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Unfolding youth work

Seminar on the recognition of competences of youth leaders and youth workers: introducing the *European youth work Portfolio – a tool for the assessment and development of youth work competence*

19 - 21 November 2014, European Youth Centre Strasbourg

SEMINAR DOCUMENTATION

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Context of the seminar

The European Portfolio for youth leaders and youth workers is an initiative of the Council of Europe in cooperation with experts and partners such as the European Commission and the European Youth Forum, which aims to contribute to the recognition of youth workers' and youth leaders' experience and skills and also to increase the recognition of youth work and non-formal education and learning.

The Portfolio was developed between 2004 and 2009 and it has since been translated in 7 languages (English, French, Dutch, German, Russian, Latvian and Bulgarian). The Portfolio was developed by a team of experts and tested through a training course in 2006.

The work on the Portfolio has been developed in the political context of the Council of Europe, whose CM Recommendation (2003)⁸ set up the basis for the recognition of non-formal education and learning of young people, and of competences acquired in this framework through the practice of youth work. Currently, the youth policy framework of the youth sector of the Council of Europe, the Agenda 2020, recommends further support to the recognition of youth work. Among other priorities, the Agenda 2020 mentions the need to support the work with multipliers and the development of quality youth work and its recognition.

The work of the Council of Europe in the area of recognition has been often done in co-operation with the European Commission, and through the framework of the Partnership in the field of youth between the two institutions. Several years of co-operation have led to more recent processes, as the Pathways 2.0 and the work of an expert group on recognition of youth work and non-formal education.

Some of the relevant initiatives have been the Symposium on recognition of non-formal education (Council of Europe) in 2000; considering non formal and informal education within the Lifelong Learning programmes (European Commission) (as of 2001); the first edition of the Pathways paper (EU-Council of Europe youth partnership) in 2004; Bridges for Recognition (SALTO Inclusion) in 2004; the Prague conference in the frame of the Czech EU Presidency in 2008; the 1st Youth Work Convention in the frame of the Belgian EU Presidency in 2010; the expert meeting on youth work in Rotterdam 2010; Youth on the Move (European Commission), the EU 2020 strategy (European Commission) in 2009; and the second edition of the Pathways paper in 2011, among others.

The work of the European Commission in this respect is also supportive of creating a framework where the quality of youth work is recognised and valued. For example, the 2010 European Council resolution on youth work demands that the European Commission enhances the quality of youth work, the capacity and competence development of youth workers and youth leaders and the recognition of non-formal learning in youth work. It also invites to develop and support the development of user-friendly European tools (e.g. Youthpass) for independent assessment and self-assessment, as well as instruments for the documentation of competences of youth workers and youth leaders which would help to recognise and evaluate the quality of youth work in Europe. Similar responses and proposals are included in the EU Strategy for Youth – Investing and Empowering.

A recent development in the area of recognition comes from the Symposium for recognition of youth work and non-formal learning, held in November 2011 and organised by the partnership between the European Commission and the Council of Europe within the youth field, in cooperation with SALTO Training and Cooperation Resource Centre and the German National Agency for Youth in Action. The symposium brought together key actors on the European level and fostered a discussion on the recommendations for action of the *Pathways Paper 2.0*. As a result of the symposium, a Statement was agreed upon and published on behalf of the participants. One of the strands identified is to support the quality development in youth work and non-formal learning.

In the framework of this political will to support the role of youth work and its recognition, the Portfolio has an important place. The Portfolio is a tool developed for intercultural youth work, based on the values and principles of the Council of Europe. It is a tool through which youth workers, volunteers or professionals, can identify, assess and describe their competencies based on European quality standards and to set learning and professional development goals.

In 2013, at the initiative of the statutory bodies of the youth sector of the Council of Europe, a process of revising the Portfolio has been initiated, in order to update it and take into account current processes of recognition. A first revised text of the Portfolio has been prepared in 2014. Two expert meetings and a testing phase with youth workers were organised in order to receive feedback on the Portfolio and in order to take into the landscape of youth work and recognition today as much as possible.

This seminar was organised in the moment where the final version of the Portfolio, which will be online, was not ready yet. A draft website of the Portfolio was created and participants discussed and feedback on it during and after the seminar.

