Yippee

Youth work
Improved through
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Index

Introduction

The YIPPEE project, co-funded by the Erasmus+ Programme of the EU, intends to contribute to more equal, intercultural, and inclusive youth local communities, in which young people can grow up in. The initiative comes up in a context of an urgent need for effective interventions to tackle some of the issues faced by migrants and asylum seekers in host countries, such as discrimination, racism and intolerance.

Based on the principle that youth is the future of EU member states, the Consortium developed innovative methodologies, teaching/learning modules and guidelines to support youth workers in their work with migrants, young refugees living in a host country and asylum seekers. The goal is to provide and train these professionals with culturally sensitive resources that will allow them to create real impact in the target groups and promote social inclusion.

YIPPEE's partnership includes organisations from Sweden, Austria, Ireland, Italy, Portugal and Turkey. To promote the social inclusion of migrants and asylum seekers and to empower youth workers so that they can positively impact these groups, the main expected results from the project are:

- Create innovative approaches, methodologies, educational contents and inclusive settings to foster dialogue between young Europeans and young resident refugees, asylum seekers and migrants of the same age:
- Train youth workers/trainers multicultural staff, including people from a migrant background to deliver a more holistic approach culturally sensitive and appropriate to improve the quality of their youth/social work;
- Develop innovative non-formal educational pathways to foster social inclusion and dialogue between young Europeans and coetaneous refugees, asylum seekers and migrants;
- Promote the leadership of young EU citizens and immigrant youth in joint initiatives with transnational visibility aimed at raising awareness of the importance of concrete social inclusion, in the local communities.

YIPPEE's Protocol for Certification of Competencies

The constant social, economic and technological changes that affect Europe impact people's career prospects, including that of youth workers, in the sense that they have to keep developing new skills, such as literacy, entrepreneurship and intercultural skills. Considering the urgency to have trained professionals with the key competencies to intervene towards social inclusion and non-discrimination, it's essential to create strategies to enable and empower youth workers so that they can adequately deal with these challenges and promote positive impact with young people, especially migrants, refugees, and asylum seekers.

Another challenge faced by professionals, in this case youth workers and the ones that work with young migrants and refugees, is related to the barriers of competence validation, since the guidelines and procedures vary according to each national context. For example, key aspects such as the definition of youth work and the necessary competencies to work with the target group are not the same for all European countries. This means that not only is there a likelihood that training curricula will differ among national contexts, but the path towards the recognition and certification of the learning competencies will be country specific as well.

In this sense, YIPPEE's Protocol for Certification of Competencies is a document that assembles the key aspects of the innovative learning path created by the project. Its purpose is to work as a guide to validate and certify the new competences acquired by any trainer or professional using the innovative learning approaches and methodologies developed by the project as well as its training tools.

The Protocol for Certification of Competencies is based on the European Qualifications Framework (EQF)[1], the EU tool that is strongly linked to and translates different national qualifications frameworks into a common one. It allows greater transparency and makes it easier for professionals to compare qualifications between the different countries. The EQF foresees and describes all levels of proficiency, while making it clearer for people that use the framework what they know and are able to do.

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[1] https://europa.eu/europass/en/europass-tools/european-qualifications-framework

Moreover, this 8-level tool[2], in which 1 represents the lowest level and 8 the highest, is an important resource to promote mutual trust and facilitate the recognition of competencies in Europe.

Definition of Key Terms

Knowledge	"Understanding of or information about a subject that you get by experience or study, either known by one person or by people generally"[3]
Responsibility and autonomy	"The ability of the learner to apply knowledge and skills autonomously and with responsibility"[4]
Skills	"Cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments)"[5]
Qualification	"The formal outcome of an assessment and validation process obtained when a competent body determines than an individual has achieved learning outcomes to given standards"[6]
Non-formal learning	"Non-formal learning takes place outside formal learning environments but within some kind of organisational framework. It arises from the learner's conscious decision to master a particular activity, skill or area of knowledge and is thus the result of intentional effort."[7]
Youth workers	"A professional or a volunteer involved in non-formal learning who supports young people in their personal socio-educational, and professional development"[8]
Young people	"A very heterogeneous category with various social, economic, cultural and educational backgrounds, interests, challenges and needs."[9] Although there

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[2] https://europa.eu/europass/en/description-eight-eqf-levels
[3] https://dictionary.cambridge.org/dictionary/english/knowledge
[4] https://europa.eu/europass/system/files/2020-05/EQF%20Brochure-EN.pdf
[5] *Ibid.*
[6] *Ibid*.
[7] https://www.coe.int/en/web/lang-migrants/formal-non-formal-and-informal-learning
[8] https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-youth
[9]https://pjpeu.coe.int/documents/42128013/47261653/Analytical+paper+Youth+Age+Bojana+Perovic+4.4.16.pdf/eb59c5e2-45d8-4e70-b672-f8de0a5ca08c

	is no consensus regarding the ages that constitute youth, YIPPEE acknowledged that young people are those between 15 and 29 years old.
Youth Work	"A broad term covering a wide variety of activities of a social, cultural, educational, environmental and/or political nature by, with and for young people, in groups or individually"[10]
Social Inclusion	"A process that ensures citizens have the opportunities and resources necessary to participate fully in economic, social and cultural life and to nenjoy a standard of living and well-being that is considered normal in the society in which they live."[11]

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[10] https://www.coe.int/en/web/youth/youth-work

[11] https://www.eurofound.europa.eu/en/topic/social-inclusion

Challenges of Youth Work and Migratio

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While migration allows for multicultural interactions, in which people have the opportunity to connect and learn from each other, it is necessary to recognise the emergence of new challenges for society. In this document, we will focus on the field of youth work, in which professionals now need to consider particular aspects when interacting with migrants, refugees, and asylum seekers.

