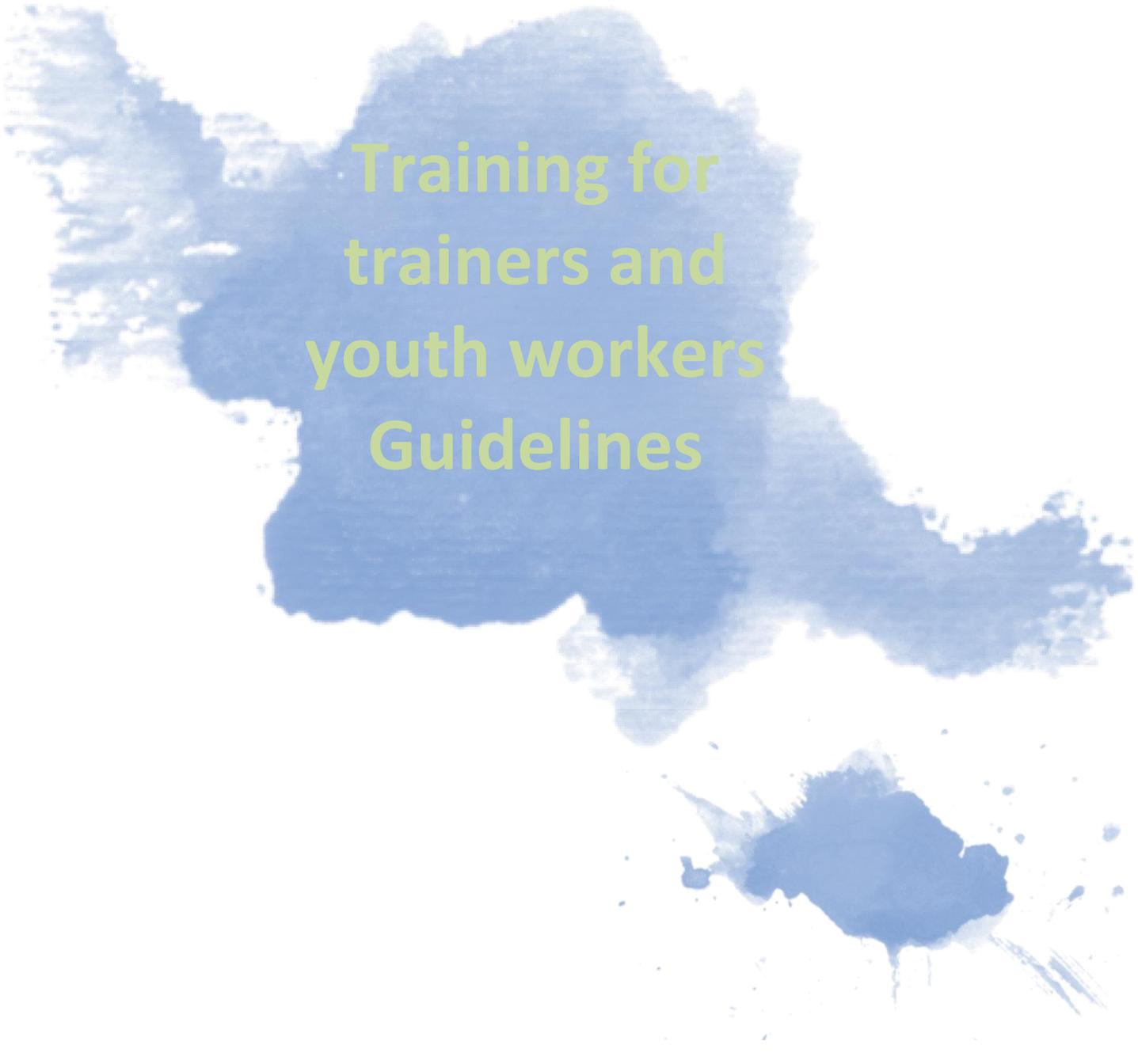




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A large, abstract blue ink splatter or watercolor wash that covers the central and lower portions of the page. The color transitions from a light, misty blue at the top to a darker, more saturated blue at the bottom, with some white highlights and splatters.