The seminar ‘Unfolding youth work’

In the process of the Portfolio revision, this seminar aimed to make a contribution to the process of recognition of youth work throughout Europe, by introducing the revised European youth work Portfolio and by associating key partners in its dissemination and future use.

The seminar brought together 40 participants, with profiles ranging from representatives of youth agencies and ministries of the members states of the Council of Europe, youth organisations, youth workers’ training services, youth workers and youth leaders.

The seminar objectives were:

- To explore realities of recognition of youth work in the members states of the Council of Europe;
- To explore the role and potential of the European youth work Portfolio in the framework of recognition/validation processes related to youth work and non-formal learning in today’s Europe;
- To make proposals about the dissemination and promotion of the Portfolio in the member states of the Council of Europe, in youth organisations and in other services;
- To associate a variety of partners, both from the civil society and from local and national authorities, to the process of dissemination of the Portfolio.

Participants’ profile

The seminar brought together 40 participants from 23 countries – Armenia, Austria, Belarus, Belgium, Estonia, Finland, France, Georgia, Greece, Hungary, Iceland, Italy, Lithuania, Luxembourg, The Netherlands, Portugal, Romania, Russian Federation, Serbia, Spain, “the former Yugoslav Republic of Macedonia”, Turkey, United Kingdom and Ukraine, as follows:

- youth workers and youth leaders
- representatives of youth work training services, especially universities
- youth work services, at local, regional and national levels in the members states of the Council of Europe
- members of the statutory bodies of the youth sector of the Council of Europe
- representatives of the European Youth Forum and its member organisations
- representatives of the Partnership between the Council of Europe and the European Commission in the field of youth.

The participants’ expectations of the seminar were:

- To discover the revised Portfolio, and namely, to learn how it works, how it can be disseminated and how it can be useful in the processes of recognition/validation of youth work and non-formal education
- To share and learn more about youth work realities and about youth policy
- Network, learning from each other, get new partnership and contacts.

Programme flow

The seminar included three working days.

The first day was dedicated to a general introduction to the seminar and getting to know each other and each other's involvement with youth work, and also to the introduction to the Portfolio. As the online Portfolio was not presented before the seminar, participants had the chance to test it online.

During the second day, participants shared their good practices of youth work recognition, on the basis of different examples of good practices, from an international youth organisation, a local youth work service, a national programme for youth work training and an online system of recognition. During this day, participants also discussed how they can enhance the recognition of youth work on the basis of their profile: as a government, as a youth organisation, as a university.

During the third day, participants made proposals about the further development of the Portfolio and also about how it should be used once ready. Participants made proposals for the Council of Europe to work on quality development of youth work and recognition and they also made commitments to use the Portfolio in their own work.

Key topic 1: Youth work realities

Participants discussed in small working groups about realities of youth work, namely about:

- a. what forms of youth work exist in different countries
- b. what the current challenges to youth work are in different countries
- c. the status of the profession of youth worker and how this is recognised in different countries
- d. actors involved in the recognition of youth work in different countries

Participants also identified in working groups 2 common aspects and 2 very interesting facts from the discussion related to the recognition of youth work, which they presented in plenary.

The most relevant aspects mentioned were:

- the question of lack of sufficient social and political recognition for youth work, which puts it at risk of losing funding during economic crisis austerity measures or not being sufficiently funded
- the question of defining youth work which does not lead automatically to youth work being recognised.
- the question of limits of youth work: if youth work is put under pressure to deliver more than it can, this can also be detrimental in the long run for youth work as such
- the value and potential of non-formal education to change lives and support young people
- the diversity of youth work, and the fact youth work needs to be contextualised in different social and historical realities
- the continuous development of youth work that reflects also developments in society
- the question of theory or ideology behind recognition of youth work is a very important question that frames the debate and should not be forgotten
- the relation between funding and ideologies which is connected to what priorities youth work should have
- in Greece, a new law has recently been adopted which provides recognition to non-formal education being as important of formal education
- in Belgium, the “Oskar” tool offers a similar tool for self-assessment as the one from the Portfolio

Key topic 2: the revised European youth work Portfolio

Participants were introduced to the revised Portfolio and they also had a chance to test it online.

