, campaigns, workshops and discussions on the topic of mental health.
- *Recognition*
  - Cooperation with Higher Education Institutions (HEI) and International Relations Offices (IRO).

YOUTH WORK CHARTER

YOUTH AND ITS CHALLENGES

1.1 What is Youth?

As UNESCO defines it, youth is a "demographic category between childhood and adulthood with specific needs". Unlike other kinds of identity, youth is a stage of life in which one transitions from dependence to independence or full autonomy. Independence and autonomy are attained at different times in diverse areas, such as the labour market, education, and sexual and reproductive health. As a result, there is no universally accepted definition of the term "youth." The European Commission defines "youth" as those aged 15 to 29, although due to varying socio-cultural backgrounds and legislation, this age range is not defined similarly over the world.

1.2 Challenges

Lack of Education
Unemployment
Forced Migration
Violence
Lack of supporting
Mental Health

Lack of Education

In many European countries, the education system is in a difficult situation, which is largely owing to the government's misguided policies. It could also be due to a lack of resources, as many young people lack the financial means to acquire a good education. This issue was most acute during the Covid-19 pandemic when education levels in Europe plummeted. It should also be highlighted that education is the most important factor in achieving success. One of the most serious problems is the financial situation. In some cases, young individuals are unable to pursue higher education due to prohibitively high tuition fees. While states are striving to address the issue and provide students with various grants and financial possibilities, the problem remains.

Unemployment

The issue of education leads to another serious problem of employment. However, this is only one of the reasons, as it is also critical to have state backing and jobs created in this area. More than half of young people in various European countries have a higher education diploma, allowing them to work in their field. However, they are confronted with difficulties in this regard because there are few jobs available or when there are, there is the problem of nepotism. In some countries, nepotism is a prevalent issue, making this one of the most pressing issues confronting today's youth.

Forced Migration

Many young individuals today are forced to leave their home nation, relocate to another country, and start over. Natural catastrophes and conflicts are two examples of factors that can trigger this process. The war in Ukraine is an example of this. More than 5 million people have been compelled to escape the country to save their lives today. The war in Ukraine has demonstrated to European countries what a large-scale conflict might entail and how dangerous it can be for all citizens. However, it is not simply a conflict that causes young people to be moved; earthquakes, floods, and other natural catastrophes can cause young people to be relocated. It is tough to adjust to a new environment after migration since the educational system is different, transportation is dissimilar, they do not have friends or relatives to turn to in an emergency, and all of this has a significant impact on them.

Violence

Today, many young people in Europe are victims of violence, which can be physical as well as psychological. School children, women, and students are the most common victims of violence. Having a state policy that may prevent violence through a variety of punitive actions is crucial. Despite the fact that Europe has numerous democratic states that uphold human rights and principles, there is still a high rate of violence.

Discrimination

Discrimination occurs frequently, not only in young individuals but also in the entire population. Discrimination can occur based on sex, religion, skin colour, age, and other factors that democracies should be able to address. The fundamental right that a person has from birth to be treated equally regardless of circumstances is infringed. When young people are discriminated against, they are denied opportunities for development, employment, and knowledge acquisition, which leads to demotivation and, in some cases, fatal outcomes.

Lack of supporting

The involvement of each young person in their life, as well as the amount to which they support the implementation of this or that notion, is crucial. The importance of parenting is significant since it represents the source of strength for each young person. Then there are their friends, relatives, and the society they live in. They gain confidence, know what their aim is, and do their best to achieve it when they sense this support. This is why positive reinforcement and encouragement are critical at the start of any project.

Mental Health

In any case, mental health is crucial. Given the issues outlined above, each has a significant impact on a person's psychological and emotional well-being. Because each young person is unique, these processes manifest themselves in different ways. That is why it is critical to prioritise young people's mental health before tackling other issues.

YOUTH WORK AND ITS CHALLENGES

Youth work is a broad term. It encompasses many different activities of a social, educational, cultural, political and/or environmental nature. They are undertaken by, with and for young people, in groups or individually. Youth workers are paid or volunteer. They rely on non-formal and informal learning processes and are focused on young people and voluntary participation. Youth work is primarily a social practice, working with young people and the societies in which they live, encourages the active participation and inclusion of young people in their communities and decision-making.

An important aspect of youth work is that young people are a distinct part because their needs and aspirations are different from those of children and adults. Youth work is at the crossroads of different fields and shares many characteristics with other fields such as education, social work, sports, and culture.

Youth work serves to:

- Enable young people to develop holistically, working with them to facilitate their personal and social development;
- Empower - it is about for example reevaluating goals around teaching and learning; providing a variety of learning experiences, and charge of their lives. They do this by addressing their situation and then taking action to improve their access to resources and transform their consciousness through their beliefs, values, and attitudes;
- Emancipate by organizing training or workshops ;
- Engage by improving their access to resources and transforming their consciousness through their beliefs, values, and attitudes;
- Enjoy working through new experiences;
- Education to improve and enhance skills.

Youth work can face several problems:

- No support from institutions/authorities;
- Lack of funds;
- Lack of education on What Youth Work means (consultation, educator training, psychological support, encouraging youth work, increasing perceived value and recognition can be arranged);
- Bad working conditions;
- Individual: Youth Work vs life balance (Personal and professional development of employees; Improved mental and physical health of youth workers; Increased willingness to volunteer; the symbiotic relationship between work and volunteering; increased recognition by employers; paid time off for volunteering and non-formal education; funding for financial incentives for employers);
- Recognition of volunteer work (specific certifications and integrated competencies; recruiters understand the value of the certification; valuable and tangible skills developed during volunteer work; self-awareness of volunteers);
- Lack of moral support;
- Structural: management & knowledge transfer;

In order to better understand who the youth worker is, it is useful to give a few characteristics by which they are characterised. They should have an open mind, be full of passion for youth work, and should not be afraid to ask questions. In terms of skills, they should have good stress management, and conflict resolution skills and be able to work in a team. Knowledge of their environment and society is crucial as well.
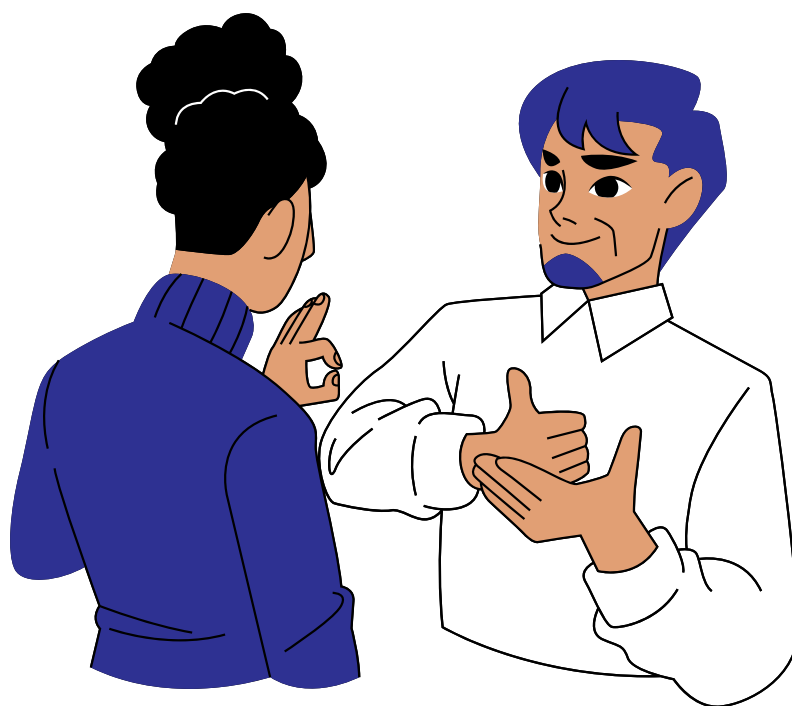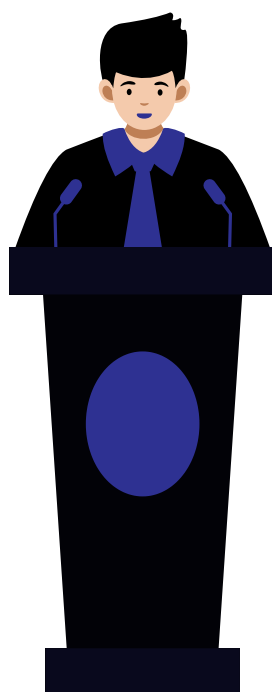
YOUTH WORK POLICY ON LACK OF RECOGNITION

Youth work, youth workers and youth work organisations in general experience a lack of recognition by stakeholders such as bigger companies, institutions, and commercial partnerships with recruitment companies. Youth work is poorly recognised formally as recruitment companies do not perceive youth work experience as valid work experience which diminishes the time and effort put in. Also, social and political recognition of youth work is lagging behind the recognition youth workers and youth organisations long for. Finally, the lack of external recognition of youth work has resulted in poor self-recognition of the youth workers themselves.

