THE UNEXPRESSED TALENT METHODOLOGICAL MODEL

AND GUIDELINES FOR ITS IMPLEMENTATION

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PART 1: INTRODUCING THE UNEXPRESSED MODEL

INTRODUCTION

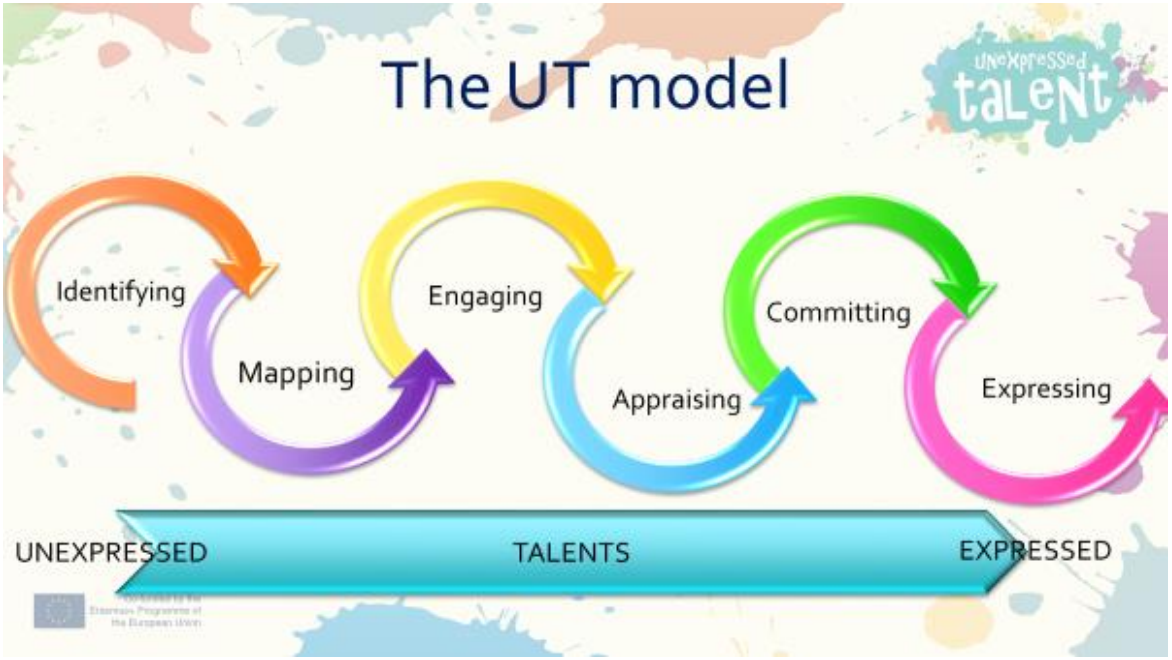
This document introduces and guides you through the main phases of the UNEXPRESSED TALENT (UT)methodology and includes a step-by-step suggestions and activities for its implementation. In part 2, you will find a step-by-step explanation of the model, in part 3, additional information methodological notes and tools.

The methodological framework (i.e. the UT Participation and Responsibility Model – Output 4) aims at creating links between formal and non-formal education stakeholders in order to support the empowerment of youth, especially for young people between 15 and 25 years of age, to foster autonomy and self-recognition of skills in order to make talents easily emerge and consequently build strategies to express and promote them. The ultimate goal is – for youth in school age – to help prevent Early School Leaving (ESL) and support formal education institutions (schools, vocational training schools in particular) in this effort. For youth that widely belong to the category of NEETs or who have already abandoned school, the goal is to conduct them towards employment opportunities or return to training/school to get a degree.

It contains:

- *An introduction to each step*
- *Reference to the tool/outputs developed in the project*
- *Indication of main stakeholders to involve and roles*

The UT model is graphically shown in the picture below (Pic. 1)



Picture 1: Graphic representation of the 6- step UNEXPRESSED TALENT model

It is important to underline that this graphic representation is a **simplification** of a fully intertwined process. Activities described in the next pages and related to each step are not necessarily implemented in a temporal straight line (one after another), neither do they

exclusively "belong" to one step, instead they form a logical and integrated approach that feeds into and contributes to the overall objectives. They represent, in a nutshell, the overarching approach to youth empowerment of the UNEXPRESSED TALENT project.

HOW TO USE IT

This document introduces the main rationale and needs identified during the phase of project's development, offers an overview of the main methodological approach and defines the different steps of the model or scheme as a first result of the project's activities. It encompasses the preliminary research work (Output 1), the tools that have been co-designed (output 2 - Alert tool, and Output 3 – skills assessment and development,).

The guidelines will help you to make a link between each phase and the tools/methods that we have identified during the previous work, shared during the Joint staff training in Madrid (June 2016- see Annex E).

For each component we will give a short description of the objectives, activities and tools that can be used for their implementation. The evaluation and the indicators will be described in a general way in each section, while you will find them in the document of Output 5 to translate and use.

THE PROJECT'S CONTEXT

The "UNEXPRESSED TALENT" project aims at decreasing social and educational exclusion of young people in school age (14-24 y.o.) as well as young NEETs (15-25 y.o.) by means of their active participation in civil society and increased personal accountability. Empiric observations and case studies point out that one of the major indicators of uneasiness (resulting even in higher rates of school dropout) is linked to a low level of social inclusion and a scarce participation in democratic life as well as a general lack of the so called soft-skills allowing young people to make the most proper decisions about their personal and professional life.

The rationale of the project draws both on Europe 2020 strategy goals (specifically reduction of dropouts below 10%) and Erasmus Plus programme whose overall objective is boosting skills and competences of young people in order to improve their employability.

We profoundly believe the objective of reducing social uneasiness of young people in difficulties could be reached through their inclusion in civil society with positive effects on their transversal skills and leading them to become aware of their unexpressed talents, all resulting in a better level of integration.

With specific reference to the countries involved, we have chosen them in order to be representative of a discontinuous situation: assuming dropout as one of the main (but not the

only) statistical indicator of young people's uneasiness at school, we thought to Croatia and Slovenia, as the countries with the lowest level of dropouts (3.7% and 3.9%), Italy, Portugal and Spain as those with the highest levels (17.0%, 19,2% and 23.6% respectively), quite far from the Europe2020 goals. France and Belgium score in the middle with 9.7% and 11% of dropout level and many local good practices on blended educational activities (as the widespread presence of the so-called "Missions locales" in France).

In such a context, albeit links between formal and non-formal education activities often showed to be successful in the past, still many possibilities have to be explored in this area. There is an evidence of the fact that increasing participation and social inclusion of young people (students, NEETS, young migrants, young with disabilities, etc.) can provide them the "transversal skills" allowing to better choose their professional and personal future.

The added value of this project lies in the valorisation of what we call "unexpressed talents": the basic idea is that young people facing difficulties at school/work or in social environments may have capacities and competences which are not adequately exploited in the formal education system as well as in community they live in.

The activities young people will perform in CSOs will add value to their talents, helping them to increase their long-term employability and make both formal and non-formal education agencies more responding to their needs. This will contribute, on the one hand, to reduce school uneasiness and dropout risk and on the other hand to foster participation of young people in active citizenship and democratic life.

Referring to the specific target groups, the project has been designed to meet the following problems and needs:

1. Lack of analysis on formal and not formal education agencies: the persistent number of early school leavers and low-skilled young workers determines the need for a scientific-based analysis in order to understand the origins of young people uneasiness and to recognize the alerts of such risks above all in 14-24 years target group.

2. De-motivation of young people: the high percentage of young NEET is often caused by a lack of coordinated strategies aimed at intercepting, motivating and giving them the confidence and hope in the future. These people generally show a lack of socialization and are not involved in active citizenship.

3. Unexpressed talent: young people in discomfort situation often hold hidden capabilities and a social capital which is not properly exploited by the formal education system. This situation can determine a loss of motivation and a sense of inadequacy inside the social environment they live in.

Objectives

To respond to the needs above, the project focuses on the following objectives:

1. To conduct an effective analysis inside formal and not formal education agencies to determine the different aspects of the phenomenon according to quantitative and qualitative indicators;

2. To help and motivate young people involving schools, municipalities, associations and project stakeholders to jointly face problems and target common solutions;

3. To connect formal and non-formal education agencies for the purpose of improving both systems.

A COMPETENCE – BASED MODEL

UT aims at expressing talents, which is what trainers, educators, HR and labour market operators call competence. "*Competence*" has become a popular buzz-word and it is because the world around us (and the situation in terms of our learning) is changing. The UT model is based on the observation of this fluid situation.

In today's digitized globalized world, our lives are looking more and more like puzzles. **Our life path is no longer straight and predictable**. We live in societies that are diverse, highly mobile, and constantly changing. The same can be said of our learning path. What we learn at school (and even in university) no longer lasts throughout our professional life. Post-secondary degrees and diplomas no longer guarantee a successful professional career. The **employment market is changing so fast** that a course of study which is cutting-edge today can be completely obsolete tomorrow. It is likely that we will need to re-orient ourselves, find new work and new professions, not just once but at several different stages in our adult working lives.

At the same time, our attitudes towards learning are beginning to change. In the past, educational policies and practices approached "learning" as something which ceased as soon as a young person left school. More recently, however, these policies have changed to actively recognise and reflect the fact that learning takes place throughout our lives. Until recently it was believed that "learning" ceased as soon as a young person left school. We know that learning takes place throughout our lives. With this has come new awareness that a large amount of our learning does not take place only inside the formal education system but also in other contexts (like in work experience, volunteering, free time activities, with family and friends, etc.) and as a result these other areas of learning are beginning to gain more respect.

However, people today (and particularly those from fewer opportunity backgrounds) are extremely savvy. They are not interested or motivated to learn if they cannot clearly see what the learning is for and where it will take them. It is not enough to offer vague promises about what an activity or a VET course or a certificate "might" do for them. Young people as well as adults, employed or not, need practical and reasonable reference points to know (and to accept) why they should learn what they are asked to learn.

Much of the work we do with people is designed to contribute in some way to increasing an individual's knowledge, contributing to their skills or improving their attitudes. This in essence is developing competences.

A "**competence-based approach**" in guidance processes can be summarized as a way of working that makes the people aware of their own competences and offers them opportunities to develop their competences further. A competence-based approach looks at learning throughout a whole range of activities and experiences over a longer period.

A competence-based approach focuses on the individual and their life pathways. It looks at the development of professional knowledge, skills and competences as well as the development of soft skills, attitudes and values.

It takes into account all types of learning in many different areas (like learning that takes place in school, work, volunteering, free time activities but also in household and family, volunteer work, through strong or important incidents like a birth or a death, big social and/or political changes, and so on). Such an approach is intended to strengthen an individual's motivation, sense of initiative, sense of responsibility and, most importantly, their awareness of learning as an integral aspect throughout their lives.

