

**B2 Youthpass in practice**  
**Youthpass in Youth Exchanges**

**1 What is Youthpass in Youth Exchanges?**

The simple answer is that Youthpass in Youth Exchanges is a Certificate which confirms the participation of a young person/a participant taking part in a Youth Exchange. It is also a Certificate that describes the activity as such and the involvement of the young person/participant. And the more sophisticated answer is that Youthpass and the linked political context offer recognition of non-formal learning within the Youth in Action Programme

And this is what Youthpass looks like:



In the following parts each section of the Youthpass Certificate will be explained.

## B2. Youthpass in practice

### *Youthpass in Youth Exchanges*

#### *1.1 Youthpass as confirmation of participation*

Youthpass confirms participation of a young person taking part in a specific Youth Exchange. The first half of the first page includes the name of the participant, the date and town/country of birth and the basic details of the exchange.

European Commission

Education and Culture DG  
'Youth in Action' Programme

# Youthpass

for **Youth Exchanges**

**Marie Kirschbaum**  
born in **Essen, Germany**

participated in

**Together for the Environment,**  
a Youth Exchange with young people  
from Belgium, United Kingdom, and Germany.

The activity took place from **27/04/2011**  
to **16/05/2011** in **Manchester, United Kingdom.**



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*Youthpass in Youth Exchanges*

**1.2 Description of activity**

The next part of the document is a general description of what Youth Exchanges are, as described in the Programme Guide for Youth in Action.

This part provides essential information for people from outside the youth field as it explains the general idea of what a Youth Exchange is really about. This is necessary for situations where the participant who gets Youthpass shows it to someone who has never heard about Youth Exchanges in international youth work. It might also make you think about how you would describe such Exchanges to someone from outside the field in your own words ...

On this page Youthpass will be signed by a representative of the organisation – this could be a legal representative.

The structure of the first page of Youthpass ensures that relevant information about the Exchange is presented in a concise manner, which can be handy to use in support of a job application, for example.

All Youthpass Certificates are stored in a central database for security reasons and to help create a replacement Youthpass if someone loses theirs. Each Youthpass has a unique ID number at the bottom of the first page which will allow people to check whether the Certificate is genuine.

## Youth Exchanges

Within the European 'Youth in Action' Programme, a Youth Exchange is a project where young people work and live together in an international group for a specific time. It consists of preparation, implementation, and follow-up activities. For the duration of the Youth Exchange, young people undertake a joint programme of activities with specific aims and objectives.

Young people from different countries and backgrounds co-operate with each other supported by experienced youth workers and leaders. They develop personal, professional, and intercultural competences.

Youth Exchanges foster the mobility of young people in Europe. They encourage initiative and creativity in young people, facilitate their active participation in the project, and thereby provide an intercultural learning experience.

Offering the added value of a European dimension, Youth Exchanges are quality-checked regarding content criteria and implementation.

**Education and Culture  
Youth in Action**

Kathy Korinthe  
Representative of the organisation

The ID of this certificate is 2Y8B-X9NY-G52Q-V1GR.  
If you want to verify the ID, please go to the web site of Youthpass:  
<http://www.youthpass.eu/qualitycontrol/>

Youthpass is a Europe-wide validation system for non-formal learning within the EU 'Youth in Action' Programme. For further information, please have a look at <http://www.youthpass.eu>.

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## B2. Youthpass in practice

### Youthpass in Youth Exchanges

#### 1.3 Description of activities undertaken

The second page of the Youthpass for Youth Exchanges gives basic information about the project. In that way readers get a quick overview about the project and an understanding of the learning opportunities within the project.

The aim and objectives of the project are described and all the partner organisations that participated in the project are mentioned. This is followed by a description of the main activities/programme elements during the Youth Exchange. There is also the possibility to mention the achievements of the project when you want to highlight some important outcomes of your exchange project. Finally, there is the possibility to mention any co-funding that was received for the project. The last two fields are optional; if you don't want to highlight any special outcomes of the project, the title will not appear on the certificate.

#### → To give you an example:

*The project "Together for the Environment" brought together young people from Belgium, United Kingdom and Germany. To prepare for the project, the German group met several times in the evenings and twice in a weekend. They discussed their local ecological situation, and prepared a map of their city with regard to specific questions (waste and energy usage data). During the Exchange project in England, they compared what they had learnt about their home towns, discussed how their everyday habits influence environment, and visited organisations that work with environmental issues. After returning home, they developed personal plans how to have ensure best influence on the environment with their everyday behaviour.*

Once when the certificate is ready, the second page will be signed by the person in charge of the project.