The first challenge that youth workers may encounter is the absence of information regarding youth migration. This is because, although there has been an increase in research on the subject over the last 50 years, global migration statistics are still not disaggregated by age, for example. This limits our understanding of the phenomenon and the necessary preparation for the future (Belmonte & McMahon, 2019[12]). To youth work, this lack of information can hinder the design of activities with youngsters that fully consider their social backgrounds and the cultural norms of their countries of origin, for example.

Since young people with migratory backgrounds generally have to face specific risks, related to their migration status, age, religion, and so on, it becomes a challenge for youth workers to address these factors when engaging in activities with them. To do so in an adequate manner, professionals have to be aware of the youth's particularities and have access to the right tools to use in each situation. This becomes even more important when we think of the most vulnerable groups, for example, young migrant women, that have to deal with multiple forms of discrimination (UNICEF & GMG, 2014[13]).

Strong migratory flows have many times been accompanied by prejudice and negative stereotypes from people in the host countries towards migrants, refugees and asylum seekers. Unfortunately, this discrimination can even come from the professionals themselves, especially in cases where intercultural learning and diversity training are

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[12] Belmonte, M. & McMahon, S. (2019). *Searching for clarity: Defining and mapping youth migration*. International organisation for Migration. Migration Research Series, No. 59. https://publications.iom.int/system/files/pdf/mrs_59.pdf

[13] United Nations Children's Fund [UNICEF] & Global Migration Group [GMG]. (2014). Migration and youth: challenges and opportunities. https://unesdoc.unesco.org/ark:/48223/pf0000227720

insufficient. Therefore, raising awareness among youth workers, as well as the community in general, is a fundamental step towards the social inclusion of young migrants (Institute for Policy Research and Analysis, 2016[14]).

Another barrier faced by youth workers and professionals who work with migrants is the language difference. Research shows that, in pracitse, this can result in a longer preparation needed by these professionals to promote some of the activities with youth. On the other hand, youth centres are commonly the places in which migrants learn more about the host country's language (Institute for Policy Research and Analysis, 2016[15]). To YIPPEE'S partners, developing youth workers' competencies to provide effective responses to everyday challenges means transforming difficulties into great potential.

It is important to recognise that young people often bring interesting knowledge and experience that can be put to good use in host countries. Their ability to adapt, learn and develop resources must not be made invisible by political decision-makers, the market and civil society organisations. It is therefore necessary to focus on strategies that strengthen young people's skills and enable them to achieve a safe, independent, and sustainable life. To the YIPPEE initiative, this means developing the competencies and skills of youth workers, so that they can promote youth empowerment through culturally sensitive and effective approaches.

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[14] Institute for Policy Research and Analysis. (2016). Integrating Refugees Through Youth Work Activities. https://ec.europa.eu/migrant-integration/sites/default/files/2016-11/TRY_analize.pdf
[15] *Ibid.*

Non-Formal Education and Social Inclusion

Individuals never stop learning and maturing. We all learn different things, at different times and in different areas of our lives. We learn a lot from school, but we should not overlook the many learning opportunities that are offered to us outside the academic learning context. Learning activities and paths not provided by educational institutions are defined as non-formal forms of learning.

All learning experiences in life contribute to personal growth and lead to a better understanding of one's environment, also leading to greater participation in society. The **formal education system** (school, university, vocational training) aims to provide young people with a basic knowledge they can use for their integration into society. In many cases, however, the formal education system does not provide young people, for various reasons, with sufficient knowledge for their needs, especially in the case of the disadvantaged. For this reason, other sources and tools are needed for personal development. **Non-formal education** is one of these, especially - but not only - for young people with fewer opportunities. Non-formal education, thanks to different learning methods and innovative approaches can represent a 'second chance' for disadvantaged young people.

In this section, you will find out more about one key component of the YIPPEE initiative, which is **the use of non-formal education as a strategy to promote the social inclusion of migrants, asylum seekers and refugees in the host countries.**

Non-formal education

Research shows that social, emotional, and non-cognitive skills, which are the ones related to emotional management, working to achieve goals, and interacting with others will be increasingly valued in the workplace, and may even increase employability. Cooperation, teamwork, time management and openness are example of skills that are even more important when we consider the increasing use of technology in our lives,

since it requires people to know how to deal with a range of different situations (European Commission, 2020[16]).

Considering the complex contexts and needs of youth in the 21st century, for example the changing nature of the labour market, it is necessary to go beyond the traditional way of teaching/learning, also known as formal education, and develop strategies to promote those social and emotional skills that can have positive outcomes for young people throughout their lives (European Commission, 2020[17]).