Yael Ohana, the consultant who revised the Portfolio, introduced it, pointing out the changes in the revised Portfolio:

- a more 'robust' definition of youth work
- an updated competence framework
- more emphasis on in-depth assessment and feedback
- a more discursive approach to self-assessment

The revised Portfolio includes the following sections:

- Context of the Portfolio: why a European youth work portfolio, who is it for, what is it for and the definition of youth work proposed
- Guidance for using the Portfolio: an exploration of what youth work is for and the competences that help to do it well, as well as an introduction to the Portfolio competence framework
- The assessment tool: the infrastructure for assessment and documentation of competence, the learning development plan
- Further information about history, context, European recognition debate, useful resources, etc.

All this information will be part of an online platform.

The seminar participants' feedback from the testing online of the Portfolio consisted of the following input and ideas:

- The online forms: they seem difficult to be filled in
- The online process seems rather reductive and not creative (there could be room for improvement in visualising competences differently, for example as a map)
- The whole website could use a better and more user-friendly design that invites the user to actively engage with the tool
- The organisation of the website should be revised in order to guide users and give a central role to the Portfolio tool
- The website should include on-boarding messages, encouraging the users and supporting their navigation through the website
- It is important to visualise also key statistics, for example the number of registered users and how many people are online doing their portfolio

- There are repetitive questions in the learning plan regarding the timeline for learning. In fact, the question should be focused on when the user wants to review the learning plan and a specific area of competence, and the system could send notifications regarding this.
- The printing of the Portfolio should include only the information provided, so if the user did not fill in a question, then the question will not be printed.
- Users should be able to decide if they want to make their portfolio public or keep it private.
- It would be important to have a video tutorial of the Portfolio functioning.
- The website should provide users example of how they could improve their competences
- The users should be able to save several versions of the Portfolio
- The wording is ambiguous in some places, so instead of “youth work does...” we should rather say “youth workers do...”
- Some of the competences and functions should be further detailed, and possibly a competence should be added regarding learning to learn. A reference should be made also to the “ladder of youth participation”
- The questionnaire on self-assessment should rather start with a question on relevance, followed by a question of describing what it means for one to have that competence and then followed by the level of that competence.

Participants were also given time after the seminar to provide input on the online version of the Portfolio.

Key topic 3: how to further the work on recognition of youth work using the Portfolio

Participants were divided in 4 working groups, according to their profile:

- National to local youth organisations
- International youth organisations
- Governmental agencies
- Universities.

In the working groups, they were asked to analyse what they do regarding the recognition of youth work and non-formal education and how the Portfolio could be integrated in their work.

Working group 1: International youth organisations

How the Portfolio can be disseminated:

- EFIL: the Portfolio can be one of the tools to be used for self-assessment by young people and volunteers
- WAGGGS: the Portfolio should be translated by volunteers and used in their training activities
- ALLIANCE: introduce the Portfolio to their members and try to see where it fits in their training policy and needs
- AMSED: the Portfolio could be used in trainings
- IFM-SEI: if the Portfolio is flexible, it could be used also beyond Europe. The Portfolio will be discussed with the board.
- YMCA: still to identify concrete possibilities. Probably a training or seminar for the use of the Portfolio can be more fruitful in order to disseminate it.
- POYWE: for the moment, the tool needs to be simplified in a youth worker-friendly language in order for it to be more usable. There must be a clear added value in getting engaged in filling in the Portfolio, otherwise people will not use it.
- AEGEE: sharing with members, spreading the information about the Portfolio, and using it in their internal strategy for the recognition of youth work.

What more is needed from the Council of Europe in order to make the Portfolio easily usable:

- a video tutorial
- translations in the languages of the member states of the Council of Europe. Guidelines are to be provided as soon as possible by the Council of Europe.
- a strong political engagement from the European Steering Committee for Youth to promote it at their national level through governmental bodies, which should also support the translation of the tool.

- The Portfolio should be used in training activities of youth organisations, as well as in study sessions, for example
- A learning module on the Portfolio should also be developed to enhance its use in training activities, for example.