All the above-mentioned information is restricted to two pages. Therefore there is a limited number of characters for each of these parts in the online certificate generation tool. We have found that people from outside the field more readily accept a two-page certificate.

The next part of the Youthpass gives the possibility to describe the individual learning outcomes of the participant. There the number of pages is not limited.

European Commission

Education and Culture DG  
Youth in Action Programme

**Youthpass**

This document certifies that **Marie Kirschbaum** took part in the Youth Exchange **Together for the Environment** organised by **JUGEND für Europa**.

**Project description**

The exchange project was developed and implemented in cooperation with the following partners:  
A youth centre from Belgium and a youth nature club from England

The aim and the specific objectives of the project were:  
The project aimed to increase knowledge on how consumption and everyday habits affect the environment.

Main activities:  
During the Exchange, discussions and workshops took place. The group visited a recycling centre, met the local branch of Greenpeace and learnt about the activity of these organisations. A joint blog was kept about the project where everything learned was documented.

Education and Culture  
Youth in Action  
Bonn, 29/06/2011

Youth  
Rhena Ribisel  
Person in charge of the project

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#### 1.4 Description of individual learning outcomes

After the first two pages, the part of the certificate follows which includes information about the individual participant. Here, the number of pages is unlimited. Firstly, the commitment and tasks of the participant can be described. Below that, the participants' learning results are outlined, using the key competences as basis for categorisation.

There is the possibility to enter the name of the person who supported the process of self-reflection. Writing down one's learning outcomes is a challenging task. To have someone to support you in that reflection process can be of great value. This could be the role of a youth worker/leader but it could also be something taken up by one of the peers in the project.

The next step is to decide under which key competences to place the learning outcomes. Further on you will find more information and assistance on that.

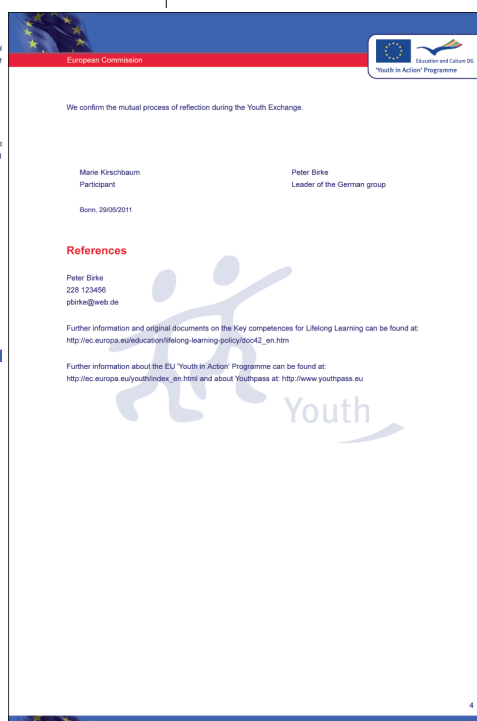
Space is provided to give information about further references, for example by a youth worker or another support person, at the end of the certificate.

The participant then signs the certificate. In case the learning process has been assisted by the dialogue with a youth worker/leader or someone else, the dialogue partner also signs the certificate.

At the bottom of the last page of the Youthpass certificate you will find links to the Youth in Action programme, the key competences and the Youthpass website for further information.

You can generate Youthpass on a specific website. And this is how it works when you organise an approved project:

- > *Together with the contract for your approved project, you will get a link to the Youthpass website [www.youthpass.eu](http://www.youthpass.eu)*
- > *You are obliged to inform all participants that they are individually entitled to get a Youthpass.*
- > *On the Youthpass website you need to register before you can start using the Youthpass generating tool.*
- > *Help texts will guide you through the different steps.*
- > *You can easily create Youthpass Certificates by filling in the different boxes online with information about your project and participants. Once all information is there, you can generate the Certificates in pdf for Acrobat Reader and print them.*



Further technical details you will find on the website [www.youthpass.eu](http://www.youthpass.eu).


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*Youthpass in Youth Exchanges*

## 2 Why Youthpass in Youth Exchanges?

Now you have some ideas about what Youthpass is like in a Youth Exchange. But you might still be asking about the 'why', and so may other people be asking you.

- > *What is the benefit/potential of using Youthpass in Youth Exchanges?*
- > *Why is Youthpass meaningful for participants?*
- > *Why does it make sense for organisations?*

For young people, Youthpass is an opportunity to demonstrate officially their active participation in a project. They can use it when applying for a job or for further education and training. At the same time it means for young people, and this is even more important, that they recognise their own participation and their own learning and development.