Self-reflection and self-assessment are vital aspects of a competence-based approach. Although the term "self" suggests that the individual is meant to reflect and assess independently, self-assessment often works best when the individual is assisted through the process.

A MODEL EMBEDDED IN EU'S LLL POLICY AND PRACTICE

In recent years, the Member States of the European Union have been acting to modernise their education systems. Part of this process has involved a shift away from seeing education as a transfer of knowledge towards a new vision of seeing education as a way to develop transferable competences that equip young people for adult life and further learning.

In November 2005, the European Commission put forward a recommendation which provided, for the first time, a European reference tool on Key Competences that outlined the different types of competences young people need for their further learning and which promote their active participation in society.

That framework sets out **eight Key Competences**, including:

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression.

On the other side, the European Commission launched the **ESCO** project in 2010 with an open stakeholder consultation. DG Employment, Social Affairs and Inclusion – supported by the European Centre for the Development of Vocational Training (Cedefop) – coordinates the development of ESCO.

ESCO is the multilingual classification of European Skills, Competences, Qualifications and Occupations. ESCO is part of the Europe 2020 strategy. The ESCO classification links and expands on the eight Key competences and is helpful in linking skills to employability and inclusion in economic activities. More specifically, links between the eight key skills and transversal skills as defined in ESCO have been deemed useful to better define activities that ultimately lead to social, civic and economic inclusion of youths at risk. For this reason, the Unexpressed Talent draws from both classifications and has developed the model by considering both frameworks useful to the general aim of the project.

The ESCO classification of transversal skills is detailed in the Annex B.

THE ROLE AND PROFESSIONAL PROFILE OF THE "YOUTH TRAINER"

In a "competence-based" framework the professional profiles of the operators involved in supporting and accompanying the youth in the self-assessment and self-valorisation process play a major role.

We should consider this kind of "training" activity as a puzzling training: an activity that encourages the discovery of one's self and the world around, and offers tools for the individual to find his/her own way and develop his/her own power. It is about creativity and doubt rather than just action; it is about empowerment rather than just training. This process aims at letting the individual discover and valorise his/her own personal and collective power and thus explore his/her own desires and ambitions for the future.

Considering this kind of approach, the "youth trainer" should be considered as a curious person, able to foster creativity, encourage questions and doubts, support (self-) awareness-raising and decision-making processes. His/her approach should be a non-judgemental one, rather the "youth trainer" is a flexible operator who easily adapts to different types of situations and valorises and makes trainees' social competences and resources visible and apparent. Moreover, in an intercultural environment like the actual one, the "youth trainer" supports diversity as an asset and looks for connections, cross-fertilisation and fusion, underlining what diverse people have in common rather than pointing out at socio-cultural or geographical differences.

The trainee, should he/she be a dropout, a NEET or a "smart" student, is a potential to be strengthened – not just an individual to be guided and taken to a certain place. The trainee should be supported and accompanied in a process that allows him/her to become aware of his/her resources and potentiality as well as of his/her own constraints and boundaries to achieve a good level of autonomy in any decision-making situations. In fact, empowerment is about supporting the development of aware choices and of a critical opinion of the reality. For this process to be effective, curiosity should be stimulated, and awaken in case it is asleep: the trainee should continuously be asked fruitful questions and ordinary answers should never be accepted by the trainer. Training is not teaching, and empowerment is not about giving directions: what Unexpressed Talent partners have agreed upon is the necessity for a path that helps and supports youth at risk of social exclusion to discover and become aware of one's self, resources and competences to develop a curious and creative attitude towards the actual situation and the choices they are required to take.

BRIDGING THE GAP BETWEEN FORMAL AND NON-FORMAL EDUCATION

So, this is the role of the youth trainer. But what competences should the youth trainer possess?

Unexpressed Talent refers to a document produced by the SALTO Training & Cooperation Resource Centre[1], which developed a set of competences for trainers working at international level. The model has six competence areas, namely (1) 'Understanding and facilitating individual and group learning processes', (2) 'Learning to learn', (3) 'Designing educational programmes', (4) 'Cooperating successfully in teams', (5) 'Communicating meaningfully with others', and (5) 'Intercultural competence'. Then, quality criteria and indicators were added to each competence area.

Criteria are the principles or standards according to which the effectiveness and potential success of the competences in question may be assessed. Each criterion is described related to knowledge, skills and attitudes.

Indicators are objective elements that demonstrate that the criteria have been met. They describe actions and reactions expressed in terms of

- ways of thinking and approaching (applying knowledge);
- ways of doing (expressing skills);
- ways of expressing emotions or attitudes.

These indicators can therefore be understood as *behavioural indicators*.

This competence model is aligned specifically with the European youth work context and the principles of non-formal learning. The former represents the backdrop of the competence model as such, while the latter are transversal and applicable to each and every competence.

Even though the Unexpressed Talent partnership did refer to this complex and comprehensive model, the project focuses on a more limited set of competences – upon which the Joint Staff Training (JST)was developed and carried out in Madrid in June 2016.

In Annex C and E the full set of competences of youth trainers and the ones developed during the JST.

[1] Updated information is available at https://www.salto-youth.net/rc/training-and-cooperation/trainercompetencedevelopment/trainercompetences/

PART 2: UT STEP-BY-STEP

IDENTIFYING UNEXPRESSED TALENTS

OBJECTIVES

The first step, which in the project corresponds to the research analysis (Output 1), aims at analysing the main factors influencing youth discomfort and early school leaving (ESL, hereinafter), and the structural and systemic factors that keep talents from expressing.

Research and baseline information is the preliminary step to acquire useful information and findings to better highlight the relations between students and their educational paths as well as to focus on the contexts that hinder or facilitate inclusion and personal development.

The UT research has yielded the following general issues/findings:

1. The role of guidance services in choosing the education pathways are quite limited, and most students choose alone or with the support of the family.
2. ESL is understood by teachers as an individual event to deal with on a case-by-case basis, and not as a part of a more complex problem affecting many youths.
3. There is a lack of effective institutional and systemic measures to tackle ESL in schools.
4. In the countries with the lowest level of ESL, teachers are more involved in the personal life and problems of the students (cases of Slovenia and Croatia).
5. Foreign-born students are less engaged in extracurricular activities and declare that they are not properly informed about the events and the initiatives taking place in the area where they live.
6. Different professionals have contrasting views on the main causes of ESL. Teachers, differently from CSOs operators think that ESL has mainly to do with the "wrong school choice" of the students while CSOs identify the causes in social or family background. Teachers also think that extracurricular activities and civic engagement led by CSOs have negligible positive effects on preventing ESL.

These are general findings, not fully applicable in all contexts, therefore, the local dimension of the "identifying unexpressed talents" step will necessarily need to be context-specific, and address more specific issues. Furthermore, this step can be configured as a research-action, not simply as an academic exercise (we leave that to researchers).

The main objectives of this step are:

- *To provide a sound analysis and baseline situation of the reasons for unexpressed talent and risks/data on ESL or exclusion from any form of social/economic activities (NEETs)*
- *To ensure that the perspective of all players is included in the analysis and a holistic approach to the issue emerges*
- *To use qualitative and quantitative data and information to make meaningful connections (cause-effect, root-problems) to design and implement actions and strategies linking formal and non-formal education organizations in the effort to foster expression of talents and empower them while keeping them in school or facilitating their activation and employability.*

MAIN METHODS AND TOOLS

For the purposes of the UT implementation, the qualitative analysis of country data (if they refer to your target group) can be the baseline information to get more insight on your local situation. If your target does not correspond to the research's target, you can always use it as an example for comparison.

- Semi-structured questionnaires for youth (multidimensional, based and adapted from the research questionnaire)
- Interviews with groups of youths, teachers, NGOs, on specific issues
- Focus groups with stakeholders
- Analysis of available local research and data

EXAMPLE OF ACTIVITIES

The activities to better focus and plan the following steps could include (not exhaustive):

- ☒ *Presentation of the country data of the UT research (O1) with groups of stakeholders and discussion on the results*
- ☒ *Administration of ad hoc additional questionnaires on the target group, to compare results*
- ☒ *Focus group or interactive meeting with stakeholders to deal with main issues at stake*

Please refer to output 5 for evaluation methods and indicators.

MAPPING UNEXPRESSED TALENTS

OBJECTIVES

Mapping unexpressed talents has a manifold meaning in the UT model and entails attention to different aspects. It is a pivotal step, which must be continually monitored and updated. It refers to at least four mapping dimensions:

1. *The process of focusing on the "skills and competences" that need activation for the target group*
2. *The process of initial self-reflection and group formation as preliminary step for competence assessment*
3. *The process of continually reconsider such choices as a result of in-depth research and interaction between formal and non-formal education and activities with the target group*
4. *The process of identification of places/contexts/ alliances /stakeholders to engage in the whole UT pathway.*

These four dimensions contribute to the overall objectives of this step:

- *To support the identification of knowledge, skills and competence the youths acquired in their lives so that they become increasingly aware of their potential and (unexpressed) talents*
- *To proactively seek for solutions for the emerging needs related to the gradual emersion of talents*
- *To pave the way for the positive exploitation and valorization of community resources and stakeholders, especially non-formal education actors, but also local authorities, cultural and sports organizations, companies and other relevant actors of the local network*

In fact, the model covers youth in different moments of their growth, and aims to help young people to assess their own soft skills and to detect and valorise their inclinations and capabilities and improve key skills, to finally lead them towards more active and productive involvement. This means school and society (for youths at risk of ESL or young NEETs who dropped out of school before completing it) and also labour market and CVET for those who have completed at least compulsory school.

As to the first dimension, the previous work of UT has already "mapped", that is "chosen" a set of talents that need support to be expressed, namely they especially – but not exclusively – refer to 3 key competences:

- ✓ Learning to learn
- ✓ Social and civic competences
- ✓ Sense of initiative and entrepreneurship

These key competences were matched to a set of transversal/soft skills chosen among the ESCO classification, to make the link between the educational objective and employability (both relevant EU2020 targets) more consistent. This has resulted in the definition of five training/guidance Units, part of the O3 toolkit and described mostly in the Appraising talents step.

MAIN METHODS AND TOOLS

Different methods and tools developed and shared during the JST can be used:

For the first dimension, the alert tool can give a preliminary hint of the most critical areas related to the different aspects of the youths' life (school performance, family, social life, feelings, talents).

As it has been discussed and agreed upon, the UT alert tool does not have the aim to substitute other professional and psychological tests carried out by school counsellors or psychologists: it has the function of being an **easy-to-use instrument to highlight whether some important areas in the life of a student do or do not show signs of discomfort.**

The alert tool and the activities that deal with the second dimension (*initial self-reflection and group formation)* are deeply intertwined with the "engaging" step and in fact will be used also for this step, which runs parallel to "mapping".