Non-formal learning is a learner-centred approach that takes into consideration the specific needs and interests of the target group and values the previous experiences and knowledge of those who engage in it. For young migrants and refugees, this can result in the development not only of their academic needs but also help them engage in local activities together with young people from the hosting country (European Commission, 2020[18]).

The role of non-formal education in most cases is to adapt the learning process to different individuals or certain groups of people's specific learning and integration needs in society. With non-formal activities, the focus is mainly to develop human capabilities, improve social cohesion, productivity, and responsibility reforms. Non-formal education and activities are essential tools in promoting social inclusion by providing alternative, accessible, and flexible ways for individuals to learn, develop skills and build social connections to enable participation in their communities. The purpose is to break down barriers to inclusion and empower individuals from diverse backgrounds.

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[16] European Commission. (2020). Developing social and emotional skills through non-formal learning. Joint Research Centre. https://joint-research-centre.ec.europa.eu/system/files/2020-12/policy_brief_non_formal_learning.pdf
[17] *Ibid*.
[18] *Ibid.*

Moreover, there are several ways in which non-formal education and non-formal activities can contribute to social inclusion, namely:

- **Accessible Learning Opportunities**: Non-formal education and activities are often more flexible and accessible than formal education, making it easier for individuals with varying needs and backgrounds to participate.

- **Inclusive Learning Environments**: Non-formal education can create inclusive learning environments that accommodate individuals who may face barriers in traditional educational settings, such as those with disabilities, socio-economic disadvantages, or marginalised identities.

- **Targeted Skill Development**: Non-formal activities can focus on specific skills or competencies that are essential for social integration. This could include language skills, vocational training, or life skills, enhancing participants' ability to engage in society and the job market.

- **Community Engagement**: Non-formal education often involves community-based initiatives and projects. Through these activities, individuals can connect with their local communities, build social networks, and develop a sense of belonging, which is essential for social inclusion.

- **Promoting Diversity and Cultural Understanding**: Non-formal education can provide platforms for cultural exchange and understanding. Individuals gain a broader perspective and develop empathy, breaking down stereotypes and fostering a more inclusive society.

- **Empowerment and Confidence Building**: Participation in non-formal education and activities can empower individuals by boosting their confidence and self-esteem. This empowerment is instrumental in overcoming societal barriers and promoting active participation in various aspects of community life.

- **Tailored Approaches for Special Groups**: Non-formal education allows for tailored approaches to address the needs of specific groups facing social exclusion, such as refugees, migrants, or individuals with learning differences. Customised programmes can better address the unique challenges these groups may encounter.

- **Lifelong Learning**: Non-formal education encourages a culture of lifelong learning.

- **Building Social Capital**: Non-formal activities contribute to the development of social capital, which refers to the networks, relationships, and social bonds that individuals build. Increased social capital enhances social cohesion and helps break down barriers to inclusion.

- **Addressing Informal Learning Needs**: Non-formal education can address the informal learning needs that individuals may have outside the formal education system. This includes practiseal knowledge, life skills, and other competencies that are often not covered comprehensively in traditional education settings.

Youth Work

Youth work has the goal to create positive and healthy environments that allow youth development, and provides opportunities of non-formal and informal learning, support, and advice. It can play a major role in the different phases of youngsters' lives, particularly in those in which major changes are perceived. For example, as young people generally switch from a context of family support (and even of completely relying on their parents) to greater independence and autonomy, some challenges start to appear for them. Transitioning from a school education environment to the labour market is a good example of a key life-moment of a young person in which adequate guidance can mean more positive outcomes (European Commission, 2015[19]).

The needs to feel included in society, to have positive perspectives regarding their future and to feel like they have a good social network are also commonly present in young people's realities. So, for youth work to have an effective impact in addressing these aspects, there must be a holistic approach that considers not only the

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[19] European Commission. (2015). *The contribution of youth work to address the challenges young people are facing, in particular the transition from education to employment*. Directorate-General for Education and Culture. https://ec.europa.eu/assets/eac/youth/library/reports/contribution-youth-work-summary_en.pdf

development of professional but personal competencies of youngsters (European Commission, 2015[20]).

It is also important to keep in mind that these challenges do not affect every young person in the same way, as there are some groups that are particularly vulnerable, such as those with migratory backgrounds. Research show that, in 2022, young non-EU citizens living in the EU were 3 times more likely to leave school early than nationals, twice more exposed to a risk of being NEETs, and faced an unemployment rate 1.4 times higher than that of nationals, for example (Eurostat, 2023[21]).

Key Competencies for Certification

As with other areas, there are key competencies that youth workers and professionals working with migrants should develop to improve their ability to respond to the challenges they may face and to strengthen their capacity to empower migrant youth. These competencies and skills have been considered throughout the YIPPEE cycle, more specifically in the design and implementation of each of the project's intellectual outputs.

The following list presents a wide range of skills and competencies that can/should be acquired by youth workers or professionals making use of the innovative learning approach developed by the project, as well as YIPPEE's methodology and tools.

