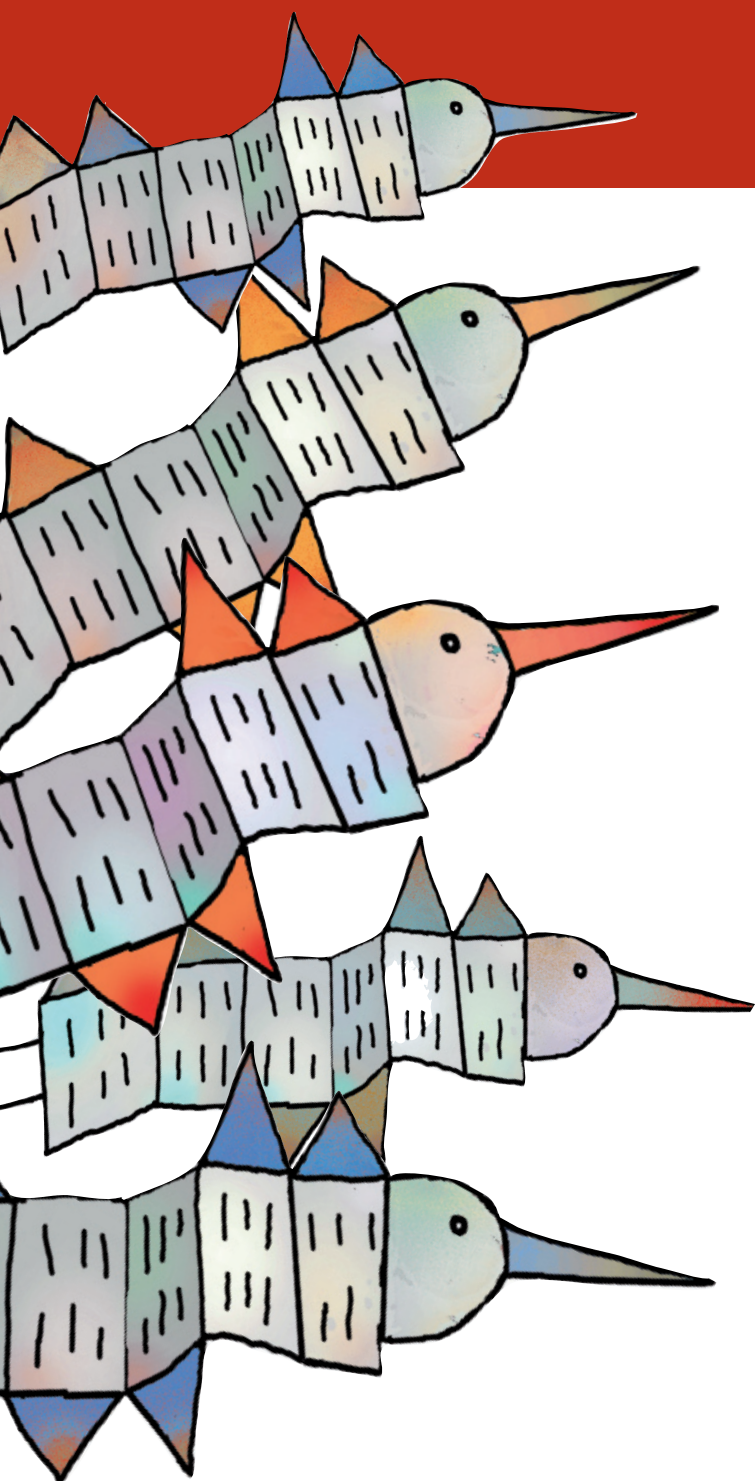


EDUCATIONAL BOOKLET

KEY WORDS

European platform
for non-professional
youth work.
Values, references,
and common
pedagogical criteria



Education and Culture DG

Lifelong Learning Programme



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IUVENTA - SLOVAK YOUTH
INSTITUTE (THE SLOVAK
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With the participation of Ficeméa, Eaicy, Solidar, Eucis-LLL





EUROPEAN PLATFORM
FOR NON-PROFESSIONAL
YOUTH WORK.
VALUES, REFERENCES,
AND COMMON
PEDAGOGICAL CRITERIA

EDUCATIONAL BOOKLET

This document is complementary to the European platform for non-professional youth work. It is one of the outcomes of a cooperation carried out by several partners involved in non-formal education in youth work.

This European collaboration started in 2007 with the support of the European Union Lifelong Learning Programme. It aims at recognizing and valorizing voluntary youth work in Europe and it contributes to improving the quality of educational activities in non-formal education.

This document introduces the important elements of our global view on education as well as the educational values that we defend.

We affirm that:

- Formal, non-formal and informal educations are intertwined, complementary and equally important.
- Educational quality in non-formal education in youth work is unquestionable.
- There are values and common principles concerning training actions that should be more promoted towards local, regional, national and European authorities.
- Volunteers in training and managing activities in non-formal education in youth work should be treated equally as their professional counterparts.

We require:

- The recognition of the value of non-professional youth work and adult education in the non-formal education space in Europe.
- The commitment of Member States to guarantee the adequate conditions for the implementation of volunteering in non-formal education.
- The creation of a European directive on the recognition of non-professional youth work.
- To set up and recognise a competency framework for non-professional youth facilitators in Europe.
- An easier access to the mobility of non-professional youth facilitators by the creation of a European passport.

This booklet is for all persons who are active in non-formal education in youth work.

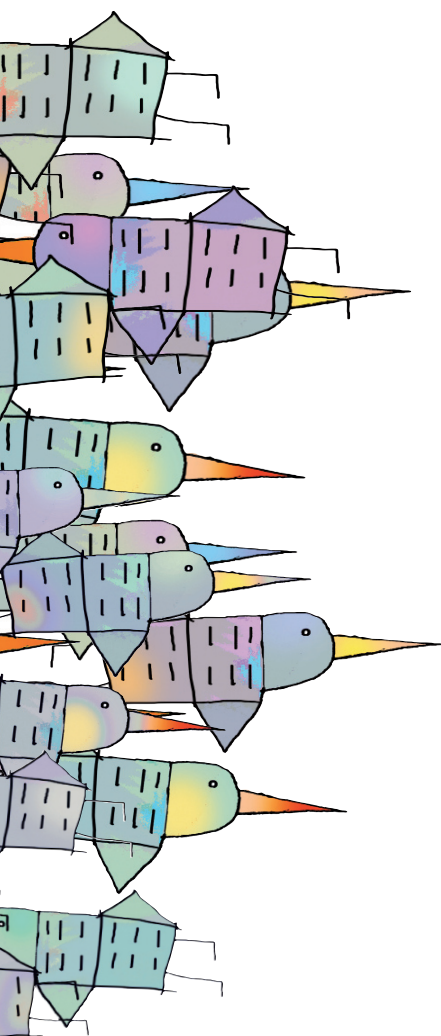
We, the different European partners, agreed that those 11 key words are a common basis and essential concepts which define educational activities in non-formal education in youth work.

These key words can be considered as educational tools that can help youth facilitators to effectively prepare their educational activities.

Each concept is introduced with a definition. Its objectives and links to the educational quality of non-formal education are presented. It contains concrete examples and practical implementation in educational activities of non-formal education. The last part of each concept allows the reader to find links between the various key words described in this booklet.

Theoretical references (books, publications, websites, etc.) can be found at the end of this document.

Part of this booklet is dedicated to the definition of each key word in the frame of formal education. It allows the reader to discover different approaches and the specific context of formal education.



Lifelong Learning Programme

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PROJECT PEDAGOGY

1. DEFINITION OF THE CONCEPT

«The continued production of themselves through action and practice: this is the structure that characterises us. We live in this bound that takes different forms depending on the individual, that propels us through a field of possibilities of which we will realize some excluding others. Anything we can even call choice or freedom.» (Jean-Paul Sartre)

Project pedagogy deals, in educational terms, with the idea that the individual builds himself/herself and his/her own identity through acting and by defining the effect of choice of projects.

The notion of "choice" is important because it expresses the idea that intelligence, knowledge and reflection can never be separated from practice.

One must distinguish between the educational project, the pedagogical project and the project activity:

- the educational project expresses a general conception of individuals and society. It has a philosophical and political dimension;
- the pedagogical project belongs to facilitators and takes into account the educational project, the reality of participants/social actors, the environment and specific objectives. It defines the skills and the knowledge that you intend to activate and precise tools.
- the project activity is made by an active person or a group of people who embark on a project with an activity.

2. OBJECTIVES

In what regard does this theme contribute to a quality education?

Project pedagogy has a central function to identify the quality of non-formal education.

In our opinion, the activity is not the simple realisation of a gesture, or the execution of an order from outside. Activities must be characterised by intentionality; they come from an interest or a need.

This interest is related to the history of participants, their relationships with others, their relationships within a concrete context.

The educational project aims at providing a basis for the organisation to build projects and to give people the opportunity to be active and actors of their training and education.

The project gives the work a meaning, a direction and makes it valuable.

The project is a temporal structure: it must have certain duration, take place in time and structure it. It is not a safe path, but a search for meaning and possibility. In project pedagogy, flexibility and the ability to react to events, to activate the imagination are essential.

The project is an opening to reality in terms of: a) comparison with the conditions of reality and the environment; b) interpersonal relationships; c) decision-making skills; d) definition of purposes.