When young people take part in a Youth Exchange they will be involved in preparing programme elements, they take part in the activity and will take up certain responsibilities. They get many new experiences from which they will probably learn a lot. By reflecting regularly on their personal learning during the exchange, they become more aware of their own learning. That will also enable them to recognise their learning potential. The Youthpass certificate handed out at the end of the project serves for the participants as a document to show their learning outcomes to others, and as a confirmation of their own perception on their learning outcomes and potentials.

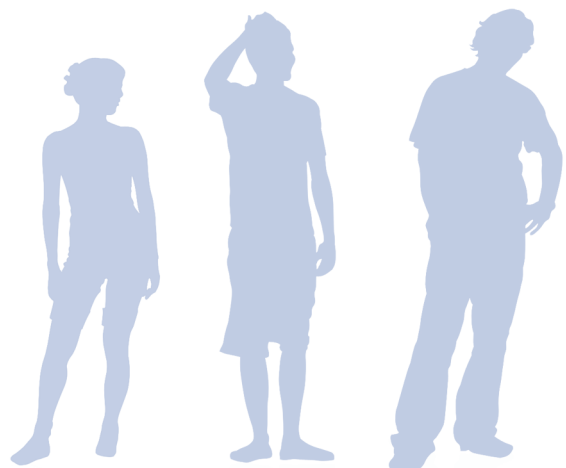
Youthpass offers the opportunity to document the learning that takes place in Youth Exchanges and to show the commitment and active participation of young people. Especially for the group of young people who have not managed to finish their formal learning path and who are sometimes referred to as 'early school leavers', 'school drop outs', 'disadvantaged young people' etc., it will be exciting

to see if a Youthpass certificate can make a difference for the next steps in their lives.

For youth workers/leaders, people who are responsible for the Youth Exchange and their organisations, Youthpass is a way of using a Europe-wide system for validation and recognition of youth work. At the same time, the certificates show that you organised an activity that was quality-checked by the National Agency of the Youth in Action programme in your country and financially supported by the European Commission.

The use of the educational recommendations concerning the learning process, learning objectives and outcomes described in this Youthpass Guide might help to increase the impact and quality of youth work. Youthpass highlights the added value in terms of learning in a Youth in Action activity. You can read more about that in chapter A5 'Youthpass – more than a certificate of participation'.


For further ideas and support on how to use Youthpass, please have a look at chapter B1: 'How to support learning'.




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*Youthpass in Youth Exchanges*
3 How can Youthpass be used in a Youth Exchange?

“Youthpass is more than just a piece of paper and more than just the cream on top”. This is the intention of those who were part of the development of Youthpass. But what could it look like, how can you use it from the first moment you hear of Youthpass to the very last moment when you finalise the Youth Exchange?

Have a look at this flow chart of a typical Youth Exchange:



*Initial ideas for an Exchange*



*Consolidation of a group of participants*



*First setting of aims and objectives and thinking about possible partners abroad*



*Contact with partner organisation(s)*



*Deciding with project partners about main aims and objectives; types of activities needed*



*Organising the necessary logistics: travel; accommodation; etc*



*Running the Exchange*



*Evaluation and follow-up*

## B. Questions and answers

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### B2. Youthpass in practice

#### *Youthpass in Youth Exchanges*

Youthpass fits into the flow of a Youth Exchange at several moments and milestones during the activities, as you can see from the following example of relevant questions which could be used at each stage:

#### *Initial ideas for an Exchange*



*Consolidation of a group of participants*  
- what do you want to get out of the Exchange?



*First setting of aims and objectives and thinking about possible partners abroad*  
- how and what do you want to learn in the Exchange?



*Contact with partner organisation(s)*



*Deciding with project partners about the main aims and objectives; types of activities needed*  
- sharing ideas about learning goals and how to implement Youthpass



*Organising the necessary logistics: travel; accommodation; etc.*  
- what did we learn when taking responsibilities here?



*Running the Exchange*  
- how do we share our learning with each other?  
- when do we organise reflection groups?  
- what activities was I involved in?  
- issuing Youthpass



*Evaluation and follow-up*  
- what are our future learning goals?  
- how will we use our Youthpass Certificates?