The second dimension of the mapping phase is pivotal in the whole "Unexpressed talent" path as it is the starting point of a process that begins with the discovery of unexpressed talents and ends with the valorisation of individual talents, finally expressed, and the valorisation of such capabilities through the appraisal of learning outcomes. A set of self-discovery activities is provided in the toolkit of Output 3.

Regarding the third dimension, we underscore the fact that methods and approaches used to support the identification (and assessment) of skills must be 'open to the unexpected' and, although UT identified a set of "priority" transversal skills to focus on, the way advisers/trainers design this mapping phase should not narrow down the range of knowledge, skills and competences that may be considered.

Finally, the mapping of local networks, stakeholders and assets to involve in the process represents a pivotal activity that can improve the chances of success and sustainability of the UT pathway.

It includes the identification of "movers and shakers" that can help bridge the gap between education and communities, formal and non-formal education and learning opportunities, and

strategies to have them buy-in and actively participate in the empowerment of youth. For example, local businesses, cultural or sports associations, local authorities etc, that could provide means and synergies, as well as initiatives where the youth can express their talent.

It is useful to organize meetings and pitch presentations or short information leaflets to inform and involve territorial actors. Specific written agreements or gentlemen's agreements can be drawn together with stakeholders to clarify the terms of commitment and collaboration.

EXAMPLE OF ACTIVITIES

- *Alert tool:*

The main feature of the alert tool is that it can concurrently provide results for two categories of target groups:

- For the youths: The respondent completes the questionnaire with the aim to find out "which animal he/she is". Through this "quiz game", he/she will discover which animal fits better with his/her behaviours, feelings and talents.
- For the educators. The same questionnaire can be read by teachers (or other youth workers) in order to obtain specific information about the respondent in each specific area of inquiry regarding his/her life.

Activities for mapping talents:

Activities linked to the identification (and assessment) of competences can be carried out at individual level and/or in group; group work allows participants to know one another, increase curiosity and mutual understanding of other people.

- *I am, I have, I'd like… (#1)*
- *A successful experience (#2)*
- *Johari's matrix (#3)*
- *The portraits gallery/Masters of life (#4)*
- *Strengths and weaknesses (#5)*
- *The SWOT Analysis (#6)*
- *What others say about me (#7)*
- *The talents' tree (#8)*
- *Recognize my skills and strengths (#9)*

Mapping networks and territorial asset and alliances

- ☒ *Stakeholders' analysis (An example of stakeholders' analysis is provided in Annex D)*
- ☒ *Mapping the context (Card #2 – Creative thinking)*
- ☒ *Short presentations, meetings*
- ☒ *Signature of Memorandum of Understanding (also using ECVET tools)*

Please refer to output 5 for evaluation methods and indicators.

ENGAGING UNEXPRESSED TALENTS

OBJECTIVES

Engaging Unexpressed Talents is a step that comprises two pivotal moments of the method that the partners have devised:

1. *Outreach of youth in school or NEETs*
2. *Maintenance of interest in youth and active engagement in pathway*

Engagement therefore is a set of methods and activities that – together – contribute to attract and involve youth with fewer opportunities. These "engaging" activities have the objective to promote the project among the youth and activate their participation in the Unexpressed Talent training. Activities could be a mix of social media/guerrilla marketing, involvement of local institutions, etc.

Although we have identified some activities to this aim, the design and planning of these tools and methods may vary according to the condition of the youth one intends to attract and support.

MAIN METHODS AND TOOLS

Discussion and confrontation with "youth experts", such as psychologists, pedagogues, social workers and youth workers who directly operate with the target group and may suggest useful advice, as well as local group of young people, who could enlarge the perspective about the engagement of their peers. The Alert tool (O2) also represents a first contact with youth. As it is, it has been thought to be used in school, but with appropriate adaptation (for example by creating an app), it could also be used to intercept NEETs or other unexpressed talents.

EXAMPLE OF ACTIVITIES

An example of engaging activity is the paper-boat contest carried out by Forcoop, which also refer to the "committing UT step. The methodology and the results are available on the online video:

- ☒ *https://vimeo.com/168979783*
- ☒ *What kind of job seekers are you? (card #1)*
- ☒ *Alert Tool*

Please refer to output 5 for evaluation methods and indicators.

APPRAISING UNEXPRESSED TALENTS

OBJECTIVES

"Appraising" entails constructive assessment and positive exploitation of strengths to improve weaknesses. It is tightly linked to the identification of knowledge, skills and competence, as it is the subsequent phase in the process of mapping talents. Skills identification and assessment together enable the individuals to make visible (to him/herself and to others) their knowledge, skills and competences and they represent the first phase of the empowering path, thus serving as tools for providing *second chance* opportunities to kids at risk of drop-out or other groups at risk of exclusion.

The objectives of this step include:

- *Help individuals to reflect on and become conscious of their actual capabilities (knowledge, skills and competence);*
- *Help NEETs, drop-outs, to develop their careers and increase their employability prospects;*
- *Provide youths with a means of making visible and marketing their skills and competences;*
- *Map needs for further training, considering the importance of matching the individuals' competences with labour market needs – in terms of transversal skills as well.*

Some countries have been devising various systems of *bilan de compe□tence* that address the objectives listed above for many years. While evidence produced through the *bilan de compe□tence* sometimes can be used towards a formal qualification, this is normally not the main purpose.

Methods and approaches to be used to support the identification and assessment of skills must be 'open to the unexpected' and, as already pointed out in the mapping phase, it is important not to narrow down the range of knowledge, skills and competences that may be considered, even when the UT model focuses on some of these skills.

Some ICT tools allowing self-assessment are available, however this stage usually requires active involvement of advisers/trainers able to start a dialogue with the participant and direct him/her to appropriate options and tools. While ICT-based tools may reach more people, and can be cheaper and more timesaving to use, due to their standardised character, they can fail to identify and value the particular combination of skills and competences acquired by an individual. Using interviews and dialogue-based approaches can be of greater value to the individual. Skills assessment needs to be open to individual variation and diversity, carefully balancing this with

the use of standardised tools. It is important to avoid unintended bias created by the tool itself. Given that skills assessment has an important motivational effect (thus engaging continues also in this step), the way self-assessment and one-to-one assessment are combined will influence the impact on the individuals.

Activities linked to the identification and assessment of competences can be carried out at individual level and/or in group; group work allows participants to know one another, increase curiosity and mutual understanding of other people.

MAIN METHODS AND TOOLS

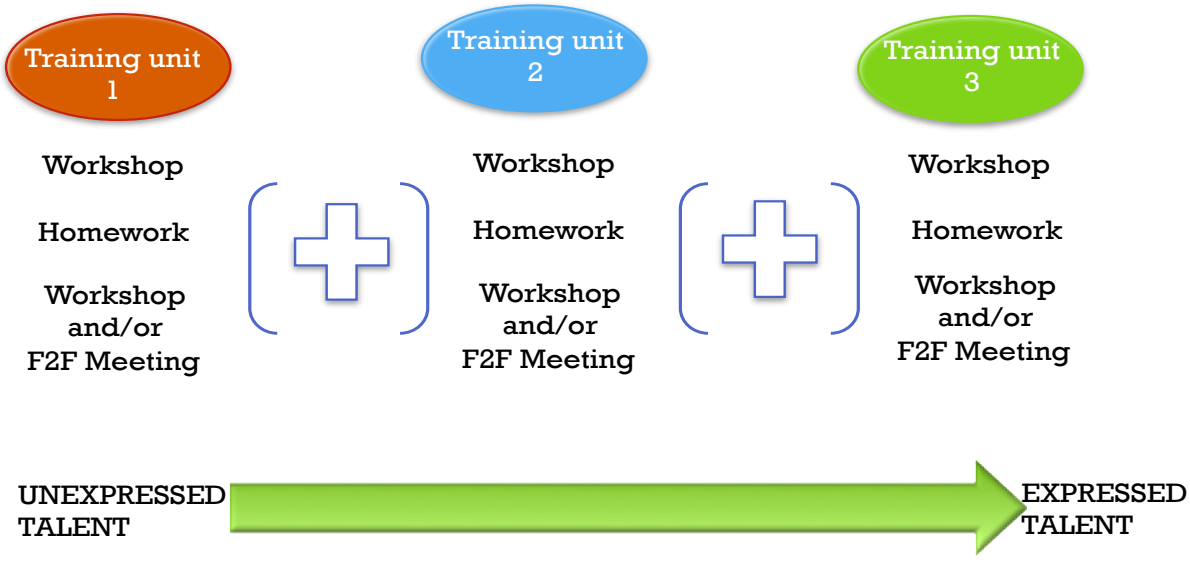
A common set of activities, exercises, role-plays, etc. for the assessment and self-assessment of the skills has been developed in the Output 3 – "UT toolkit".

The toolkit is a **blended tool**, with a mix of guidelines for operators/" youth trainer" containing materials for **group** workshops, **Face-to-Face** meetings, **online/ICT** resources, and "**homework**" for participants. It contains full-fledged workshop-style activities and small techniques (see Annex F).

The toolkit contains several training units geared to improving the chosen set of transversal competences.

Each training unit can be used on its own or in combination with others. This modular structure will allow operators to adapt the tool to different kinds of settings and situations according to clients and/or target groups' demands and needs.

Unexpressed Talent programme



The Unexpressed Talent model focuses on the following Units:

- Values and attitudes
- Learning to learn
- Creative thinking
- Communication and networking
- Critical thinking

EXAMPLE OF ACTIVITIES

Activities – Communication and networking

- ☒ Feedback game (#1)
- ☒ Breaking the code (#2)
- ☒ Outsiders (#3)
- ☒ 4 square story (#4)
- ☒ Drawing portraits (#5)
- ☒ Fashion show (#6)
- ☒ Flying balloons (#7)
- ☒ Human knot (#8)
- ☒ The string (#9)
- ☒ The ideal city (#10)

Activities – Values and attitudes

- ☒ Human needs jigsaw (#1)
- ☒ Negotiating values (#2)
- ☒ My values (#3)
- ☒ Fair play (#4)
- ☒ Let's play cards (#5)

Activities – Learning to learn

- ☒ Mandala (#1)
- ☒ River of life (#2)
- ☒ Learning from mistakes (#3)
- ☒ "My aim" pyramid (#4)
- ☒ My inner resources (#5)
- ☒ The book of my life (#6)

Activities – Creative thinking

- ☒ Building bridges (#1)
- ☒ Paper towers (#2)
- ☒ This pen is not a pen (#3)
- ☒ Think outside the box – Maier's square (#4)
- ☒ The A-Team (#5)
- ☒ Tour for an alien (#6)
- ☒ Take notice! (#7)
- ☒ Define my goals (#8)
- ☒ Looking for new alternatives (#9)
- ☒ Build my action plan (#10)
- ☒ We can make it! – Workshop (#1-2)

Activities – Critical thinking

- ☒ Statement game (#1)
- ☒ Shoes (#2)
- ☒ Shipwreck (#3)
- ☒ Keep it short, keep it simple (#4)
- ☒ In someone else's shoes (#5)

Please refer to output 5 for evaluation methods and indicators.

