



**Interreg V-A Latvia–Lithuania Cross Border Cooperation
Programme 2014–2020
project LLI-402 «Sports for Social Inclusion of At-risk
Teenagers» (risk-free)**

Inclusion of Youth At-risk Through Sport Activities Using Open Youth Work Principles and Methods

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Some statistics...

| Municipality | Number of Young people 2018-07 | % of Young people. 2018-07 | Number of young people during 2016-2018 | Youth unemployment rate 2018 % | Children at risk-group families 2018-07 | NEET 2018 |
|------------------|--------------------------------|----------------------------|---|--------------------------------|---|-----------|
| Anykščiai | 4324 | 18,1 | -13,36 | 5,7 | 249 | 30 |
| Ignalina | 2698 | 17,8 | -7,51 | 5,8 | 198 | 55 |
| Molėtai | 3363 | 19,1 | -12,17 | 5,8 | 194 | 35 |
| Utena | 6569 | 17,5 | -13,60 | 4,8 | 229 | 7 |
| Zarasai | 2780 | 17,9 | -11,83 | 7,7 | 177 | 21 |
| Visaginas | 2471 | 13,3 | -18,53 | 7,0 | 239 | 3 |
| Lithuania | 518859 | 19,0 | -9,84 | 5,1 | 18424 | - |

NFE and after school activities

| Municipality | Number of school-students | Participati on in after-school or NFE activities | Participati on in after-school or NFE activities % | School students of 5-12 classes % | Different kinds of activities |
|------------------|---------------------------|--|--|-----------------------------------|-------------------------------|
| Anykščiai | 2099 | 1587 | 77,08% | 60,66% | 8 |
| Ignalina | 1235 | 914 | 74,01% | 63,33% | 8 |
| Molėtai | 1679 | 1220 | 72,66% | 49,22% | 10 |
| Utena | 3793 | 2859 | 75,38% | 59,77% | 12 |
| Zarasai | 1380 | 924 | 66,96% | 59,66% | 12 |
| Visaginas | 1906 | 1319 | 69,20% | 61,71% | 5 |
| Lithuania | 324344 | 195231 | 60,19 | 53,63% | 16 |

Skills You Need Now to get job in 2030

7 skills that will be essential to your future success:

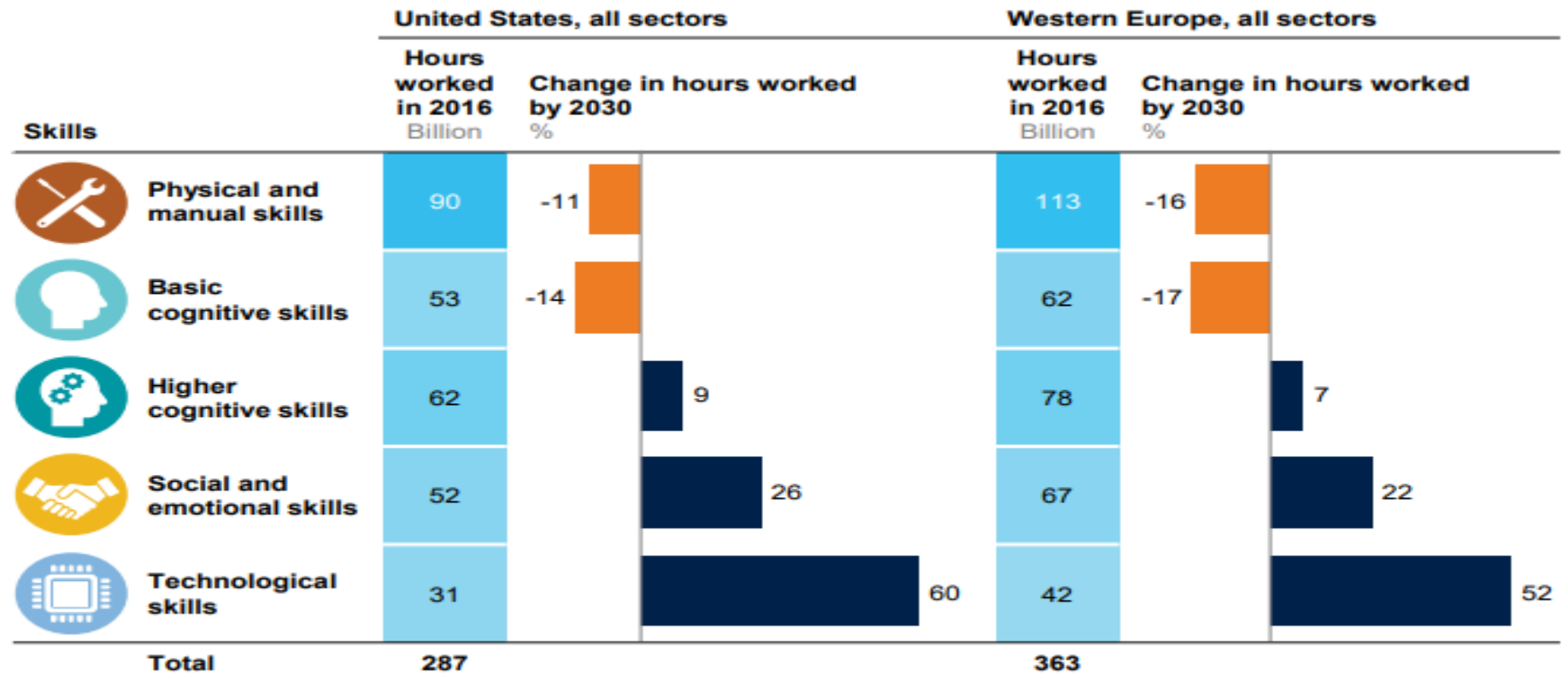
- 1. Mental Elasticity and Complex Problem Solving** - mental flexibility to think outside of the box, see the big picture and rearrange things to find a solution
- 2. Critical Thinking:** to be analyzing various situations, considering multiple solutions and making decisions on the fly through logic and reasoning;
- 3. Creativity:** creating original content, thinking outside the box or being abstract
- 4. People skills:** how to manage and work with people (and robots), which includes getting in touch with your emotions, having empathy and listening;
- 5. STEM competences:** (science, technology, engineering and mathematics jobs)
- 6. SMAC competences:** (social, mobile, analytics and cloud)
- 7. Interdisciplinary Knowledge:** to pull information from many different fields to come up with creative solutions to future problems.