Youth work is not given the level of formal recognition that would perhaps be appropriate. This entails mainly the fact that youth work experience does not have the status of actual valuable work experience even though the job description itself is at least similar to that required by recruitment companies. To approach this issue, some clear and concrete ways to measure and evaluate youth workers' skills and competencies should be developed. That could mean documenting the process of skills and tasks the youth worker does in their work and also documenting the skills and competencies acquired along the process. Finally, the competencies could be represented in the format of a certificate that would be given value and validity by an institution of some sort.

Youth work also deals with a lack of social recognition. That refers to the case that youth work is not well recognised by youth workers' social circles either on the micro or macro level. On a micro-level are the youth workers' closer social circles, (e.g. family, friends, work, school circles) whereas the macro level is the societal and governmental level. Lack of social recognition might arise from ignorance; nevertheless, it invalidates the importance of youth work. It also leads youth work organisations to have a fragile sense of self as valid and important actors in society. General social recognition of and respect towards youth work could increase companies' and/or governments' willingness to fund youth work, and also make youth work more appealing for volunteers. Since collective ignorance and the vague sense of what youth work is, are a couple of the main reasons youth work is lacking in social recognition, raising awareness about youth work might be the solution. However, increasing social recognition requires primarily for youth work to be cognisant of itself which we are going to discuss next.

As discussed previously, for youth work to be socially recognised, it is crucial that youth workers first recognise themselves. Lack of self-recognition means that youth work and youth workers themselves do not have a strong sense of self and identity as youth workers. Also, it discourages youth workers to see the value of their work and the progress that has been and is being done. However, it is not only about youth workers recognising who they are and what they do but also being aware of who else is part of the youth work community and what they do. Youth work and youth workers' self-recognition is important because having a clear sense of self and identity enables youth workers to better stand up for themselves. It also enables self-reflectiveness which is crucial for a youth worker's self-improvement process. Individuals' self-recognition also improves the development of the whole youth work community. One way to raise youth workers' self-awareness and self-recognition about themselves could be through non-formal education. For example, organising local, national or even international training and workshops about the identity of a youth worker would be a way to raise the collective self-recognition of youth workers.

Political recognition of youth work aims to support the involvement of young people and youth work through getting youth work onto the political agenda, entering legislation and becoming part of political strategies at local, regional, national and international levels. Its main purpose is to recognise youth work and its value on a political level. In order to support its political recognition, there are various areas where improvement could take place. Firstly, universities could provide credits/ECTS for hours spent on volunteer work or make a certain amount of youth work mandatory so that this experience could be used as professional experience in recruitment processes. Secondly, organisations could create processes to provide volunteers with widely recognised certificates including their competencies. Thirdly, national governments could support recognition of youth work by providing funding such as financial incentives for employers to be able to give employees paid time off for volunteer work and non-formal education. This would encourage employees to participate in youth work as well as help youth workers balance between personal life and work. Lastly, establishing trade unions that would protect youth work and youth workers' rights would support the recognition of youth work.

YOUTH WORK POLICY ON BAD WORKING CONDITIONS

As mentioned earlier, youth work is currently not recognised as real work experience by recruiters even though many of those who volunteer to do youth work spend a lot of working hours for their volunteer work and have job descriptions that do not differ from paid positions. To support the recognition of youth work as competent work experience they should be provided certificates for their work.

In many cases, volunteers do not get paid for the work they do and are forced to balance between their paid jobs and volunteer work. Therefore, many of the volunteers have to spend their paid and unpaid holidays on volunteer work. This does not support their recovery from work which is crucial in order to maintain both physical and mental health. To give an example, some companies pay a couple of days a year for their employees to do volunteer work but, clearly, this is not enough for most youth workers. If companies want to support employees getting volunteer experience they should give more paid-off time to use for volunteering and non-formal education which would also benefit employers as employees would develop not only personally but also professionally. However, this would require funding from national governments for employees to get financial incentives to be able to support this.

1.1 Youth Work in Europe

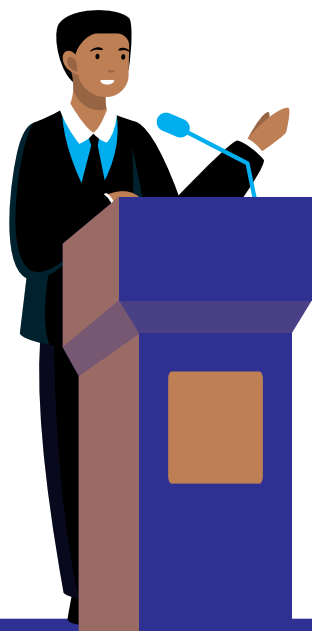Even though the importance of youth work is repeatedly phrased by European constitutions, according to the data taken by Eurostat (2015), only 22.2% of the young people in Europe are involved in voluntary activities. This might raise another question to the topic: Are young people genuinely aware of what youth work is and how it works? And if so, how does it have an effect on youth workers and youth work in general?

1.2 Awareness and Youth Work

As mentioned, the lack of recognition of youth work has an impact on how youth work proceeds and how it is seen; the lack of recognition, therefore, affects how young people and stakeholders perceive youth work and what it means. To raise awareness within the community, there have been multiple attempts by countries and NGOs all around Europe. To give an example, in South-West Finland, the Regional State Administration Agency has funded a pilot project to "Taking the multifaceted evaluation tool into use developed for open youth work." During this project, people working in the area of youth work discussed ways of improving how they promote and project youth work and how to evaluate the quality of its effects. Yet, in some countries (etc. Norway, Czech Republic), the projects or policies made on the topic are infrequent. Thus, the necessity of those policies should not be overlooked.

1.3 Policy Suggestions for Raising Awareness of Youth Work

Youth work should be recognised by universities with the support of extra-curriculum lessons and ECTS.
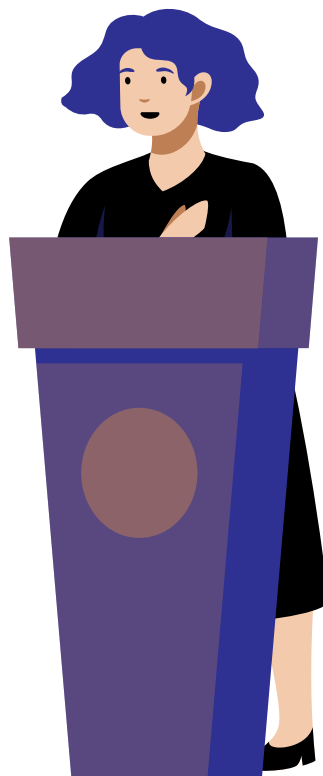
This policy mainly focuses on what effects the universities have in terms of encouragement of youth work. With the help of classes that are integrated into the curriculum, young people in universities can learn what is done in the area while with the assignments given, they can have an experience related to youth work. This also gives young people a chance to dive into the topic with the support given by university administrations and the Ministry of National Education. To show good examples, the instructors can get help from current youth workers within the universities and cooperate with them to encourage them while creating an environment for peer learning.