COMMITTING UNEXPRESSED TALENTS

OBJECTIVES

Talents are much more than grades in school. Starting from this consideration, and reminiscing some iconic examples, UT partners have agreed that talents have more chances to emerge when people are confronted with "real-life" experiences.

The Objectives of the Committing unexpressed talents step are:

- *Give young people the opportunity to improve and consequently express their skills/talents thanks to a personal commitment in a community-based activity*
- *Exploit key skills and talents of youth to improve community relations and cohesion, as well as the creative potential of youth in cultural and social innovation of the community*
- *Create community-based initiatives where formal and non-formal education stakeholders collaborate for the empowerment of youth and the expression of their talents, also to the aim of getting them back to school, further training or employment*

To achieve such objectives, and in coherence with the mapping activities, it is necessary to activate the youth into special projects group or individual development plans, involving them in volunteering activities or collaboration with local CSOs/associations, institutions, NGOs, etc.

MAIN METHODS AND TOOLS

The "Committing talents" step capitalises on the results and outcomes of the "Appraising talents" phase and will contribute to the following part of the process, that is the positive exploitation of the whole "Unexpressed Talent" experience to the benefit of the young people and their community.

At the end of the Appraising UT step, the involved youth will be able to draw, in agreement with schools and the partners, an individual or group action plan which defines the application of their recently-discovered talents in real-life contexts. Such plan should include short, medium and long-term objectives. It aims at retention in school, development of social or personal skills, including creative and critical thinking skills.

In this step, partners need to define and establish detailed local cooperation networks with other local organisations to facilitate participants' commitment. Example of activities that contribute to the "committing talent objectives are (examples, not exhaustive)

- ✓ *Creation of action groups – on voluntary basis or even with in-kind donations - working in the organization of initiatives in collaboration with NGOs and CSOs (local fairs and events, sports events, etc)*
- ✓ *Creation of liberal arts groups working on community projects (visual arts, video, theatre, painting, installations etc) that bring them closer to the community, for example working with neighbourhood council, intergenerational projects, arts installations, concerts, etc.*
- ✓ *Periods of traineeships in local businesses or public services*
- ✓ *Creation of study groups with peers and adults (experts) on a voluntary base*
- ✓ *Enrolment in further training (especially for NEETs) and active job-seeking activities*

At the end of the process, the "Youthpass" certificate can summarise and give evidence to the talents that participants have "expressed" and how. This is better described in the final step "Expressing and valorising talents".

EXAMPLE OF ACTIVITIES

Activities – Committing talents

- ☒ What turns me on (#1)
- ☒ Individual Action Plan (in Annex G)
- ☒ Unexpressed Talent project in San Donà di Piave (#2)

In San Donà di Piave a pilot activity has been carried out, to boost creativity and it has been realised in collaboration with the local Municipality.

Adapting the "Mind the Map" initiative, created by Silvia Gobbo - a local creative talent, Forcoop has involved local groups of young people (coming from Sport associations or other youth programmes) in the design and realisation of creative installations. Such installations are made with paper boats in local run-down neighbourhoods in San Donà, which need to be revitalised and in central or symbolic places of the city, such as the City Hall, the main square etc.

This initiative has helped young participants to reflect on their role as citizens and on how they can improve their commitment in local communities as active participants. They also developed creative skills as well as communication/relational and organisational skills. A video that describes the methods has been produced and available.

Please refer to output 5 for evaluation methods and indicators.

EXPRESSING AND VALORIZING TALENTS

OBJECTIVES

It is important that the involved groups, youth on one side, teachers, school authorities, communities and stakeholders on the other, are able to experience and "see" concrete results of the UT pathways. Participants of the projects should receive recognition for their participation and learning in the project, as a motivation to commitment.

In this regard, the results of specific initiatives (installations, events, theatre pieces, concerts, videos, sports contests etc) as well as the creation of enlarged study or support groups or the on-the-job experiences represent tangible results of the pathways.

Therefore, the objectives of this step can be summarized as follows:

- *Provide concrete, tangible and material results and/or outcomes of the UT paths that can be recognized and shared with different stakeholders in the community (schools, citizens, families, peers etc)*
- *Recognise the value of skills and competences of UT in order to let unexpressed talents of youth emerge and be of further use for the community and in formal contexts.*
- *Assess and recognize the expression of talents through a common tool (UT Youthpass) which can be used to value the non-formal activities in the framework of formal paths and more in general in real-life contexts (by employers, other stakeholders)*

MAIN METHODS AND TOOLS

In addition to the implementation of specific initiatives, which offer a material opportunity to express talents, a common framework to collect and give value to participants' soft skills emerged during the training activities. The "YOUTHPASS" (adapted to the Unexpressed Talent model) as a tool for face-to-face activities represents the main method to systematise the Unexpressed Talent process.

It foresees the elaboration of a document collecting and valorising participants' talents (soft skills developed/strengthened through the participation in the Unexpressed Talent activities) providing evidence according to training results and other achievements.

The Youthpass Certificate is the instrument developed for this purpose by National Agencies involved in the Youth in Action Programme of the European Commission. Unexpressed Talent partners decided to adapt this tool to the specific purposes and features of non-formal training

activities and paths designed in this model. More information on the Youthpass can be found in Annex H.

The Youthpass is a tool based on principles of non-formal education and learning and it puts the Key competences for Lifelong Learning into practice. Our version of the Youthpass focuses on 3 of the Key competences (Learning to learn; Social and civic competences; Sense of initiative and entrepreneurship) and is based on the definition of such competences combined with a set of transversal skills defined by the ESCO classification.

The tool is conceived to be easily usable, attractive to youngsters, and "youth-friendly"; it should also serve as a self-assessment instrument to foster self-awareness and autonomy in the participants. Moreover, the tool is developed with the aim of being understood by people outside the youth field, i.e. companies.

In general, "making learning explicit" is something new and challenging in the field of non-formal education. And Unexpressed Talent partnership is open to deal with this challenge and try to find an effective solution. So, the use and adaptation of the Youthpass was agreed among partners.

It may be useful to deliver some forms of certificates or the Youthpass and other forms of recognition (awards for Citizenship, etc) during public events (in school or in community events), to increase the value and the number of stakeholders, groups that recognize the value of the certificate.

EXAMPLE OF ACTIVITIES

Self-assessment and the Youthpass for Unexpressed Talent (see Annex)

Activities – Developing the Youthpass

- ☒ Collecting evidence (#1)
- ☒ Historical competence walk (#2)
- ☒ Story telling of competences (#3)

Please refer to output 5 for evaluation methods and indicators.

PART 3: ANNEXES AND REFERENCES

Annex A: METHODOLOGY TO MANAGE THE ALERT TOOL (output2)

Even if the alert tool has been conceived in the form of a game, it is important that teachers and other stakeholders are informed on the way to administer it as well as on the correct interpretation they should give to its results.

Since the alert tool used for the first time during the UT project it is important that each partner will be present when it will be administered to the respondents in order to guide the teacher on its use and in order to get the more proper feedback from the users.

Objectives of test

The purpose of the test is to check the level of discomfort of the students in different areas of their life. The test is personal and the results refer to the specific situation of a specific student that could or could not be targeted by further action of support. At the actual level of development, the test is not conceived for those young people who are out of school as for instance NEET.

The UT alert tool doesn't have the aim of being a substitute of the standard professional tests carried out by psychologists working with children and students at risk. Nonetheless it could provide the teachers and the operators cooperating with schools a general orientation on a specific student to understand "where the problem is" and act accordingly.

With regards to the students, in order not to create suspicion or mistrust, it will be enough to know that the questionnaire is administered as a test to define the characters of their personality and find out what they like more in life and what not. The simplified characterisation through the animals' game should not be considered as offensive or discriminating but as a stimulus to become the animal they like more, mostly through the valorisation of their talents.

How to use it?

Before

It is important that, at least the first time the test will be administered in a specific school, a representative of the UT National PP would be attending in place together with the teachers and/or other school officials.

Before the administration of the test, a specific meeting should be carried out with the teachers/school officials in order to explain how the test works as well as its utility. Specific situations of specific students in a specific classroom should be discussed beforehand and a shared line of intervention should be agreed. Since the test consists also of a part inquiring the situation of the respondents' families, peculiar situations should be regarded and discussed beforehand (as the situation of those who don't have a family). Sometimes in presence of pupils who do not have a family or are momentarily far from their family of origin should be instructed in order

to refer to their community they're entrusted in or to the specific tutorship that has been adopted for them. A specific set of question should be prepared for this purpose.

During

The logic and the objectives of the test should be explained to the respondents/students before they will take the test, making it clear that the answers are a sort play (the animal game) that will help them and the teachers to assess their points of strengths/weakness and to stimulate their talents thanks to specific programmes. The test might be carried out during the presentation of other activities (as role plays, etc.).

Given the specific nature of some of the questions elapsed (e.g. question n. 4 about skipping school), the students must be guaranteed that the interest of teacher is not on specific questions but on the average marks resulting from each section (it should be discussed with an informatic the technical aspects regarding privacy and ask if there is any system to "cover" the single answers conveying to the average mark of each section, this will be probably well received by the students and will help them to answer frankly).

After

Once the test is conducted and the animal results are made public, it is recommended to start a discussion in order to explain what the real meaning of the different animals are and maybe basing on this to create some role play groups.

The idea is that everybody should take action to change their weaknesses and transform them into strengths thanks to valorisation of their own talents.

The evaluation of the test from the teachers should be focused both on those students who showed a known problematic and on those individuals who gave results that are not in line with the expectations. In the latter, it is probable that the student, that appears not to have areas of discomfort, wanted to give a signal of warning that was unable to express verbally or giving clear signals of distress. The utility of the test will be hopefully mostly focused on these subjects.

After the test, all the results should be discussed by the partners together with the teachers who personally know the students to verify the coherence of the test with the results indicated by each of them and in order to understand if there is any evaluation that could represent a deviation from the expectations of the teachers (then a signal to intervene).

A plan of action should be then agreed between the partners, the teachers and the other stakeholders in order to understand which path could be chosen and promoted in order to involve extra-school institutions in the education of the pupils who showed a major level of discomfort (mainly dogs, butterflies and turtles).

After a certain number of months, a second test could be administered in order to see if any changes occurred and evaluate the same students according to the same standards.