3. PRESENTATIONS IN CONTEXT

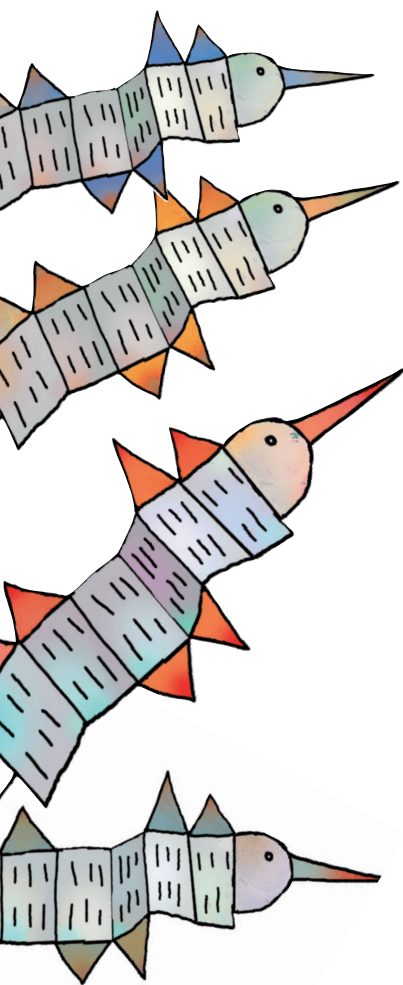
Project pedagogy is not just a teaching technique or a mechanical scheme that identifies a rigid procedure. The educational project is a dynamic and opened process based on the idea that education is not guaranteed by the imposition of pre-established models, but by the variety of relations and creativity that individuals and groups can bring independently from each other.

The educational project expresses the idea that education happens while trying and making mistakes.

Project pedagogy is organised in different stages of development. It belongs to facilitators to organise the concrete realisation of these phases according to the situation:

1) AWARENESS: phase of introduction / presentation in which facilitators welcome participants in creating the conditions to put everyone at ease and encourage active participation, arousing interest and curiosity, compare experiences, test materials and work tools. This phase is characterised by operating activities:

- Knowledge of environment



- Animation techniques proposed by facilitators
- Participation to the quality of everyday life
- Exchange of experiences and cultures
- Using materials with an experimental approach

In this phase, the role of facilitators is to allow the ownership of the educational environment by participants.

2) TRADING: phase transition between awareness and implementation of project activities. It is characterised by the comparison of imaginations and desires, and raises the possibility of concrete action. At this stage, facilitators should make place for:

- Communication and inventory of ideas, desires... (more or less verbalised)
- Feasibility study
- Hypotheses and definition of possible projects (depending on the subject of the educational project or training, the educational context in question)
- Comparison of the expressed objectives and choices
- Definition of time, space, tools (prediction phase)

In this phase, the role of facilitators is to support the chosen balance between the reality principle and the creative stimulus.

3) REALISATION: phase where we compare with the materials, techniques in which the individual / group measures its ability to achieve what has been decided. At this step emerges the importance of knowing how to manage and deal with:

- The organisation of the project team
- Uncertainties and unexpected difficulties
- Contributions of expertise required and any specialised interventions
- Changes within the group and the ongoing project
- Timing and commitments to reach the final result

In this phase, the role of facilitators is to guarantee the agreements which were made, to provide material, documentary, technical and emotional support, to manage group dynamics.

4) SOCIALISATION: the final phase which has two aspects, one facing the group, the other towards the outside. The project will have a result: it can be shared among participants of the proposed project or others. At this stage, you can:

- Experienced the activities carried out
- Involve other groups

In this phase, the role of facilitators is to help the group / the individual to manage its/his/her relationship within the context of socialisation and to ensure the best possible conditions for the success of the project.

5) EVALUATION: an essential step is to direct the project towards new perspectives and possibilities. In this phase should be included:

- An evaluation of the project group
- Process documentation (memory)
- Redesign of new paths of activity

What is assessed is not only the quality of the realised result, but also the quality of the ongoing educational process.

The role of facilitators in this phase is to help participants to reorganise their knowledge, to revise any mistake, but also to highlight successes. It is possible to imagine new steps resulting from the positive experiences and the new interests expressed by participants.

4. CONNECTIONS WITH OTHER THEMES

General life situation
Special needs
Active education methods
Evaluation
Documentation
Learning

GENERAL LIFE SITUATION

1. DEFINITION OF THE CONCEPT

General life situations constitute the skeleton of the training or meeting.

That includes different moments along the day: waking up, taking meals, having resting and relaxing moments, organising times of collective life, but also relations with families, etc...

There are different ways to organise those moments. These ways correspond to different pedagogical choices.

The life pace in non-formal educational activities doesn't imply the same obligations as the ones within the framework of formal education: for example, in leisure-time structures, the organisation of activities will take into account the different life paces of children.

The alternation between moments with and without activities during the day has to contribute to finding a more natural pace of life.

Reception conditions for participants constitute an important dimension of the implementation of everyday life moments and the achievement of the educational choices, in the same way as the pace of life.

2. OBJECTIVES

In what regard does this theme contribute to a quality education?

It contributes to ensuring the affective security of young people.

It deals with everyone's pace of life, access to autonomy and making individuals responsible for their own life.

It involves the public in the organisation of each person's daily life and activities.

It is based on a preliminary work of the facilitators' team, including space arrangement, reflection on the organisation of the reception conditions for participants and the capacity of evolving during the training or meeting.

It requires a support from the facilitators' team.

3. PRESENTATIONS IN CONTEXT

Concrete examples of implementation

- Organisation of good reception conditions for participants, which allows the implementation of spatial and temporal marks. These should guarantee the emotional security of individuals, as well as represent means of access to autonomy.
- Implementation of individualized waking up: let every child getting up according to his/her own pace. Every child can get up when he/she doesn't need to sleep anymore, at a given moment.
- Implementation of rules of functioning and organisation of small tasks during the meals: setting the table, bringing dishes back to the kitchen, etc. This enhances the access to autonomy and allows to take one's responsibilities.
- Implementation of quiet moments during the day, organised to respect the pace of each person. Allowing an access to activities in a more individualized way.
- Elaborate and regulate the rules with the children, to encourage them being autonomous, taking responsibilities and to foster citizenship education.
- Times for hygiene should be moments for oneself, pleasant and the least restricted in terms of duration. The adult's presence should be accompanying, not directing.
- Implementation of time dedicated to communicate with families: before the stay to prepare it, during the stay (email, phone, web), and also after the stay.

4. CONNECTIONS WITH OTHER THEMES

General life situation is linked to all other key words.



SPECIAL NEEDS

1. DEFINITION OF THE CONCEPT

Young people with fewer opportunities (also called “with special needs”) are disadvantaged compared with their peers because they face one or several of the situations and obstacles mentioned in the non-exhaustive list below. In certain contexts, these situations or obstacles prevent young people from having effective access to formal and non-formal education, to transnational mobility and participation, to active citizenship, empowerment and inclusion in the society at large.

- Social obstacles: young people facing discrimination because of gender, ethnicity, religion, sexual orientation, disability, etc.; young people with limited social skills or anti-social or risky sexual behaviours; young people in a precarious situation; (ex-)offenders, (ex-)drug or alcohol abusers; young and/or single parents; orphans; young people from broken families.
- Economic obstacles: young people with a low standard of living, low income, dependence on social welfare system; in long-term unemployment or poverty; young people who are homeless, young people in debt or with financial problems.
- Disability: young people with mental (intellectual, cognitive, learning), physical, sensory or other disabilities.
- Educational difficulties: young people with learning difficulties; early school-leavers and school dropouts; lower qualified persons; young people with poor school performance.
- Cultural differences: young immigrants or refugees or descendants from immigrant or refugee families; young people belonging to a national or ethnic minority; young people with linguistic adaptation and cultural inclusion problems.
- Health problems: young people with chronic health problems, severe illnesses or psychiatric conditions; young people with mental health problems.
- Geographical obstacles: young people from remote or rural areas; young people living on small islands or peripheral regions; young people from urban problem zones; young people from less serviced areas (limited public transport, poor facilities, abandoned villages).

2. OBJECTIVES

In what regard does this theme contribute to a quality education?

In case we don't take care of these special needs, many of these young people will be dropped out from non-formal education opportunities.

While developing the methodology of non-formal education, the special needs of young people should be taken into consideration, as “traditional” methods and techniques might not be adequate for them.

3. PRESENTATIONS IN CONTEXT

Concrete examples of implementation

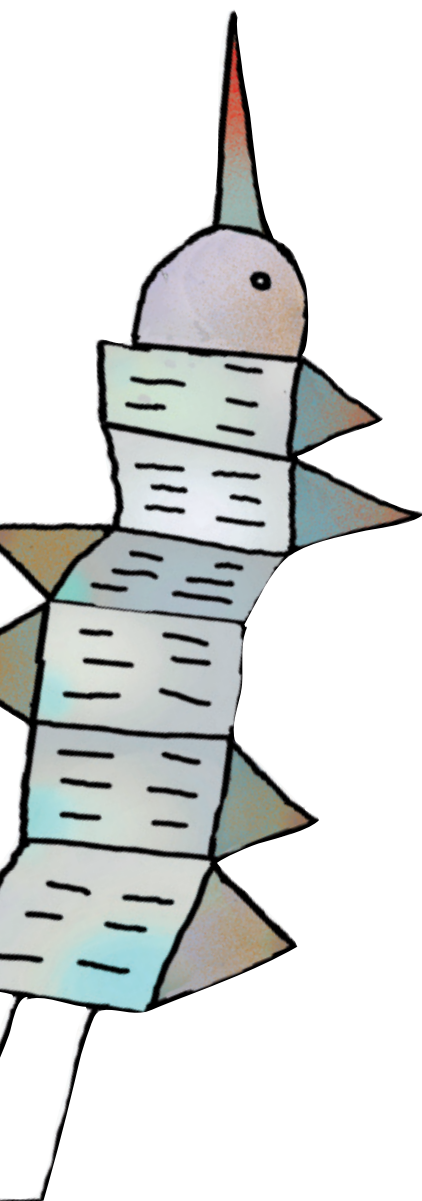
If the target group of non-formal educational activities includes young people with economic obstacles, we need to think about forms of non-formal education which doesn't include any other costs, or which have extra resources to cover costs for young people who can't afford it.