A database can be created for youth work activities in the area and commercialised and supported by the European Union and other European organisations and accessible to companies and institutions.

This policy points out the need for cumulated information on youth work and how it can be beneficial for raising awareness in the community. SALTO, which is a database created for Erasmus + activities, can be one of the notable examples of this policy. To add up, within Erasmus Student Network (ESN), a database called 'ESN Activities' is available to people who registered with the system. However, the database mentioned in this policy refers to the cumulation of all youth work activities done with details, and is available for companies and institutions. Utilising this database might help the recognition of youth work in workplaces while raising awareness of people in charge by displaying the outcomes of the youth work and skills gained during the process.

Every year on International Youth Day, local NGOs and youth workers can be given a free day in which they can present what they do by preparing stands in city squares.

The main focus of this policy is the awareness of families, young people, and local communities. As celebrations have always been good opportunities to raise awareness in the community, they can create a space for raising awareness on youth work as well. These kinds of events help youth workers to reach the locals and tell them about what they do and how it benefits the community they live in. During the process, through local administrators, NGOs, and youth work centres, this policy can be promoted so that it reaches every person in the community.

As mentioned in the previous chapter, because of the lack of recognition of youth work in general, youth work organisations face many obstacles in obtaining support from local, regional and national institutions and/or authorities. Youth Work Organisations (YWO) usually need to rely on themselves and already existing connections and cooperations. The most common struggle that YWOs are facing is the lack of financial support. Most YWOs are non-governmental organisations and therefore are relying on a grant-based system. Such a system leads to an unstable financial status of Youth Work Organisations which has a direct influence on the quantity and quality of activities delivered to youth by those organisations. Providing a clear granting system, standardised procedures in obtaining funds, as well as increasing grants in general by institutions and/or authorities should be established in all countries. It is also common that despite the availability of grants for youth work organisations, there is a problem with information flow between the institutions providing funds and the potential recipients.

As there are no standardised granting procedures for all youth work organisations, it is confusing in many cases how to apply for grants and where to find information. It would be recommended for national institutions to introduce common, standardised, identical procedures, so the applying process is the same within all public institutions and the procedures are identical for all youth work organisations regardless of their size and areas they are active in. Introducing one common database with the list of active youth work organisations, their scope of activity, location, and information about joining possibilities would improve the quality of youth work organisations' actions as they would have direct access to other organisations' working scope. This would improve the cooperation between TWO and would also improve youth participation in general, as young people could find information about youth activities in one place.

Moreover, the lack of support can be seen not only in YWO as a group but also on an individual level. Youth Workers are often active in the organisation as part of their extracurricular activities. Youth work is usually not the job that they get a salary for. Taking ESN members as an example - ESN volunteers are usually students that spend their free time providing youth work activities. As mentioned before, because of the lack of recognition of youth work in general, there's usually no understanding by universities of what and why young people do what they do. Proving extra ECTS (credits) for volunteering would encourage young people to take initiative and be active in the fieldwork.

At the same time, more flexibility provided by higher education institutions could increase academic performance. Systematic changes are needed in order to improve the quality and youth work organisations as well as improve youth participation. Those changes need to be undertaken from the national level in a way that is more applicable on both regional and local levels.

ESN AS A YOUTH WORK ORGANISATION

Erasmus Student Network (ESN) is one of the biggest student associations in Europe, active since 1989. ESN works for the creation of a more mobile and flexible education environment by supporting and developing the student exchange from different levels and providing an intercultural experience also to those students who cannot access a period abroad ("internationalisation at home"). As ESN targets youth, it is regarded as a youth work organisation. ESN provides quality activities and initiatives, following 6 causes: culture, education and youth, environmental sustainability, health and well-being, skills and employability, and social inclusion. Within the causes, there are many initiatives taken to tackle the challenges related to the cause. The themes of ESN activities are strictly connected to the causes of ESN. To better understand the activism of the Erasmus Student Network, the actions can be divided into the following themes:

- **Youth participation:** Youth is a crucial element of the whole society. By investing in youth, we're investing in the future of the whole community. It is important that youth takes a leading role in society and is taken into consideration when making political decisions. ESN advocates also for youth to take an active role in the civil society by taking part in elections, joining youth work organisations, and taking their initiatives.

- **Inclusive Society:** ESN believes that when taking action in the community, all members of the society should be taken into consideration. ESN sees a huge value in including excluded society members in the activities. Advocating for a more inclusive Erasmus+ programme (for example by increasing grants for students with fewer opportunities) or organising Social Impact Days during which there are activities specifically focused on the social topics.
- **Gender Equality:** ESN calls for gender equality in all ranges of social life. Fighting gender discrimination at school, at work, and in society as a whole is at ESN's activity scope.
- **Recognition:** ESN calls for youth work to be recognised by cooperating with Higher Education Institutions, EU Institutions, International Relations Office. In the scope of ESN activity, there's also the advocacy of recognising international exchange such as Erasmus as a valuable work experience that brings specific skills and knowledge that could be later transferred into work.
- **Intercultural Dialogue:** ESN stands for diversity, tolerance and intercultural dialogue. By issuing manifestos and statements, organising intercultural activities and sharing recommendations, ESN aims to improve its understanding and importance.
- **Health and Well-being:** Promoting physical activities, and caring for mental health is an important aspect of ESN activism.

It is important to note that ESN causes and themes are part of the Sustainable Development Goals identified by United Nations. Quality education, decent work and economic growth, reduced inequalities and partnerships for goals are strong pillars of ESN activity scope. ESN strives to achieve those goals by undertaking specific initiatives for youth.

RECOMMENDATIONS

A part of the budget of ESN should perhaps be used towards educational purposes to spread knowledge on the challenges of youth work. Raising awareness makes more people competent to tackle the challenges that youth work faces. Also, sharing knowledge acquired in trainings and international or national meetings on the local and national level empowers individual ESN volunteers to make moves towards ESN goals. In addition, to maintain the high level of knowledge on youth work and its challenges, high quality knowledge transfers should be provided in training and international or national meetings.

ESN should aim to recognise youth work as "real" and valuable work experience. To support this, youth workers should be provided with certificates that have value in recruitment processes.

Lack of moral support is also a challenge of youth work. ESN could try to tackle this challenge by creating more safe space for volunteers to issue their concerns and thoughts about youth work within ESN and also by raising awareness of the importance of moral support. Moral support within youth work is as important on the local level as on the international level.

STAKEHOLDERS MAP

This document was created with the purpose of identifying different stakeholders of the Erasmus Student Network (ESN), which local ESN sections and national organisations, as well as ESN International, may collaborate with in order to achieve common goals.

The document comprises three parts: a list of some of the most important stakeholders at the international, national and local levels, respectively, with corresponding short descriptions and keywords in terms of the areas in which a particular stakeholder may support ESN; a map with all the stakeholders from the list at each level respectively; and a grid depicting the relations[1] of every stakeholder from the list with ESN relative to their relationship with ESN and the power they possess for supporting ESN's aims and goals.

The list of ESN's stakeholders is even broader than the one included in this document, and the areas in which a particular stakeholder may aid ESN in its aims and goals are not limited to the ones stated under each stakeholder's description. However, this document may serve as an orientation point for local ESN sections, national organisations and ESN's international level when establishing collaboration with different stakeholders and can in this aspect be considered a valuable source of information and inspiration for the whole Network.

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[1] The power-relationship relations depicted in the grid are negotiable, i.e. might be depicted differently than the way the authors of this document depicted them.

LIST OF ESN'S STAKEHOLDERS

International Level

- *European Commission's Directorate General for Education, Youth, Sports and Culture (DG EAC) and European Education and Culture Executive Agency (EACEA):*

Directorate General for Education, Youth, Sports and Culture (DG EAC):

develops and carries out the Commission's policies on culture and media, sports, education and training, and youth.