Annex B – ESCO classification of transversal skills (source: ESCO website)

The ESCO classification identifies and categorises skills, competences, qualifications and occupations relevant for the EU labour market and education and training. It systematically shows the relationships between the different concepts. ESCO has been developed in an open IT format, is available for use free of charge by everyone and can be accessed via the ESCO portal.

The first version of ESCO was published on 23 October 2013. This release marks the beginning of the pilot and testing phase, including the ESCO mapping pilot. Until end of 2016 the classification will be completely revised. The final product will be launched as ESCO v1.

ESCO is available at https://ec.europa.eu/esco

Online job portals normally use one classification system and one language. It's difficult to exchange data between them, particularly when the systems are based in different countries. This makes it harder to find the right job abroad.

ESCO identifies and categorises skills, competences, qualifications and occupations in a standard way, using standard terminology in all EU languages and an open format that can be used by third parties' software. It enables users to exchange CVs and job vacancies stored in different IT systems.

The multilingual ESCO classification is:

- composed of three inter-related pillars covering occupations; skills/competences; and qualifications;
- linked to relevant international classifications and frameworks, such as NACE, ISCO and EQF;
- available free of charge to all stakeholders through the ESCO portal.

Scope of skills and competence terminology in ESCO

In addition to occupations and qualification, skills and competences are one of the three pillars of ESCO. In ESCO, a broad definition of skills and competences is applied. The skills and competence pillar contains not only skills and competences including *cross-sector skills and competences*. It also contains other concept that are frequently used to describe occupational profiles on the labour market, such as knowledge, tools, materials, hardware, software and work contexts.

Structure of the skills and competences pillar

ESCO v0

The skills and competences pillar in ESCO v0 contains around 5 000 concepts. They are divided into occupation-specific skills and competences and cross-sector skills and competences. All concepts are grouped in a flat hierarchical structure.

In ESCO v0 each concept in the skills and competences pillar contains a preferred term and sometimes non-preferred term in each ESCO language. They are related to occupations in order to illustrate which knowledge, skills and competences are typically required in an occupation.

ESCO v1

With the development of ESCO v1 all contents of the skills and competences pillar will be reviewed.

Their level of detail will enable qualitative competence-based job matching at European level across languages. In addition, it will allow using the vocabulary for describing or annotating individual CVs, job vacancies, and learning outcomes. Each skill, competence and knowledge will come with a scope note describing in short the meaning of the concept and a definition for concepts that might be misunderstood.

Skill

ESCO applies the same definition of "skill" as the European Qualifications Framework (EQF). According to this "skill means the ability to apply knowledge and use know-how to complete tasks and solve problems". They can be described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Competence

ESCO applies the same definition of "competence" as the European Qualification Framework (EQF). According to this "competence means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development." They are described in terms of responsibility and autonomy.

While sometimes used as synonyms, the terms skill and competence can be distinguished according to their scope. The term skill refers typically to the use of methods or instruments in a particular setting and in relation to defined tasks. The term competence is broader and refers typically to the ability of a person – facing new situations and unforeseen challenges – to use and apply knowledge and skills in an independent and self-directed way.

ESCO -Transversal skills/competences			
Social skills and competences	Working with others	Work as part of a team	Accept constructive criticism
			Share information
			Give constructive criticism
			Foster social networks
			Share opinions
			Collaborate on tasks
			Share resources
		Negotiate (Resolve conflict)	Influence
			Persuade
			Argue cases
			Seek consensus
			Seek compromise
			Propose options
		Display intercultural competence	Use culturally appropriate gesture
			Use culturally appropriate language
	Leading others	Exercise responsibility (Sense of responsibility)	Foster quality
			Facilitate groups
			Support colleagues

			Support change
			Decide priorities
		Build relationships	Encourage staff and colleagues
			Mentor
			Motivate staff and colleagues
Language and communication	Non-verbal communication	Understand non-verbal cues (understand body-language)	Understand postures
			Understand uses of personal space
			Read facial expressions
			Read different types of eye contact
			Understand gestures
			Read different types of touch
		Respond to cultural differences (non-verbal communication)	Intercultural communication
		Use non-verbal cues (use body-language)	Use appropriate facial expressions
			Make appropriate use of touch
			Make appropriate use of personal space
			Use appropriate gestures
			Make appropriate use of eye contact
			Use appropriate posture
	Verbal communication	Spoken interaction	Debating techniques

			Interrogating
			Persuading
			Negotiating
		Spoken production	Presentation techniques
	Language	Mother tongue	Understanding
			Writing
			Speaking
			Interaction
		Foreign language	Understanding
			Writing
			Speaking
			Interaction
Thinking skills and competences	Learning	Manage the learning self (Learning ability)	Reflect on learning process
			Prioritise learning tasks
		Manage learning process	Monitor learning process
			Plan learning
			Use different learning strategies
	Critical thinking	Examine evidence	Check facts
			Consider alternative views

			Critique reasoning
			Consider impact of judgement
			Notice bias
		Explore issues	Make judgements
			Draw conclusions
			Question assumptions
			Explain reasoning
			Identify live topics
			Recognize connections
			Identify patterns
			Ask key questions
	Creative and entrepreneurial thinking	Generate new ideas	Anticipate needs
			Experiment
			Show originality
			Recognise opportunity
			Visualize completed work
		Turn new ideas into action	Create implementation strategy
			Adapt implementation strategy
			Produce original work

	Problem-solving	Analyse the problem	Explore context of problem
			Examine causes of problem
			Identify stakeholders involved in problem
		Take action to solve the problem	Implement strategy
			Coordinate actions
			Multi task
			Evaluate success
			Troubleshoot
		Plan for action	Devise strategy
			Set goals
			Prioritise actions
	Planning own work	Manage time (Time management)	Work out time line
		Follow plan (Methodical approach)	Monitor progress
		Set targets (Strategic planning)	Identify tasks
Application of knowledge	Information and communications	Interact electronically	Communicate on-line
			Use mobile phone
			Choose method of electronic interaction
			Observe 'netiquette'
			Use on-line services

		Manage hardware	Use printers
			Use pointing devices
			Use image scanners
		Manage electronic information	Use word processing
			Retrieve files
			Detect bias and inaccuracy in electronic information
			Evaluate quality of electronic information
			Use spreadsheets
			Use electronic databases
			Store files
			Cross-check electronic information
		Manage software	Use office software
			Use operating systems
		Create electronic content	Produce electronic images
			Produce tables
			Edit electronic content
			Type text
			Design spreadsheets
			Produce audio files

			Produce text files
		Maintain online privacy and security	Review online privacy settings
			Up-date online security measures
			Install anti-virus software
			Choose online security measures
			Identify online threats
			Set up passwords and private settings
		Seek electronic information	Use internet browsers
			Retrieve information from the internet
	Numeracy and mathematics	Process mathematical information for work	Organise data
			Interpret data
			Gather data
		Apply mathematical concepts to work tasks	Identify mathematical problem
			Apply mathematical method
			Choose relevant mathematical concepts and procedures
		Use mathematical tools and equipment	Use measuring equipment
			Use calculators
			Use ICT
			Record data

		Communicate mathematical work processes	Explain mathematical findings
			Illustrate mathematical findings
			Use appropriate mathematical language
		Carry out work-related calculations	Measure
			Work with shape and space
			Use numbers
	Health, safety and the working environment	Implement organisational policies	Support company plan
			Support company mission
			Monitor policy implementation
			Apply quality standards
		Implement environmentally-sustainable work practices	Minimise environmental risks
			Preserve environmental heritage
			Assess environmental impact
			Reduce environmentally harmful work practices
		Implement equality policies	Consider different cultural backgrounds
			Support gender equality
			Foster cultural diversity
		Implement safety policies	Store equipment and materials safely
			Identify risks

			Use safe working methods
			Take precautions
			Use correct equipment and tools
Attitudes and values at work	Values	Follow ethical work practices	Identify social impact
			Reflect on own work practices
			Identify environmental impact
			Make ethical choices
			Identify ethical issues
		Show respect	Treat people fairly
			Work with different viewpoints
			Show consideration
			Demonstrate tolerance
			Show good manners
	Attitudes	Demonstrate commitment	Meet commitments
			Attend to quality
			Make an effort
			Attend to detail
			Show enthusiasm
			Be curious

			Persist
			Work independently
			Work efficiently
		Handle challenges (Resilience)	Manage frustration
			Cope with pressure
			Deal with uncertainty
			Learn from mistakes
			Adapt to changes
			Build on experience

Annex C The principles of non-formal learning are:

- ✓ Learner-centeredness (i.e., a focus on the learner and their development)
- ✓ Agreement between trainers and learners on learning objectives
- ✓ Transparency
- ✓ Confidentiality
- ✓ Attention to content and methodology
- ✓ Voluntariness
- ✓ Participation
- ✓ Ownership
- ✓ Democratic values and practices.

The adaptation of the SALTO's youth workers' competences for UT.

SALTO Competence area	SALTO Competences	SALTO Criteria	UNEXPRESSED TALENT Competence	UNEXPRESSED TALENT Skills & Knowledge
Designing educational programmes	Integrating the learners' socio-political backgrounds into the educational programme	1) Knowledge of the socio-political contexts of learners; 2) Skill to deal with the socio-political contexts of learners; 3) Readiness to challenge one's views on the educational approach with regard to the	Ensure that individual learners' needs are met	1)Analyse and interpret data and indicators of youth discomfort and hidden talents 2) List statistical relevant data to monitor

		socio- political context of the learners; 4) Openness and sensitivity to socio-political contexts of learners.		3) Identify indicators of youth discomfort and risk of exclusion or ESL; 4) Practice critical thinking, safety and deal with unexpected outcomes.
	Developing an educational approach based on the principles and values of non-formal learning	1) Knowledge of ways and methods to identify learners' needs; 3) Skill to assess/analyse learners' needs 4) Knowledge of the concept and values of non- formal learning as an educational practice; 5) Acceptance of the key concepts, values and consolidated practice of non-formal learning; 6) Openness and readiness for unexpected elements when defining the educational approach	1) Ensure that individual learners' needs are met; 2) Be responsible for the design of empowerment pathways for youth in discomfort	1) Define innovative empowerment pathways based on talent activation 2) Monitor, review and re-design methods of empowerment; 2) Describe methodological approaches with regard to design of youth empowerment pathways

	Integrating ICT, e-learning and other tools and methods into the educational activity	1) Knowledge of a variety of ICT tools and e- learning related techniques and principles in non- formal learning settings; 2) Skill to apply ICT and e-learning related techniques and principles in the educational programme; 3) Openness to the challenges related to ICT and e-learning tools and techniques.	1) Manage empowerment pathways; 2) Be responsible for design and implementation of empowerment pathways for youth in discomfort	1) Select and apply alternative and suitable forms of youth empowerment pathways 2) Review and adapt available training and empowerment tools for individual support 3) Use media and creativity to foster key skills 4) Describe innovative methodological approaches with regard to the design and implementation of youth empowerment pathways
	Designing an evaluation process and impact assessment	1) Knowledge of evaluation processes and assessment mechanisms and tools 2) Skill to apply evaluations and impact assessment methods and principles for designing evaluation processes;	1) Monitor progress of youth 2) Be responsible for of the evaluation of empowerment pathways for youth in discomfort	1) Support the elaboration of a youth pass; 2) Measure and evaluate learning outcomes; 3) Describe methodological approaches with regard to evaluation of youth empowerment pathways.