IO1 – YIPPEE Methodological framework through storytelling and teaching modules
● Storytelling skills

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[20] *Ibid.*

[21] Eurostat. (2023). *Migrant integration statistics - socioeconomic situation of young people.* https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Migrant_integration_statistics_-_socioeconomic_situation_of_young_people#Demographic_trends

- 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

- Collabouration
- 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

The competencies and skills presented above are in line with the ones recognised by European multilingual classification of Skills, Competences and Occupations (ESCO).

According to ESCO[22]: "Youth workers support, accompany and counsel young people, focusing on their personal and social development. They are involved in managing community projects and services through one-to-one or group-based activities. Youth workers can be volunteers or paid professionals who facilitate non-formal and informal learning processes. They are engaged in a large spectrum of activities by, with and for young people."

Note: "Youth worker" (Code 2635.3.27) is an occupation included in the broader group of Legal, social and cultural professionals of ESCO.

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[22]https://esco.ec.europa.eu/en/classification/occupation?uri=http://data.europa.eu/esco/occupation/b7507136-e71e-47e8-b873-e77d5cdf2922

Certification Process

As previously mentioned, the complex challenges of the 21st century mean that professionals, and in this case youth workers and those who work with migrants, may feel the need to develop skills and competencies to help them deal with different scenarios within the scope of their occupation.

The last section was dedicated to identifying the key skills and competences of youth workers to engage with and empower young people, and which are promoted by the outputs of the YIPPEE project. This section will present the necessary processes in each partner country to certify these skills and competencies, which will allow formal recognition of the learning obtained using the tools and methodology proposed by YIPPEE.

Country: Portugal

In Portugal, the recognition, validation, and certification of competencies (RVCC)[23] is the process in which an adult demonstrates skills acquired and developed throughout life, by formal, non-formal and informal ways, and which can be validated and certified for the purpose of obtaining a qualification.

The process includes the application of assessment tools and the development of specific activities so that the person can build a portfolio, which will work as a tool for showing and organising evidence and/or proof of the person's skills regarding a given benchmark.

The RVCC processes are open to candidates aged 18 years old or more, that have a qualification level within the National Qualifications Framework (QNQ) lower than 5 and who have professional, social, personal, and other skills in relation to the correspondent benchmark (Key Skills or Professional Skills). There are particular conditions for

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[23] https://www.dgert.gov.pt/rvcc

applicants up to and including the age of 23, which you can check out on the Portuguese page of Eurydice[24].

This process is developed by the "Qualifica centres" (Centros Qualifica), which are the gateways for all those seeking a qualification, with the purpose to continue their studies, with a view to lifelong learning, and/or transition/reconversion to the job market. It is within the scope of Qualifica centres: to guide, to provide referral to qualification paths, and to monitor: to provide training in the contexts of RVCC processes and completing qualification processes or Portuguese as a Host Language courses; the development of the RVCC processes, obtained through formal, non-formal and informal means, at school, professional or dual certification level[25].

The competencies shown by the candidates and the level of qualification proposed are factors that can influence the duration of the RVCC processes. Another important aspect to mention is that they can start at any time of the year and are not conducted according to the school calendar. To facilitate the participation of employed people, the timetable of the processes are adjustable and flexible and can be agreed between the adult and the Qualifica centre.

In Portugal, the National Qualifications Framework (QNQ)[26] establishes the structure for the qualification levels, indicating the correspondent criteria, integrating and articulating the qualifications acquired within the scope of different national education and training subsystems, through the different training modalities and the RVCC processes. The QNQ (Ordinance nº 782/2009, of 23 July) covers basic, secondary and higher education, vocational training and recognition, validation and certification processes of competences obtained in non-formal and informal ways developed within the scope of the National Qualifications System.

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https://eurydice.eacea.ec.europa.eu/pt-pt/national-education-systems/portugal/validacao-da-aprendizagem-nao-formal-e-informal
25 https://www.dgert.gov.pt/centros-qualifica-2
26 https://www.dgert.gov.pt/qnq-quadro-nacional-de-qualificacoes

One key aspect of QNQ is the fact that it reflects an important chance when it comes to the conceptualisation and description of qualifications, as it makes it possible to compare them according to the competences to which they correspond rather than to the methods or routes of education by which they were acquired. The QNQ acknowledges that, for skills obtained through formal, non-formal and informal ways to be equally valued, it is necessary to exist a framework that compares these skills, regardless of how they were acquired. This results in a better functioning of the labour market, since it provides individuals and employers with a more accurate perception of the relative value of qualifications. The Portuguese QNQ, created in 2007 and regulated in June 2009, is divided in eight qualification levels, and considers the "knowledge, skills and attitudes" domains as well as the descriptors of the learning outcomes of the EQF, which allows comparison of qualification and training levels in different Member States.

Country: Sweden

Validation is a structured process in Sweden that involves assessing, evaluating, documenting, and recognising a person's knowledge and competencies, regardless of how they were acquired. The Education Act of 2010 defines validation, and its responsibility is decentralized and lies with different actors. These actors include the public employment service, adult education providers, public authorities within the field of education, and competent bodies for regulated professions. Therefore, there is no single national validation process, and the methods used vary depending on the type of education, whether it is adult education, higher education, or whether the actors are accredited or non-accredited[27].