 B2. Youthpass in practice

*Youthpass in Youth Exchanges*

Now we would like to take you through the different steps that might help you to implement Youthpass in your Youth Exchange:

1. When planning your activity you can integrate Youthpass right from the beginning. By looking at the aim and objectives of your project you can identify the learning potential of the project for the young people involved, and how you can encourage the learning process. You can explore the different methods and moments where participants have the possibility to reflect on their learning.
2. When your project is approved by your National Agency of the Youth in Action programme you will receive a contract and information letter. There you will find a short explanation of Youthpass and a link to the website: <http://www.youthpass.eu>. You need to register here in order to be able to generate the Youthpass certificates.
3. When you plan the Youth Exchange
  - > *you should inform all participants that they are individually entitled to receive a Youthpass certificate. It is your contractual obligation as an organiser to inform participants about the possibility of receiving Youthpass and to offer it if requested,*
  - > *you can include questions on learning objectives, learning opportunities and personal development in the sessions in the Youth Exchange programme when you reflect on the on-going process,*
  - > *you can include a session on learning, awareness of one's own learning, new ways of learning etc. Chapter B1 'How to support learning' gives ideas for this.*
4. Before you can generate the certificates you should fill in all the information which is relevant to the activity. Most of that can be prepared in advance, except for the last part with the individual learning outcomes of the participants. You can reserve time during the last day(s) of the

exchange to give the opportunity for the participants to work on this part, or you could decide to give participants the possibility to work on that after the actual exchange. The last option has the advantage that the youth workers/leaders can more easily take the time after the exchange to support the young people with this part. The disadvantage is that all parties involved are faced with everyday activities and may therefore find it harder to retain the motivation to reflect on the learning that took place in the exchange.

5. Concerning the generation of the Youthpass: you need time to fill in the data on the website before the certificates can be generated. You can prepare parts of it in advance and the first page can already be signed by a legal/official representative of your organisation.

If you want to issue the Youthpass certificates on the spot, e.g. during the farewell party, you should organise at least one computer with a printer and internet connection. Youthpass certificates are generated using an online database. There are also other creative ways of setting up the technical facilities to prepare Youthpass during an exchange, such as using internet cafes or asking organisations nearby to provide access to computers and internet.

If you want to issue Youthpass after the exchange you have time to prepare and finish the certificates during the following weeks. It can be of great benefit to generate the certificates later as then the participants have a certain distance from the exchange and therefore a different and maybe more realistic perception on their learning process. As said before, it also offers the possibility for young people to have a talk with a support person which can be of great help to document their learning outcomes.

You will find all relevant instructions concerning the technical conditions and procedures on [www.youthpass.eu](http://www.youthpass.eu).

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### Youthpass in Youth Exchanges

#### 4 Language of Youthpass in Youth Exchanges

As a rule and depending on the development of the multilingual website, Youthpass certificates can be generated in all languages of the Youth in Action programme countries. If the participants request so, it can also be done in more than one language. There is an explanation of how to produce the certificate in different languages in the website.

#### 5 Key competences in Youth Exchanges

The following part provides assistance in understanding and using the key competences for describing learning outcomes in Youth Exchanges. You are encouraged to have a look at other sections of the Youthpass Guide (such as chapter B1 “How to support learning”) which give further hints and ideas to facilitate the use of Youthpass in the Youth in Action Programme.

##### *The background to the key competences*

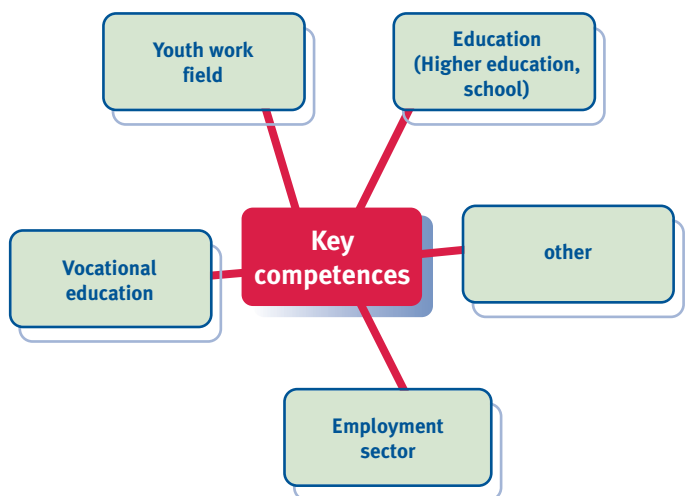
The European Union has defined basic key competences for lifelong learning in Europe. All types of education can refer to this same framework, and so do we in the Youth in Action Programme. Competence is defined as being a combination of knowledge, skills and attitudes.

Have a look at Chapter A4 “You hold the keys to Lifelong Learning” for a detailed explanation of the development of the framework.

##### *Key competences in the Youth in Action Programme*

The decision to use the key competences for describing the learning in projects is a part of an overall strategy to support young people in their personal lifelong learning process, and to promote the recognition of youth work in the wider society and policy developments. One part of the lifelong learning strategy is the focus on employability but the other part – which is important and closer to what we know as ‘youth work’ - is the future life of young people and coping with challenges that come from changes in societies. In Youthpass, both aims are covered.