		3) Openness to various evaluation and assessment approaches; 4) Recognition of the importance of evaluation and impact assessment during and after the educational process.		
Understanding and facilitating individual and group learning processes	Stimulating active participation and motivating and empowering learners	1) Knowledge of principles of participatory / emancipatory / empowerment pedagogy; 2) Skill to apply and deal with principles of participatory / emancipatory / empowerment pedagogy; 3) Skill to establish a supportive relation with the learner; 4) Skill to support and to encourage/confront learners in a useful way; 5) Empathy, honesty and respect.	1) Manage empowerment pathways 2) Be responsible for the implementation of empowerment pathways for youth in discomfort	1) Assess the key competences available and to be developed for youth empowerment; 2) Apply competence assessment tools with regard to competences formally, informally and non-formally acquired; 3) Describe methodological approaches with regard to the implementation of youth empowerment pathways.

	Promoting creativity, problem-solving and 'out-of-the-box' thinking	1) Knowledge of ways and methods to encourage creativity, problem solving and 'out-of-the-box' thinking; 2) Skill to apply methods and ways encouraging creativity, problem solving and 'out-of-the-box' thinking; 3) Curiosity and openness to improvise and experiment.	Manage empowerment pathways	1) Support self-esteem and creativity/creative thinking of individual youth; 2) Practice critical thinking, safety and deal with unexpected outcomes.
Learning to learn	Assessing one's own learning achievements and competences	1) Knowledge of the principles and methods of assessment and self-assessment; 2) Skill to choose and use assessment and self- assessment tools and to derive learning achievements from this; 3) Curiosity about their own learning process; 4) Openness and readiness to accept various perceptions of one's competences and learning achievements.	1) Manage empowerment pathways; 2) Monitor progress of youth.	1) Improve own learning techniques and reflect on own work; 2) Monitor, review and re-design methods of empowerment.

Communicating meaningfully with others	Clearly expressing thoughts and emotions	1) Skill to encourage sharing and support within the group; 2) Openness to the clear expression of thoughts, feelings and emotions.	Interact with youth.	Collaborate with different beneficiaries.
Cooperating successfully in teams /	Encouraging and involving other team members	1) Knowledge of the resources of team members; 2) Skill to involve other team members; 3) Skill to foster cooperation among team members; 4) Curiosity and goodwill towards the team members.	Interact with stakeholders.	Collaborate with different stakeholders.

Annex D Example of stakeholders' analysis

Stakeholder group	Role and responsibilities	Interest	Influence	Attitude and expectations	Ability to help the project	Ability to harm the project
Civil society	Support of information and collaboration in communication and dissemination the project asnd its value	High	High	Positive, proactive attitude, expectations of higher lobbying/advocacy power	Supply of content and resources; Multiplication of project impacts	Change of the social framework and priorities Priorities set by other stakeholders
Local Media	Report activities of the project also by direct involvement.	High	High	Positive and proactive attitude; Expectations of delivery good quality news, prompt dialogue and become relevant in the sector as reliable and trusted sources	Thorough coverage of activities, Supply of content of information Multipliers of project's impact on different targets	Short Newsworthiness ;
Local authorities	Provide information at the local level; Work with CSOs in specific projects	Medium	Medium to high	Attitudes vary, mostly neutral to positive, although not always proactive;	Provision of venues and networking Presence of motivated staff to collaborate, Provision of venues	Insufficient staff and resources

				Expectations: to improve their performance and enhance their mandate	Proximity to citizens	
Educational institutions	Support the dialogue, research, understanding and education of young generations and professionals	High	Medium	Attitude: generally positive and proactive Expectations: Implementation of high quality educational s Upskilling of staff and students	Provision of venues collaboration to prevent ESL Provision of content, activities and Direct contact with students	Insufficient staff experience in project implementation Insufficient own financial resources
Youth	Participate in activities	High	Low	Attitude: very positive and in some cases proactive Expectation: to understand the benefits on overall education, living conditions, mobility, culture	Openness and willingness to be protagonists Digital natives Enthusiasm and creativity	Politicization of discourse Fears for living condition and future Disillusionment for long accession process

Business and sectoral communities	Improvement of business environment, investment, provision of jobs and value chain innovation	Medium	High	Attitude: neutral to positive Expectations: Supply of highly qualified staff Improvement of productivity Improvement of product quality Improvement of work-flow organisation	Provision of jobs and work experiences Collaboration in projects' dissemination Case studies	Regional and global competition general economic environment Organizational Difficulties of adapting to required changes Costs of adapting to changes
General public Adults	Participate in public debate and dialogue Recipients of I&C activities	Medium	Low	Attitude: neutral to moderate positive Expectations: to understand the concrete benefits and necessary changes to improve living conditions, employment, opportunities of youth	Down-to-earth and traditional common sense Willingness to use life experience	Negative attitude to change Fear of loss of traditional values Disillusionment for social and economic crisis Politicization of discourse Fears for living condition and future

Youth with migrant background	Participate in public debate and dialogue Recipients of activities	High	Low	Attitude: positive Expectations: improvement of status and talents	Drive to overcome status of minority with identification of a larger identity Willingness to explore opportunities	Loss of ethnic identity Disillusionment for long integration process

Annex E: Training programme of the UT Joint Staff Training

DRAFT AGENDA TRAINING PROGRAM

MADRID 20-24/06 2016

Address: Calle Los Madrazo, 34 – Madrid

PROFESSIONAL PROFILE / OCCUPATIONAL GROUPS (ESCO):

Social work associate professionals

Social work and counselling professionals

Teachers

Number of units: 6

General goal: to share the tools developed during the project, by providing theoretical and practical information and knowl edge of youth empowerment, emerging talents, inclusion in education, labor market and society.

ECVET POINTS: 2 of additional qualifications (not part of a formal qualification or curriculum)

Learning outcomes: at the end of the training the trainee will be able to:

SKILLS	COMPETENCES:	KNOWLEDGE:
• Analyze and interpret data and indicators of youth discomfort and hidden talents • Assess the key competences available and to be developed for youth empowerment • Apply competence assessment tools with regard to competences formally, informally and non-formally acquired • Select and apply alternative and suitable forms of youth empowerment pathways • Support self-esteem and creativity/creative thinking of individual youth • Practice critical thinking, safety and deal with unexpected outcomes • Review and adapt available training and empowerment tools for individual support • Interact with youth and stakeholders • Define innovative empowerment pathways based on talent activation • Use media and creativity to foster key skills • Improve own learning techniques and reflect on own work • Support the elaboration of a youth pass • Monitor, review and re-design methods of empowerment • Measure and evaluate learning outcomes	• Collaborate with different stakeholders and beneficiaries • Ensure that individual learners' needs are met • Be responsible for design and implementation of empowerment pathways for youth in discomfort • Manage empowerment pathways • Monitor progress of youth	• List statistical relevant data to monitor • Identify indicators of youth discomfort and risk of exclusion or ESL • Describe methodological approaches with regard to design, implementation and evaluation of youth empowerment pathways

MONDAY, JUNE 20TH

13.00 – 18.00				
ACTIVITY - UNIT	CONTENTS	FACILITATORS	DESCRIPTION	TOOLS/METHODS
U 1 A General introduction Presentation of the course and expected results DURATION: 2 h.	Participants accueil Introduction on agenda of the course and participants' introduction Brief introduction of the Project and Training goals	FORCOOP – TANDEM PLUS	FACILITATORS/ TRAINERS : Serena Boldrin Sandra Rainero Alessandro Braccini Icebreakers presentation	Handouts Icebreakers White or blackboard, markers Paperboards or flipcharts Projector and slides Paper, scissors, tape computer, internet, handouts
U 1 B What we talk about: definitions and approaches DURATION: 30'	The Unexpressed model -principles; -target groups; - stakeholders -tools; - evaluation	TANDEM PLUS	FACILITATORS/ TRAINERS: Sandra Rainero NAME OF ACTIVITY: presentation and discussion	
U 2 Knowledge and uneasiness detection DURATION: 2 H	Research (O1) Alert tool (O2)	FONDAZIONE LEONE MORESSA ANDEM PLUS	FACILITATORS/ TRAINERS: Massimo Chieregato Alessandro Braccini Presentation of research and discussion Presentation of alert tool and discussion	

U 6 Evaluation tools (O5) DURATION: 30'	Evaluation objectives Evaluation of day 1	LUNG	FACILITATORS/ TRAINERS: Barbara Fajdiga Perše Presentation of O5 tools + discussion	

TUESDAY, JUNE 21ST

11.00 – 17.30				
ACTIVITY - UNIT	CONTENTS	FACILITATORS	DESCRIPTION	TOOLS/METHODS
U 2 Identifying unexpressed talents DURATION: 30'.	Alert tool (O2) Wrapping up	FONDAZIONE LEONE MORESSA	FACILITATORS/ TRAINERS: Sandra Rainero Massimo Chieregato Alessandro Braccini Wrap up of previous day	
U 3 Mapping talents DURATION: 1 h.	The key competences of the UT model: Identification and assessment of key competences	FORCOOP	FACILITATORS/ TRAINERS: Serena Boldrin 1) Mapping talents: from ESCO and Key competences to the (Un)expressed Talents Map:	

	Presentation of the tools collected, analysis and simulations		• EU definition of competence and transversal competences • Short overview on ESCO and Key competences • Short overview of the set of competences chosen for the UT model 2) Tools for the identification and assessment of (Un)expressed Talents • Main principles and ideas: the role of the youth trainer in the UT context • Tools for the identification and assessment of skills • Tools for the self-assessment of skills "A SUCCESSFUL EXPERIENCE" + "THE TALENTS' TREE"	Handout Markers & pens Flipchart Projector and slides projector, flip chart, blank sheets of paper, markers, pens, scotch tape Scissors several big sheets of paper (more than one for participant)
U 4 Engaging talents DURATION 2,5 H	Engaging activities to promote the project and activate their participation in the Unexpressed Talent pathway	TANDEM PLUS –	FACILITATORS/ TRAINERS: Alessandro Braccini Sandra Rainero OUTDOOR ON THE STREET	
U 5 A	Values and attitudes	CIEP	FACILITATORS/ TRAINERS:	