Automation: winners and losers

Automation and AI will accelerate the shift in skills that the workforce needs.

Based on McKinsey Global Institute workforce skills model

0  100



NOTE: Western Europe: Austria, Belgium, Denmark, Finland, France, Germany, Greece, Italy, Netherlands, Norway, Spain, Sweden, Switzerland, and the United Kingdom. Numbers may not sum due to rounding.

SOURCE: McKinsey Global Institute workforce skills model; McKinsey Global Institute analysis

Youth work – different names and traditions

Youth work (EN) L'animation socio-éducative (FR) Jugendarbeit (DE) Ungdomsarbejde (DA) La animación juvenil (SP) Jeugdwerk(NL) L'animazione socioeducativa (IT) Ungdomsarbete (SV) Animação socioeducativa (PT) Nuorisotyö (FI) διοργάνωση δραστηριοτήτων για νέους (EL) Práci s mládeží (CS) Noorsootöö (ET) Az ifjúsági munka (HU) Darbas su jaunimu (LT) Jaunatnes darbs (LV) Hidma maz-Zghazagh (MT) Praca z mlodzieza (PL) Mládežnícka práca (SK) Mladinsko delo (SL) Социално-възпитателната работа с младежта (BG) Activitatea pentru tineret (RO) Obair don óige (GA)

Aim of Open Youth Work

- * **Offer young people, on the basis of their voluntary involvement, developmental and educational experiences which will equip them to play an active part in our democratic society as well as meet their own developmental needs.**
- * Open youth work takes place in youth clubs, youth projects, youth centers, youth houses as well as on the street (through detached youth work).

Core values of Open Youth Work

- * Young people have the right to identify options/choices and choose the most appropriate one for them in any given situation.
- * Each young person should be given the support to achieve their full potential in a manner that has regard for the dignity and autonomy of the individual.
- * Young people should be supported to develop their own values and attitudes and develop the capacity to analyse critically the world around them and to take action in response.

Opportunities of open Youth Work

Educative

- * Enabling young people to develop the skills, knowledge and attitudes needed to identify, advocate and pursue their rights and responsibilities as individuals and as members of groups and communities locally, nationally and internationally.
- * Designed to promote equality of opportunity through the challenging of oppressions and all those which spring from differences of culture, race, language, gender, disability, age, religion, etc., and through the celebration of the diversity and strength which arise from those differences.

Participative

Through a voluntary relationship with young people in which young people are partners in the learning process and decision making structures which affect their own and other young people's lives, and their environment.

Empowering

- * Supporting young people to understand and act on the personal, social and political issues which affect their lives, the lives of others and the communities of which they are a part.

Characteristic of Open Youth Work

- * Open youth work is a **planned systematic educational experience implemented outside of the formal school curriculum** usually by voluntary groups and organizations.
- * Open youth work promotes an **experiential learning model** where **young people are involved in learning by doing in real life situations** and **reflecting** in a structured manner **upon the experiences encountered**.
- * Open youth work recognizes that inequalities of opportunities exist in society and **seeks to raise the level of awareness of young people about society** and how to act upon it.
- * Open youth work **involves young people on a voluntary basis** and begins **with the issues and areas that are of interest and concern to them**.

Characteristic of Open Youth Work (2)

- * Open youth work is a **mutually beneficial, enjoyable and fun experience for youth workers and young people. Open youth work is a partnership between youth workers and young people** involving adults working with young people, in a manner that **prioritizes the active participation of young people as partners in the process.**
- * Open youth work **provides structures** whereby young people participate in decision-making **including planning, organizing and evaluating.**
- * Open youth work **enables communities to contribute** to meeting their own needs.
- * Open youth work **is accessible to all young people** irrespective of their race, culture, religion or belief, gender, sexual orientation, socio-economic status or disability.

Council Resolution on Youth Work 2010

Nature of youth work:

- * *„In all the Member States, countless children and young people, youth workers and youth leaders coming from different backgrounds, participate in, benefit from or are active in a rich and diverse range of youth work activities. These activities can take place in many contexts addressing different issues that affect their lives and the realities in which they live.“*

Council Resolution on Youth Work 2010 (2)

Nature of youth work (continued):

- * *„Youth work takes place in the extra-curricular area, as well as through specific leisure time activities, and is based on non-formal and informal learning processes and on voluntary participation. These activities and processes are self-managed, co-managed or managed under educational and pedagogical guidance by either professional or voluntary youth workers and youth leaders and can develop and be subject to changes caused by different dynamics.“*

Council Resolution on Youth Work 2010 (3)

Nature of youth work (continued). Varies according to:

- * context (community, history, society, policy)
- * concern to include and empower all young people
- * Role of paid/volunteer youth workers
- * types of organization (gov/non-gov (NGO); youth/adult-led)
- * method and approach
- * role of local and regional authorities

Council Resolution on Youth Work 2010 (4)

Contribution of youth work:

- * Provides „comfortable, safe, inspirational and pleasant environment“
- * Creates space for young people to „express themselves, learn from each other, meet each other, play, explore and experiment“;
- * Promotes participation, engagement, active citizenship;
- * Strengthens community building and civil society at all levels;
- * Develops creativity, awareness, entrepreneurship and innovation
- * Provides opportunities for social inclusion of all; reaches those with fewer opportunities;
- * Complements formal education; contributes to other youth-related policy areas;
- * Supports economic development, creates employment.

What do we mean „open“?

- * Not associated with membership, or with ideology?
- * Based on voluntary participation (it is open to young people to leave)?
- * Open to all young people (not „targeted“); or if targeted, still based on voluntary participation?
- * Open to (driven by) young people’s voice(s)?
- * Open to diverse (and unpredictable) ‘outcomes’?
- * Open to change?