European Education and Culture Executive Agency (EACEA):

manages funding for education, culture, audiovisual, sport, citizenship, and volunteering.

<u>Keywords:</u> policymaking, funding

- *European Parliament Committee on Culture and Education:*

responsible for all the cultural aspects of the European Union such as the dissemination of culture, cultural heritage, and cultural and linguistic diversity as well as for education, audiovisual policy, information, and media policy, the cultural and educational aspects of the information society, youth and sport.

<u>Keywords:</u> policymaking, funding

- *Youth Department of the Council of Europe:*

provides funding and educational support for international youth activities aiming to promote youth citizenship, youth mobility, and the values of human rights, democracy, and cultural pluralism

<u>Keywords:</u> advocacy, promotion, funding

- *European Students' Union (ESU):*

the umbrella organisation of 45 National Unions of Students from 40 countries with the aim to represent and promote the educational, social, economic, and cultural interests of students at the European level towards all relevant bodies and in particular the European Union, Bologna Follow Up Group, Council of Europe, and UNESCO.

<u>Keywords:</u> promotion, collaboration

- *European Youth Forum:*

the voice of young people in Europe, standing up for their rights and striving for societies where young people are empowered and encouraged to achieve their fullest potential as global citizens.

<u>Keywords:</u> promotion, collaboration

- *UNICA - Network of Universities of Capitals of Europe:*

seeks to facilitate international collaborations and promote academic leadership through understanding and sharing between its Members throughout the European Higher Education Area; provides a forum in which the Members can reflect on the needs for strategic change in university research, education, administration, and societal engagement.

<u>Keywords:</u> promotion, collaboration

- *Debating Europe:*

an online discussion platform sharing the public's ideas and suggestions on vital issues shaping the global future directly with policymakers and influential thinkers.

Keywords: policymaking

- *Erasmus+ Students and Alumni Alliance (ESAA):*

aims to bring together all European Union-funded exchange students and alumni and offers a dynamic platform for networking, professional development, and intercultural learning while promoting European higher education and worldwide cooperation.

Keywords: collaboration, promotion, funding

- *LEO-NET:*

a European association of experts or parties involved in international traineeship mobility and active in the field of skills development and youth employment; forms an international network of affiliated Higher Education Institutions, mobility consortia, and related organisations.

Keywords: formal recognition, promotion, collaboration

- *European Youth Information and Counselling Agency (ERYICA):*

develops, supports, and promotes quality generalist youth information policy and practice at all levels in order to meet the information needs of young people.

Keywords: promotion

- *University Alliances:*

collaborations that represent large to mid-sized universities working at the heart of their communities, partnering up with industry and professions to deliver the workforce of today and tomorrow through practical, skills-based learning and applied research.

Keywords: formal recognition

- *Mediterranean Universities Union (UNIMED):*

an association of universities from countries in the Euro-Mediterranean basin with the main aim of developing scientific and educational cooperation in the Euro-Mediterranean region, in order to contribute to the process of integration between the two Mediterranean shores; collaborates with its network universities in several activities in different fields including, among others, tangible and intangible cultural heritage, economics, energy, environment, management of water resources, transports, health, media, new technologies, history, agriculture, tourism.

Keywords: formal recognition, promotion

- *garagErasmus:*

the professional network of the Erasmus Generation that aims to support the shaping of a better-integrated Europe and to improve the lives of people with international studies or work experiences by enabling them to access opportunities that can make their careers more impactful for the European community.

Keywords: collaboration, promotion, formal recognition, counselling

- *Europe Goes Local:*

a European cooperation project to develop and strengthen local youth work.

Keywords: collaboration, promotion

- *Support, Advanced Learning and Training Opportunities for Youth (SALTO-YOUTH):*

works within the Erasmus+ Youth and the European Solidarity Corps programmes; provides non-formal learning resources for youth workers and youth leaders and organises training and contact-making activities to support organisations and National Agencies within the frame of the European Commission's Erasmus+ Youth programme, the European Solidarity Corps and beyond.

Keywords: collaboration, promotion

- *United Nations Educational, Scientific and Cultural Organisation (UNESCO):*

seeks to build peace through international cooperation in education, sciences, and culture.

Keywords: promotion

- *European Youth Parliament:*

a peer-to-peer educational programme that inspires and empowers young people from across Europe to be open-minded, tolerant, and active citizens; provides participants with a forum to develop and express their opinions on a wide range of topics.

Keywords: advocacy

- *Politico Europe:*

the European edition of the American news organisation Politico reporting on political affairs of the European Union.

Keywords: promotion

National Level

- *National youth councils:*

a representative body made up of youth organisations and young people in a particular state or nation.

Keywords: counselling, collaboration, participation

- *Youth national agencies:*

a public organisation that promotes actions for the benefit of youth as well as gender equality, free and efficient participation of the youth in the political, cultural, social, and economical development, and encourages collaborations with the ministries and public administrations.

Keywords: funding, promotion, policymaking

- *Ministries in the field of education, science and youth:*

a first-level executive body in the machinery of governments that manages the sector of education, science, and youth (depending on the country)

Keywords: policymaking, funding

- *Conferences of rectors:*

a non-profit association of the national universities which is the main interlocutor of universities with the central government; plays a key role in all regulatory developments that affect higher education and promotes initiatives of different kinds in order to foster relations with the productive and social fabric and institutional relations, both national and international.

<u>Keywords:</u> policymaking

- *National students unions:*

represent students of different universities and other associations in a country

<u>Keywords:</u> representation, collaboration, promotion

Local Level

- *Eurodesk:*

a European youth information network that makes information on learning mobility comprehensive and accessible to young people and those who work with them.

Keywords: promotion

- *Europe Direct:*

a range of networks across the European Union providing information services and support.

Keywords: collaboration, promotion

- *Local municipalities:*

in charge of all the administrative actions and decisions of the local level.

Keywords: promotion, funding, collaboration

- *Local municipalities:*

in charge of all the administrative actions and decisions of the local level.

Keywords: promotion, funding, collaboration

- *Higher education institutions:*

provide education services through the offer of degrees and courses in different academic disciplines.

Keywords: funding, creditsrecognition, promotion

- *International relations offices:*

in charge of the internationalisation of higher education institutions, through mobility programmes, international initiatives in which the university can take part, and the promotion of international associations or organisations the university can join.