Appraising talents (part 1) DURATION: 2 H	Presentation of the tools collected, analysis and simulations	CASASEIS	Sabrine Tangi, Sara Norbiato, Andreia Cabrito Human needs jigsaw let´s play cards	
U 6 Evaluation tools (O5) DURATION: 30'	Evaluation objectives Evaluation of day 2	LUNG	FACILITATORS/ TRAINERS: Barbara Fajdiga Perše Presentation of O5 tools + discussion	

WEDNESDAY, JUNE 22ND

11.00 – 17.30				
ACTIVITY - UNIT	CONTENTS	FACILITATORS	DESCRIPTION	TOOLS/METHODS
U 5C Appraising talents (part 3) DURATION: 2 h	Creative thinking Presentation of the tools collected, analysis and simulations	Foundation for partnership and civil society development; LUNG; CIEP, CASASEIS	FACILITATORS/ TRAINERS: Andrej Pevec; Sabrine Tangi, Sara Norbiato Andreia Cabrito Jana Turel Presentation of tools and discussion	straws, paper sheets plastic cup, tape, scissors blank papers, paper with the picture, pens or markers
U 5B	Learning to learn	TANDEM PLUS	Observation: ON THE STREET	

Appraising talents (part 2) DURATION: 45'	Presentation of the tools collected, analysis and simulations		The sea of learning Sandra Rainero	
U 5D Appraising talents (part 4) DURATION: 45'	Communication and networking Presentation of the tools analysis and simulations	OOP CIEP	FACILITATORS/ TRAINERS: Serena Boldrin Sabrine Tangi Sara Norbiato Feedback game (short version)	
U 5E Appraising talents (part 5) DURATION: 2 hour	Critical thinking Presentation of the tools collected, analysis and simulations	CIEP; Foundation for partnership and civil society development; Tandem Plus, LUNG	FACILITATORS/ TRAINERS: Sabrine Tangi Sara Norbiato Ana Baidan Andrej Pevec Barbara Fajdiga Perše Presentation of tools and discussion	
U 6 Evaluation tools (O5) DURATION: 30'	Evaluation objectives Evaluation of day 3	LUNG	FACILITATORS/ TRAINERS: Barbara Fajdiga Perše Presentation of O5 tools + discussion	

THURSDAY, JUNE 23RD

14.00 – 18.00				
ACTIVITY - UNIT	CONTENTS	FACILITATORS	DESCRIPTION	TOOLS/METHODS
U 1.2.3.4.5 STUDY VISIT	Committing talents Visit to the CEPI centre	COMUNIDAD DE MADRID		ingredients (flavor, salt, spices, vegetables, rice, meat/fish, …) ACCORDING TO THE SCHOOL AVAILABILITY
U 1.2.3.4.5 Testing some tools with the youth DURATION: 2 hrs	Committing talents Involving youth at the centre	TANDEM PLUS FOLIAS	FACILITATORS/ TRAINERS: Alessandro Braccini The "I" and the "we" recipes	
U 6 Debriefing – evaluation	Evaluation objectives Evaluation of day 3	COMUNIDAD DE MADRID – LUNG	Barbara Fajdiga Perše	

FRIDAY, JUNE 24TH

11.00 – 15.30				
ACTIVITY - UNIT	CONTENTS	FACILITATORS	DESCRIPTION	TOOLS/METHODS
U 6	Youthpass for UT	FORCOOP	FACILITATORS/ TRAINERS:	Handout

Recognize the value of UT DURATION: 45′			Serena Boldrin 1) What's Youthpass? • Short overview of the Youthpass, its main uses and features 2) Youthpass for UT • Presentation of our proposal of adaptation of the YP for KA2 projects/ UT • Tools for the validation of competences	Flipchart Projector and slides
U 6 Assessing the pathway	Overview of tools for assessment (from previous days)	LUNG	FACILITATORS/ TRAINERS: Barbara Fajdiga Perše Presentation of O5 tools + discussion	
Final debriefing Final assessment of participants' learning outcomes DURATION: 1, 5 H	Plenary discussion of training Test of learning outcomes and recognition of ECVET points	TANDEM PLUS-FORCOOP	FACILITATORS/ TRAINERS: Serena Boldrin NAME OF ACTIVITY: Learning interview	Projector and slides blank sheets of paper, markers, pens, scotch tape
Training evaluation final remarks DURATION: 30′	Administration of questionnaire	TANDEM PLUS – LUNG		

Annex F Small techniques[2]

Small techniques are relatively short activities with a definite structure and precise rules; they can be carried out indoor or outdoor and special equipment is not required for their implementation.

They can take inspiration from diverse fields of intervention (sport, psychology, theatre, etc.) and support the group of learners in the transition from the "comfort zone" to the path of change, thus they facilitate the development of transversal skills.

Small techniques can be used both as short recreational activities to deepen a specific topic/skill and as preliminary activities with more structured and complex training paths. They can be suitable to certain contexts or not, it really depends on the learners' group and dynamics.

On the one hand, small techniques are flexible activities that can be easily adapted to different target groups and learning goals as well as different training settings (indoor vs. outdoor), and the trainer can reach a satisfying level of effectiveness in a short time thanks and can let participants ne both actors and observers of the group dynamics.

Finally, small techniques can be used a concrete and real tool to deal with more theoretical training contents.

On the other hand, trainers should be aware that learners can perceive these activities as too artificial or even too playful and recreational – thus underestimating the value and relevance of the training activity.

Moreover, the level of interaction and physical proximity required by some activities can be perceived as an intrusion into the personal field, especially when participants have not had previous experiences with non-formal or experiential training.

Consequently, the role and tasks of the trainers are pivotal in making this kind of activities effective in terms of learning outcomes and skills development.

The methodology has strict rules and avoiding such rules could threaten the effectiveness of the activity. Much of the methodology is tightly connected to the "style" of the trainer: the main task consists in creating an atmosphere where curiosity, attention, concentration, suspense, and wonder are boosted.

[2] For this section, please refer to "Small techniques, giochi d'aula e attività per l'apprendimento esperienziale", Fòrema 2013.

Annex G: Example of Individual Action Plan

	SHORT-TERM From now to next month (end of project)	MEDIUM-TERM In the next 6 months or the end of school year	LONG-TERM Until the end of education and /or after employment
OBJECTIVE			
ACTIONS TO IMPLEMENT /PROJECT			
PEOPLE OR ORGANIZATIONS TO CONTACT OR WORK WITH			
COMMITMENT AND INVESTMENT (TIME, STUDY,			

SIGNED BY

Annex H: What is Youthpass?

First of all, Youthpass confirms participation of the young person in a Training Course. The first half of the first page includes the name of the individual participant, the date and town/country of birth and the basic details of the course (title, dates/period, venue…).

Youthpass

Transnational Training and Cooperation Activities

Serena Boldrin
born on **25/04/1986** in **Jesolo, Italy**

participated in a project

Trainer Skill Workshop - Evaluation and Impact Assessment.

The project took place from **15/02/2016**
to **18/02/2016** in **Vienna, Austria**.

Secondly, there is a general description of the Training Course, which is mainly addressed to people outside the youth field, ie. possible employers, to understand what the course is really about. Relevant information about the course is presented in a concise manner, which can be handy to use in support of a job application, for example;

Transnational Training and Cooperation Activities

Transnational Training and Cooperation Activities foster the competence development of professionals in youth related fields. Through the projects, transnational cooperation is enhanced within the youth field as well as with the stakeholders of related sectors. The projects contribute to strengthening the role and quality of youth work and youth policy in Europe.

Erasmus+ is the European Union's programme for boosting skills and employability through activities organised in the field of education, training, youth, and sport. Youth activities under Erasmus+ aim to improve the key competences, skills and employability of young people, promote young people's active participation in the society, their social inclusion and well-being, and foster improvements in youth work and youth policy at local, national and international level.

Jugend in Aktion
Österreichische Agentur

Representative of the organisation

Now there follows a summary of organisation(s) that ran the Training Course and of its aims and objectives. There is also the possibility of adding the number of participants who took part. This information could be relevant if the size of the group had an influence on the expected learning outcomes.

In case of international activities and initiatives, it is also relevant to clearly identify the countries represented by participants – together with a note about which working languages were used – in order to show the international context in which the learning took place. It is possible to give additional information and references about the trainer(s) who were responsible for the training course.

The next and last part of this page describes the different programme elements of the training course.

With this document we certify that **Serena Boldrin** took part in a project called **Trainer Skill Workshop - Evaluation and Impact Assessment**. It was a training course. The project was hosted by **Interkulturelles Zentrum - NA Austria**. The participation was supported by **Forcoop Cora Venezia Sc**.

Within Erasmus+, a training course is a project where youth workers and youth leaders come together for several days to develop their knowledge, skills, and attitudes on a certain theme. The daily programme of the course is based on learning objectives and facilitated by experienced trainers. The training courses promote the initiative and creativity of participants and have a direct impact on their future youth work or youth policy activities, such as organising quality projects and providing intercultural and non-formal learning experiences for young people.

Altogether, **21** people from **Austria, Azerbaijan, Belgium, Bulgaria, Estonia, Germany, Hungary, Israel, Italy, Jordan, Netherlands, Poland, Slovenia, Spain, Switzerland, and Turkey** took part in the project.

The overall aim and specific objectives of the project:

-) Improve skills related to the evaluation of activities
-) Reflection with peers about evaluation and impact assessment of training courses and other activities
-) Explore the possibilities of impact assessment of training courses and other activities
-) Identify different methods and tools of evaluation and impact assessment based on non-formal education

Main contents and activities of the project:

This training course supports advanced trainers working in international youth work in the development of their skill on impact assessment and evaluation of activities in relation to the ETS Trainer Competence Model.

Jugend in Aktion
Österreichische Agentur

Person in charge of the project

Then, the part describing the personal learning outcomes follows and it can be used as a separate document by the participant, depending on the context in which he/she wants to use the Certificate.

The participant's learning outcomes are described using the Key competences. After a short introduction to the Key competences, participants – together with the trainer, can add a summary of their learning outcomes, described in terms of the 'Key competences' framework. There is also space for participants to describe any further specific competences gained during the course. The number of pages in this part is not limited, but it is recommended that you limit descriptions of learning outcomes to ensure that the Certificate remains readable and user friendly!

The Youthpass in practice

A **dialogue process** between the participant and the trainer and/or fellow participants is the basis for encouraging reflection about one's learning and the Key competences developed/strengthened during the training. The self-assessment parts of the programme and the dialogue process need time, commitment, and active participation. A lot of participants are not familiar with this kind of work and guidance and methodological support should be offered.

It is also important to motivate and stimulate participants to create partnerships with others to deepen their reflection and to make it a learning experience: support them to use the Unexpressed Talent Training path to get feedback and develop their reflection on learning objectives and how to reach these objectives in different ways.