Universal services for all children and young people

Participation opportunities for all young people within a youth work setting

| CHARACTERISTICS OF THE WORK | EXPECTED OUTCOMES |
|--|--|
| Assets-based approach | Development of ‘thinking skills’ and personal capabilities |
| Maximising naturally-occurring opportunities for participation | Greater assertiveness |
| Creativity | Decision-making skills |
| Responsive interactions and programmes | Greater self-efficacy |
| Analytical | Greater Analytical skills – understanding of how individual actions can affect personal and social change. |
| Facilitative process | More representative voice for young people |
| Contains dialogue – a two-way exchange of listening & questioning | More responsive youth work services |

Early Intervention services

Participation work for young people who may not involve themselves in or connect with the universal services

| CHARACTERISTICS OF THE WORK | EXPECTED OUTCOMES |
|--|--|
| Analysis of Context influences content and approach | Greater access to existing services, resources and information |
| Community engagement | Increased sense of belonging |
| Strongly relational | Increased sense of individual purpose |
| Analytical | Greater understanding of societal patterns & structures |
| Planned but non-formal | Learning experiences that can be recalled and articulated |
| Delicate and brash | Sense of personal satisfaction |
| Collective actions | Greater sense of collective purpose |

Prevention/Specialist planned intervention services

Participation work for young people & groups that have become or are in danger of becoming invisible

| CHARACTERISTICS OF THE WORK | EXPECTED OUTCOMES |
|--|---|
| The nature of the group gives clues as to content of work | Growing sense of individual & collective identity |
| Group are not homogenous but multi-dimensional | Greater awareness of and openness to diversity |
| Intensive engagement & relational work | Greater resilience to prize and champion oneself |
| Explicit focus on participative democracy & social justice | Greater analysis of society and systems |
| Project-based or time-bound | Sense of individual & collective achievement |
| | Tangible outputs produced |

Targeted intervention services

Participation practices with those most excluded from resources or with acute need

| CHARACTERISTICS OF THE WORK | EXPECTED OUTCOMES |
|---|---|
| Intensive individual support | Building resilience to deal more readily with anxiety-evoking situations |
| Working to find and practice the voice of the young person | Greater articulation of their own message and voice |
| Stimulate growth through challenges | Developed problem-solving skills |
| Advocacy role for worker | Greater access to existing services, resources and information |
| Analysis of exclusionary systems & processes | Greater understanding of links between individual circumstances/situations and societal structures. |
| Strategic input to impact on policy & systems | Clear explicit messages communicated to policy makers. |
| Building alliances among individuals to combine strength of voice & action | Growing sense of ownership of the message and the process |
| | Collective actions that reflect a collective message |

Different types of Youth Work

- * Youth centers
- * Youth projects
- * Outreach/detached youth work
- * Informal youth groups
- * Youth camps/colonies
- * Youth information and counselling
- * Youth organizations
- * Youth movements

Centre-based Youth Work

- * This youth work is carried out at a dedicated premises.
- * facilities such as drop-in coffee bars, sports facilities, advice centers, youth clubs.
- * Most youth clubs fall under this wide category.
- * In some cases may be linked with outreach or school-based youth work.

Faith-based Youth Work

- * This youth work is carried out from a foundation of religious morals.
- * may be for the purpose of sharing or engendering religious views.
- * In the Christian church the main purpose of faith-based youth work may be derived from the Biblical commandment to "love your neighbor."
- * the main purpose of youth work is aligned with the spiritual goals of the religion.
- * In Northern Ireland, 64% of youth work is faith-based.

Detached Youth Work

- * is a form of street-based youth work.
- * operates **without the use of a center.**
- * takes place where young people "are at".
- * making contact on the streets with those "hard to reach" or "unattached" young people.
- * trying to encourage young people to utilize existing services.
- * a method of delivering informal and social education.
- * addresses whatever needs are presented to or perceived by the youth worker.

Outreach Youth Work

- * Similar to detached youth work;
- * It is a form of youth work that takes place on young people's own territory;
- * Is a method of work that supports and compliments new and existing centre/project based youth work;
- * Primarily used to inform young people of services that exist in their locality and to encourage them to use such services;
- * As opposed to Detached Youth Work, Outreach is seen as an extension to centre-based work;
- * Youth workers are usually centre based go onto the streets with an agenda of their own - usually to encourage young people to attend their club.

Sport is an aim or a method?

| Type of Organization | A Local Swim Club | A Youth Center |
|-----------------------------|--|---|
| Specific Objectives | The pursuit of competitive excellence in swimming and encouraging young people to follow an athletic lifestyle. | Improving the overall quality of life for young people in the neighbourhood |
| Methodology | Training and competitions supplemented by dry land activities (e.g. weight & fitness training) | Arts & crafts, homework club, internet café, photography, weekend disco, sports (football, skateboarding, swimming , etc.) |

„A“: Participation model

Characteristics:

- * sport for the sake of sport (for movement, fitness, general health...)
- * sport is for everyone – all members of the community should participate and have access to sport
- * cooperation with other institutions is possible, but not necessary

„A“: Participation model (2)

Advantages

- * costs are relatively cheap (only costs are to implement activities, no follow-up is needed);
- * attracts heterogeneous groups.

Disadvantages

- * young people who are not interested or who have little aptitude for sport may not be attracted by this model
- * the model does not take full advantage of the learning that comes out of sport

„B“: Integration model

Characteristics:

- * sport is a means to achieve something else (other learning goals);
- * focuses on problematic youth and problematic areas;
- * focuses on “trendy” activities in order to attract the youngsters;
- * cooperation with other institutions is necessary to achieve learning goals.

„B“: Integration model (2)

Advantages

- * Sport is used as a lure – a fun and safe way to attract young people to the organization. From here they may get involved in other activities
- * sport is used for both physical fitness as well as for the development of personal and social skills.

Disadvantages

- * costs are higher due to monitoring and follow-up of the young people;
- * by focusing on specific groups of youngsters there is a slight risk of making the group too homogenous.

Target group

Young people with fewer opportunities:

- * **1. Educational:** young people with learning difficulties, early school-leavers and school dropouts, etc.
- * **2. Social:** (ex-) offenders, (ex-) drug addicts, young and/or single parents, orphans, youngsters in a precarious or unsatisfactory and frustrating private/educational/ professional situation, young people who face discrimination, etc.
- * **3. Economic:** low standard of living, low income, dependence on social welfare system, long-term unemployed, etc.
- * **4. Mental:** young people with a mental, cognitive or psychiatric disability, etc.
- * **5. Physical:** young people with a physical or sensory disability, with a chronic health problem/illness, etc.
- * **6. Cultural:** young immigrants or refugees or descendants from immigrant or refugee families, youngsters belonging to a national or ethnic minority, young people with linguistic adaptation problems, etc.
- * **7. Geographical:** young people from rural areas, urban problem zones, etc.