The commitments from the international youth organisations:

- They could cooperate and include the Portfolio in their practice as a common strategy for the recognition of youth work.
- They could use it internally as a tool for team development.
- They could share good practices of the use of the Portfolio.
- They could partner with universities in order to bring the Portfolio into academic study programmes and 'internships' provided by NGOs.

Working group 2: National youth NGOs and youth councils

What can I do to use and disseminate the Portfolio?

- To help people understand that the thing they do is actually youth work and they can call themselves youth workers if they find functions relevant to their daily work.
- To have all teams of youth workers go through the self-assessment process using the Portfolio and then seeing possible learning pathways and then gaining some kind of quality label from the Council of Europe if the team of youth workers matches a certain level.
- The value of the Portfolio is the compilation of functions/ competences, which can be used in self-assessment processes in the countries or regions where competence frameworks in youth work do not exist.
- Maybe we could use it when revising the existing competence framework on national level, but it would not be promoted very much, because some assessment and validation tools are already in place on national level.

How the Portfolio can be disseminated:

- the Portfolio could be used for trainers pools or for youth organisations to access some kind of funding opportunities, but the competences/ functions identified in the portfolio should be accepted/ approved by organisations/ platforms in the specific country, providing these opportunities.
- the Portfolio could be used if there were some benefits for organisations or people, using it - better image, reputation, quality label, and awareness of development directions.
- if it will have deeper integration with Open Badges, then it would be possible to add some of the skills/badges to the training courses done by youth organisations, so that people could achieve some of those and relate some training programme to the Portfolio framework

What more is needed from the Council of Europe in order to make the Portfolio easily usable:

- Translation possibilities and guidelines
- Institutional support to organisations/ national structures in promoting quality and recognition of youth work on the national level
- There could also be a national contact person bridging national structures with the Council of Europe on the specific topic of recognition
- Make the revised version available for feedback from anybody
- Make a “hackaton” with designers, web developers and educators, who can do some coding and designing right on the spot
- Launch the beta version, invite people to test it, collect feedback.

Working group 3: Governmental bodies

What can I do to use and disseminate the Portfolio?

- Inform relevant stakeholders about the Portfolio (Georgia, Spain, Italy, Belarus)
- Set the youth work as priority of the public funding opportunities (Georgia)
- Translation of the portfolio in national language (Finland)
- Integrate in the national tool the approaches and information included in the Portfolio (Belarus)
- Cooperation with the agency that provides accreditation (Greece)
- The Ministry employs more than 500 youth workers in youth centres, so the tool can be used for their assessment (Turkey)
- Encourage NGOs to be aware that they are doing youth work (Turkey)
- Introductory launch event on national level (Ukraine)
- Use the Portfolio as part of Youth Worker Programme (Ukraine)

How can I use the Portfolio as a part of my work and my institution’s work?

- self-assessment is good for individual development, but the external feedback is important (Johari window example)
- combining it with already existing methods of evaluation

What do I need from Council of Europe?

- Create a platform where it could be visible who is doing what in Europe in relation to recognition
- The Council of Europe needs to have an active role in spreading the information through the government channels, and in such a way that it also reaches local youth organisations
- collect the know-how from NGOs and disseminate it
- The Council of Europe needs to make a strong advocacy campaign with the message: youth work is valuable! (think youth!). More work needs to be directed toward advocating this message, not the Portfolio itself

- The target group for the Portfolio needs to be specified and the portfolio website should have valuable information for a diversity of target groups
- There needs to be further investment in the Portfolio as a business project, so for example have a good marketing strategy for it and also create a graphical and visual presentation of the Portfolio
- The aim and some of the concepts of the Portfolio are not always clear. So, for example, is the Portfolio about evaluation of youth workers or evaluation of youth work.
- There needs to be investment also in translations

The group provided the following proposals for improvement:

- The message of the Portfolio is important, it needs to be supported and spread on international and national level
- The Portfolio dissemination needs to be top down
- The attention and approach should be on the valuable role of portfolio
- The Portfolio shows the basic idea of youth work
- The Portfolio cannot answer all the youth work questions in Europe
- The target group is too broad; this needs specific actions for specific target groups.
- The aim needs to be further clarified!
- The Portfolio needs to be presented in order to raise awareness of the importance of youth work recognition

Working group 4: Universities

What can I do to use and disseminate the portfolio and to develop the quality of youth work?