If we target unemployed young people whose main need is to find a job and get money for living, we should take into account their specific needs, but this shouldn't prevent us from offering them non-formal educational activities which contribute to their personal development.

It has to be clear for them that they can acquire competences which will help them in getting a job later.

4. CONNECTIONS WITH OTHER THEMES

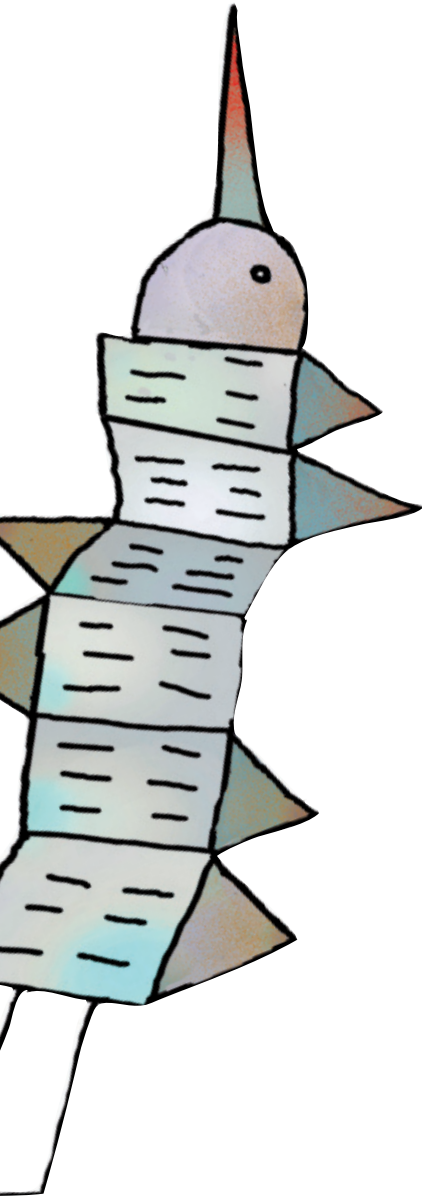
Project pedagogy



KW 3

EUROPEAN PLATFORM
FOR NON-PROFESSIONAL
YOUTH WORK.
VALUES, REFERENCES,
AND COMMON
PEDAGOGICAL CRITERIA

General life situation
Active education methods
European & international stakes
Intercultural diversity
Evaluation
Deconstruction of stereotypes
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Learning



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ACTIVE EDUCATION METHODS

1. DEFINITION OF THE CONCEPT

Active education is not a technique but a set of principles. It represents a global research project. We must be aware that active education is thought for every moment. Personal interest and motivation play an important part of active education. The role of facilitators is to recognize them and to offer spaces for them to be expressed.

Active education is a laboratory experimenting new methods and practices. It focuses on participants' motivations and interests; it is democratic and supports socialization. It promotes activities as a tool for understanding the world.

If we were talking about "active methods", we would reduce the process to "how the person goes active", while "active education" tries to enable the person to act, think and evaluate the action by himself/herself. Our methods are focused on enabling or facilitating a wider process of education where the person can grow. This kind of process can be reached only if the person himself/herself is the main actor/actress and if he/she fully participates in the action.

2. OBJECTIVES

In what regard does this theme contribute to a quality education?

The aim of active education is deeply political (what kind of persons, of citizens do we want for tomorrow?) One of its aims is to create conditions for people to be actor of their own lives, in relation with others.

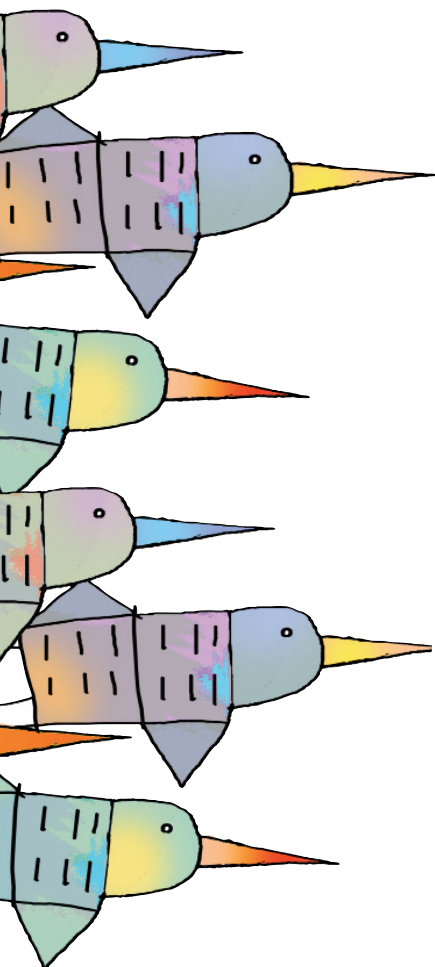
3. PRESENTATIONS IN CONTEXT

Concrete examples of implementation

Practices of active education offer people to participate in activities which foster the encounter, the confrontation, the analysis and the capacity of standing back as well as the deconstruction and construction of their own representations for the individual as well as in relation to a group or an organisation.

4. CONNECTIONS WITH OTHER THEMES

Active education is a global vision of the individual and of education, so it is linked to all other keywords.



EUROPEAN AND INTERNATIONAL STAKES

1. DEFINITION OF THE CONCEPT

The European and international dimension of leisure time, youth and adult work means active involvement of partners in:

- Activities and projects.

Previously, this dimension meant also travelling and spending time abroad, using foreign surroundings for educational purposes, but a recent development in youth policy underlines the importance of the presence of European and international partners, so that activities can even take place in the home country. European and international cooperation can be considered as well as an approach for local development.

- The political and civic environment which is local, regional, national, European and international, with permanent interactions.

A European and international project is a tool to cooperate with other actors and structures, not only to discover different realities and to exchange practices, but also to influence the policies concerning non-formal education, youth and adult education, to give a recognised place to civil society, to take part in orientation and decision and to “fight” for some educative challenges, like for example the recognition of volunteering in the society.

2. OBJECTIVES

In what regard does this theme contribute to a quality education?

The European and international dimension brings, through the action and the experience, an educational benefit which can be developed under the following aspects:

1. Education to the World and to Europe: everybody can get elements of knowledge, analysis, and critics of the environment in which he/she lives. In order to act among this environment, it is necessary to discover and to understand it as well as to have the possibility to gain one's own point of view.
2. The place of education in the World and in Europe: everybody can appropriate the educational interest shared at the European and international level. Everybody can act in networks for educational challenges.
3. European and international education: everybody participates in, or organises concrete projects at the European and international level, favouring the educational mobility.

Leisure time, youth and adult work are universal and take place in various forms and scenes; they include different actors, partners, etc. The involvement of partners in projects can bring special benefits and added value especially in non-formal education.

It offers support to:

- Discover oneself: in order to meet the other, you always have to meet yourself through the mirror of the other.
- Get to know other realities, lives, ways of thinking, etc.: to be confronted to other languages, everyday lives' or social functioning can contribute to the transformation of the person.
- Build knowledge and competencies: to work in an international surrounding, to experiment and learn different languages can contribute to develop intercultural, linguistic, creative, cooperative and democratic competencies, etc.
- Take part in European and international issues, from the place of the person and the citizen: to develop one's point of view about the European construction and the approach of the world, thanks to directly meeting people and societies.
- Bring new ideas of topics, methods, forms of activities in youth and adult work.
- Give children and young people an enormous motivational impulse to take part in activities involving international partners.

It presupposes some educative conditions: the necessity of the preparation, the accompanying process, the preparation of the returning phase, support to return, the work about representations, perceptions, prejudices, the place of languages, the cooperation with a partner, etc.



3. PRESENTATIONS IN CONTEXT

Concrete examples of implementation

Most of activities which take place in leisure time are:

- Summer camps for children and young people: they allow to discover another country, another culture, to meet with other young people. It is an experience of life with others, which allows to participate in sport or cultural activities, etc...
- Youth exchanges: meeting and working of two or more youth groups. They discuss and actively get to know each other in the framework of an agreed topic such as environment, culture, etc. The topic should be chosen by young people themselves and the various methods and activities are used to allow deeper intercultural experiences (see Deconstruction of stereotypes).
- Voluntary service: stay of a young person in different country to live and help another organisation/ group of people to work on special tasks such as the removal of natural disasters for example.
- Exchanges, study visits, immersions, trainings, research-actions for facilitators of youth and adult work.

4. CONNECTIONS WITH OTHER THEMES

General life situation
Active education methods
Intercultural diversity
Deconstruction of stereotypes
Evaluation



INTERCULTURAL DIVERSITY

1. DEFINITION OF THE CONCEPT

The permanent interaction between the local and the international level, but also migrations and exchanges are the reason why “people”, “cultures” and “identities” are in movement and can be in an open or in a closed process. Social inequalities and ethnicisations’ processes prove that intercultural is not a question of “difference”, but a question of living together. Interculturality couldn’t exist without a social justice, because as long as people are not able to live and to act decently, how is it possible to live and to build together? Intercultural learning is a **political project and a project of society**. It is the society’s choice about how we live together; it is also a choice about the relation with others. Intercultural learning is not a technical approach. Some games and energizers exist and there build some support, but they are not aims. It is also neither culturalism nor folklore. An evening with a country specialty doesn’t mean intercultural learning if there is not a process of doing, acting and living together.