This common European key competences framework helps us in using a more coherent European language to talk about learning experiences across different environments.



Below you will find the European definition of the key competences, and what they might look like in a Youth Exchange. It will hopefully give you ideas on how you can describe learning outcomes.

Each of the key competences is explained in the following way:

- 1) an extract from the original wording of the key competences, and
- 2) suggestions on how to reflect on this competence in the context of Youth Exchanges.

For some participants it may be a relatively new exercise to jump into self-assessment. You may find it useful to offer some examples of half sentences, which they can use when describing their competence development. Here are some examples taken from chapter B1 “How to support learning”:

- > *I feel more comfortable now...*
- > *I found out...*
- > *I learned...*
- > *I feel confident...*
- > *I made progress...*
- > *I'm able to...*
- > *I know now how...*
- > *I developed...*
- > *I have a clear view now...*


 B2. Youthpass in practice

*Youthpass in Youth Exchanges*
**Communication in mother tongue**
**The original wording of the key competence:**

‘Communication in the mother tongue is our ability to express thoughts, feelings and facts both orally or in writing (listening, speaking, reading and writing), and to interact with other people in an appropriate way in education and training, work, home and leisure.’

... in a nutshell: using native language in different life situations. Expressing ideas, opinions, feelings, needs and facts; listening, speaking, writing and reading. Understanding others.

**Youth Exchange and communication in the mother tongue.**

In a Youth Exchange young people usually have to deal with different languages: the language(s) of your partner(s) in the project and a common language used to communicate amongst each other. At the same time, they will use their own language (mother tongue) within the national group. Speaking, listening to and learning a new language makes you often think about how you use your own language. Getting confronted with other expressions, comparing expressions and sayings, explaining your language to others. Next to that, young people are introduced to new words and expressions in their own language by entering the world of the Youth in Action Programme.

Young people might be in the position to present the project in their local environment to different kinds of audiences, which requires different skills in speaking and/or writing. In the preparation phase of the Youth Exchange, many things have to be discussed and exchanged in the national group. Stating your opinion and expressing yourself are important elements when doing so.

**Examples:**

- > **Learning new words and expressions** by preparing a Youth Exchange project for the Youth in Action Programme (such as European dimension, evaluation, aims and objectives, participant, beneficiary, young people with fewer opportunities, inclusion, application, active participation, etc.)

- > **Learning more about your mother tongue** by teaching your language to others.

- > **Learning different ways to present the project** – writing materials, making posters or leaflets to promote or inform about the project, meetings with and presentations for local people, etc.

- > **Improving your communication with others** – active listening, expressing yourself, giving words to your thoughts and feelings, etc.

**Questions that can help participants to reflect:**
*Before the project*

- > Where do you **already feel confident** about using your own language (listening, talking, reading, writing)? In what way?
- > What would you like to work on? How?

*During and after the project*

- > What (ways of communicating, new words, new ways to express yourself, phrases, traditions in your language, etc.) did you discover about your native language? Which elements of the project helped you in that?
- > How did communicating in a **foreign language influence** your communication in your mother tongue? Did that change the way you look at your own language?
- > Did you face any **problems to express** yourself in your own language? In which situations? What did you learn from that?
- > Which way (talking or writing, or maybe other) did you find the most helpful to **express your thoughts and feelings**?
- > Do you feel now more self-confident when you want to express yourself? In what way?
- > What else would you like to work further on to **increase this competence**? In what way? Who and what can help you in that?

## B2. Youthpass in practice

### Youthpass in Youth Exchanges

#### Communication in foreign languages

##### The original wording of the key competence:

'Communication in a foreign language is closely linked to communication in our mother tongue: it is based on the ability to understand and express thoughts, feelings and facts orally or in writing at work, home, leisure, education and training — according to our wishes or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding.'

..in a nutshell: using different language(s) in different situations by listening, speaking, writing and reading. Expressing your ideas, opinions, feelings, needs and facts in foreign language(s). Understanding others. Being open for other cultures, habits and realities.

##### Youth Exchange and communication in foreign languages.

Participating in a Youth Exchange means being confronted with other languages. Young people have to find their way to deal with that. Already in the preparation phase of the actual exchange the other language(s) can be explored and practiced. Through language classes, through communication by email with the partner(s), through reading information on websites about the other countries, etc. For many young people, speaking another language is one of the biggest challenges in the Youth Exchange. Communication is probably the most important element in a Youth Exchange, which makes expressing your needs, thoughts and feelings in a foreign language a crucial competence. A Youth Exchange offers an optimal environment to practice.

