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YIPPEE'S Protocol for Certification of Competencies

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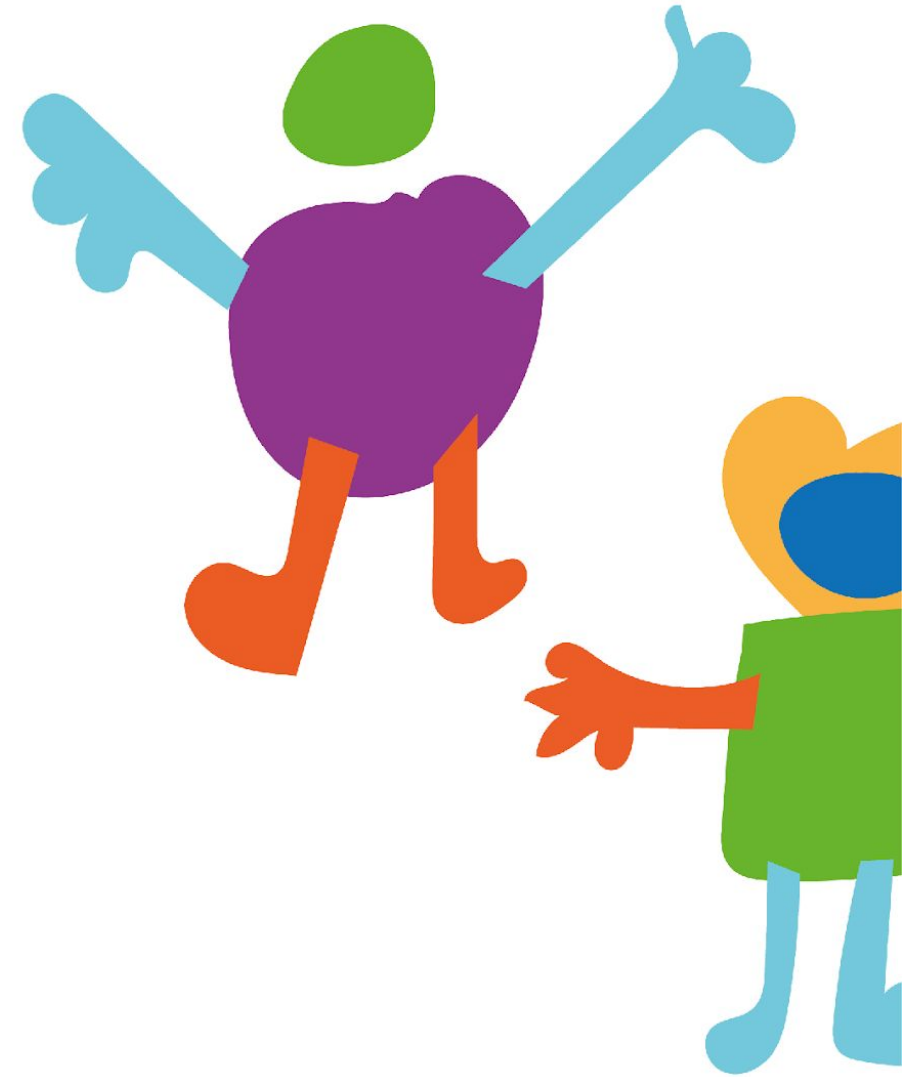
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YIPPEE's Protocol for Certification of Competencies

The YIPPEE Competence Certification Protocol, by compiling the key competences of the project's innovative pathway, plays an essential role as a guide in validating and certifying new competences for trainers and professionals.

Anchored in the European Qualifications Framework (EQF), this protocol not only provides easier transparency and comparison of qualifications between countries, but also utilises the EQF's 8 levels of proficiency to offer a clear understanding of users' abilities.

This integration strengthens mutual trust and simplifies the recognition of competences in Europe, promoting effectiveness and highlighting key competences for intervention in social inclusion and non-discrimination.



Challenges of Youth Work and Migration

Information

Lack of specific data on youth migration.

Difficulties in linking activities with young people without detailed information.

Need to fully consider the social background and cultural norms of young people.

Approach

Young migrants face specific risks due to their status, age, religion, etc. Professionals must address these factors in an appropriate way and be aware of the particularities of young people.

Challenges of Youth Work and Migration

Linguistic

Language difference is a barrier for youth workers.

Longer preparation needed for activities with young migrants.

Youth centres are key to learning the language of the host country.

Empowerment

Young people contribute valuable knowledge and experience.

Capacity to adapt, learn and develop resources should not be underestimated.

Strategies to strengthen young people's competences are essential.

Non-Formal Education and Social Inclusion

Non-formal education stands out in promoting social inclusion through flexible and accessible approaches. Inclusive environments welcome diversity, overcoming barriers in traditional contexts. The development of specific skills, such as language and professional skills, strengthens active participation in society and the labour market. Non-formal education also fosters community building, promoting networks of support and belonging. In addition, emphasising cultural diversity and promoting understanding contributes to a more inclusive society by breaking down stereotypes.

Non-Formal Education and Social Inclusion

The personalised approach of non-formal education meets the specific needs of groups in situations of exclusion, such as young people in refugee situations and migrants. This approach, combined with the promotion of a culture of lifelong learning, empowers participants by promoting empowerment and confidence. Building social capital through non-formal activities strengthens social networks and interpersonal relationships, contributing to social cohesion. Non-formal education fills gaps by addressing informal learning needs, including practical knowledge and personal skills that are often neglected in the formal education system.