Heterogeneity, diversity, mixity and alterity (the state of being other or different) are concepts and political choices about the conception of the human relationship and about “living together”. It is a necessity to learn to know oneself and the others, to enter in dialogue with the others in order to build solutions together. Intercultural dialogue represents another way, another alternative to the theory of the Clash of Civilizations and Cultures.

In an intercultural overture, the balance must be found between taking into account other ways of thinking and assuming clear positions on values and principles.

2. OBJECTIVES

In what regard does this theme contribute to a quality education?

The partners of this project claim following conception of interculturality: an education to complexity in order to favour “a humanism of the diverse” like Martine Abdallah-Pretceille describes it. Humanist values are at the centre of the society’s project and considering diversity doesn’t mean accepting and being tolerant towards everything. If we are in an intercultural approach, we also have to express our disagreements and explain them. It is also a question of judgement, as we shouldn’t favour hotchpotch.

Interculturality means, on one hand, to listen, to detect and to complexify and on the other hand, it is the ability of setting one’s limits, of arguing one’s disagreements in order to build a common basis or not. Being in an intercultural approach leads us not to stay with our representations. It’s about positioning oneself and building together or not!

The partners of this project wish to encourage the pedagogy of questioning and to give priority to following points:

- Learn how to handle complexity. This goes together with questioning and the natural tendency to simplify, to “put in drawers” should be fought in order to understand.
- Learn to go beyond appearance (folklores, showcases, etc.) to discover and to become aware of what is hidden, of different social functioning (relation to time and space, etc.)
- Learn to see, to interpret and to decipher the world in which we’re living, in all its aspects: historical, political, economical, social, etc.
- Learn to take the language of the other into account, in order to enter a relation with others. This makes us discover other ways of thinking, other contexts, other histories.

The education to interculturality aims at working on these approaches.

3. PRESENTATIONS IN CONTEXT

Concrete examples of implementation

Most of activities which take place in leisure time are:

- Summer camps for children and young people: they allow to discover another country, another culture, to meet with other young people. It is an experience of life with others, which allows to participate in sport or cultural activities, etc...

- Youth exchanges: meeting and working of two or more youth groups. They discuss and actively get to know each other in the framework of an agreed topic such as environment, culture, etc. The topic should be chosen by young people themselves and the various methods and activities are used to allow deeper intercultural experiences (see Deconstruction of stereotypes).
- Voluntary service: stay of a young person in different country to live and help another organisation/group of people to work on special tasks such as the removal of natural disasters for example.
- Exchanges, study visits, immersions, trainings, research-actions for facilitators of youth and adult work.

There are also European and international trainings that should be noticed, like the French-German training of trainers "BAFA-Juleica" which is supported by OFAJ/DFJW (French-German Office for Youth). Other European and international trainings are supported by European programmes of education like Grundtvig, Leonardo, Comenius or Youth in Action.

4. CONNECTIONS WITH OTHER THEMES

General life situation
Active education methods
Intercultural diversity
Deconstruction of stereotypes
Evaluation



EVALUATION

1. DEFINITION OF THE CONCEPT

Evaluating is to make a judgment of the value according to specific criteria.

There is evaluation each time that there is an outcome of a judgment on value, which is pulled from information and in function of determined objectives, in order to make a decision.

Formative evaluation: it aims at supplying information allowing an adaptation of the teaching according to individual differences in learning; it is thus the regulation of the learning conditions that is looked for. (Linda Allal, *“Strategy of the formative evaluation: psychological conception and modalities of application”*)

“Sum up” evaluation: it consists in adding up all experiences at the end of the training, in order to get a certification of the acquired skills. It represents the outcome of the learning process. It must be very precise to check if the aimed objectives were reached.

Normative evaluation: It measures the performance of participants.

“Criteria” evaluation: the performance of participants is referred to as “criteria”. It determines the capacity to pursue the learning. It allows to check if the operational objectives (thus referred as “criteria”) are reached.

Co-evaluation: there is co-evaluation when participants are associated to the evaluation as they know the objectives, the criteria, the indicators for success, which have been elaborated by facilitators and as they can carry out their own evaluation.

Self-evaluation: there is self-evaluation when participants elaborate the objectives, the criteria and the indicators for success to carry out their own evaluation. But self-evaluation doesn't mean that participants are left on their own by facilitators. This is a fundamental distinction.

2. OBJECTIVES

In what regard does this theme contribute to a quality education?

The evaluation is meaningful only if it is based on objectives and criteria established before the educational action, whether those objectives and criteria are related to the action or to the participants.

Before setting-up an evaluation process, it is important to think about following points:

Why evaluating? What do we want to improve? For what? What are the aims?

For whom are we evaluating? Who orders the evaluation? Who is the evaluation made for? Are there any partners?

What are we evaluating? A product, a process, an object, a change, a specific method?

When and where do we evaluate? Before or after the training? Is it continuous, not continuous, accurate, internal, or external?

How do we evaluate? With which tools? Which form of evaluation? What do we do with the output? What has been observed?

Who does evaluate? What is the place of the person or the group in the institution? Of the person who evaluates? What is the place of self-evaluation?

The evaluation can't be based on ideas of estimation, representations, or judgments on value. It's only valuable if it is based on facts and observable objects.



3. PRESENTATIONS IN CONTEXT

Concrete examples of implementation

During the training, the aims, the intentions, the criteria have to be introduced to the participants at the very beginning. This is the basis of the evaluation.

From these elements, the evaluation is set up with the participants.

They participate in moments of evaluation in small groups and/or alone with facilitators. Tools are used to allow an objective evaluation of the training and of the participants' motivation.

These tools can have the form of questionnaires, graphics (diagrams, targets, stars) which allow a visual and concrete evaluation.

Within the framework of a leisure time educational action, the objectives, the intentions, the criteria have to be part of the educational action project. The evaluation, during and after the educational action, can be led by the leading team from these elements.

Tools such as children's meetings or opinion gatherings can be organised so that participants are associated to the project and to its evaluation.

4. CONNECTIONS WITH OTHER THEMES

Evaluation is linked to all other key words.



DECONSTRUCTION OF STEREOTYPES

1. DEFINITION OF THE CONCEPT

Deconstruction is the process to discover the cultural, economical and social mechanism that is behind the phenomena's appearance of daily life (situation, language, etc.)

A **stereotype** is a simplified and deformed representation (judgment, feeling, opinion, image...) of a more complex reality. The origin of the word "stereotype" comes from the typographic language and indicates the metal press used to print an image and duplicate it. It became then a metaphor for any idea that we can repeat without modification. Originally, the words "cliché" and "stereotype" had the same signification: "cliché" was the sound of the metal press during the process of duplication printing.

The deconstruction of stereotypes is a tool for the development of an education towards equality between men and women. It is a process of the new education.

Sexist stereotypes are a source of discrimination. Discrimination puts someone in a position of minority based on a difference. Discrimination is the result of a difference in economical and social powers. We want to defend and to promote equality between men and women, between boys and girls. Equality means to have access to the same rights, to accept differences and to give the same possibility of social recognition: differences are not a source of discrimination, but a possibility of evolution.

We are all different, but we want to be careful: we don't want to create conditions for discrimination based on a difference. We can't accept the difference without a reflection about a possible misunderstanding of the concept. In the name of difference, we have seen much discrimination in history. We can be free to be different. We can choose how we can be different. It is an educational problem as well as a problem of conditions, relations and cultural environment: how can we encourage children and young people to be free in this choice?

But it is also a problem of power, because this issue deals with the place of men and women in our society. Inequality between men and women is a political problem which is closely connected to the economical structure of society (gender division and division of labour).

The learning model that we use is the socio-constructivism: «To learn is to search and solve... with others.»

This model focuses on the mental activity of the participant, not on his/her behaviour. The act of learning is a self-transformation, a production of knowledge and skills. What matters are all problems that the person will solve and the act of reflection which will be carried out on these occasions. The capacity of taking a new look at oneself as well as analysis skills are required from participants. The confrontation between peers (the "socio-cognitive conflict") is essential because no one can (trans)form alone.

«The acquisition of information leads to a disturbance that will cause a lack of balance in the individual's cognitive field and require a synthesis to assimilate, integrate, criticize, accept and add this new fact in an enriched cognitive field.» (Jean Piaget, 1940)

Knowledge is constructed by the one who learns and this construction is made possible by two conditions:

- meeting obstacles, which raise awareness of new needs;
- the analysis of these obstacles and the possibility of new answers.

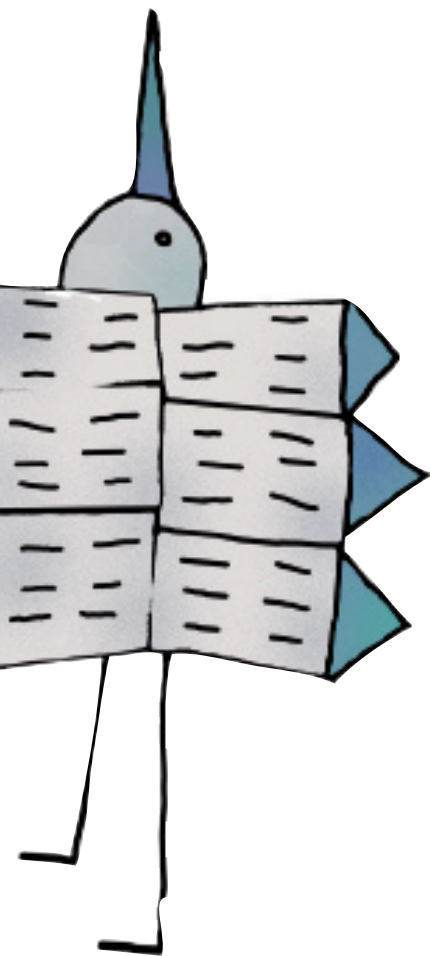
So there will be a phase of destabilization, of doubt and inner conflict caused by the confrontation with an obstacle, the emergence of new facts. Then there is a reconstruction phase, with the acquisition of new knowledge, personal and social skills, which restores balance at a superior level.