##### Examples:

- > Being more **confident** when speaking a foreign language
- > Learning **new words and expressions** in foreign languages
- > Learning to **understand** another language

- > Learning new **concepts, approaches and terminologies** from other languages
- > Learning about **different cultures**
- > Being **more open** towards people coming from different countries and cultures

##### Questions that can help participants to reflect:

###### Before the project

- > What foreign languages **do you know** already? On which level can you talk, read, write and listen?
- > What would you still **like to learn**? How?

###### During and after the project

- > **What aspects** (ways of communicating, expressing yourself, new words and phrases, traditions, etc.) of the foreign language **did you learn**? Which situations in the project helped you in that?
- > Did you face any **problems to express** yourself in the foreign language? In which situations? How did you deal with that? What did you learn from that?
- > Which way (talking or writing, or maybe other) did you find the most helpful to **express your thoughts and feelings in a foreign language**?
- > **How did you communicate** before and after the exchange with the other group(s) (email, Skype, telephone)? What did you learn from that?
- > What did you learn about **other countries, nations or cultures** in the project?
- > Do you feel more **self-confident** now when you want to express yourself in a foreign language? In what way?
- > What else could you do to **improve your skills** in this area? Who and what can help you in that?

## B2. Youthpass in practice

### Youthpass in Youth Exchanges

#### Mathematical competence and basic competences in science and technology

##### The original wording of the key competence:

'Mathematical competence is our ability to use addition, subtraction, multiplication, division and ratios in mental and written arithmetic to solve a range of problems in everyday situations. Process and activity are as important as the knowledge itself. Competence in science refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions. Competence in technology is viewed as the application of that knowledge and methodology in response to perceived human wants or needs.'

...in a nutshell: calculating, budgeting, controlling and planning expenses, solving problems, logic and critical thinking, looking for data, needs analysis, presenting facts by models and charts, being curious about your environment.

##### Youth Exchanges and mathematical competence and basic competences in science and technology

In Youth Exchanges, young people are often involved in the planning of the project, collecting the necessary finances and, depending on the topic of the exchange, collecting data and information about the theme of the project. Thinking strategically, analysing needs and solving problems are all part of this.

Some projects are related by their activities to science, environment protection, social issues etc, where ideas developed by science are put into practice and research and scientific findings are integrated into projects.

##### Examples:

- > **Financial management** (calculating the budget, operating with different currencies, monitoring expenses etc.)
- > **Planning** the project and all its different elements
- > Looking for **data and information** about the theme of the project and analysing them

- > **Evaluating** the outcomes of the project
- > **Solving problems**
- > Dealing with any specific topic or **theme linked to science or technology**

##### Questions that can help participants to reflect:

###### Before the project

- > In what way can you be involved in the **planning** of the project?
- > Do you have a good overview of the **financial conditions** and regulations concerning the project?
- > What would you **like to learn**? List your learning ideas

###### During and after the project

- > How did you **plan** the project? With whom and in what way?
- > Did you work with the **budget**, calculating and controlling money or other resources, etc? If yes, how was it for you? What did you learn?
- > How did you **solve problems** in your project? How did you look for **solutions**? How did you **implement** them?
- > Did you present your project to others? Did you use any **models, charts, etc.**? Did you develop any new presentation skills? Which?
- > Did you get any new **scientific knowledge**? Which and how?
- > How did you cope with new and **unexpected situations** in your project?
- > Does your project contribute in any sense to **science development**? How?
- > What else would you like **to learn** in this field? Who can help you?


 B2. Youthpass in practice

*Youthpass in Youth Exchanges*
**Digital competence**
**The original wording of the key competence:**

'Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.'

...in a nutshell: the use of information technology in your free and working time for communication. Producing, storing, analysing information. Sharing information via the Internet. Using different media means such as mobile phones, digital cameras, etc.

**Youth Exchange and the digital competence**

In a Youth Exchange, different digital tools are used for preparing, realising, and evaluating the project and for sharing it with the world outside. Especially in the phase before the actual exchange the Internet will be used a lot to communicate with the other partner(s) in the project. Young people will be using online-tools to prepare the travel. They might be making short clips and/or pictures to present themselves to the other groups and put those on-line. They will start to communicate through social networks, build a website etc. But also during the exchange, different media will be used in the programme: software for publishing/making movies/music, online tools for communication and promotion etc.

**Examples:**

- > Using the computer for **filling a project application** form
- > **Building a website**, Facebook group, blog etc. for the project
- > Learning new computer **programmes and applications**

> **Communicating** via e-mail, Skype, Facebook etc.

> Using **internet, mobiles phones**, digital cameras and other IT means for realising and documenting the project and also for promoting the results

**Questions that can help participants to reflect:**
*Before the project*

- > What competences **do you already have** in this area? What kind of digital tools do you use and for what?
- > **What** would you like to learn in this topic during your project?