- If translated, it could be integrated in some courses
- Students could be asked to use it
- Funding is needed to promote it
- It can be used to evaluate practice, as it can help in tracking student development
- Present to relevant stakeholders
- It could be useful for graduate youth workers, just at the end of their studies
- It could be used properly in formal education only if connected with accreditation systems
- It could be used in universities if clearly stated that it is backed by the Strasbourg process of recognition
- It can be used in a diversity of ways but it needs clearly a motivation to use it, be it accreditation or other motivational factors

What are we expecting from the Council of Europe?

- Translating the Portfolio or ask for national partners to translate it
- Propose some standard presentations of the Portfolio that can be used in different settings

Key topic 4: Proposals for the Council of Europe to work on quality development of youth work and recognition

During the third day, participants made proposals for the Council of Europe to work on quality development of youth work and recognition. Participants looked into the following areas: online tools, co-operation with governments, trainings, financial support to youth organisation. They also had the chance to bring up other aspects or topics. What follows is a summary of these proposals.

Online Tools

- The Portfolio online should offer a good user experience – it should be easy to use, inviting, motivating and also encouraging progress in the tool (for instance, using a progress bar)
- There needs to be a mobile version of the Portfolio
- There needs to be more connection with other experiences before the Portfolio (the open question is: how do you bring your own evidence?)
- There needs to be more connection between the Portfolio and training events. The Portfolio needs to be used in trainings, at least those who are carried out by the Council of Europe or in partnership with the Council of Europe
- There should be an online space for the community to develop the Portfolio
- The design of the website needs to be developed!

Co-operation with governments

- The Council of Europe should take a strong stand on recognition and look for other models of co-operation, for example having a national coordinator or a national committee (similarly to the No Hate Speech Movement) to work on the national level on recognition
- The Council of Europe should support and encourage the translation and dissemination in co-operation with governments
- The Council of Europe should seek to develop more binding tools on this topic
- The Council of Europe should continue engaging with governments through national or international meetings and programmes

Training and educational

- The Portfolio should be promoted to different target groups
- The Portfolio should be used in training as a reference and a tool

Financial support to youth organisations

- The Council of Europe should support projects from youth organisations on the topics of recognition and quality development in youth work and non-formal learning
- The Council of Europe should facilitate training courses on how to use the portfolio

- The Council of Europe should support the translation of the Portfolio
- The Council of Europe could support events in the members states on trying out and discovering the Portfolio

Other issues and questions for the Council of Europe

- The next step would be to tackle the topic of certification
- The question of finding a motivation for engaging in the process of self-assessment needs to be looked into carefully
- There is still an open question on the usefulness of the tool at this stage
- The question of visualisation of the tool is really important

Key topic 5: The Council of Europe's work on recognition and the Portfolio

Several speakers from the Council of Europe intervened in the seminar. Lilit Chilingaryan, member of the Advisory Council on Youth, opened the seminar. André-Jacques Dodin and Rui Gomes intervened to provide information on the current state of play and future development regarding the Youth Department's work in the field of recognition. Antje Rothemund closed the seminar providing more information about future related projects and initiatives.

All speakers mentioned the importance of associating partners to the Portfolio development and dissemination.

The state of play regarding the work of the Council of Europe on recognition includes:

- The activities in the 2 European Youth Centres that support the development of youth work and non-formal education
- Training programmes, national programmes for youth work development
- Policy development in the field of youth work and non-formal education, on the basis of the Council of Europe's experience and the Strasbourg process
- An action plan with several areas of work: political recognition of youth work and non-formal education, elaborating tools, quality promotion and campaigns in support of the value of youth work and non-formal education, resources and synergies with partners, political process to develop a policy recommendation about the value of non-formal education and also to update the commitment of the member states regarding this topic.

At the same time, the Partnership between the Council of Europe and the European Commission has also taken an active role in advancing the recognition debate on the European level.