When filling in the Youthpass, there is no need for participants to choose every Key competence, just the one(s) related to relevant learning outcomes. Actually, this activity is tightly linked to the phase called "Mapping unexpressed talents" in this model: deciding whether to take part in a training programme depends of the awareness of a "skills gap" that is made possible through an assessment and self-assessment. The competence assessment helps participants in discovering hidden or unexpressed resources so that the definition of learning goals is made possible, and this paves the way to a personal development that can be validated only through specific activities aimed at the recognition and valorisation of learning achievements.

But let's start from the beginning: *setting learning objectives*.

When planning a training path for youth groups, future of participants is deeply involved: the path will be an opportunity to reflect about wishes, expectations, and probably also fears concerning the learning path itself or the future in general. Learning is about change, about acquiring something new: new skills, new attitudes, and new knowledge. To be motivated to learn, participants need to have a vision of where they want to go, a future perspective. However, it is not something young people think about every day. Sometimes it can help to ask a young person where she/he wants to be in five years. From that picture of the young person in five years' time, a trainer can extract wishes and needs for planning within a shorter perspective.

So, personal and professional development is a matter of self-assessment of one's own competences, expectations, and fear – something we called "Mapping unexpressed talent". And, consequently, learning objectives can be set and planned in such a way that motivation and personal activation are boosted and encouraged.

If you don't have an accurate and detailed description of what the youngster wants it is impossible to provide guidance in a proper manner. It is useful to formulate learning objectives in SMART terms (Specific, Measurable, Attainable, Realistic, and Time-bound) or SMARTER (gives two additional criteria, Evaluate and Re-evaluate, intended to ensure that targets are not forgotten).

This activity can be carried out in several ways, both at individual level (for example through interviews, questionnaires, …) and at a group level. However, there are some general recommendations that might be worth sharing:

1. *Set objectives based on the learners' needs: it is important that the young person feels ownership of their learning plan.*
2. *Describe objectives as concretely as possible in terms of tangible and observable behaviour: 'working with others' is quite vague, 'work as part of a team' is already more concrete, 'sharing my opinion or information in the next meeting with the group' is very concrete and is something which can be easily evaluated afterwards.*

3. *Make sure the objectives can be evaluated, so that progress becomes visible: seeing progress is motivating, ticking a box as 'done' gives a good feeling.*
4. *Objectives should be realistic and achievable: sometimes young people have the tendency to get overenthusiastic or hyper-pessimistic, so a good suggestion could be to set objectives down into small steps which are achievable and realistic.*
5. *Objectives should be reached within a short-term period, so that the participant can feel to experience success – which is also very motivating. Should long-term goals emerge, they can be broken down into shorter-term steps.*
6. *Describe the objectives as much as possible in positive terms: statements in terms of competence enhancement and empowerment are positive and motivating, for example, 'When I work in a team, I will start to share my opinion in a constructive and motivating way'.*
7. *As the UT methodology and tools are designed to implement empowering initiatives, objectives will have to match the young person's strengths rather than underlining weaknesses or boundaries.*
8. *Objectives which can be achieved quickly should be in balance with objectives that require some effort from the young person*
9. *It is also good the learning objectives are varied and different in their nature: they can be about knowledge, about skills, and about attitudes. Because learning is about these three different elements, all of them should be present in the learning plan.*
10. *And finally the trainer can encourage the young person to think about how she/he will celebrate when objectives are achieved: there will be something to be proud of, that should be shared with others (within the group of learner and especially out of it) and so that requires to be properly communicated.*

The Youthpass process is designed to make the learning in projects more explicit. It means that the learner has to be aware of what he/she is learning and try to put into words what has been learnt. This is something that should be done during the whole process, because the learner needs time and space to see what has been learnt, what new questions have come up, what barriers have been discovered, whether he/she is still on track, and if the plan has to be adjusted. And at a certain point it has to be decided whether he/she has managed to learn what he/she wanted to learn: he/she has to assess his/her learning. So, reflection and assessment go hand in hand.

Learning is a difficult process and people can face good days, when they feel they have made lot of progress, and bad days, when they feel something is going wrong or expectations have not been met, and so on. By reflecting on what happens during learning experience and what feelings this experience generates, participants can keep track, adjust, be aware of their success, and be motivated to go on. It is also pivotal to reflect on "negative" feelings and to try to look at experiences from another point of view: one can feel he/she has learnt nothing he/she really wanted to, but a different learning outcome, as important and as the planned one, could be highlighted. This will keep motivation high and will support active participation in activities as well.

On the other hand, in non-formal learning, the trainer does not give marks and recognition of the learning process by the learner is usually a matter of self-assessment. Encouraging youth to keep track of learning achievements is very important. However, for most of them this is something very new. Young people are used to teachers deciding what should be learnt, how this

learning should be expressed and communicated, and especially how the level of this learning should be evaluated: others do decide for learners whether they have succeeded in learning or not. When these people think they were successful, good marks are granted. But if they assess learning was not achieved or was achieved in an insufficient way, bad marks follow – and demotivation and frustration with them.

In non-formal learning participants should be encouraged to do all this themselves. The learner is the boss! It is a challenging responsibility, which, in many cases, needs help, assistance, and support: aside from individual reflection, self-assessment requires discussion with peers, counsellors, trainers, etc.

Finally, one of the main characteristics of non-formal education is that you learn together and from each other. Youth trainers are there, not to teach, so much as to facilitate the learning process. Facilitation means, amongst other things, creating an atmosphere where people can learn, encouraging people and offering tools and methods for working together.

However, bringing a group of people together does not automatically produce a good learning environment. For the facilitator, the task is to help the group develop in such a direction that learning is fostered.

Positive signs for a 'learning group':

- Participants are allowed to be themselves. There is no group pressure to act and behave in one certain way. Different forms of expression are respected and valued.

- Participants are allowed to make mistakes, without being ridiculed or judged.

- The group takes care of its own process. Participants are able to talk about the development of the group and take care of the wellbeing of individual members.

- Different forms of expression are used. Participants express themselves not only in words but also by other creative means such as movement, music and drawing/painting.

- Critical questions are appreciated. Participants can deal with and appreciate it when others ask critical questions. It's not seen as a threat but as inspiring.

- An interactive working atmosphere. Participants share tasks, work in different combinations, give feedback and support each other.

Actually, a learning group is a powerful feedback tool. However, it is pivotal to explain what (helpful) feedback is about, and especially what feedback about learning is. In any case, it is a positive process, meaning constructive, because it aims to bring positive change and development. Its objectives are:

- Increase and improve the knowledge and awareness about oneself and others;
- Allow for the exchange of feedbacks;
- Reflect on personal reactions to feedbacks;
- Improve one's ability to perceive diversity;
- Give useful information on a possible change.

Let participants be aware that the person receiving the feedback should understand the information, be able to accept the information, and be able to do something with the information.

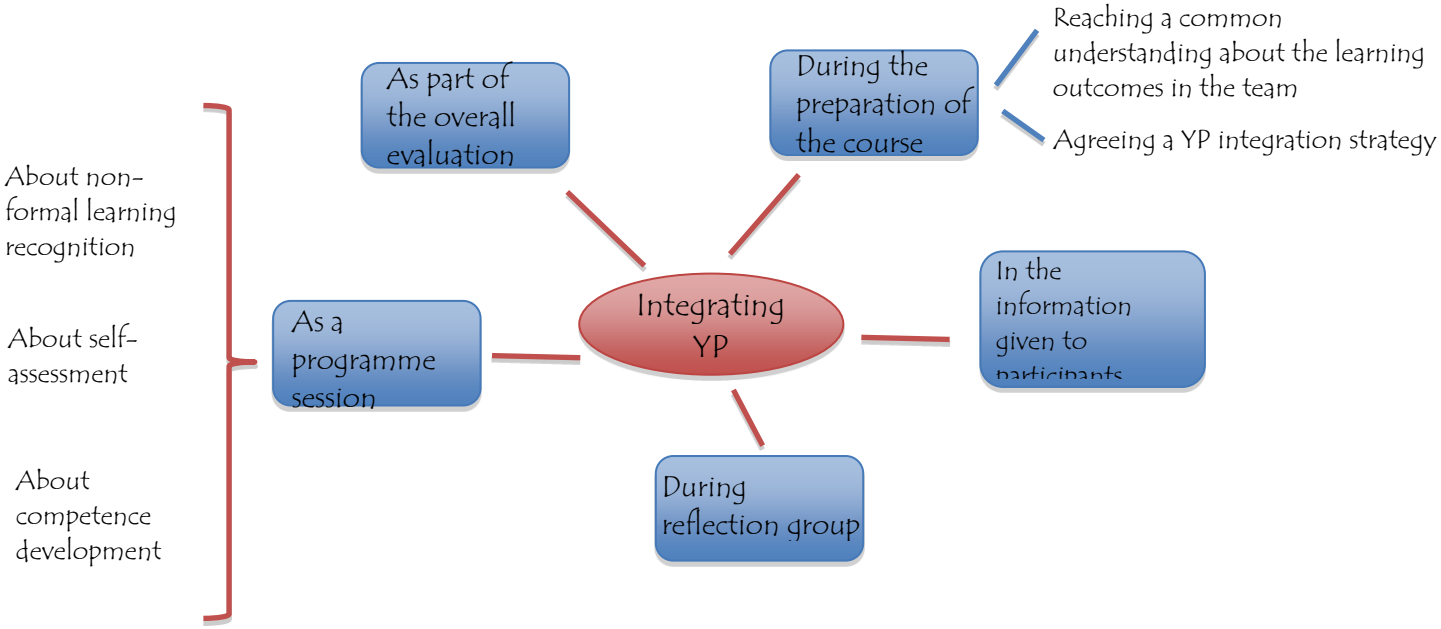
But how to use Youthpass in a Training Path?

Youthpass aims to an increased awareness for the learner of what she/he has learnt and the recognition of that learning by others. An important pre-condition for this is that the youth trainers and counsellors who implement projects such as Unexpressed Talent are aware of the learning possibilities that the projects offer and are ready to take on their role as the facilitator of that learning process. How "new" that role is will differ a lot from person to person depending on the background, country or field where he/she comes from.

On the other side, most of private companies in Europe find it hard to recognise and valorise non-formal learning during their recruitment processes, so the need for a validation of non-formal learning and for an official certificate is motivated by this consideration as well.

In general, "making learning explicit" is something new and challenging in the field of non-formal education. And Unexpressed Talent partnership is open to deal with this challenge and try to find an effective solution. So, the use and adaptation of the Youthpass was agreed among partners and here follow some general guidelines for its use.

Youthpass can be integrated into a series of normal Training Course programme elements. Here are some suggestions:



Youthpass and the Key UT competences should be integrated from the very beginning, when learning objectives are planned and set according to both participants' and the organisation's needs, its structure and work practices. To use Youthpass for UT, please refer to output 5.

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