Social problems that facing YP with fewer opportunities

1. **A low level of self-confidence and/or self-esteem;**
2. **A lack of identity** – some young people may have little or no sense of self;
3. **A lack of self-discipline** – young people in this group often lack the ability to set and observe boundaries or to work towards long-term goals;
4. **Difficulties in their social relationships.**

Sport can serve as a starting point for stimulating the development of an individual's social skills.

Benefits of sport to YPFO

1. Encouraging a healthy lifestyle;
2. Offering a positive way to spend free time;
3. Breaking through social isolation;
4. Creating a sense of personal identity;
5. Creating a sense of belonging;
6. Changing thinking patterns from “me” to “we”;
7. Helping to learn to deal with emotions;
8. Providing structure;
9. Teaching to embrace challenge and accept limitation;
10. Experiencing winning AND losing;
11. Positively reinforcing specific values.

Some conclusions concerning sports

1. The world of sport is much larger than may previously have been supposed. It reaches **far beyond the conventional-type activities** of football or basketball.
2. The distinction between whether an activity is a “sport” a “game” or a “hobby” is irrelevant. What is much **more important is the extent to which an activity contributes to a young person’s mental and physical fitness as well as to developing their social skills.**
3. There is **no such thing as one sport being “better” than another**; there is room for all and each activity should be recognised and valued for its own strengths.

Obstacles to participate

- * **A general lack of interest and motivation** – some youngsters may be more interested in passive hobbies like computer games and watching T.V. than in sport;
- * **A lack of alternatives** – some young people may enjoy sport in principle, but they are demotivated by: too much competitiveness or a lack of democracy within the structures, tired of “traditional” sports, but they do not know of any other alternatives;
- * **A lack of accessibility** – some young people may be blocked from taking part in sport by a lack of transportation, facilities, money, equipment, and so on;
- * **A lack of recognition of real needs** – many of those involved in facilitating sports activities have no background in working with young people in the fewer-opportunity group. As such, they are unprepared to cope with their needs and do not know what steps to take to assist them.

Type of Sport

Strong Social Learning Elements

Archery

Precision, self-control, concentration,

Chess

Strategy, observing rules & procedures

Figure skating

Creativity, expressing emotions

Swimming

Independence, coping with challenge

Fishing

Patience, self-discipline

Football

Teamwork, co-operation

You should ask

1. *Which social skills does the individual need to develop?*
2. *What type of sports methods can help in developing those skills?*

N.B. Specific social learning elements can be acquired through several kinds of sport activities.

N.B.(2) Instead of choosing just one method, it can also be interesting to combine related activities to add extra dimensions to the learning process

Good practice...

A youth project in *Iceland* uses *scuba diving* as a method with young people who have aggression issues and other behavior problems. These individuals have difficulty in coping with their stress and frustration. They often lash out in anger at inappropriate times.

As a first step, the participants practices meditation techniques in order to learn to control their breathing. This is in preparation for diving where breath control is an essential part of safety, but it also forms part of the

Youngsters personal development. The meditation method teaches how to physically and mentally relax.

The breathing exercises teach self-control. Once they are ready to dive, they learn the importance of co-operation and respect for the water environment. After completing their dive, the youngsters enjoy a feeling of personal accomplishment and success.

1st step

Identify the individual's learning needs.

Where does the young person want to go in their life? For example, do they want to find a job, gain formal qualifications, live independently...? What is stopping them from getting there? Which skills do they need to develop or improve? (This could include building up their self-confidence, becoming more independent, improving their interaction with others, trying to leave negative influences behind, and so on.)

- **Biological development**
- **Cognitive development**
- **Development of personality**
- **Social Development**
- **Sexual Development**

1. Cognitive development

2. Mental health

3. Family situation (at home)

4. Relationships with peers

5. School

6. Sexual Development

7. Housing

8. Physical Health

9. Job, unemployment

10. Financial situation

11 a. Use of alcohol

11 b. Use of soft drugs (cannabis)

11 c. Use of hard drugs

12. Taking risks

13 a. Crime against property, violence

13 b. (Frequent) Clashes with police
and justice

14. Recreational and leisure activities

- * If young people scored negatively in a few of these items they will be classed as **youth at risk**;
- * If they scored negatively in more items – they will be classed as **problem youth**
- * If they scored negatively on many items – they will be classed as **youth with multiple complex problems**

Interview method

- * At least 60 minutes
- * 1:1
- * Active listening
- * Open questions, which are:
 - * personal,
 - * provoking emotions
 - * Stimulating to look for decisions and make it.
- * It is recommended to note the key details

2nd step

Consider which (sport) methods are best placed to help them.

It goes without saying that sport methods are only one way to help a young person develop their social skills. But if you choose to use sport methods, you need to remember that the world of sport is very large and diverse. You should look closely at different activities in order to select those which are best placed to respond to a youngster's social learning needs. In doing this you should also take your own real possibilities and resources into account. You should think carefully about what equipment and facilities are readily available and affordable. When selecting sport methods, the wishes of the young people should always be taken into account.

3rd step

Start implementing activities.

This seems straightforward, but it is not always as easy as it sounds. In best-case scenarios, implementing sport methods can be as easy as calling an individual to join the football game on the pitch. But this is often not the case and it might be necessary for youth workers to think creatively and develop strategic approaches.

No matter what method is proposed, youth workers must strive to keep the atmosphere light and the activity fun for the youngsters. If they enjoy themselves, there is a much better chance that they will keep up with the method.

4th step

Review and evaluate the social learning process.

If the sport method is proving effective, let it continue on its own steam as long as the young people are still making progress. It can be helpful to “stir things up” once in a while by proposing other methods, but this is not always necessary. If the young people have acquired the skills they need, then it is time to look forward to the next steps in their learning process. This does not have to mean that the sport method should be abandoned. As long as they enjoy what they are doing, encourage the youngsters to keep it up.

If by contrast it seems that the sport method is not delivering the hoped for results, consider offering a different type of activity as an alternative.