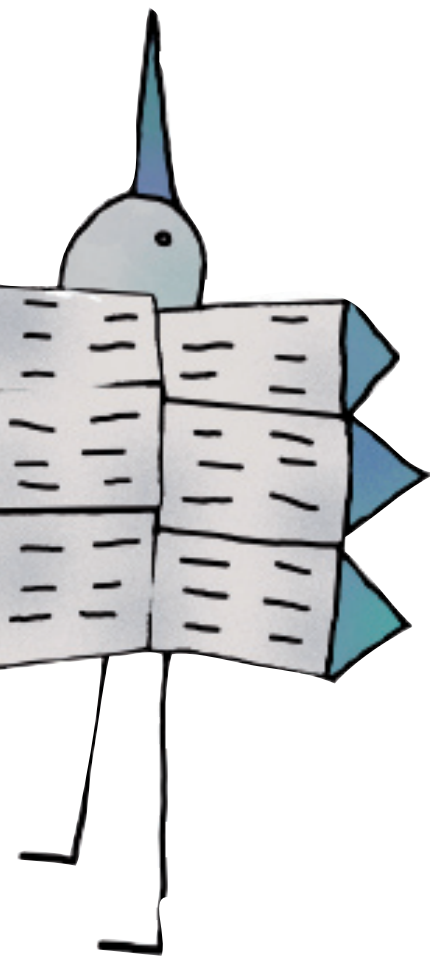
Jean Piaget particularly analyzed this process, which allows the person to find this balance again. He gives two key ideas:

- the individual only learns if he has a need: any action replies to a need; this need comes from a lack of balance, a discrepancy between what the individual knows, what he/she can do and the new situation he/she faces.

To learn means to restore this balance in two ways:

- assimilation, i.e. turning the unknown into something known, checking elements in the new situation





- which have already been encountered and using methods which were already successful;
- accommodation, i.e. transforming one's ways of thinking and the representation system itself in order to handle the new situation.

In other words, by assimilating, the individual structures, materially or mentally, the object which is offered to him/her, while by accommodating, the object gives structure to the individual as it restructures his/her "thinking device".

2. OBJECTIVES

In what regard does this theme contribute to a quality education?

The deconstruction of stereotypes is fundamental in the trainings and practices of non-formal education, because it is directly linked to cultural and daily relationships between people as well as to learning processes. We think that without a real equality between genders, we can't have any freedom, any autonomy on the social and cultural level. We can't destroy stereotypes, but we can construct a real awareness for this problem. We can prevent new stereotypes. Our work about language is also important, as languages carry stereotypes. We can show a different point of view; we can change the attitude of children, social workers and parents on this topic. We think that this attention to the deconstruction of sexist stereotypes will help new generations to build their sexual identity without pre-judgment. That's why we also have to reflect on how to prepare a new space for each sex.

3. PRESENTATIONS IN CONTEXT

Concrete examples of implementation

Facilitators don't position themselves as holders of answers to be given to participants for them to integrate. They don't "coach" people by giving them scheduled and repetitive exercises, until they reach a specific result. Facilitators' duty is to organise problems/situations that aim at destabilizing participants and at generating learning. These problems/situations are working on resisting representations which have to be challenged in order to change. They can take various forms: role plays, case studies, photo-language, analysis of audio-visual documents, collective construction, etc... They aim at developing participants' autonomy by making them aware of their own resources and of the possibility of using the resources at their disposal in order to solve the problem/situation.

To learn is to solve problems (not in a mathematical, but in a broader sense: it's a new, uncontrolled situation which arises and encourages me to change my representations).

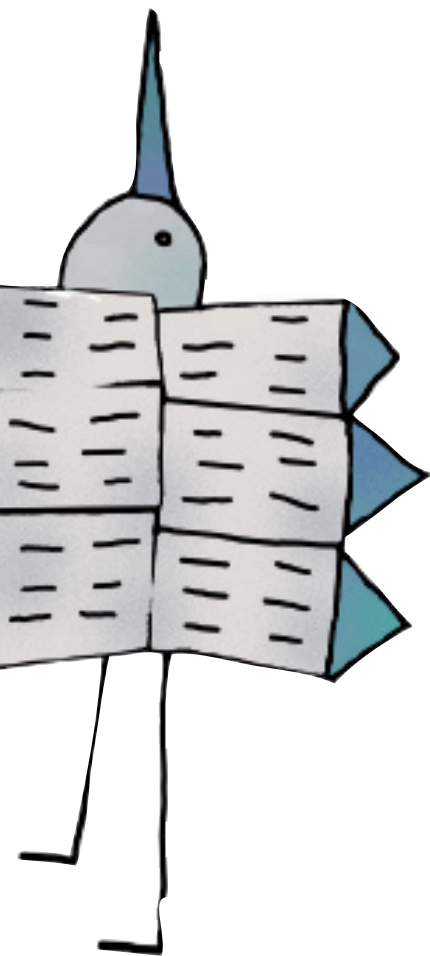
The facilitator's duty is to foster all activities that involve participants, develop their autonomy and make them become "creators" of knowledge, personal and social skills ... rather than consumers.

These reflections should be included in the training of facilitators. Other possibilities are:

- International youth and adult facilitators' exchanges
- Educational projects for children and young people
- Specific training for different publics
- Workshops for parents, teachers, civil servants

Examples of activities in a training context:

1. **WRITE A STEREOTYPE ON A PAPER:** each participant chooses one piece of paper and explain his/her choice. Facilitators put them in order with participants (in different categories: work, politics, daily life, relationships...). This game represents an introduction to the theme and can start the discussion about the question "What is a stereotype?"
2. **LIVING PAINTING:** participants are divided in small groups of 4/6 persons. Facilitators give them a theme, for example "wedding", "the family's evening in front of the tv" or "on the beach" and each group has to find a situation where they present a typical expression of stereotype. The "painting" is living but there is no action. It is just a representation. Facilitators can also ask the group to improvise a play.
3. **PHOTO-LANGUAGE:** facilitators show a series of photos where participants can find different situations connected with the theme (boys that play in the kitchen, girls with guns, and so on...). Then a discussion can be launched about the own notion of stereotype as educators, youth and adult facilitators...
4. **THE GAME OF POSTER:** each participant writes on a sheet of paper what they consider the most



negative stereotype. Then, there is a discussion in groups (max. 3 or 4 persons) and they have to choose one stereotype for each group). They take different newspapers and make a poster that is presented to the other groups and discussed.

For other proposals, see the CD-ROM "A quoi joues-tu" (Cemea Fr – Cemea Bl – Cemea Piemonte, 2007 on www.ficemea.org).

4. CONNECTIONS WITH OTHER THEMES

Project pedagogy
General life situation
Active education methods
Intercultural diversity
Evaluation
Learning

SUSTAINABILITY

1. DEFINITION OF THE CONCEPT

Our educational action is made in contact with the reality. The environment plays a vital role in the development of individuals. There is no education without a relation between people and reality. Environmental education is a factor for developing citizenship and for the active participation of each person to the decisions concerning his/her life.

The notion of “sustainable development” presents some difficulties, because many of the economic, social, environmental and cultural problems that have a big negative influence on the educational process have their origins in the current model of “development”.

We prefer to talk about “sustainable balance” or “sustainable regression” to explain our position of social workers and facilitators engaged into a cultural movement for a “new way of life” in our world, where relations between men and women, relations with the nature, in our everyday life can really become “sustainable” and are not based on exploitation and t profit.

We think that a “reduction of the needs” of people and a new way of life is possible if we can change our model of social and individual life.

Consumption, which reduces every life aspect to a product, and the total power of economy, are not a good way to build a new culture of responsibility and respect on Earth.

Our main aim is to show the interdependence between economic, social, political and ecological dimensions in order to give everybody the opportunity to learn knowledge, values and skills so that they can protect and consider the environment as a “common good”. Education is able to propose new models of individual and social behaviours.

We think that education has a fundamental role to promote a sustainable world and we consider environmental education part of global education.

A sustainable world is possible if we start from our concrete reality, from our personality, from our relations with others. Sustainable development starts from sustainable relations between men and women, as well as between them and their environment.

2. OBJECTIVES

In what regard does this theme contribute to a quality education?

We want that training situations and all educational actions can offer and find a good balance between:

- individual and social time
- individual and social spaces
- social rules and individual action
- time for speaking and time for listening to
- individual participation and collective decisions
- critical thinking and awareness of limits

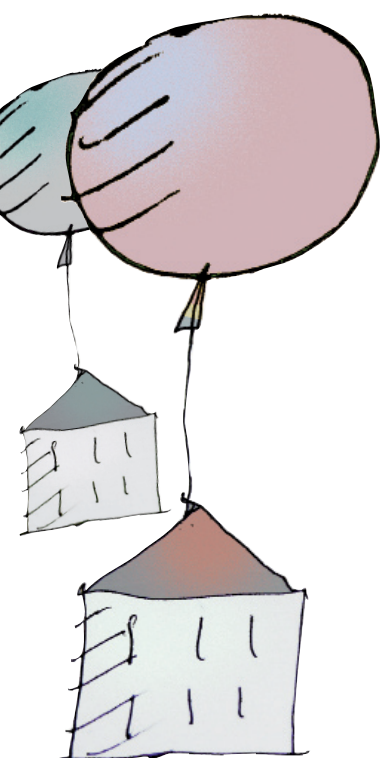
Sustainable education goes through a sustainable relation between people and their environment.