In terms of future developments, the Portfolio will remain a key tool for the Council of Europe to promote and disseminate in the next years. The expectation is to launch the Portfolio at the second European Youth Work Convention, in April 2015.

Within the Partnership between the Council of Europe and the European Commission, a project will start on defining youth work and mapping of youth work practices in Europe to see what a youth worker is in each country and how training of youth workers is being carried out.

Key topic 6: Good practices of youth work

Certification of the qualifications of youth workers in NGOs – road to greater recognition of youth work (a project by AEGEE Europe)

Presentation by Madalena Sousa

This project stands for the development of a process of certification by using ECVET system as an instrument, which gives youth workers in NGOs the possibility of assessment and validation of learning outcomes and recognition of qualifications across Europe, particularly those acquired through experience.

Youth Work in Europe is a progressive field that provides space and opportunities for young people to shape their own future to mobilize and also has very important role of encouraging them to take responsibility and involve in shaping society. Youth sector employs and mobilizes many people working mostly as part-time, periodical workers or on voluntary basis. As a result of methodology and nature of youth work, learning mostly takes place during the job with non-formal and informal processes. The main reason for the project is primarily to develop system to validate and certify these learning outcomes and informal qualifications gained through experience, so as to greater recognition of youth worker as a profession.

The consortium of partners includes a wide range of types of institutions who have had previous experience in the materialization of similar projects and who will contribute constructively to the materialization of the project. The consortium of partners consists of an association of youth organization, international youth network, an institute and university. The partners are capitalizing on their previous experience, extending this experience through the specific project and using their networks and partnerships to disseminate the results.

The project leads to the development of a competence profile with the necessary qualifications that youth workers should have and learning outcomes supposed to achieve for/ while working for an organization and in the sector in general.

Auditing and self-assessment model for youth work in Helsinki

Presentation by Tommi Ripatti

This auditing and self-assessment model was published in 2007 and aims to make youth work more visible, set up outlines and focus the discussion on the context of work, provide orientation to new workers, plan work content and select areas of focus and assess youth work in the same framework in the whole of Finland. Youth workers were involved in creating this tool.

The tool includes a peer auditing and self-assessments.

Peer auditing

- Instructors, colleagues perform the auditing and give feedback on the evening/audit event in question based on their observations
- The assessment should always be based on the criteria, not on auditors own personal opinion or reflection of auditors own competence!
- The auditing is always done in pairs so that the assessment is always based on the observations of the same event by at least two people.
- The auditor pairs are formed so that auditors come from different youth centres or from a neighbouring municipality, for instance. For example, a regional auditing structure has been developed in south-eastern Finland as collaboration between several municipalities.

Self-assessments

- The work community/employee assesses the activities for a specific period of time, selects the areas of improvement and prepares an action plan for the development with his/her supervisor

The target of the audit is solely on the activity form agreed

- On the one hand, it is important for the auditor to restrict the target of the audit, but on the other hand to visualise the big picture in which the activities being audited belong
- The activities and actions, i.e., what can be seen happening, are audited
- The goals are not audited!
- The employees' personal skills or tendencies are not assessed. For example, when assessing criterion 5 (activeness of the interaction), the instructors are not assessed as individuals; instead, the focus is on how present they are in the activities of the evening and with the youths. Each instructor naturally implements their presence through their personal style, some for example being more talkative than others.

Open Badges digital tool for recognition

Presentation by Laimonas Ragauskas

This presentation provided basic information about Mozilla's Open Badges as an online tool for recognition of achievements, as well as some initial mock-ups and ideas how Open badges could be used in the European Youth Work Portfolio, aiming to support quality and recognition of youth work in Europe.

In Lithuania youth work is legally recognised but lacks social and political recognition.

In 2009 Mozilla launched open badges as a tool for recognising learning wherever it happens. In 2012 the process of applying the open badges for youth work started. Lithuania started to develop its own tools of badges. Badgecraft is the company and platform doing this work.