The Swedish Government appointed the first National Delegation on Validation in 2003, which provided recommendations that guided further validation development in Sweden. The delegation's final report, "Towards a National Structure," aimed to

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[27]https://eurydice.eacea.ec.europa.eu/national-education-systems/sweden/validation-non-formal-and-informal-learning

promote and develop validation methods and increase cooperation with other relevant bodies. Validation is possible in all types of adult education, including Swedish for immigrants (SFI), according to the Education Act.

The liberal adult education sector focuses on identifying and visualising general competencies within lifelong learning. The Swedish National Council of Adult Education (Folkbildningsrådet) emphasises non-formal learning, and the validation process centres on the 8 EU key competencies. Examples of competencies within this area are commissions of trust and participation in liberal adult education[28].

In 2015, the Swedish government introduced a qualifications framework for lifelong learning, SeQF. This framework is designed to level-place qualifications within the formal education system based on learning outcomes and quality assurance criteria. All qualification providers can apply for level placement since January 1, 2016. Although it is not mandatory for the provider of qualifications placed in the SeQF to validate knowledge, skills, and competencies acquired in other settings, the principle of learning outcomes could facilitate the process of validation.

The Swedish National Agency for Higher Vocational Education supports sector organisations in their work with validation and development of validation models. The agency has an emphasised responsibility to promote the use of validation within higher vocational education. The second National Delegation for Validation 2015–2019 was appointed by the Swedish Government to follow up, support, and promote coordinated development work within the area of validation and propose a national strategy for validation. The delegation had 15 members representing trade unions, employers' associations, and national authorities.

The government's Commission Report Validation in Higher Education by the National Delegation for Validation states that many courses provided by private educational providers, study associations, folk high schools, industry organisations, and individual

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[28] https://www.myh.se/om-oss

employers hold a level in terms of quality and focus, and can be comparable to university education. It is possible for these education providers to apply for level placement in SeQF, allowing higher education institutions to compare learning outcomes from contexts outside formal education.

In Sweden, the National Qualifications Framework (NQF) is a formal system that aligns qualifications, including non-formal competencies, into a coherent framework. The aim of the validation process is to map non-formal competencies to the NQF, which ensures that they are recognised and can contribute to formal qualifications. The country has introduced the Swedish Qualifications Framework (SeQF) in line with the European Parliament's recommendation on a European Qualifications Framework for Lifelong Learning (EQF). The EQF connects 38 European countries, and the SeQF is based on it[29].

Using the framework, learners, graduates, education providers, and employers can understand and compare qualifications awarded in different countries in Europe and by different education and training systems. The government determines which level of the national qualification framework corresponds to certain European qualifications. Additionally, it is possible to apply for the level assessment of other qualifications.

The National Qualifications Framework was introduced on 1 October 2015 in Sweden, and it is expected to increase employability and mobility in the labour market. This is because it facilitates the comparison of qualifications awarded through studies and work experience.

Country: Italy

The Qualifications contained in the National Directory are organised in three sections[30]:

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[29]https://eurydice.eacea.ec.europa.eu/national-education-systems/sweden/national-qualifications-framework

[30] https://atlantelavoro.inapp.org/atlante_repertori.php

- Second Cycle of Education which contains the Qualifications of General Education and Training and of Vocational Education and Training (IeFP);
- Higher Education which contains University Qualifications, Higher Artistic, Musical and Choreographic Education (AFAM), Higher Technical Education (ITS);
- Regional Vocational Training and IFTS which contains the qualifications of Regional Training, of the National Framework of Regional Qualifications (QNQR) and of Higher Technical Education and Training (IFTS).

Qualifications and requirements are subdivided according to the subject matter, the work field of specialisation, e.g. Puglia Region has 24 different areas ranging from agriculture, forestry and fishing to cultural services, entertainment and tourism.

For example, in the field of education, training and labour services there are 12 qualifications.

Examples of qualifications in education, training and employment services in Italy, are:
- Worker/operator for support in learning contexts, communication management and detection of students' and teachers' needs
- Operator for information, accompaniment and tutoring in training, orientation and work placement paths
- Responsible for managing the relationships and resources of the training structure, monitoring and analysing the socio-economic context
- Technician for the coordination of the implementation phases of project activities and the management of human resources
- Technician of individual needs analysis, counselling for the development of training/work experience and validation of experiences
- Technician of the management and control of financial, organisational and technological resources of training structures and of the management and reporting of funded projects
- Technician of the planning, implementation and verification of training intervention, classroom management and learning assessment

- Technician of training needs analysis activities, the design of training interventions and the preparation of accompanying measures

Italy has adopted the 8 Levels defined by the European Qualification Framework[31]. Each level of the EQF is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any qualifications system. The learning outcomes are defined in terms of Knowledge, Skills and Responsibility and autonomy.