3. PRESENTATIONS IN CONTEXT

Concrete examples of implementation

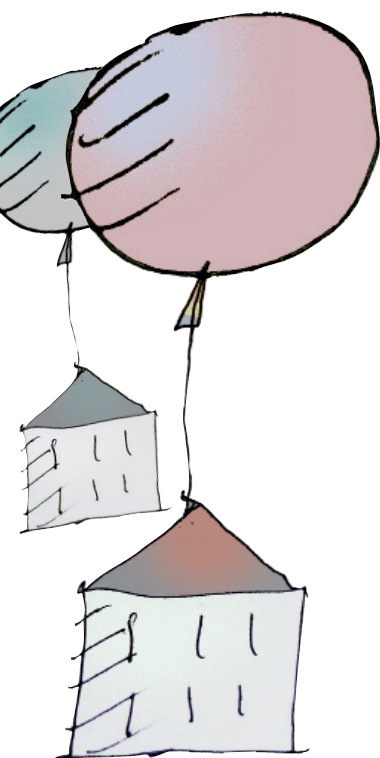
Non-formal education gives the possibility to develop a good relation with the nature and the environment: to discover woods, town, sea... is not only a scientific situation but a real opportunity of global education (emotional, pleasant, cognitive, ethic) for people.

The relation with the environment gives the possibility to change our behaviour, to discover the pleasure of the contact with natural elements (air, water, fire, earth) and to build new knowledge (scientific, cultural, artistic, manual...) that can change our vision of the world.





EUROPEAN PLATFORM
FOR NON-PROFESSIONAL
YOUTH WORK.
VALUES, REFERENCES,
AND COMMON
PEDAGOGICAL CRITERIA



The relation with the environment creates a space for a new relation with animals, plants and all other “inhabitants” on Earth: this is important to understand the concept of “limits” in the human action, in order to develop a global solidarity with every living being.

Examples during trainings (for social workers and facilitators)

- Activities of sensibilisation to the relation with the environment of the structure
- Activities for scientific knowledge (first approach)
- Activities for discovering nature
- Activities with natural elements

But also a sensibilisation to:

- management of garbage
- management of water and light
- management of materials (pedagogical and daily)
- management of heating
- management of food
- respecting the place of training

And information about the organisation of services for children and young people (holiday centres or other structures) such as:

- needs of children and young people
- everyday life
- organisation of collective life
- organisation of spaces and of time
- pace of life in educational structures (summer camps, schools...)
- food
- etc...

4. CONNECTIONS WITH OTHER THEMES

General life situation

Special needs

Active education methods

European and international stakes

Evaluation

Learning



Lifelong Learning Programme

CEMÉA FRANCE | COORDINADORA INFANTIL Y JUVENIL DE TIEMPO LIBRE DE VALLECAS | ESCUELA PUBLICA DE ANIMACION Y EDUCACION EN EL TIEMPO LIBRE INFANTIL Y JUVENIL | FEDERAZIONE ITALIANA CEMEA | SPDDM | JUGENDBILDUNGSZENTRUM BLOSSIN e. V. | CEMÉA BELGIUM | IDEE PER L'EDUCAZIONE | IUVENTA

DOCUMENTATION

1. DEFINITION OF THE CONCEPT

Documentation is a set of materials (articles, magazines, photos, objects, videos, reports, books...) that a team can use in an educational project. It can also be the materials put at the disposal of participants (for example paper, wood, textile, paint, etc) and all materials produced in an educational action.

Documentation has 3 aspects:

- 1) To look at the past: use experiences, reflections, contributions of other facilitators to get and share knowledge.
- 2) To be an element of the training process: documentation is always a work in progress that asks for active participation:
- 3) To look at the future: it is a support to get and build new knowledge and reflections, to develop new practices.

The training is also there to learn how to use documentation: today, it is important to learn how to use technical support (computers, web, etc.) and how to build documentation.

Documentation is part of the pedagogical project: the organisation of this action is necessary in order to use and choose which documentation we need. It can be personal, from a small group or collective. It is very important to use different forms of documentation that get different group dynamics and to achieve different objectives. Documentation builds a memory of the experience of a person, of a group and encourages the confrontation between personal experiences, different points of view and new inputs. It helps overcoming our stereotypes and prejudices.

At the same time, there is a possibility for participants to express their ideas and to communicate with others.

2. OBJECTIVES

In what regard does this theme contribute to a quality education?

1. Learn how to learn
2. Build new information and knowledge
3. Overcome the stereotypes of our past knowledge
4. Give a new awareness of the role of education
5. Support the working methods of the training
6. Give new motivation to learn
7. It is a memory of a pedagogical work and the base for evaluation

3. PRESENTATIONS IN CONTEXT

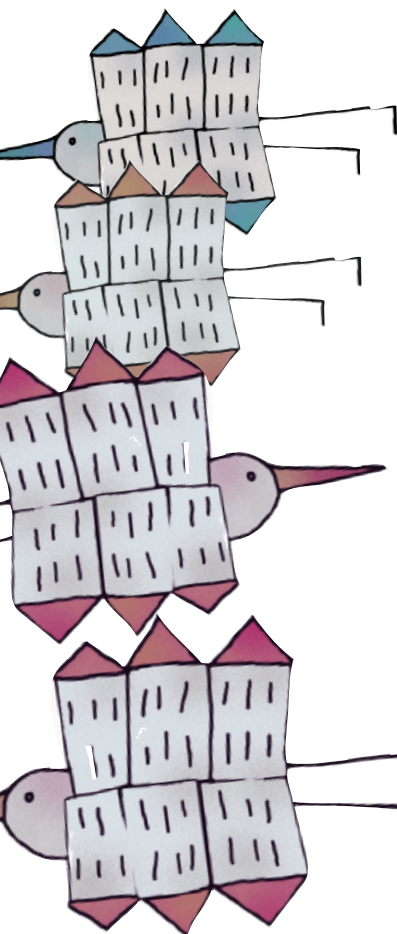
Concrete examples of implementation

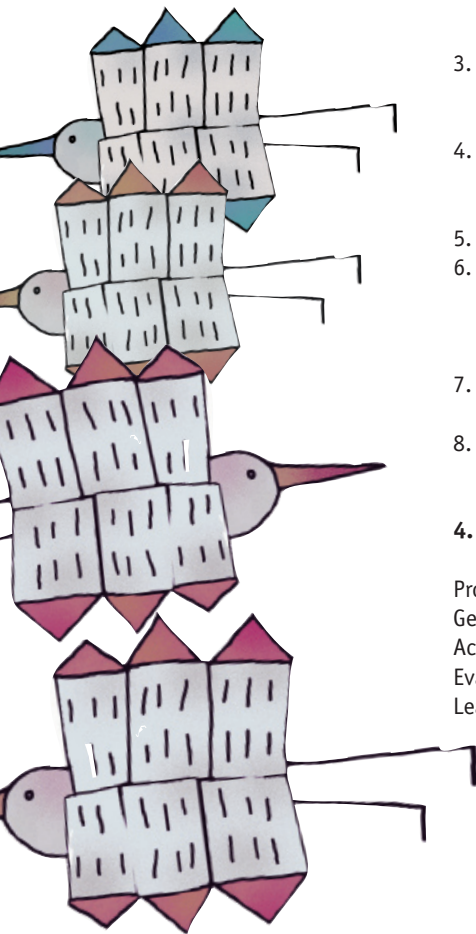
Documentation is important in every training situation and pedagogical action. It needs a time to be organised prior to the training and a time of evaluation after the training (so-called "follow up").

It is very important to involve facilitators in events, meetings, or workshops on how to write documentation. The aim is to create a climate for participation.

What is documentation?

- Posters
- Photos
- Activities' corner (with materials, objects, etc.)
- Internet corner
- Library and a place to read
- Videos
- Technical corner
- Activities forms
- Study cases
- Facilitators (with their experiences)





- New software
- Method packs: it is a document describing in details how to implement a specific educational activity. It describes aims, methods, activities step by step and list needed materials, additional activities, etc.
- Reports from trainings: they describe the concrete training including the description of the political framework (the reason for this training), organisers (who delivers the training), aims, target group, elements of the programme, evaluation and recommendations for followers or for the same training in the future.

Examples of activities

There are different forms of documentation possible, depending on the topic:

1. PRESENTATION OF THE TRAINING OBJECTIVES: a) general presentation on a poster with the main aims; b) discussion in small groups; c) plenary discussion with a final production of a new poster containing the proposals of participants.
2. REST AND LIFE PACE. a) individual reading of articles; b) discussion in small groups; c) final synthesis with a common presentation (with slides or poster); d) visioning videos or slides about the life pace in summer camp, etc...
3. DAILY LIFE IN SUMMER CAMPS: a) in small groups: reading of different documentation from newspapers; b) discussion. The individual reading is connected to the reflection and the discussion, as well as sharing experiences of participants. Facilitators make a final synthesis.
4. SOCIAL LIFE IN SUMMER CAMP: visioning films, photos, etc... Discussion in plenary, presentation of slides with the structure of our organisation. Question time for participants. To read documentation in order to go more deeply into the topic.
5. THE KNOWLEDGE OF CHILDREN AND YOUNG PEOPLE: to exchange personal experience.
6. ACTIVITIES FORMS: (games, manual or musical activities, etc.) to be put at disposal: time for a personal documentation, to re-write activities in a personal book, to create poster with a list of the main activities, to share photos and videos of the activities; to give time to read ; to use hand activities, games, etc.
7. TO LEARN HOW TO MAKE AN ACTIVITY OR A PROJECT FORM: title – objectives – materials – work stages – evaluation.
8. TO LEARN HOW TO MAKE MIND MAPS: to give place to the brainstorming, to share experiences.