*During and after the project*

- > Which **digital media** (computer, telephone, internet, camera, etc.) did you use for preparation, realisation and follow up of the project? What for?
- > How did you use information technology to **communicate with the other groups** in the project? What was new for you and what did you learn?
- > Which computers **programmes and applications** did you use and learn? How did you use them?
- > Did you create **online tools** to promote your project or to inform others about it (website, Twitter, Facebook, blogs etc.)? What did you learn from that?
- > By what concrete actions did you **improve** your use of digital media? Did you learn yourself or was there anybody who helped you?
- > What was **challenging** in working with such digital tools? Did you have any problems? How did you overcome them?
- > Did you develop your **confidence** in using digital media? In what way?
- > What would you still like **to learn** in this area? Who can help you?

## B2. Youthpass in practice

### *Youthpass in Youth Exchanges*

#### *Learning to learn*

##### **The original wording of the key competence:**

‘Learning to learn’ is the ability to organise our own learning. It includes effective management of time and information, both for ourselves and in groups. We should also be aware of our learning process and needs and identify different opportunities available to learn. It means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn encourages us to build on prior learning and life experience.’

...in a nutshell: To be able to organize and manage your own learning. To set aims and objectives, identify the best ways and means to achieve them. To monitor and evaluate your own learning process. To know your learning abilities and make optimal use of time, information and learning opportunities. To develop further on already gained experiences and competences. To be able to apply achieved competences and experiences in the personal, professional and social life. To know how to increase your motivation and self-confidence.

##### **Youth Exchanges and learning to learn**

Learning to learn is the crucial competence that helps us reach all other competences. Young people certainly are in the position to learn a lot during Youth Exchanges. They go through strong experiences, come into new situations and meet new people and other cultures. Learning to learn is about how they are aware of their own learning and how they take responsibility for their own learning. Youth Exchanges offer the possibility for young people to choose their own learning path and to decide what they want to get out of the experiences. That goes for the group as well as for individuals. The group can set learning goals for the project and so can the individual participant.

It’s about setting learning aims and objectives, reflecting upon your learning strengths and weaknesses and the ways

you learn best, organizing your learning, self-motivation, being aware of being a learner, taking responsibility for your own development, assessing and monitoring the development, collecting outcomes and reporting changes you went through.

For more information please read the chapter “How to support learning” in the Youthpass Guide.

##### **Examples:**

- > *Learning about **you as a learner** – how you learn best, with whom, in what situations, what stimulates you, what blocks you, etc.*
- > *Learning how **to set aims and objectives** for yourself*
- > *Learning how to learn **with and from peers***
- > *Learning how **to give words** to what you have learnt*
- > *Learning how you can use the competences and **experiences you already have** in your project and what else you can learn to develop these competences further*
- > *Learning how **to motivate** yourself and what helps you to feel **more confident***
- > *Using concrete things you learnt in your project **in other situations** – at school, at work, at home etc.*


 B2. Youthpass in practice

*Youthpass in Youth Exchanges*
**Questions that can help participants to reflect:**
*Before the project*

- > What are the things you learnt in your life you are most **proud of**?
- > How do you learn best? What **motivates** you?
- > What do you **want** to learn in your project?

*During and after the project*

- > What was your **personal motivation** to participate in this project? What did you want to get out?
- > Did you plan your learning **aims** and objectives? Did you reach them?
- > Did you learn things that you did **not plan or expect** to learn? Which?
- > Through which activities and roles/tasks you had in the exchange project did you **learn** the most?
- > How did you learn? When was learning **easy** for you and when was it **challenging**? Why?
- > Who and what were **supportive** for your learning? What kind of assistance did you need to improve yourself?
- > Was your development in the project **different** than learning in school/work/university? In what way?
- > Which methods did you use to **monitor and evaluate** what you achieved?
- > How was it for you to be **responsible** for your own development?
- > What did you **discover** about yourself?
- > What else would you like to **improve**?
- > What did you learn as **a group**? How was it to work and develop together with your peers? What did you learn from each other?






 B2. Youthpass in practice

*Youthpass in Youth Exchanges*
**Social and civic competence**
**The original wording of the key competence:**

'These include personal, interpersonal and intercultural competence and cover all forms of behavior that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation'

... in a nutshell: To be able to participate in social, civic and working life. To be able to deal with people coming from different social and cultural backgrounds. To be able to cope in a constructive way with conflicts. To have the knowledge, skills and attitudes needed to be active as a citizen. To participate as much as possible in civic life at local, regional, national, European and global level.