Country: Ireland

In Ireland, the certification of qualifications in education, training, and employment services is typically governed by a combination of national and international frameworks. The specifics can vary based on the type of qualification and the field in which it is obtained. Below are some general considerations for certification in these areas:

1. National Framework of Qualifications (NFQ):

   - Ireland has a National Framework of Qualifications (NFQ) that provides a way to compare qualifications and ensure that they are quality-assured. Different levels on the NFQ correspond to different types of qualifications, from certificates to doctoral degrees.

2. Accreditation by recognised Bodies:

   - Qualifications in education, training, and employment services are often accredited or recognised by relevant national bodies. For example, the Further Education and Training Awards Council (FETAC) and Quality and Qualifications Ireland (QQI) play roles in accrediting and validating certain qualifications.

3. Teaching Council Registration (for Teachers):

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[31] https://europa.eu/europass/en/description-eight-eqf-levels

- If the qualification is related to teaching in primary or post-primary schools, registration with the Teaching Council may be required. This is especially relevant for those seeking to work as teachers in formal education settings.

4. Specific Professional Bodies:

- Depending on the field, there may be specific professional bodies that govern certifications. For instance, in the realm of training and development, the Irish Institute of Training and Development (IITD) may be involved in setting standards.

5. Work Experience and practiseum:

- Some qualifications may require a certain amount of practiseal experience or a supervised practiseum. This is often the case for qualifications in areas like vocational training, counseling, or career guidance.

6. Continuing Professional Development (CPD):

- Continuous learning and professional development are often expected in these fields. Professionals may need to engage in CPD activities to maintain their certification or enhance their skills.

7. Background Checks and Compliance

- Depending on the nature of the work, individuals may be required to undergo background checks, particularly if they are working with vulnerable populations, such as children or vulnerable adults.

Country: Turkey

The Ministry of Education is the only authorised institution in the process of certifying non-formal education in Turkey. All non-formal education institutions, whether public or private, must be inspected by the Ministry and their non-formal education programmes must be certified by the Ministry. The Ministry sets various criteria and regulates

processes in order to ensure that this education model, which aims to reach large segments of society, is carried out effectively[32].

The main task of the Ministry is to plan, implement and evaluate non-formal education certification programmes. In this context, it is active in areas such as the preparation of learning materials, determining the qualifications of trainers and establishing the standards of certification processes. In addition, adopting a flexible and participatory approach to the needs of the society, making non-formal education more accessible and contributing to the personal and professional development of individuals are among the prioritised objectives of the Ministry.

The Ministry is responsible for setting quality standards in the certification process and supervising compliance with these standards. Furthermore, evaluating the performance of individuals participating in certification programmes and managing continuous improvement activities are among the responsibilities of the Ministry of Education in the field of non-formal education. In this framework, the ministry takes an active role to increase the general education level of the society and to make a positive impact on the lives of individuals.

Two important non-formal education institutions approved and certified by the Ministry:

- Public Education Centres: Public Education Centres located throughout Turkey offer many certificate programmes approved by the Ministry of Education. These centres organise vocational training and certificate programmes in various fields. For example, you can participate in certificate programmes in different subjects such as computer courses, handicraft courses, language courses.
- Vocational Training Centres: Vocational Training Centres are institutions that offer MoE-approved certificate programmes in the field of vocational and technical education. These centres offer certificate programmes that will enable you to specialise in various professions. For example, you can participate in certificate programmes in areas such as electricity, kitchen, beauty, automotive.

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[32] https://www.resmigazete.gov.tr/eskiler/2010/05/20100521-4.htm

The Ministry has defined the evaluation of success in its regulations as follows[33]:

- Evaluation of success in courses

ARTICLE 72 - (1) Success in courses is evaluated by the course teacher according to the characteristics of the programme.

(2) Assessment is made according to written or practiseal exams or homework or projects, if any. The score of the course, which is examined by more than one type of exam, is determined by the arithmetic average of these exams. This score is considered as the success score of the course.

(3) In modular education programmes, success evaluation is made at the end of each module. Scores are entered into the system electronically.

(4) Depending on the nature of the programmes, exams and success evaluation can also be conducted using information technology.

(5) Due to the health conditions or physical disabilities of the trainees, exams in some courses are conducted with the appropriate exam method.

(6) Those who receive Literacy Certificate are deemed to be literate, and those who receive Adult Level II Education Success Certificate are deemed to have completed primary school.

(7) The success of the trainees is evaluated over 100 full points. In order for the trainee to be considered successful, he/she must score at least 45 points out of 100.

(8) Examination documents are kept for at least one year. Depending on the nature of the programme implemented during the course, the score sheet showing the success of the trainees in the evaluation at the end of the course or module is taken from the e-Yaygın system. This chart is delivered to the directorate of the institution at the end of the course.

(9) Success evaluation is not made in extracurricular educational activities.

(10) In courses with a final exam, those who regularly attend the course and fail the exam and those who cannot attend the exam due to valid excuse are given the right to take the exam three times within a two-year period without continuing the same course again. Trainees can take the exam of the same type of programme opened in other

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institutions if the programme they failed or could not attend the exam cannot be opened in the institution. In case of success, a certificate is issued by the institution where the trainee took the exam.

(11) Trainees are exempted from the modules they have been successful in case they want to attend the course they failed before again or to continue other courses.