Keywords: collaboration, promotion

- *Local students unions:*

a student organisation present in many colleges, universities, and high schools involved in social and organisational activities, representation, and academic support of the membership.
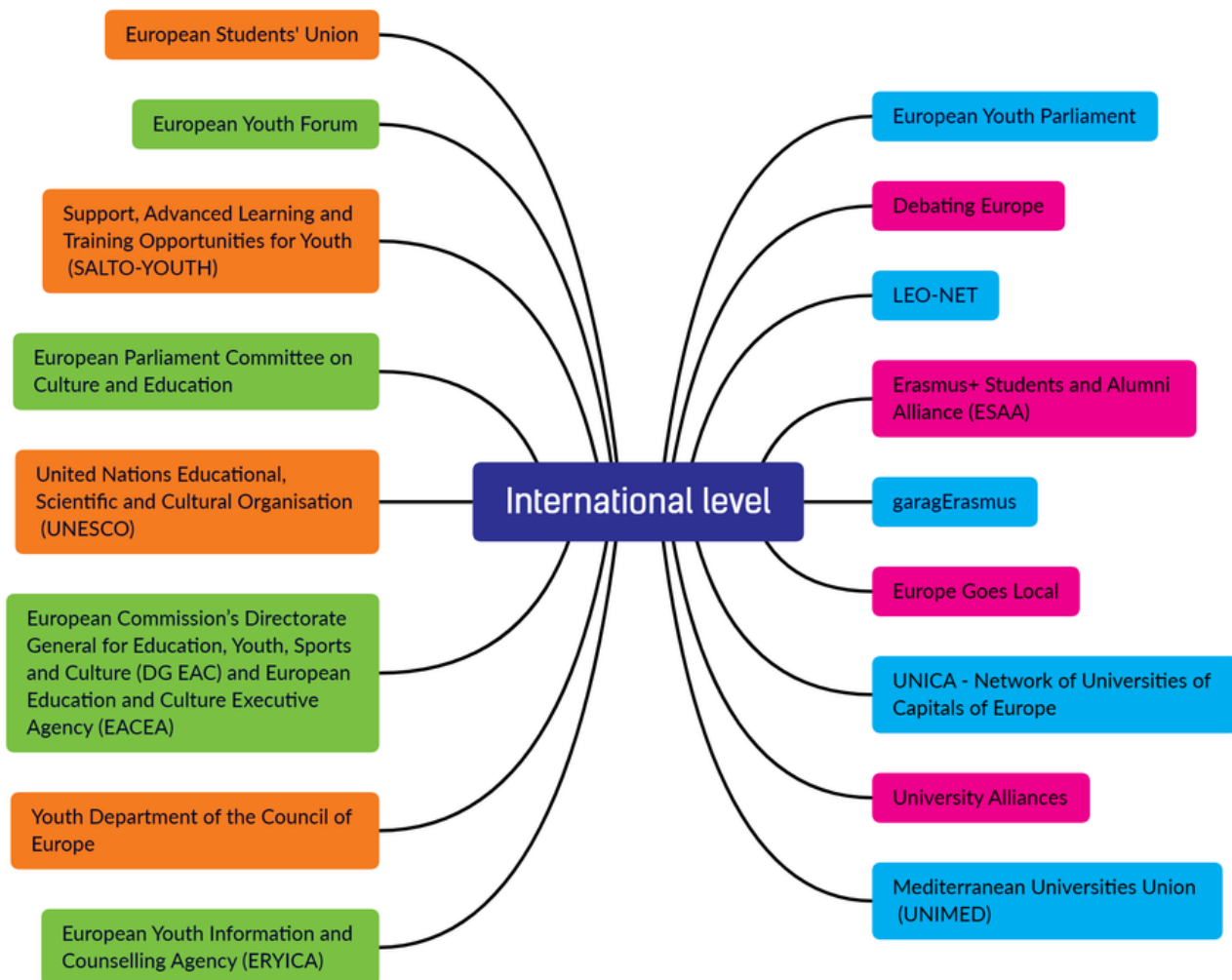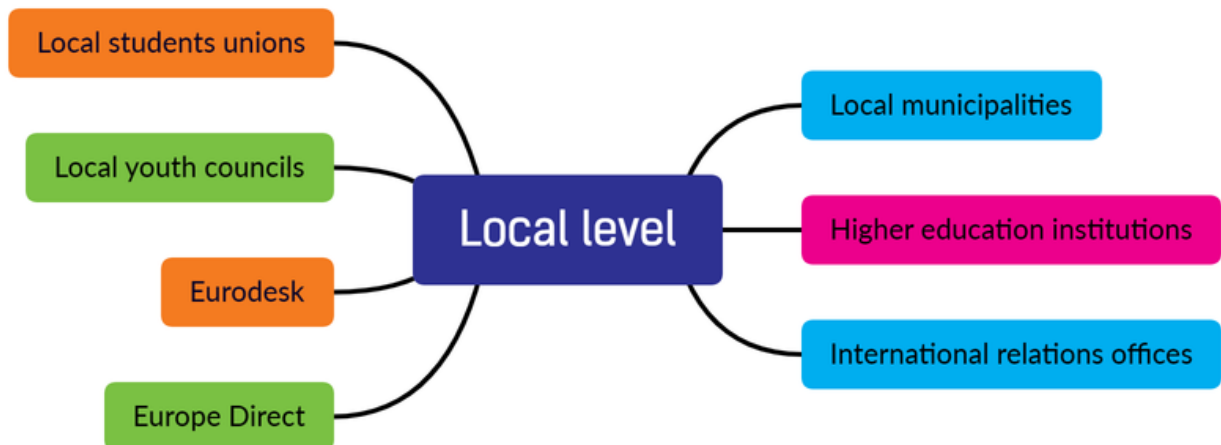
Keywords: promotion, collaboration

- *Local youth councils:*

a form of youth voice engaged in community decision-making.

Keywords: counselling, collaboration, participation

STAKEHOLDERS MAP

European Students' Union

European Youth Forum

Support, Advanced Learning and Training Opportunities for Youth (SALTO-YOUTH)

European Parliament Committee on Culture and Education

United Nations Educational, Scientific and Cultural Organisation (UNESCO)

European Commission's Directorate General for Education, Youth, Sports and Culture (DG EAC) and European Education and Culture Executive Agency (EACEA)

Youth Department of the Council of Europe

European Youth Information and Counselling Agency (ERYICA)

International level

European Youth Parliament

Debating Europe

LEO-NET

Erasmus+ Students and Alumni Alliance (ESAA)

garagErasmus

Europe Goes Local

UNICA - Network of Universities of Capitals of Europe

University Alliances

Mediterranean Universities Union (UNIMED)

National level

- National students unions
- Youth national agencies
- Conferences of rectors
- National youth councils
- Ministries in the field of education, science and youth

Local level

- Local students unions
- Local youth councils
- Eurodesk
- Europe Direct
- Local municipalities
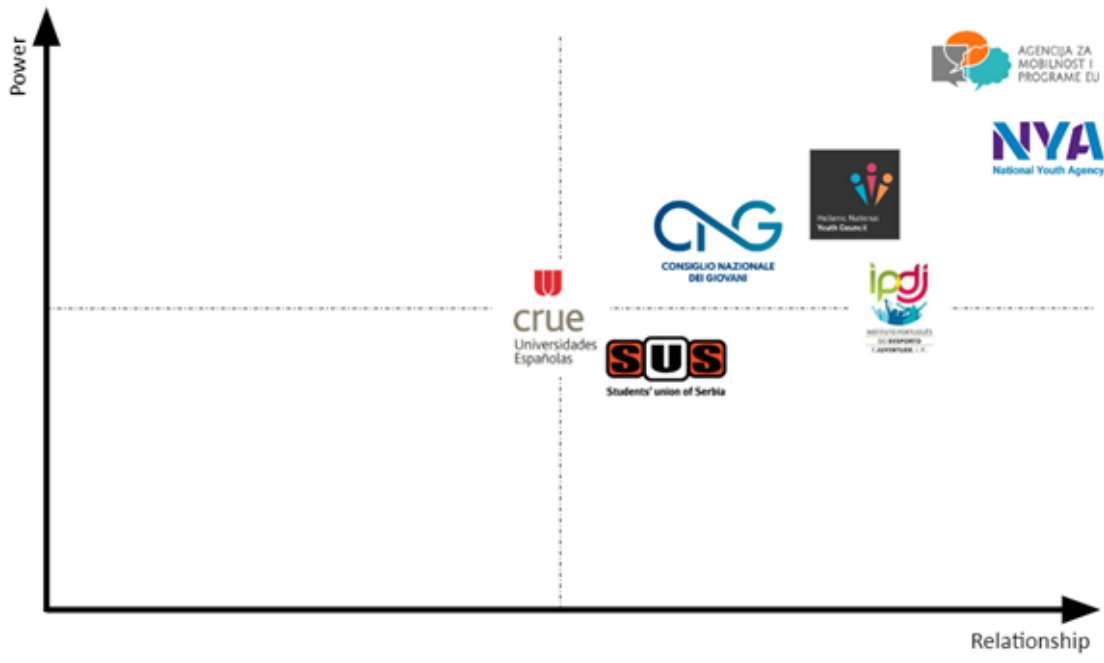- Higher education institutions
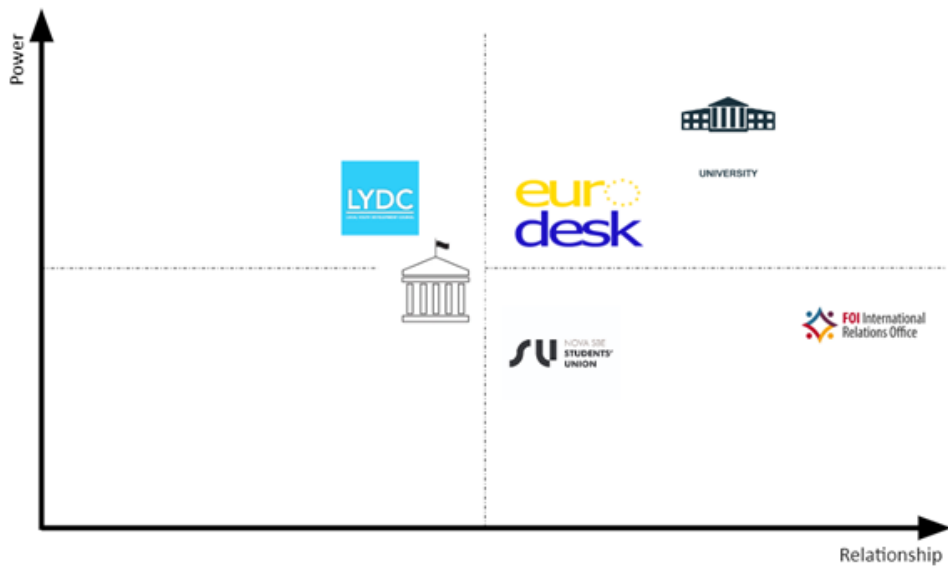- International relations offices