Training for trainers and youth workers Guidelines



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Background

Welcome to the project “Becoming a part of Europe” (BpE)!

From September 2018 to September 2019, the partners of the Erasmus+ Key Action 3 project “Becoming a part of Europe” developed and tested an innovative training course for trainers and youth workers dealing with YMRA. This European level pilot project aimed at strengthening and enhancing the role and impact of Youth Work in the field of immigration and established the sound basis for further national training courses in the seven participating countries as well as for other future training projects in the field.

As a result, some ‘guidelines’, which are based on the experiences made in the training course and its proper evaluation, have been elaborated. These ‘guidelines’ should help all those engaged in training offers for youth workers in creating their own training schemes and activities. They don’t need to be applied one-to-one, but they can be taken as source of inspiration, while designing a training course.

If you have any questions related to the guidelines or even on BpE project, please visit the website (<http://bpe-project.eu>) or contact one of the involved parties¹.

BpE in a nutshell

Social inclusion of all young people, including those from a migrant background, is a key aim of the EU Youth Strategy. Youth work and non-formal learning can contribute to encouraging intercultural dialogue and building mutual understanding between new arrivals and the receiving communities. The Erasmus+ programme in the field of youth promotes fairness and inclusion for participants from disadvantaged backgrounds and with fewer opportunities (such as migrants, refugees or asylum seekers) through specific support, priority setting and targeted use of funds.

Between 2016 and 2019, the BpE project focused on youth work in the field of integration and social inclusion of young migrants, refugees and asylum seekers and aimed at

- ✚ identifying best practices
- ✚ designing innovative models and practices to build up new capacity and enhance youth workers’ skills and competences
- ✚ giving value to youth work as an instrument for the inclusion of YMRA², using informal and non-formal education activities
- ✚ formulating policy recommendations about social inclusion, involving the main actors in the field of youth work.

¹ ANG, Italy; JINT Belgium/FI; JJE, Germany; EUPA Malta; NJI Netherlands; JA Portugal; Movit Slovenia; MUCF Sweden

² YMRA stands for young migrants, refugees and asylum seekers

The Training course's concept

Aims & objectives

In line with the overall goal of BpE and in particular with the aim to make youth work an instrument for the inclusion of YMRA the following objectives are crucial:

- ✚ Promoting and supporting the design of innovative models with YMRA, to be further implemented in projects and based on existing structures, forms, concepts and good practices of youth work
- ✚ Raising awareness of the European dimension of youth work while dealing with YMRA and link to Erasmus+ & European Solidarity Corps and to Youth Goals
- ✚ Strengthening trainers and youth workers capacities and competences while designing, implementing and evaluating training paths for those dealing with YMRA
- ✚ Upscaling good practices of youth work dealing with YMRA, strengthening quality and the role and impact of youth work with YMRA.

Contents³

Four potential areas regarding youth workers learning needs are of relevance; the main topics and subjects to be tackled in a training course need to be selected together with participants of the course amongst the following aspects (on a non-exclusive list):

- Empowerment, self-care & well-being of YMRA and of youth workers, including self-reflection, self-assessment and ethical codes, own resources & burn-out prevention, gender equality and LGBTQ rights, identity, prejudice & micro-aggressions, dealing with trauma;
- Professional development, including intercultural competencies, knowledge on legal status, needs, situations and living conditions of YMRA and of critical political environments, knowledge on other (YMRA related) services and of tools, educational and technical skills, crisis management;
- Organisational development and project management, including planning and monitoring, staff and volunteer management, funding and budgeting, fundraising, cross-sectoral co-operation;
- Networking and advocacy with and for YMRA, including communication and information, advocacy processes, basic advocacy tools, creating networks and platforms, cross-sectoral cooperation.

Principles of youth work with YMRA

Some conceptual reflections on the role and underlying principles of youth work help to define aims and objectives as well as content and methodology of the training course:

- Building on existing good practice, standards and principles in youth work with YMRA

³ The youth workers' learning needs have been collected and analysed in the first phase of the project, both in the National Expert Groups and in the European Research. The mentioned working areas have been identified as a response to the specific learning needs.