Other contexts to use sport

- 1. Sport can be used as a lure;**
- 2. Sport can be used as a “shake-up”;**
- 3. Sport can provide roles for non-players;**
- 4. Sport can launch discussions;**

When using sport with the fewer-opportunity target group:

DO

- * remember that whatever methods you use, FUN should always be the top priority
- * make a clear link between the sport method and the learning needs of the individual
- * listen to the interests of your young people; respect what they want to do and aim to include them in all phases of the activities (planning, implementation, and evaluation).
- * Invest first in sport activities/methods you are already using in your organisation;

DON'T

- * push the young people into activities that they are not interested in. This will not help their learning process.
- * be distracted by the external appearance of an activity; concentrate instead on the social learning elements inside the activity.
- * insist on sport as a method. Recognize that there are some youngsters who simply are not interested in sport, no matter what its form;

When using sport with the fewer-opportunity target group (2):

DO

- * experiment and feel free to be creative. Adjust and adapt sports and games to suit your target group if necessary. Remember: it's not what the method looks like but the learning that counts.
- * keep a close eye on the competitive element. Winning should not be given more value than participation.
- * try a mix of different methods in order to keep the learning fresh and let the youngsters, try a wide variety of different activities.
- * ask for advice or assistance in implementing activities if you need it.

DON'T

- * let the sport method or activity become the end rather than means. Keep the young people focused on the learning process.
- * overwhelm the young people with an overload of new sports activities.
- * make generalizations or get stuck on stereotypes; don't presume that the young people don't want to try activities or "aren't able to do certain things. It is better to offer possibilities and then let the young people make their own choices and impose their own limits.

When using sport with the fewer-opportunity target group (3):

DO

- * encourage the young people to reflect and draw conclusions from their experiences
- * use sport as a way to link in with larger discussion topics and other types of learning processes.
- * strive to set a good example showing the young people that it is OK to take part in sports methods can go a long way in giving them the confidence to try it for themselves.

DON'T

- * under-estimate the importance of other influences on the young people (family, peers, culture, religion, etc.) If the proposed sport activities meet with resistance, don't force the issue. It is more effective to start a dialogue in order to see what other kinds of methods might be more acceptable.
- * set unrealistic expectations. Remember that small inclusion goals are of as much value as larger longer-term ones (if not even more!)

Psycho-hygiene of Youth Worker

Necessary competences

1. A youth worker must understand himself, understand his / her attitudes and attitudes. This area encompasses all personal attitudes gained through experience:

- * approach to yourself,
- * the environment and the surrounding people (men, women, policemen, teachers, politicians, etc.),
- * things and phenomena (drugs, alcohol, food, life, etc.).

Their awareness takes place **through work with yourself** and **reflection**, with the help of themselves and the others.

Necessary competences (2)

- * 2. Youth worker should have some knowledge (youth, target groups, how to work with groups and individuals, methods, legal acts, local context, stakeholders and networking;
- * Youth workers should have some abilities and capacities:
 - * Ability to lead a group,
 - * be a leader;
 - * step back,
 - * give freedom of decision;
 - * be able to intervene and not intervene;
 - * be able to speak with both young people and local politics and with grandma in the shop
 - * be able, able, able ...

Remember – first of all, you are a tool!

3 necessary attitudes

- 1. Acceptance without any conditions:**
 - a. Acceptance of yourself with all your advantages and weaknesses
 - b. Acceptance of young people you communicating, leading and counselling
 - c. Context, reality and the world as it is
- 2. Empathy;**
 - a. Be able to recognize a person's feelings;
 - b. Be able to respond appropriately
- 3. Being consistent:**
 - a. being „without mask“
 - b. What I do and say must match what I feel and think

How to avoid burnout?

1. Get (not only give);
2. Agree with your boundaries;
3. Take care of yourself;
4. Take care of sleep;
5. Relax, take vacations;
6. Take care of nutrition;
7. Sports, active leisure time;
8. Give yourself right to be offline.

Use intervisions and supervisions

* **Intervision**

With intervision we describe group sessions where smaller groups of participants with similar backgrounds exchange experiences without the guidance of a facilitator. The goal after the training or workshop is to use the knowledge again and to learn from the experience of others (colleagues, peers).

* **Supervision**

Supervision is a group session after a training where a (large) group of participants are able to exchange experiences with each other. This happens under the guidance of a facilitator who has the required expertise in that field. Here also the (re)activation of knowledge, and the possibility to analyze and work out peer's experiences, is central. Specific case studies are made by the participants and together they look for a solution. The facilitator gives advice and summarizes.

Intervision stages

1. **„Check-in“.** Participants in the circle share what "with whom" came, "what brought" to the workshop (ie with what feelings, moods, thoughts, etc.). The emotional state of the participants is checked.
2. **Optional case.** If the cases are "brought" more, the priorities need to be purified. Usually, the "burning" case is chosen first. One case analysis in the interview group takes 1-1.5 hours.
3. **Case study:** a) presentation; b) questions for clarifying of the situation; c) reactions and interpretations of participants; d) reactions from presenter and feedback - what was important and helpful.
4. **Organizational issues.** The date, place and time of the next session are agreed. You can also negotiate on a topic to prepare for it properly. But most importantly, it is agreed who will moderate the next meeting. Check out. The feelings and thoughts of the group members about the whole activity ("with whom" we go, "what we take away").

Recognition of competences gained through sport activities

Recognition of competences

Exists a lot of different mechanisms how to evaluate and recognize achievements or competences, gained in youth projects, non-formal education, informal learning, etc.:

- * **Youthpass** – competences gained through Erasmus+ and other EU financed youth projects;
- * **DOFE** (The Duke of Edinburg International Award) – competences gained through participation in different activities;
- * **European portfolio for youth workers and youth leaders** – competences gained through youth leadership/youth work + personal development plan;
- * **Open Badge System** – competences gained in voluntary activities.
- * (...)

The DofE is...

You achieve an Award by completing a personal programme of activities in four sections:

- **Volunteering:** undertaking service to individuals or the community.
- **Physical:** improving in an area of sport, dance or fitness activities.
- **Skills:** developing practical and social skills and personal interests.
- **Expedition:** planning, training for and completion of an adventurous journey in the UK or abroad.
- At Gold level, you must do an additional **Residential** section, which involves working and staying away from home doing a shared activity.

DOFE: Time and age requirements

| Level: | Minimum period of participation by: | |
|---------------|-------------------------------------|------------------------------|
| | Direct entrants | Previous level Award holders |
| Bronze | 6 months | n/a |
| Silver | 12 months | 6 months |
| Gold | 18 months | 12 months |

Direct entrants are young people starting their DofE programme at either Silver or Gold level, who have not achieved the previous level of Award.