4. CONNECTIONS WITH OTHER THEMES

Project pedagogy
General life situation
Active education methods
Evaluation
Learning

LEARNING

1. DEFINITION OF THE CONCEPT

Every person is able to take an active part in his/her learning processes.

In this sense, learning is as an active and personal construction between people and their environment. Learning is a continuous process which takes place along school and after school. It is a permanent process which is always evolving und allows self-development of individuals, in all their dimensions.

2. OBJECTIVES

In what regard does this theme contribute to a quality education?

With our educational proposals, we offer opened and diverse choices and opportunities. The specific value of non-formal education is set in special learning situations, which, through everyday life and the amount of time spent together, enables a deeper and collective approach of learning than different settings of formal education.

3. PRESENTATIONS IN CONTEXT

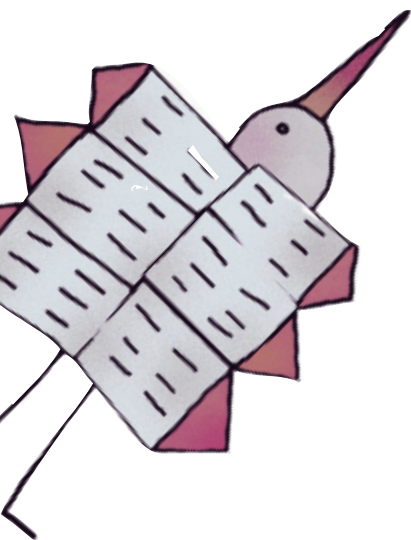
Concrete examples of implementation

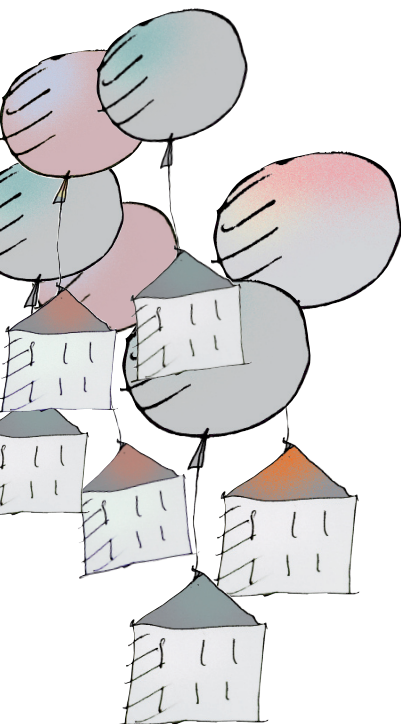
Learning should be:

- Personal and group-orientated – our actions focuses on group dynamics, thereby participants learn together with each other and from each other.
- Based on participants' and group needs.
- Action and experience-orientated – a space for participation should be created, which provides an active confrontation with human environment.
- Dealing with group size – intentional alternation between plenary and small group phases allows everyone to take a different place within the group.
- Based on everyday life – we use the concrete experiences of participants by connecting what they experienced and the training's objectives.
- Orientated on participants' resources – the available potential of participants should be used to ensure active participation of all involved parties.

4. CONNECTIONS WITH OTHER THEMES

Project pedagogy
General life situation
Specific needs
Active education methods
Intercultural diversity
Evaluation
Deconstruction of stereotypes
Documentation





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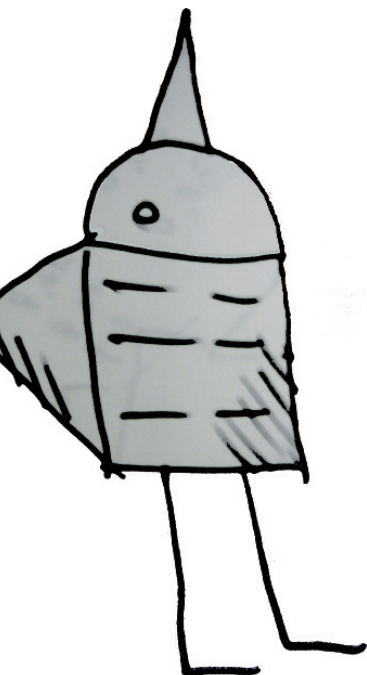
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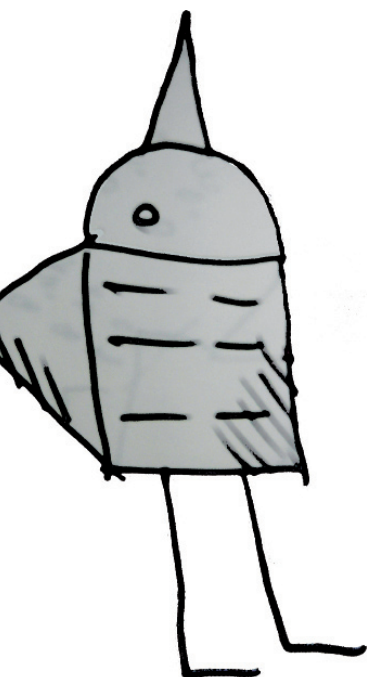
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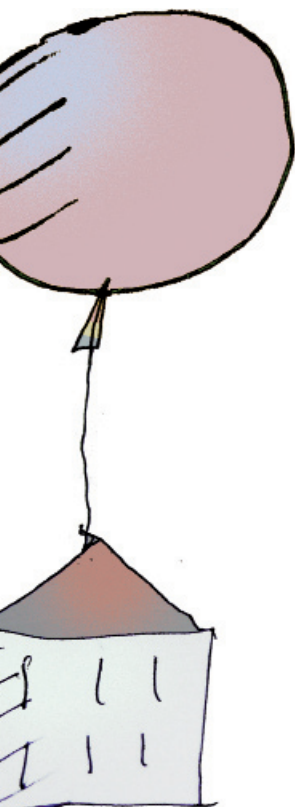
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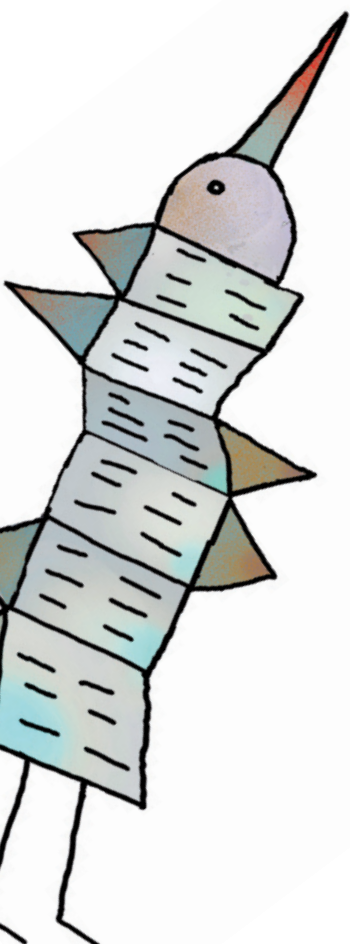
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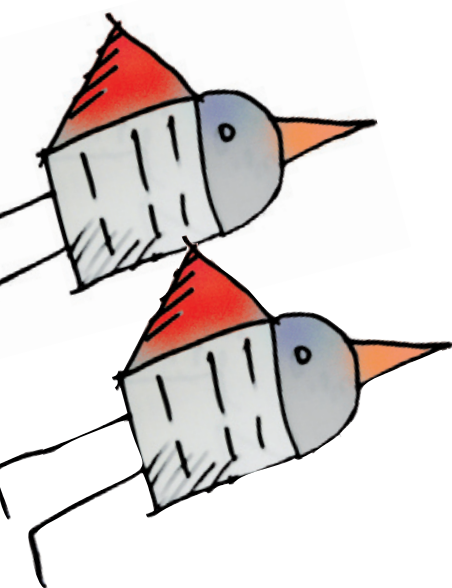
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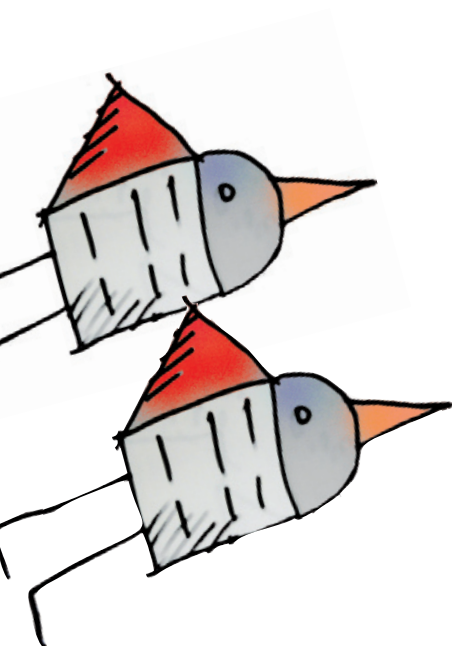
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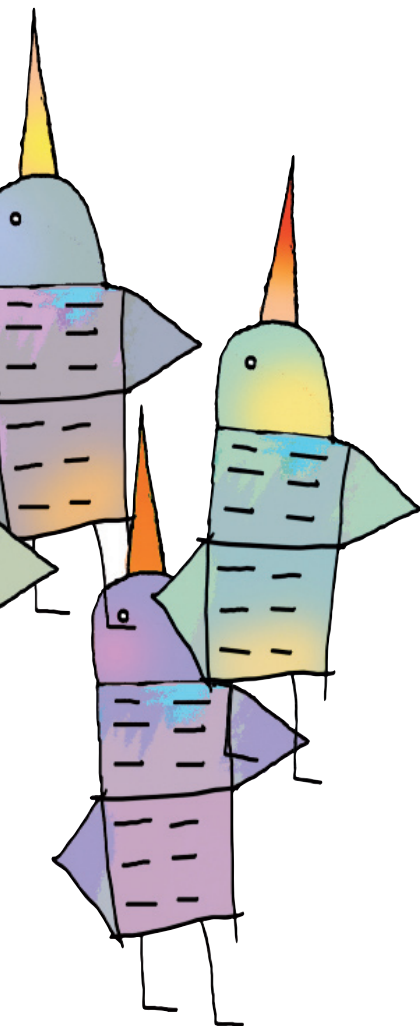
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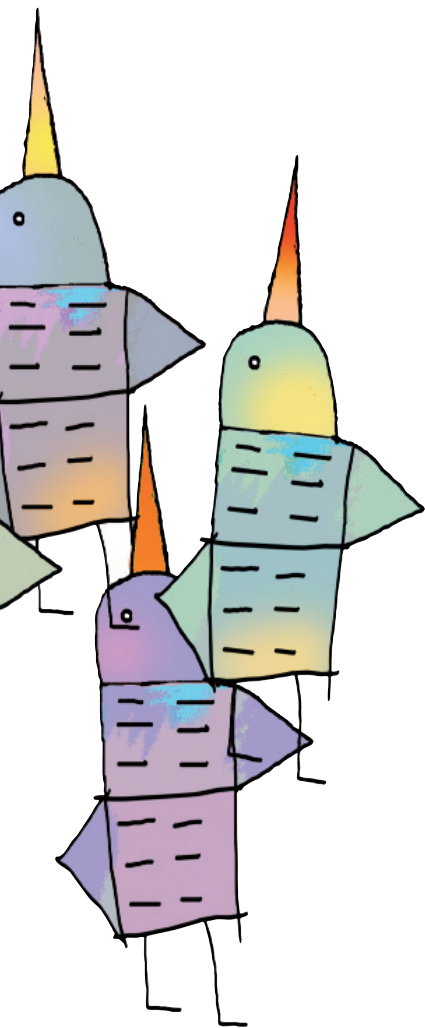
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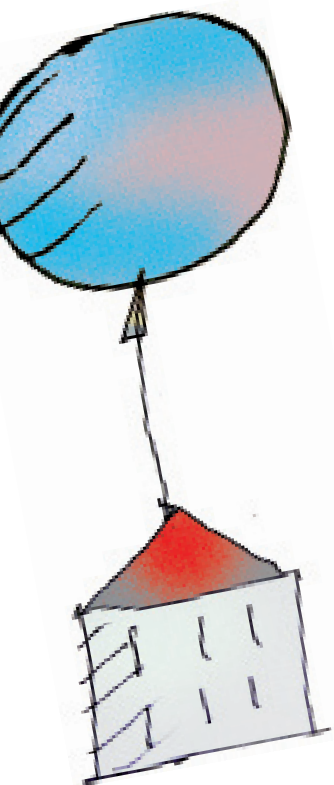
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DEFINITION OF KEY-WORDS IN FORMAL EDUCATION