- Outreach to diverse groups of young people, in particular excluded groups
- Participatory & inclusive approaches, YMRA as agents of their own stories & projects
- Peer-to-peer learning, enabling interaction between all young people
- Intercultural learning, managing dialogue between mixed and diverse groups
- Community work, involving communities and neighbourhoods in youth work
- Communication & Public Relations, making YMRA narratives public
- Promotion, publishing good practices & results of youth work projects
- Cooperation and networking, collaborate with a variety of other services and areas
- Advocacy, create and build advocacy platforms at community levels
- Individual support, help YMRA in difficult situations in life

Methodology and approach

Methodology and approach of the training course reflects the principles of non-formal learning in the youth field and applies the following issues:

- Participants should
 - explore central topics to be tackled in the course,
 - identify common challenges faced by youth workers working with YMRA and
 - search for good practices & approaches as response to these challenges
- Methodology should be
 - integrative, based on principles of human rights education and intercultural dialogue
 - participatory and democratic
 - interactive and learner-centred, face-to-face, on- and offline
 - supporting networking, exchange and information
 - holistic in terms of content and learning methods
- Trainers & organisers should provide and offer
 - coaching and mentoring before and following the course to support trainers in learning process and to accompany them in the design and delivery of the national courses or local initiatives
 - an online platform & of diverse learning material
- The concept of the training course needs to provide
 - specific competences for youth workers working with YMRA
 - awareness of contexts and of specificity of each case of YMRA
 - space for reflection with YMRA and not just about YMRA
- Organising bodies and all involved parties should
 - report on positive changes through such courses in terms of legitimacy, self-confidence, self-reflection and self-awareness
 - increase impact by reaching out to national, regional & local levels and to more youth workers working with YMRA

Organisation and implementation

As a matter of principle, the following items prove to be relevant for the management of the training course and its implementation

- Residential seminar of max. 6 days (including travel) plus two webinars (before and after), or

- Alternatively, a modular based training course with shorter residential phases
- Preparatory kick-off meeting and evaluation meeting with organising team
- Timely development and adaptation of curriculum regarding aims, content, methodology and workflow / responsibilities, timeframe
- Early exchange of material, info packs & information with participants
- Early preparation of follow-up activities (further training courses and/or others)
- Smooth cooperation between participating parties including information exchange

Trainers' profiles

The selection of two experienced trainers is crucial; it should be based on a call for trainers and highlight the competences needed for the course. The composition of the team should ideally reflect a diversity of profiles, in terms of gender, professional background, experiences etc.

- Experiences in training of trainers and of youth workers
- Preferably with migrant background (at least one of them)
- Proven record in the field of international youth work, including YMRA and in intercultural settings
- Capacity to draft curricula, to implement them & to evaluate & adjust for future dissemination
- Good language competence (understanding, speaking, reading and writing) in the respective language of the course
- Knowledge and/or experiences of all relevant features as described in the contents of the training course, including Erasmus+: Youth in Action and of relevant youth policy fields, as well as youth work and its approaches, amongst informal & non-formal learning
- Applying digital tools for learning.
- Participation in all phases of the project must be compulsory, including kick-off and evaluation meetings

Participants' profile

The number and profile of participants of the training course impacts the dynamics of the course and its flow. To create a decent and trustful atmosphere the group should not be too big and be carefully composed

- Number of participants: 20 to 24
- Preferably with migrant background (At least part of the group)
- Experiences as trainers & youth workers, including as/with YMRA
- Heterogeneity of mixed groups with diversity of backgrounds, amongst YMRA
- Motivation, initiative, sensitivity and attention
- Good language competence (understanding, speaking, reading and writing)
- Participation in all phases of the project should be compulsory



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Conclusions

After having successfully implemented the international pilot course as a relevant part of BpE project, it is now time to duplicate results and to increase impact by reaching out to national, regional and local levels and to a bigger number of youth workers working with YMRA. For this purpose, stakeholders in the youth field are encouraged and invited to enhance activities around the topic of youth work and YMRA and implement respective own training courses. The guidelines stemming from BpE might help in developing, adapting, implementing and evaluating these training activities and in continuing networking and sharing further developments.