DOFE Bronze Award (14+ years old)

| Volunteering | Physical | Skills | Expedition |
|--------------|----------|----------|--|
| 3 months | 3 months | 3 months | Plan, train for and complete a 2 day, 1 night expedition |

*All participants must undertake a **further** 3 months in the Volunteering, Physical or Skills section.*

DOFE Silver Award (15+ years old)

| Volunteering | Physical | Skills | Expedition |
|--------------|----------|----------|--|
| 6 months | 6 months | 6 months | Plan, train for and complete a 3 day, 2 nightsexpedition |

*All participants must undertake a **further** 6 months in the Volunteering, Physical or Skills section.*

DOFE Gold Award (16+ years old)

| Volunteering | Physical | Skills | Expedition |
|--------------|-----------|-----------|--|
| 12 months | 12 months | 12 months | Plan, train for and complete a 4 day, 3 nights expedition in extreme environment |

*All participants must undertake a **further** 12 months in the Volunteering, Physical or Skills section.*

*Additionally all participants should complete a Residential section – to participate in any international event or project for **at least 5 days and 4 nights***

Open Badges

- * Open Badges are visual tokens of achievement, affiliation, authorization, or other trust relationship sharable across the web. Open Badges represent a more detailed picture than a CV or résumé as they can be presented in ever-changing combinations, creating a constantly evolving picture of a person's lifelong learning
- * <https://www.badgecraft.eu/lt/>

Open badge

Achievement programme is aligned to the 8 key competences for life-long learning:

- * *learning to learn,*
- * *digital competence,*
- * *Social and civic competence,*
- * *cultural awareness,*
- * *entrepreneurship,*
- * *mathematical competence,*
- * *science and technology,*
- * *mother tongue*
- * *foreign languages*

Open badge

Each competence has 3-level badges and the mandatory number of tasks to complete:

- * Level I – 1 task. Mandatory completion of the task;
- * Level II – 4 tasks. Minimum number of the tasks to complete: 2 of 4 chosen tasks;
- * Level III – 6 tasks. Minimum number of the tasks to complete: 3 of 6 chosen tasks.