Our platform wishes to create a bridge between non-formal education and formal education. We think that the alliance between these two dimensions is a priority without hiding their differences. Formal and non-formal education contribute to global education, they have common spaces and interactions, but a specific identity.

With the special approach of Idee per l'Educazione, we offer, at the same time, a critical analysis and a project proposal for non-formal education at school.

Here you can find the definition of each key word in the frame of formal education. It can allow the reader to measure the different approaches and the specific context of formal education.

1. Project pedagogy
2. General life situation
3. Special needs
4. Active education methods
5. European and international stakes
6. Intercultural diversity
7. Evaluation
8. Deconstruction of stereotypes
9. Sustainability
10. Documentation
11. Learning

1. Project pedagogy

In formal education, project pedagogy enables to intensify the dynamic aspects of knowledge and competence acquirement. The school teaching, which succeeds in overcoming rigidity, increases the efficiency of its didactic actions. In this case, and to develop abilities, it can elaborate a fluid plan considering and analysing the students' cultural background, the context in which the training is performed, the monitoring of the planned operations, with attention to the real grading of the pedagogical process and the possibility of modifying the different steps.

In setting the project, teachers have to develop a personal forming experience inside an educational community, avoid a rigid transmission of authoritarian models and care about a confident relationship with each student and the whole group.

Teachers have to consider the aims of formal education changeable. They can be modified when interacting with outer experiences. This kind of education implies constitutional reliability and contingency, both on individual and common ground.

In this forming context, school becomes a space in which society educates itself, assumes the duty of mediation between individuals and the society as a whole, tries to create a micro-society with rules allowing members to be responsible subjects of a real designated role.

2. General life situation

Everyday life at school is now marked by a rigid setting of time, spaces, and relationships. A better education quality is granted by structures and processes which valorise bodies and emotions, not only minds. School must be a space where every student's experience is greatly enhanced and considered a step for new positive practices. It has to promote a form of learning which is not exclusively based on theoretical study.

The school system includes a competitive model which tends to select the best students, encourage ambitions in order to form people able to face the "adults' hard world". We believe, instead, that school must be a place where cooperative and reliable behaviour is supported, a space of positive shared life and compared ideas, a meeting place for genders and generations.

3. Special needs

At school, the place of formal education, the needs of its "inhabitants" (not only students but teachers and workers as well) are not very often minded with due attention. But school is the place where children, boys and girls spend most of their time. Their wishes are even less considered; they are often blinded by a traditional pedagogy.



Relevant changes in learning and behaviour can be reached only if children, boys and girls feel well among themselves and with adults. School must be a space where everybody can speak and listen, smile, feel helpful and included, it must be a place of welcome and participation.

4. Active education methods

Active didactics contrast with the idea of school as a place where learning is transferred to passive and subordinated listeners. On the contrary, it must be a laboratory experimenting new methods and practices. It is centred on students' motivations and interests, it is democratic and supports socialisation. It promotes activities as a tool for understanding the world. It is open to the outer environment, it is the main protagonist of education.

5. European and international stakes

Education implies politics because each form of pedagogy is a way of observing the world, human relationships, present time and future. It is at school that students learn to link their own experiences to other people's experiences. School helps to build everybody's identity through mediation with the different members of the educative community.

School is the place of active citizenship. Global citizenship can only be reached if we consider differences and origins as richness and not as a limit. It is a space with a memory, where you connect personal stories.

The new European citizens build their own personalities facing global knowledge. It is at school that everybody is educated to European citizenship which implies the extension of rights and responsibility and not the negation of national differences.

6. Intercultural diversity

School, a place which is plural in its structure, is a fertile ground for the cohabitation of several cultural memories and different ideas, a space where differences – which are not diversities (although they are included) and not inequalities – can be enhanced. Education to differences considers contexts, processes, relationships among subjects, does not neglect identities, gender, experiences but implies them in defining relations with the world and knowledge. Education to differences develops the overcoming of every prejudice and absolute truth; it urges students to research.

7. Evaluation

There is a risk that methods of mechanical valuation take place at school.

Pretending a greater objectivity, they could bring about the decline of knowledge to a mere acquisition of proceedings and reduce didactics to the practice of "teaching to test".

It is necessary to distinguish the function of measuring, essential to verify the learning of a specific section of knowledge, from the function of valuation which is the analysis of the process, performed by alert and involved teachers, underlining the reached stages of an education grading.

School trains to analyse the personal course of cultural and human progress and provides the tools for improving it.

It is essential that valuation is not competitive and the recognition of personal merit does not cause selection and exclusion.

8. Deconstruction of stereotypes

A scientific approach to teaching, which underlines the value of doubt as the ground of a non-dogmatic culture, is essential to urge students to leave stereotypes as tools of a simplified analysis of reality.

The pedagogy of discovery, experiments and laboratories helps children, boys and girls, to understand complexity and guides them to acquire awareness of the fallacy of stereotypes which are, by definition, aprioristic and unverified, therefore non-scientific.

9. Sustainability

The study of nature complexity and dynamism, as well as the study of relations between biotic and abiotic environments, among humans and cultures, are considered as the centre of the knowledge built at school, and enable to assume the concept of limit and to analyse the effects of every action.

The acquisition of the concept of "planet biophysics" crisis supports everyone's responsibility and educates to a global citizenship.

School works to train people who can build a new world where the man-nature relations and a positive cooperation among human societies are sustainable. This is the only possibility for future generations to find a planet which is still habitable.



10. Documentation

One of the aims of formal education is the care for cultural memories, essential to the building of a new knowledge.

It is necessary to understand the importance of providing documents about the performed activities. School has the double objective of enhancing knowledge of former documents and writing new ones, which must be at everybody's disposal.

"Documents" can be known, analysed, archived in varied forms and this drives school to develop young people's ability in searching, selecting and elaborating a potentially unlimited number of data.

11. Learning

Living is learning and it is the result of a continuous interaction with environment and other people. Even in the most traditional schools, the idea of learning as accumulation by intergenerational transfer of pre-determined knowledge is considered obsolete.

On the contrary, the consciousness of variety and equal validity of different pedagogies and approaching methods in formal education guarantees a learning which develops social competence and individual abilities.

In a formal approach, school has to consider the acquired knowledge as cultural memories to be assumed and increased.

The word "learning" focus on the behaviour and the active role of the student who can reorganise information in innovative and critical forms.