The badges system focuses on knowledge, skills and abilities, and lifelong learning, as it empowers students to manage own learning. The learning is seen as more open, democratic, deeper and shared. An open badge is a piece of code written in a certain structure combined with a visual image and the architecture can be embedded. People are using open badges, which are portable across different platforms, connecting diverse learning. The badges can be information rich, as there is a lot of data behind the badge: name description criteria issuer, evidence, date issued, standards, tags etc. The learner can sort their own badges in different moments and ways and arrange and rearrange their achievements. The badges can be public or private. They can also serve the purpose of having access to courses, employment, and other initiatives.

Strengthening National Capacity for Effective Youth Development and HIV/AIDS Response in Ukraine

Presentation by Sofiya Oshchebska

“Youth Worker” is a long-term educational programme for civil servants and leaders of youth NGOs aimed at ensuring an appropriate knowledge level on priorities, trends and challenges of youth policy in Ukraine, EU and other regions.

The objectives of the Programme are as follows:

- Provide a systematic approach to youth policy development and implementation in Ukraine;
- Share world best practices of youth policy formulation and implementation;
- Establish a constructive dialogue between civil servants and civil society.

Target groups of the Programme are civil servants working with youth on local and regional level (app. 2000 persons) and leaders of youth NGOs (app. 2000 NGOs).

Organisers and partners of the Programme are Ministry of Youth and Sports of Ukraine, State Institute for Family and Youth Policy and United Nations Development Program.

The Programme consists of 3 levels of trainings for civil servants and youth leaders (joint learning):

1st Level – Basic Trainings

2nd Level – Specialised Trainings

3rd Level – Training for Trainers

The content and curriculum of the Basic trainings have been elaborated with a participative approach during a round table which gathered experts in youth work and youth policy, partners from Ministry of Youth and Sports of Ukraine, NGOs, international organisations and representatives from regions. As a result, the content of Basic trainings was developed. It includes the following 4 modules:

I. Youth policy, organisation of work with youth

II. Project management

III. Personal competencies of a youth worker

IV. Mechanisms of cooperation between governmental agencies and NGOs (social contracting etc.)

The Basic training lasts 3 days and it is designed for civil servants of all levels, working with youth, and youth NGO representatives.

Specialized trainings, which will be held next year, could contain such topics as:

- Voluntarism development
- Management of social projects
- Integration of vulnerable groups: migrants, street children, formerly imprisoned
- Healthy lifestyle promotion etc.

The final list of topics for the Specialised trainings will be defined in December 2014 during a round table, where experts, partners and trainers will analyse the results of the Basic trainings and the evaluation of the graduates regarding the needs for specialised trainings that exist in the regions.

The specialised training will last 3 days and it is designed for civil servants and youth NGOs who completed Basic training and are willing to improve their knowledge in specialized areas of their work.

The training for trainers will primarily train graduates of the Basic training to run such trainings on their own. It will include theoretical and practical part. The training for trainers will last 5 days and it is designed for participants who are willing to organise the trainings in their region and were recommended by the trainers. The graduates will get state certificates and will have a right to organise such trainings with the support of the Ministry of Youth and Sports of Ukraine and State Institute for Family and Youth Policy.

The mid-term plans, 2015-2017, for this programme include:

- Development of the eLearning course for Basic training, that will provide the possibility to go through the Basic training via internet;
- Conduction of 5 Basic trainings, 5 Specialised trainings and 3 Trainings for trainers each year;
- Organisation of study visits for successful and motivated participants of the Programme. Around 20% of Basic training graduates will be sent for studying and exchange of experience to one of EU countries. As for 2014 graduates, the negotiations are being held with European Youth Meeting and Education Centre (Weimar, Germany www.ejbweimar.de);
- Creation of a community of Youth Workers (graduates and partners of the Programme), who will share knowledge and work together on youth policy development and implementation in Ukraine.

In 5 years, the mission is that all civil servants and leaders of youth NGOs (around 4000 persons) have completed Basic level trainings, 30% have completed specialized trainings (1200), 10% have completed

training for trainers (400). The aim is the development of a nation-wide certification system for youth workers and a “Youth Worker” profession standard.