Mokymasis mokytiis

100%

1 task



Mokymasis mokytiis

50%

1 task

2 task

3 task

4 task

1 level badge



Mokymasis mokytiis

50%

1 task

2 task

3 task

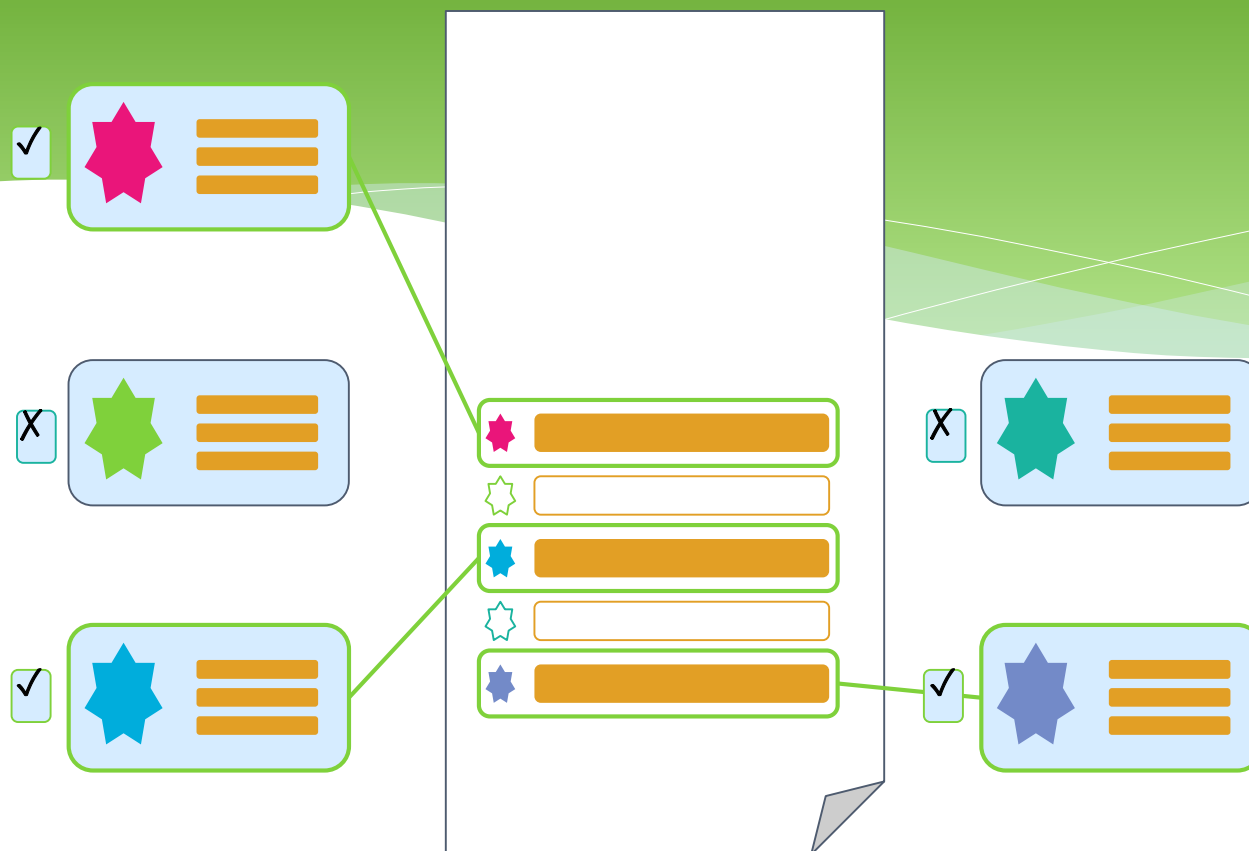
4 task

5 task

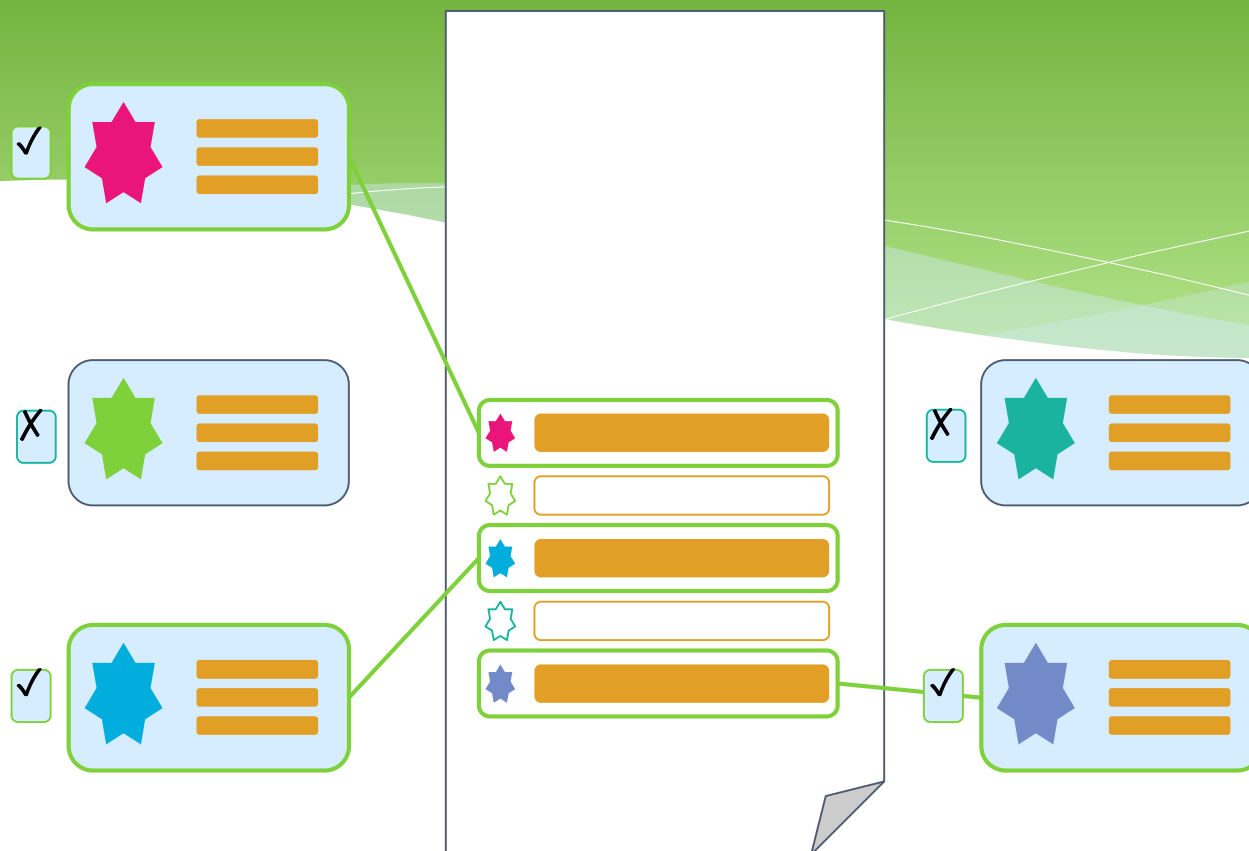
6 task

2 level badge

Progress stairs within each
competence



Volunteers can decide which badges should be shared or included into certificate



Badge based certificate will add extra points in
University admission from 2018

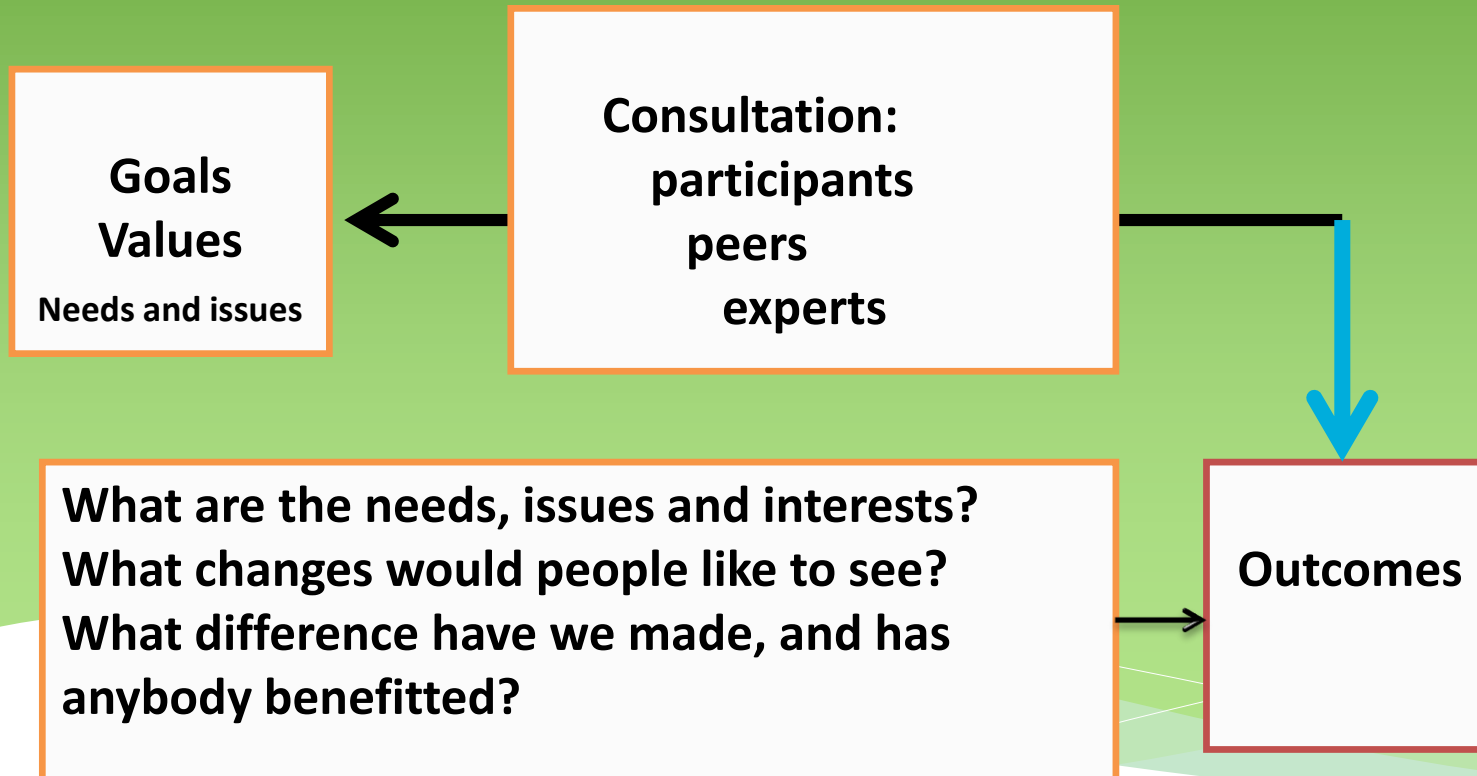
Open badge

- * During the first meetings (interview) youngster chooses competences that he wants to gain or develop from the 8 competences list also decide about the competence level he want to achieve;
- * Both agrees on time and other details necessary to complete the tasks;
- * Some badges requires regular evaluation and feedback after every experience gained.