(12) Trainees continue the vocational practises in the 4th level programmes in enterprises or training institutions approved by the institution for compliance with the programme. Trainees who do not complete vocational practises and professional development modules cannot receive a 4th level course completion certificate.

(13) Vocational practise activities of trainees are monitored by the managers of the institution.

Country: Austria

Recognising skills that have been acquired outside of school or university is a much pursued goal (not only) across Europe. For those with low qualifications, validation should lead to better opportunities on the labour market. In Austria, various initiatives have already been developed to recognise skills. Self-assessment and portfolio work are common methods used in validation procedures - also internationally[34].

Several validation initiatives have already been developed in Austria or with Austrian participation. In addition to the contact points for people with qualifications acquired abroad (AST), there are other initiatives that also promote the validation of informally and non-formally acquired competences.

For example, the AMS programme "Systematic Competence" or the "You can do something!" initiative. "Systematic competence" enables gradual training towards an extraordinary apprenticeship qualification. With "Du kannst was!" you can obtain a

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[34]https://erwachsenenbildung.at/aktuell/nachrichten/13222-wie-das-anerkennen-von-kompetenz en-gelingt.php

vocational qualification through the recognition of informally or non-formally acquired competences.

The "Du kannst was!" project is aimed at people who do not have an apprenticeship qualification or who have not worked in the profession they have learnt for several years and have several years of professional experience in one of the professions offered in the project. The focus here is on recognising skills and abilities acquired in working life for the acquisition of an recognised for the acquisition of an apprenticeship qualification.

"Du kannst was" is a social partnership project of the Upper Austrian Chamber of Commerce and the Upper Austrian Chamber of Labour and and is funded by the province of Upper Austria. The project is organised by the Upper Austrian Company Training Association (FAV OÖ) in cooperation with the Linz Adult Education Centre.

Prerequisites:

Minimum age of 22 years

At least 3 years of professional experience in the desired profession

German language skills at level at least B1

The programme is aimed at people without a vocational qualification or who have not worked in their chosen profession for some time

with a migrant background whose vocational qualification obtained in their country of origin is not recognised with professional knowledge of about half of the skills listed in the job description who have several years of professional experience in one of the 26 listed professions.

Procedure:

Initial interview: overview of your existing competences

Screening: practiseal work sample to check existing skills (especially in technical professions)

The "Validating Integration Competences of refugees" tool is primarily aimed at refugees and aims to facilitate the validation of integration skills. The certification and competence recognition centre wba exists in Austria for adult educators. It validates competences and enables qualifications at two levels[35].

Alexander Petanowitsch (Institut für Bildungsforschung der Wirtschaft) and education economist Kurt Schmid have analysed how skills can be assessed in a professional context in various countries. Portfolios are frequently used. These document a person's formally, non-formally and informally acquired competences and qualifications. This approach has long been widespread, particularly in Anglo-Saxon countries.

Competences are often also determined by means of self-assessments and biographical work or document analyses. In some cases, this is followed by an assessment by experts.

Online tools are rarely used. According to Petanowitsch and Schmid, these are rather limited in their possibilities. They cite the German tool "Meine Berufserfahrung zählt!" (My work experience counts!) as a best pracitse. This asks for a self-assessment of one's own skills. The tool relies heavily on images and uses very little language. According to Petanowitsch and Schmid, this also makes it possible to expand job-related German language skills[36].

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[35] *Ibid.*
[36] *Ibid.*

Guidelines for Certification

Taking into consideration that all learning is potentially valuable, regardless of how it was acquired, and that formal, informal and non-formal education are complementary to each other (Cedefop, 2023[37]), this Protocol have the goal to guide and inspire those seeking the development and certification of competencies that are relevant for their work with migrant youth.

In this sense, after presenting relevant information on non-formal learning, youth work, and partner countries' contexts regarding the competencies certification, this section provides guidelines to support professionals throughout this process. YIPPEE's partnership believes in the idea that "there is no one-size-fits all approach to validation: it must serve a wide variety of individual conditions and needs" (Cedefop, 2023: 13[38]). Then, readers must combine the following suggested path with the official documents issued by their national institutions, always considering their specific background and objectives for the future.

> **Identification of Key Competencies.** To begin the process of recognising and certifying their competencies, youth workers should first identify the key competencies required for the activities they promote with young migrants. Since each context and each target group brings a series of specific challenges, it is possible that this list of relevant skills may vary. For example, in cases where the use of technology is common, it is necessary for youth workers to have a range of digital skills in order to make effective use of these tools with young people. While in other cases, namely those where these professionals do not deal with digital tools but interact with people from different countries, language skills may be considered a priority.
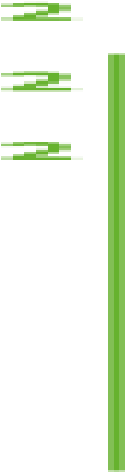
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[37] European Centre for the Development of Vocacional Training [Cedefop]. (2023). *European guidelines for validating non-formal and informal learning – Third Edition*. Luxembourg: Publications Office. Cedefop reference series; No. 124. https://www.cedefop.europa.eu/files/3093_en.pdf
[38] *Ibid.*