International Level [2]

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[2]   For every stakeholder that is present in different countries and has a different logo in each country a logo from a randomly chosen country is used in the grid.

National Level

Local Level

SESSION OUTLINES ON THE TOPIC OF YOUTH WORK

SESSION OUTLINE

Title of session	ESN 101 - Are we Youth Workers?
Preparation by	Adéla, Katarzyna, Luís
Facilitators	HR / Board Members from local ESN sections

Number of participants	20	Time allocation	180 minutes

Session Objectives	1) DEFINE Youth Working • Understand the key principles that relate to Youth Work • Explore how ESN relates to Youth Work 2) DEMONSTRATE the competencies of a Youth Worker • Participants are able to define the competencies of an ideal Youth Worker • Participants know the theory behind skills & competencies • Participants realise what skills & competencies they gained through YW (ESN includes YW) 3) DESIGNING activities for youth • Participants understand how ESN activities are connected to Youth Work • Creating YW initiatives, practices and activities that can be implemented on local level.
Preparation	Flipcharts, Chairs in circle

Material	Amount	Details
Flipcharts prepared by the trainers	5 different types (in total 8 flipcharts)	**1st flipchart:** • Has three people drawn on the paper to illustrate their stories and backgrounds. **2nd flipchart:** • Has definition of Youth Work written down. **3rd flipchart:** • Has the six principles/characteristics of Youth Work written on it. **4th flipchart:** • Has a person drawn on the paper with marked brain, heart and hands to symbolise knowledge, attitude, and skills. **5th type of flipchart:** • There will be four flipcharts with different activities and descriptions according to the Activity 6, under that there is the outline same for each of the activity to make the process easier for the participants

Post - it notes	3 - 4 blocks of different colours	The participants will know which group to join for Activity 2 by looking at the post-it note that will be under their chairs. The participants will be split into groups of four, which means there will have to be four post-it notes saying that a participant should join a group with a certain number. The participants will also be handed post-it notes in Activity 4 in order to characterise the Ideal Youth Worker.
Blank Flipcharts	1 per group in Activity 4	Flipcharts will be used in the Activity 4, where, where the participants will draw a humanoid shape that represents the ideal youth worker.
Pens and markers	2 packs	They will be used by both the participants and the trainer throughout various activities.

Time	Activity	Materials needed	Learning Goals
10'	Buffer Time		
7'	**Activity 1: Imagining Realities** • Introduction: The trainer will be talking about getting the participants ready for the Session, asking them to channel their energy into this activity. energiser "Imagining realities": • Participants stand in a circle as the trainer stands inside of it. • The participants and trainer will take turns inside the circle imitating a certain person, animal, object, etc, having to role-play it and matching how this would take shape and act in real life. • The trainer will start inside the circle imitating something, and after some time, one of the participants that is standing in the circle should approach the trainer and ask "How can I help you?", to which the trainer should reply by saying "You should take the role of a ..." and refer to a certain person, animal, object, etc. • The energiser will then proceed by the participants taking turns going to the middle of the circle and assuming a certain role, with the trainer encouraging them to be creative and expressive in their imitations.	/	Get people energised and in a free, positive mood. Objectives: Experimenting a period of fun and creativity.

Link to following activity: With the energiser, the participants are more loose and ready to embrace this learning journey. They are then invited to sit down, with the topic being then introduced via a Storytelling moment.

Activity 2: Impacting the Youth Community

The participants will be told to organise in groups of three, as they will do a quick round of Buzz Groups. Before splitting them in Buzz Groups, we will let the participants know that they need to brainstorm about three questions regarding their opinions on the scenarios that were shared, which will act as a gateway to the discussion of understanding what Youth Work consists of.

15'

- **Objectives:**
1. Outlining different experiences of Youth Work.
2. Help the participants provide a personal connection to the Youth Work topic

- **Storytelling and Buzz Groups:**
  - Trainers share concrete experiences related to Youth Work, supported by a contextualisation in a flipchart, with the following situations being shared:

Remember phase of Bloom's Taxonomy.

Source: Bloom's revised taxonomy 2001.

1st Flipchart

Post-it notes sticked to the bottom of chairs

Objective 1: Define Youth Working - Understand the key principles that relate to Youth Work, and explore how ESN relates to Youth Work

1. This is Sandy. 3 years ago, she started studying biology at the university. But since moving into the new city, she wanted to find ways to be helpful. She discovered that not that far away from her home, there is a Roma centre for kids in complicated family situations, and she decided to become a volunteer there. So every Monday and Thursday afternoon, she helps and organises activities for the kids.

2. This is Christopher. He is 27, and since he can remember, he has been a member of scouts. Over the years, he managed to advance through all the levels and currently leads a group of scouts in his local town. What he especially enjoys and finds essential is to show the little kids the values of scouts and include them in the activities he plans for them each week.

3. This is Alex. They are living in a little town with a small youth centre. They always loved theatre and felt like this activity was missing there. So they started working there, creating a theatre group that currently consists of 11 kids of different ages. Next week they have their first performance.

- participants will then be asked three questions and will have the opportunity to reflect in groups of 3 about this diverse wealth of YW experiences.
- participants will gather in groups by taking the notepad paper with a number from 1 to 6 that is glued to the bottom of their chair and proceed to get together in a group with the other three participants that have a paper with the same number.
- The trainers will ask the following questions, which are drawn on a flipchart.
  1. "What do these realities have in common?"
  2. "What kind of positive impact can these practices bring to the youth community?"
  3. "Do you think as a local ESN volunteer can also have this type of impact in the youth community? And how?"
- The participants will have six minutes to discuss and reflect on these questions in the groups of three.

Link to following activity:

| 30' | **Activity 3: Youth Work 101**
Okay, let's now go back to our chairs... and gather in a circle, as the trainer will ask for 2-3 comments on the most important things they heard/said during the Buzz Groups. This is done in order for the participants to reflect on Youth Work practices and how ESN work can relate to them, which will then make it possible to transition into an intro to the theoretical content.
  • Objectives:
  1. Introducing the basics of Youth Work.
  2. Commenting on principles of Youth Work.
  • Discussion:
Trainers firstly talk about insights from the previous activity, with the introduction about Youth Work coming next.
  • Lecture 1:
Trainers define and describe Youth Work, with this being illustrated on a flipchart.
Trainers emphasise the positive impact that these types of practices can have on the youth community. | **2nd and 3rd Flipcharts** | **Understanding phase of Bloom's Taxonomy.**

Source: Bloom's revised taxonomy 2001.