Questions...

- * Do we need a mechanism/model recognizing competences gained through sport activities?
- * Using existing models or create something new?
- * What competences should be recognized?
- * Where it should be recognized?
- * How it should work?
- * ...?

Evidence from consultation



Proximal outcomes

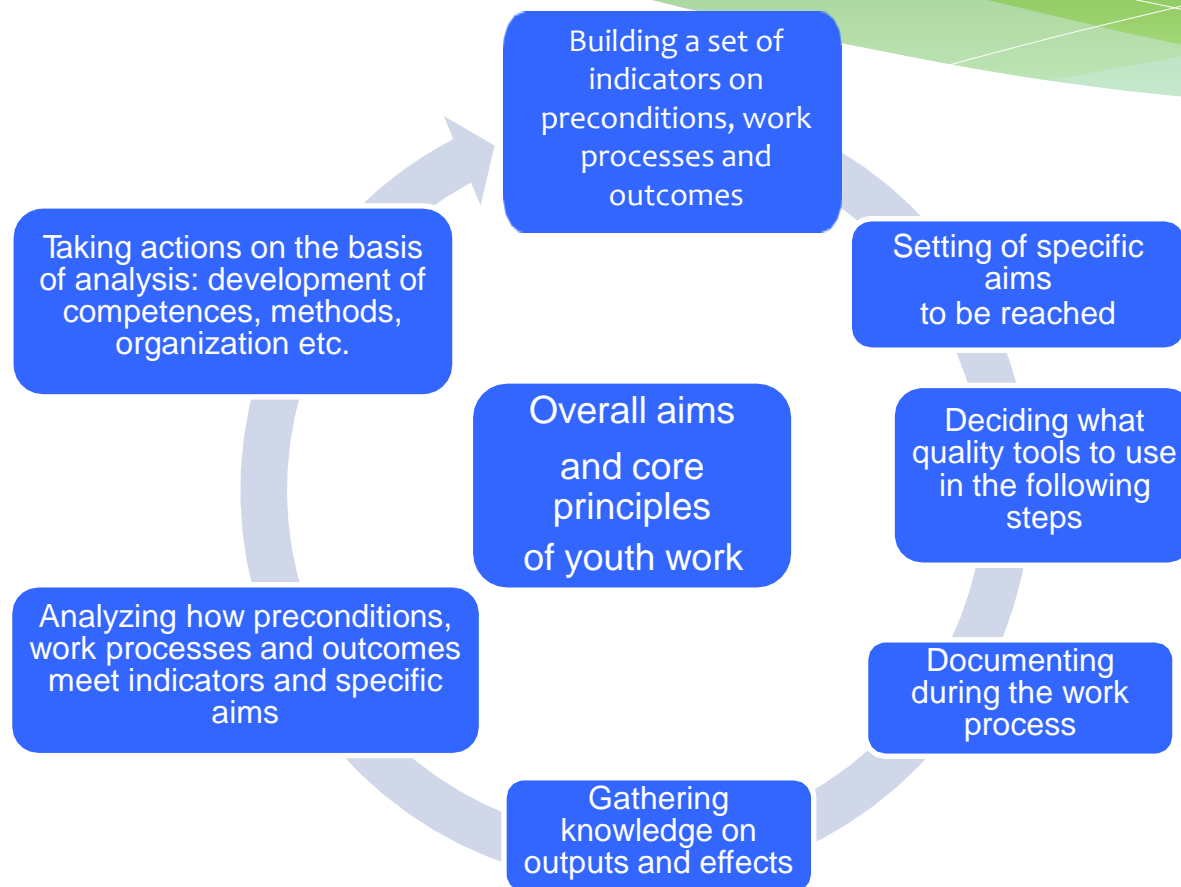
Adapted from: Devlin, M. and Gunning, A. (2009) *The Purpose and Outcomes of Youth Work Report to the Youth Services Interagency Group*. Dublin: Irish youth Work Press

| Outcome Area | Sample outcome statements |
|--------------------|--|
| Attitudes, beliefs | <p>Participants are more ready to take on new and more diverse experiences</p> <p>Enhanced confidence, self-esteem, awareness (personal and social)</p> <p>More open to people from diverse backgrounds</p> |
| Knowledge | <p>Increased knowledge of local area, of society</p> <p>Increased knowledge of rights, social issues, politics</p> <p>More informed about health, sexuality, the law, careers and formal education</p> |
| Skills | <p>Enhanced capacity regarding: public speaking , problem solving, self-efficacy, making decisions, critical thinking</p> <p>Enhanced interpersonal abilities in relation to: teamwork, group work, communications</p> <p>In creased abilities in arts and creativity regarding: music, dance, drama, writing</p> <p>Increase in physical competence in relation to: sports, games, outdoor activities</p> |
| Behavior | <p>More engagement in structured and constructive activities</p> <p>Increased involvement in decision-making</p> <p>Enhanced positive and pro-social behaviour and diminishing negative and anti-social behaviour</p> |

Distal outcomes

Adapted from: Devlin, M. and Gunning, A. (2009) The Purpose and Outcomes of Youth Work Report to the Youth Services Interagency Group. Dublin: Irish youth Work Press

| Outcome Area | Sample outcome statements |
|---------------------------|--|
| Education | Deeper engagement with formal education and alternative routes to qualifications |
| Relationships with adults | Improved communications and relationships between young people and adults within communities |
| Health | Safer and more enjoyable sex, reduction in alcohol and substance use |
| Social conditions | Increased community cohesion, improvement in local conditions and amenities, developing local leadership |
| Economic conditions | Increased self-sufficiency |
| Safety | Reduction in violence, vandalism, offending rates |
| Service provision | Increased support for homeless young people, Improved cooperation and coordination between local services |



Thank you for attention!