Key topic 7: Follow-up commitments

During the last day of the seminar participants also expressed their commitment towards the promotion of the tool and process of recognition. What follows is a summary of the contributions:

- I am going to feedback on the existing version
- I am going to share this information of the portfolio with my organisation/colleagues/team
- I am going to use this in my work, either in training of youth workers, or training of volunteers etc.
- I am going to find ways how I can use this in my country, in the programmes for youth workers
- I am going to introduce it in my university

Summary of participants' evaluation of the seminar

Participants filled in a short evaluation form. What follows is a summary of their responses.

1. What do you take with you from this seminar?

The majority answered that they take with them knowledge or understanding of the Portfolio process and ideas how to use and disseminate it, as well as new contacts.

Some participants take home also useful practices, tools and information of recognition of youth work and non-formal learning.

Participants also take home good memories, inspiration, experiences and hope!

2. Which session of the programme were the most useful for you?

The majority of participants said that the most useful sessions were the group work sessions, the world café on making proposals for the Council of Europe and sharing good practices from different countries. Also the presentation of the Portfolio was useful.

Some people said that the whole seminar was useful in general, including the coffee break chats.

The participants indicated that group work, sharing and listening, were the most useful elements in the whole seminar.

3. What did you miss in this programme?

Some participants would have needed more time to test the Portfolio and guidelines on how to use it efficiently.

Some missed practical and clear examples, time to getting to each other better and more interactive sessions. Some participants said they would have liked to share more feedback on the Portfolio and also ask more questions.

4. After "unfolding" the revised Portfolio, what are your first impressions and how do you see its potential?

The participants had many different first impressions. The first impressions of Portfolio were that it should be more user-friendly, it still needs a lot of work to develop, it is nice that it is online and it needs more motivation for users to complete it. Some participants were happy to discover the Portfolio online, others were disappointed that it is not ready yet. Participants also mentioned here the need to translate it.

Some participants said that they want to see the final version of the Portfolio and try it with a team before they can evaluate its potential.

Some participants expressed the hope that the Portfolio will support the development of youth work in the future and it should be combined with another tools.

5. What kind of follow-up will you implement after this seminar?

Many participants will share/present the Portfolio with the team/organisation, summing up ideas and send feedback to the Council of Europe. Some participants will integrate it to their work and hopefully give positive input and spread the word, also on the governmental level.

6. How do you evaluate the logistic of this seminar (information sent in advance, venue, meals, informal programme)?

Almost everyone said that everything was well organised. Some people said that food quality could have been better, travel information came too late and the information in advance could have been a bit more detailed.

Daily programme

18 October

Arrival of participants

19:00 Dinner

20:30 Welcome evening

19 October

9:30 Official opening and introductions

Antje Rothemund, Head of the Youth Department

Lilit Chilingaryan, Advisory Council on Youth, Council of Europe

9:45 Introduction to the Portfolio and the work on recognition of youth work

André-Jacques Dodin, Intergovernmental Cooperation Unit, Youth Department, Council of Europe

Rui Gomes, Training and Educational Unit, Youth Department, Council of Europe

10:15 Introduction to the seminar objectives and programme

10:20 Getting to know each other and expectations from the seminar

11:00 Break

11:30 Sharing realities of youth work

13:00 Lunch break

14:30 Introduction to the revised Portfolio

Yael Ohana, writer of the revised Portfolio

16:00 Break

16:30 Trying out the Portfolio cycle

18:00 End of the programme

19:00 Dinner

Free evening

20 November

9:30 Examples of initiatives and processes of recognition and validation of youth work

13:00 Lunch break

14:30 Feedback from the session in the morning

15:00 Working groups on future use and dissemination of the Portfolio

17:00 Presentations in plenary and feedback

18:30 End of the programme

19:30 Dinner in Strasbourg

21 November

9:30 Role of the Council of Europe in the process of quality development of youth work and recognition, using the Portfolio

10:00 Making proposals for the Council of Europe to work on quality development of youth work and recognition

11:00 Break

11:30 Presentation of proposals and discussion about follow-up

12:15 Evaluation and closing of the seminar

13:00 Lunch and departure of participants

List of participants

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Advisory Council on Youth, Council of Europe

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Lecturer

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Partnership between the Council of Europe and the European Commission in the field of youth

Hanjo Schild	Joachim.SCHILD@coe.int
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