Objective 2: Demonstrate the competencies of a Youth Worker - participants know the theory behind skills & competencies. |

- Lecture 2:

By using a second flipchart, participants are presented with the six principles/characteristics of Youth Work.

- By looking at each principle one by one they are asked to guess what it means and propose keyword explanations for each one, with brief descriptions being revealed in the flipchart by removing the pieces of paper there.

- **Debriefing:**

Participants are asked to briefly reflect on these contents, being asked the following questions:

1. "Do you think that the stories and situations in the previous activity can be perceived as Youth Work? Why?"
2. "Do you think ESN volunteer practices have something in common with Youth Work?"

Link to following activity: Discussion on Youth Work will lead the participants to the next activity.

| 18' | **Activity 4: The Ideal Youth Worker**

The participants are expressing themselves creatively while characterising the competencies that an ideal Youth Worker should possess, using the knowledge that they acquired in the previous activity and drawing from their personal experience as a basis for that. Participants will be divided in groups of four, with each getting a blank flipchart and notepads in order to create their ideal Youth Worker.

• **Objectives:**
Outline the competencies of the ideal youth worker

• **Activity:**
An outline of a person will be drawn by the participants on a flipchart - the perfect Youth Worker. Trainers will ask how the participants want to name the person. | 4th flipchart

Blank flipcharts

Post-it notes

Pens and markers | Applying phase of Bloom's Taxonomy.

Source: Bloom's revised taxonomy 2001.

Objective 2: Demonstrate the competencies of a Youth Worker - participants are able to define the competencies of an ideal Youth Worker. |

In groups of four (split randomly), they will create their own perfect Youth Worker by drawing a flipchart, discussing and writing post-its:

- ○ Head - what this person knows (knowledge)
- ○ Hands - what this person can do (skills)
- ○ Heart - how this person feels (attitude)
- Afterwards, the trainers ask for one contribution in each category from all the groups. The contributions cannot repeat. The post-person sticks them to the blob main flipchart.

Link to following activity:

Activity 5: Am I a Youth Worker?

After the discussion on the competencies that an Ideal Youth Worker should have, participants will be told to stand in a line as they will do a quick round of speed dating. Speed dating will include three questions in order for the participants to reflect on their competencies as Youth Workers.

- Objective:
1. Participants reflect on their experience as ESNers.
2. ESNers see the connection between their work and youth work.

Remembering phase of Bloom's Taxonomy.

Source:
Bloom's revised taxonomy 2001.

Objective 2:
Demonstrate the competencies of a Youth Worker - participants realise what skills & competencies they gained through YW (ESN includes YW).

20'

- **Speed dating:**
  - People stand in a line, ten people from each side.
  - Note: each couple should feel that they have enough room around them so they don't interrupt others
  - The trainers give them the following instructions:
1. Stand in front of your partner.
2. When you hear a question, you have 2 minutes to discuss the question with your partner.
3. When you hear the bell, you go to the person to your left where you continue the discussion and answer another question.
- The point of this method is to get people to reflect on the previous activity - do they see their everyday work as ESN volunteers as a youth working practice and are their competencies adequate to perform this sort of practice.

Questions that will be asked are:
1. "In what way does having those ideal competencies increase the impact of a Youth Worker?"
2. "In your opinion, do you think your competencies are close to those of the ideal youth worker? How?"
3. "How can you personally develop yourself in order to have the competencies of the Ideal Youth Worker?"

Link to following activity: Amazing! Thank you very much for your active participation and reflecting on your role as Youth Workers.

| 50' | **Activity 6: Creating Youth Work Activities**
The tasks and activities will be explained before participants are divided into groups. After they are divided, each group will get their task from the facilitators and have some time for questions.

• Objective:
The participants apply the knowledge gained throughout the workshop and put them into practice.
The participants present an output to reach a certain youth group.

• Projects:
The participants are given projects to complete that require understanding and application of the principles, skills, knowledge, or attitudes related to Youth Work.
The participants will be randomly divided into four groups of five people, and their task would be to create an activity or an initiative that can be framed within one of the four proposed scenarios. The following aspects have to be defined:

   ▪ Target group;
   ▪ Objective;
   ▪ Potential partners/stakeholders;
   ▪ How can this activity/initiative positively impact a youth group?
   ▪ Logistics needed; | 5th type of flipchart

Pens and markers | Create phase of Bloom's Taxonomy.

Source: Bloom's revised taxonomy 2001.

Objective 3: Designing activities for youth - Creating YW initiatives, practices and activities that can be implemented on the local level. |

One of the following scenarios will be distributed to each group in order to elaborate the project:

- **Social Impact Days in ESN:** creating a campaign about the topic that people from your local society can be familiar with.
- **Event with local IRO:** event with your section about promoting mobility, with the goal of doing an in-person activity other than a lecture or any informative meeting, but something more engaging in order to reach the participants.
- **Health and Well-being Week**: Organising the activities for a chosen week, with the topic being work-life balance. The in-person events should be suited to the theme.
- **Orientation Week:** you're responsible for the first event of the whole week. Organise an activity that will allow the participants to get to know each other better when they meet for the first time.
- Once concluded, these projects will be presented in an in-session gallery moment, making it possible for the participants to reflect on the work developed by the other groups.

Link to following activity:

Activity 7: Debrief

After creating a Youth Work activity and sharing it with the rest of the participants, they will be asked to get back to sitting in the chairs, with these being ideally arranged in a circle. The trainer incentivises the participants to share their thoughts about the outputs of the previous activity with the whole group, as well as questions them if this was a simple activity to perform. With this being done, the debrief is started.

20'

Objectives:
- Breaking down what has been done in the previous activity.
- Connecting ESN practices with Youth Work.
- Acknowledging the impact of ESN volunteer work on youth groups.

Discussion:
Trainers expect the participants to have a retrospective moment that might make them realise that their work as ESN volunteers can have an impact on the everyday lives of various youth groups, contributing to making a positive impact on their lives.

Analysing phase of Bloom's Taxonomy.

Objective 3: Designing activities for youth - Participants understand how ESN activities are connected to Youth Work
.

Trainers ask the participants the following questions:

- "What did you do just now and why did you do it?"
- "Would you classify your experience during the last activity as a Youth Work practice? Why?"
- "Do you now consider the work that you do as an ESN Volunteer as a practice of Youth Work? Will it change your approach in any way?"
- What will be your first next step in developing your desired competencies of the ideal YWer?"

Link to following activity:

- Last info & Closing:

The trainers present to participants some of the materials were created during the STS for youth work for future reference:

- Charter
- Stakeholders' map

10'   The trainers thank the participants for their attention and participation.

SESSION OUTLINE

Title of session	Diving into Youth Policies
Preparation by	Margarida, Rares, Kaja
Facilitators	Margarida, Rares, Kaja

Number of participants	25-30	Time allocation	200 minutes

Aim	Understand Youth Policies concept, map the challenges and prepare the action plan.
Session Objectives	During the session the participants will have the opportunity to: 1. Define and understand Youth Work in the context of ESN; 2. Identify the challenges faced by youth workers 3. Policies 4. Strategic framing 5. Action plan 6. Knowledge transfer
Preparation	Lecture, presentation Flipchart, coordinates: how much do you feel like ESN is a workplace, how much do you think it is recognised

Material	Amount	Details
Flipcharts	25-30	
Printed challenges sheets (below the TSO)		
Laptop	1	
Projector	1	

Time	Activity	Materials needed	Learning Goals
10'	Buffer Time		
15'	**Facilitators welcome the participants, introduce themselves, present the aim of the workshop and the agenda.** Facilitators explain what is youth policy by showing participants this <u>video</u>.	Laptop, projector, connection to internet	Participants get to know the facilitators and plan of the training. They get a basic understanding of what is a youth policy.

Link to the following activity: Now that we got to know each other a bit better and we're on the same page about what is a youth policy in general let's think about youth policies and ESN.