This protocol mentions a series of skills and competencies considered fundamental for youth workers, and which are in line with the profile defined by ESCO. Here, we suggest reflection and self-assessment by these professionals as strategies for analysing which skills and abilities they have most developed and which they would like to develop through a formal, informal or non-formal education path.
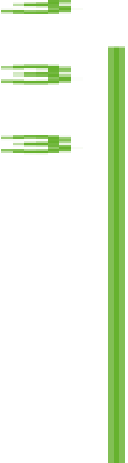
Developing Competencies with YIPPEE's methodology. After carrying out a self-assessment of their skills in working with young migrants, professionals who decide to improve the skills listed in this Protocol have the possibility of using the tools developed by the YIPPEE project.

- The Methodological framework through storytelling and teaching modules, which promotes multicultural exchange through peer-to-peer learning
- The Youth inclusion Scheme (Handbook), which contains guidelines on how to promote multicultural activities and events with young people
- The Open educational resources, a selection of rich resources through which users, including youth workers and professionals that work with migrants, can engage around the themes approached by the project
- The Guidelines for Cross-sectoral co-operation for inclusive youth work, designed to support local actors to engage in iterative partnership processes.
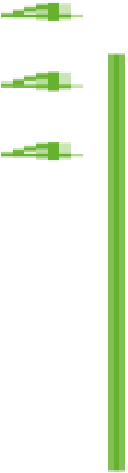
Youth workers can find the project results available on YIPPEE's website, in the languages of the partners' countries. ***Click here*** to go to the website.

Professionals can also discover YIPPEE's OER and the innovative tools produced by this initiative by clicking in the "YIPPEE login" section, available on the website of ***GEHIM-DER***.

Practical application in working with migrants. A fundamental aspect of the Protocol is the recognition of all the knowledge and experience gained by youth workers throughout their career, regardless of how they were obtained. In this sense, partners believe that carrying out practiseal activities with young migrants and interacting with multicultural groups are important ways in which these professionals can develop and improve their competencies and skills.

Because non-formal paths of education are closely linked to lifelong learning (UNESCO, 2012[39]), we suggest that professionals that work with migrant youth should not stop developing their competencies after achieving certification, but to keep engaging in training activities and learning from innovative approaches, such as YIPPEE.

Identifying Certification Entities. After acknowledging and improving the competencies that are key for their occupation, youth workers that have the goal to go through the process of certification of competencies acquired through a non-formal path need to search for the national institutions that are entitled to it. Because each country has its own rules, we suggest that professionals that have gone through YIPPEE's learning path to pay special attention for the requirements for certification, for example:
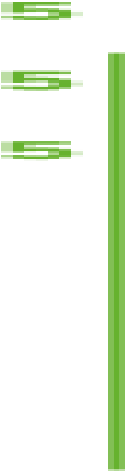
- Years of professional experience
- Level of formal education
- Steps for the documentation of competencies

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[39] United Nations Educational, Scientific, and Cultural organisation [UNESCO] Institute for Statistics. (2012). *International Standard Classification of Education - ISCED 2011*. https://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf

- Duration of the process
- Method of evaluation
- How to maintain certification

In the previous section of this Protocol, the YIPPEE's partners included useful information regarding Portugal, Sweden, Italy, Ireland, Turkey and Austria, that can guide youth workers in identifying paths to certification of competencies at national level and from the relevant bodies. Readers can/should come back for this information whenever they feel the need for clarification.

Applying competencies at European level. For youth workers wishing to develop or apply their skills, including those acquired through non-formal education, at European level, the European Qualifications Framework is a particularly interesting tool. The framework makes it possible to compare professional qualifications at each of the 8 levels[40] between two countries, which ultimately "supports cross-border mobility of learners and workers, promotes lifelong learning and professional development across Europe."

The possibility of working and applying knowledge and skills in other countries allows youth workers to cooperate with each other and with other professionals working with migrants. This results in the sharing of experiences and mutual learning on how to deal with the challenges related to youth migration.

To this end, comparing qualification levels between countries can be done conveniently online by clicking in: Compare Qualifications | Europass.

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[40] https://europa.eu/europass/en/description-eight-eqf-levels

As unprecedented inflows of migrants and refugees have reached Europe in the last years, it is not unusual for destination countries to find themselves facing new challenges that require structured and articulated responses. When it comes to the social inclusion of young people with migratory backgrounds, this means the development of solutions that consider the particular vulnerabilities they face. In this context, youth workers and professionals that work with migrants, refugees and asylum seekers a key role in developing the potential and in empowering these groups so that they can fully enjoy their rights and access the resources they need in the host countries.

Because of their "capacity to read and adjust quickly to new realities, a longstanding experience in working towards inclusion and diversity in societies and the capacity to put forward innovative ideas that link knowledge, policy and practise", youth work providers have a great potential to make positive change in the reality of the target groups. However, we believe that in order to continue to develop effective and culturally sensitive work with these young people, it is essential that these professionals develop a set of key competencies, namely those promoted by YIPPEE's innovative methodology presented throughout the project outputs.

References