Skills promoted by YIPPEE

IO1 – YIPPEE Methodological framework through storytelling and teaching modules

- Storytelling skills
- Creativity
- Emotional intelligence
- Public speaking
- Promotion of peer-to-peer learning
- Empathy
- Active listening

IO2 – YIPPEE Youth Inclusion Scheme (Handbook)

- Intercultural dialogue
- Multilingualism
- Language skills
- Event planning
- Event evaluation
- Respect
- Intercultural competencies
- Conviviality
- Cultural diversity
- Conflict resolution

IO3 – YIPPEE Open educational resources

- Collaboration
- Technical skills
- Digital skills
- Global awareness

IO4 – Guidelines for Cross-sectoral co-operation for inclusive youth work

- Cooperation
- Problem-solving
- Legal knowledge
- Communication
- Community building
- Empowerment and advocacy

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Certification Process

Portugal

In Portugal, the Skills Recognition, Validation and Certification (RVCC) process is aimed at adults seeking to accredit skills acquired throughout their lives in order to obtain qualifications. This process is conducted by the Qualifica Centres and involves assessment, specific activities and the creation of a portfolio to prove competences. The National Qualifications Framework (NQF) in Portugal establishes the framework for comparing qualifications, recognising skills acquired formally, non-formally and informally, aligning with the European Qualifications Framework (EQF) to promote a more accurate and equitable vision in the labour market.

Sweden

Validation in Sweden is a comprehensive process of assessing, evaluating and recognising acquired competences, regardless of how they were obtained. Decentralised, responsibility lies with different actors, such as public employment services and education authorities. There is no single national process, varying according to the type of education and accreditation. The 2010 Education Act and the National Delegation for Validation guide this process, which extends to all types of adult education, focusing on general competences and aligning with the Qualifications Framework for Lifelong Learning (SeQF). Sweden also adopts the National Qualifications Framework to map non-formal competences, facilitating international comparison and recognition of qualifications.

Italy

The qualifications system in Italy is structured into three sections within the National Directory: the Second Cycle of Education, which covers General and Vocational Training, Higher Education, which includes university and technical qualifications, and Regional Vocational Training and IFTS, which encompasses Regional Training, the National Framework of Regional Qualifications and Higher Technical Training. Qualifications are subdivided on the basis of specific fields, such as agriculture, cultural services and education, providing a comprehensive and specialised approach. Italy adopts the 8 levels of the European Qualifications Framework, ensuring comparable standards and alignment with specific learning outcomes in various sectors, such as communication management, needs analysis, project coordination and training planning.

Ireland

In Ireland, the certification of qualifications in the education, training and employment services sectors is governed by a number of national and international frameworks, including the National Qualifications Framework (NFQ) and accreditation by bodies such as FETAC and QQI. Professionals may need registration with the Teaching Council and, in some cases, approval by specific professional bodies. Practical experience, continuous professional development and background checks are considered, emphasising the emphasis on continuous learning and compliance with ethical and legal standards.

Austria

In Austria, the aim is to recognise competences acquired outside formal education in order to improve job opportunities. Initiatives such as "Systematic Competence" and "Du kannst was!" use methods such as self-assessment and portfolios to validate skills acquired informally or non-formally. The "Du kannst was!" project stands out by recognising competences in order to obtain an apprenticeship certificate, especially for those without formal qualifications. Austria uses online tools, such as "Meine Berufserfahrung zählt!", and seeks to assess professional competences, often through portfolios, self-assessments and biographical works, including initiatives for the integration of refugees.

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Certification Guidelines

Identification of Key Competencies

Starting the process of recognising and certifying competences opens up new avenues. Youth workers can start by identifying the essential competences for their activities. When using this Guide, consider adapting the competences to the specific challenges of your context. From digital competences to language skills, this protocol suggests dynamic and engaging strategies, inviting professionals to reflect on and assess their development potential, in line with the ESCO profile.

Developing Competencies with YIPPEE's methodology

After a self-assessment, professionals can improve their skills using tools such as:

Methodological framework: Storytelling and training modules, enhancing multicultural exchange.

Youth Inclusion Programme: Manual with guidelines for multicultural events.

YIPPEE Open educational resources: Interaction with the project's key themes.

Guidelines for intersectoral co-operation: Support for partnership processes.

Discover the results on the YIPPEE website in several languages. Also explore OER and innovative tools in the 'YIPPEE login' section of the GEHIM-DER website.

Practical application in working with migrants

The Protocol recognises the experience of Youth Workers, valuing all the experiences throughout their careers, regardless of how they were acquired. We believe that carrying out practical activities with young migrants and interacting with multicultural groups are fundamental to the continuous development of these professionals' skills. Given that non-formal education pathways are linked to lifelong learning (UNESCO, 2012), we suggest that professionals who deal with young migrants continue to improve their skills through training activities and by adopting innovative approaches such as YIPPEE.

Identifying Certification Entities

After recognising and improving the essential competences for their profession, youth workers who want to obtain certification for competences acquired in non-formal courses should look for the relevant national institutions. Given that each country has specific rules, we suggest that YIPPEE-trained professionals pay special attention to the requirements for certification, such as years of professional experience, level of formal education, steps for documenting competences, duration of the process, evaluation method and maintenance of certification.

Applying competencies at European level

By applying competences at European level, youth workers can benefit from the European Qualifications Framework. This instrument facilitates the comparison of professional qualifications at 8 levels between countries, promoting cross-border mobility, lifelong learning and professional development in Europe. Collaboration between youth workers from different countries allows for the sharing of experiences and learning in relation to tackling the challenges associated with youth migration.



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