Time	Activity	Materials needed	Learning Goals
15'	**Where do I stand?** Participants are distributed a post-it where they can write the name of their NO. Participants will be asked to stick the post-it in a prepared flip chart with a horizontal scale from no to yes. The title should conttain the following question: Can ESN influence youth policies? Each participant will take a post-it note and situate themselves in the line (no, maybe, yes) 10' => guided discussion by the facilitators. This will allow the participants to go more in depth in their perspectives regarding ESN and youth policies.	Flipchart (see example in appendix) Post its Pens	Participants evaluate the potential of their NO to influence local and national policies regarding youth work.

Link to following activity: Now that you have evaluated where you stand, let's go deeper into what are youth policies and as youth workers what can we do to influence them.

Group Work - define youth policies

*Facilitators will explain the participants the task that they have to do in groups and then split the participants randomly into x no. of groups (x= depends on the total number of participants, ideally no more than 5-6 persons per one group).

25'

Task: In your teams, identify 2-4 keywords that would describe youth policies the best by your understanding. Write them down on a post-it note. (5min)

Once the groups manage to find the words, the facilitator will ask them to return to the main setting (circle) and share their findings.
* While they are sharing, the facilitator takes the post-it notes and tries to cluster them on another flipchart. (10 min)

Once we have all the keywords, the facilitators will highlight the importance of youth policy.
In a nutshell, youth policy is a strategy implemented by public authorities and aims to integration and create active citizenship.

Post-it notes, pens

Participants can identify & cluster the main elements of youth policies.

Briefly present the key points of the following documents:
The Bonn process
Insights into YP
Toolkit on Quality Standards for Youth Policy - European Youth Forum
And provide the participants the QR codes to go through them also for future reference.
 (10 min)

Link to following activity: Now that we have a better idea of what youth policies let's try to dig more into the topic, for that, we have to find some answers to a couple of questions.

20'

Guided conversation to understand youth policies (Magic Pen Method)

Facilitator: In order to find an answer to these questions, we will use our magic pen. How does this work? Well, only the person who holds the pen can talk, while all the others need to wait for the pen to arrive in their hands.

In order to reassure that this activity will run smoothly, the facilitators will let the participants know that they could provide input at any point, deemed necessary.

*The facilitator will have at any time a pen in their hands, in order to be able to intervene and ask additional questions or guide the conversation smoothly towards a better understanding of the topic.

Example questions:
1 Who is the target of youth policies?
2 Why do we need youth policies?
3 Where/How can youth policies be implemented?
4 Who and how youth policies are created?

Link to following activity:

Youth Policies and ESN
Continuation of the guided discussion but now all Qs are related to ESN

Not all Qs need to be asked. Keep it relevant.

1. How are we as ESN involved with youth policies?
2. What are the main challenges that we are trying to solve as ESNers?
3. How do overall policies support us in that?
4. How can YP support us in that?
5. What part do we play in the implementation?

10'

Participants realise that ESN's work is heavily affected by policies.

Participants realise that YP help ESN to achieve its vision

Link to following activity: Now that we have seen how youth policies interact with ESN, let's evaluate what challenges we are facing generally as ESNers and as National Board Members and specifically as members of our NO.

Challenges

In this activity, the participants will be split into groups based on their ESN positions (2-3'). Prior to that, the facilitators will explain that their task is to brainstorm, discuss and write on flipcharts the challenges they face related to their positions/responsibilities. (15'). When they are done, the facilitators will present and explain the flipchart with the axis to the participants, and they will be asked to place the challenges they wrote according to what they believe. (10') & 2-3' buffer time

30'

Participants will be asked to mix with other NOs. Ideally, they will be in groups with people with the same position or responsibilities similar to them, such that they focus on similar challenges. An idea for the division regarding positions could be:
- Presidents & EOs
- VPs & Training/Event coordinators
- CMs & WPAs
- Treasurers & Partnerships

Then, they will be asked to brainstorm about problems that they have faced previously or are still facing and find a common ground with their peers.

Flipchart (see example in appendix) Post-its pens

Discuss common and specific struggles that each NOs face. Create a common ground for understanding each other's challenges and a platform to later discuss them.

The facilitators put up the flipchart with the following characteristics on the wall:
Two perpendicular axes.
On the horizontal axis we have:
- Left: specific NOs challenges
- Right: general ESN challenges

On the vertical axis we have:
- Top: easy to change
- Bottom: difficult to change

The participants are tasked to put their challenges individually on the chart according to their beliefs.

Link to following activity:

Challenge sheet & Action plan

30'	The participants have to work on their action plan - identify the current reality of their chosen challenges and the ideal situation. Based on that, they work on the steps they could undertake to reach their perfect reality. This is a self-reflection exercise. The participants will not need to have all action plans completed before continuing to the next activity. • Each participant receives a "challenge sheet" (see below the TSO).	Challenge sheet templates printed (or paper for participants to make their own charts)	The participants identify the most pressing challenges in their reality and prepare an action plan to resolve the issue.

- *The facilitator asks them to identify the five most challenging issues from the previous activity that they face in their region //National Organisation /country (participants will be given these three settings to choose) and write them in the first column. (wait until they finish writing)*
- *From those five, they choose the three most pressing ones that they would like to explore during this session.*
- *Then, they are asked to fill in the ideal reality for those three challenges*

Order of filling in the table:
1. The challenge
2. Ideal reality
3. Current reality
4. What needs to be done

The facilitator suggests this order to the participants. A good metaphor to use is Google Maps - if you want to go somewhere you
1. first need to know what you are looking for (your challenge).
2. This way you locate where you want to go (Ideal reality),
3. then, you add your starting point (Current reality)
4. and only then, you outline exact steps that will help you reach the destination (What needs to be done).

Coming back to the flow
- *After they filled in the ideal reality, they write down the current reality.*
- *Afterwards, they fill in steps needed to reach the destination.*

While the participants work on their individual reflection, the facilitators will look into the previous Challenge Chart and curate the most common and hard(est) to solve challenges.

Link to following activity: After curating the challenges, facilitators will add them to the posters and such that in groups of interest the participants can go deeper on the action plan for each challenge.

Supporting each other

5' Facilitators explain the task to the participants.
The participants split themselves in the groups of three based on their preference.

15'
<u>Task</u>: each of the participants has three minutes to describe at least one of their challenges and there are two minutes from the other two people to provide suggestions / ask relevant questions that would help a person to move further in solving the issue.

The facilitators keep track of time and notify after 3' are over and after 2' are over and the next participant starts sharing.

20'

The participants support each other and enrich each other with more ideas.

Link to following activity

15'	**Debriefing**
	1. Recap of the session
	2. Group discussion (take those questions that feel needed. There will probably be no need to ask all of them. Listen to your gut)
	   a. How was creating a personal AP for you?
	   b. What did you struggle with the most and why?
	   c. What will you do with it now?
	   d. What was the most helpful for you in the session?
	   e. How would you link all that you've learned here - Youth Policies, AP creation, team work?
		What should be the outcomes of the discussion? What should the participants realise?

Link to following activity

10'	**Last info & Closing:** The trainers present the participants some of the materials were created during the STS for youth work for future reference: • Charter https://docs.google.com/document/d/1jZemwSvi3fI4cdQDtIC4yidt9CPkwfHq/edit?rtpof=true • stakeholder map https://docs.google.com/document/d/1tmzSHb4sNIyIll6IoUsI3Shj_zZ9bJEL/edit The trainers thank the participants for their attention and participation.

Challenge Sheet

The challenge	Reality	What needs to be done (2-3 steps)			Ideal reality
Ex. NO needs to sing a song to IRO	NO knows the songs	NO attends singing lessons	NO learns the lyrics	NO approaches IRO	NO sings 5 songs to IRO
Recognition of youth work (social or political)					
Bad working conditions					
Lack of support from authorities/ institutions					

Example challenges provided from the Charter - provide access to the Charter to participants and explain the challenges.