**Youth Exchange and social and civic competence**

One of the key issues in youth work has always been the participation of young people in society. A Youth Exchange relates to this competence in various ways. The local group acts together to shape the project and thereby practices the skills and attitudes of active participation. The international dimension of the Youth Exchange offers the possibility to observe other realities in different countries, to share and compare your experiences and ideas with peers from different cultures, to see your own reality in a broader perspective, and to bring back that international dimension to the local reality.

**Examples:**

- > **Working together** with your peers to prepare for the project
- > **Explaining your local reality** to young people from other countries
- > **Personal and interpersonal development** (working in your group, working with the partner group(s), building trust, working on respect and tolerance, increasing self-

confidence, showing empathy, dealing with uncertain situations, making decisions, solving conflicts and managing crises, etc.)

- > **Intercultural development** (dealing with diversity, working with different groups, exploring new ways of looking at the world, other values and traditions, etc.)
- > Getting more **knowledge and understanding** about structures, values and rules of civic society
- > **Sharing the experiences** and outcomes of the exchange with people in your local environment

**Questions that can help participants to reflect:**
*Before the project*

- > How do you **see yourself** as being active in your own environment till now?
- > Would you call yourself an **active citizen**? Why?
- > Who is for you a **role model** as an active citizen? In what way?
- > What would you like to learn about **being a part** of a society? How could you use it for your personal life?

*During and after the project*

- > How was it for you **to be a part** of your own national group? Which role did you take? What does it mean for you?
- > How was it for you **to be a part of the international group**? Which role did you take? What was new for you?
- > What did you learn about the **living conditions** of the young people from other countries? What was different from your situation?
- > What was **the impact** of the Youth Exchange on your local environment?
- > Would you call yourself an **active citizen**? Why?
- > How did your knowledge of local/regional/national and/or European **structures** change or increase?
- > How can you contribute to any social or environmental initiatives around you?
- > What else would you like to **improve** concerning these competences?

## B2. Youthpass in practice

### Youthpass in Youth Exchanges

#### *Sense of initiative and entrepreneurship*

##### The original wording of the key competence:

‘Sense of initiative and entrepreneurship refers to an individual’s ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities. It is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.’

...in a nutshell: to turn ideas into actions, to be creative and innovative, to take risks, to plan and manage projects, to be aware of different working contexts and be able to optimally use given opportunities for one’s own development. To be aware of ethical values.

##### Youth Exchange and sense of initiative and entrepreneurship

A Youth Exchange is about turning ideas into action, about being creative, and trying out new things, all that might be risky sometimes. The project has to be managed and takes place in different contexts. Young people in Youth Exchanges have different possibilities to develop talents, discover passions, try out new tasks and roles and get inspired to turn new ideas and plans into action.

##### Examples:

- > Turning an **idea into action**
- > To be a part of **planning and managing the project**
- > To organize **support and cooperation** to realize your idea
- > To use **human resources and talents** in an optimal way in your group

- > To be **creative and innovative** in realizing project’s activities
- > To discover your **talents and passions** and to develop ideas for yourself

##### Questions that can help participants to reflect:

###### Before the project

- > Which interests, passions and talents would you like to **develop** during your project? What do you need for that?
- > What **stimulates** you to take action? How do you make ideas become a reality?
- > What **values** are important for you when you work with others?
- > Do you think of yourself as a **creative and innovative** person? In what way?

###### During and after the project

- > Which **ideas did you put into action** during the project? How do you feel about it?
- > In which part of the project could you express your **creativity and be innovative**?
- > How and from **which situations** did you learn about ‘taking the initiative’ and ‘being active’?
- > What did you learn about **project management**, action planning, teamwork and cooperation, taking risks, creativity and flexibility?
- > How is it for you to **take initiative**? How is it to follow others?
- > Which projects experiences can you use for building up your personal and professional **development**?
- > What else would you like **to learn** in this area?
- > What did you learn as a **group**?


 B2. Youthpass in practice

*Youthpass in Youth Exchanges*
*Cultural awareness and expression*
**The original wording of the key competence:**

'Appreciation of the importance of the creative expression of ideas, experiences and emotions through a range of media, including music, performing arts, literature, and the visual arts.'

... in a nutshell: To be creative in expressing ideas through music, literature, theatre and all possible ways of art. To be appreciative for expression of ideas through music, theatre, literature and other forms of art. To be aware of your own cultural context and the cultural context of others.

**Youth Exchange and cultural awareness and expression**

Cultural expression in a Youth Exchange might concern the projects itself (by topics linked to music, theatre, art, dancing etc.) as well as methodologies where different artistic and creative techniques and approaches are used to express oneself and to make the project vivid and attractive.

**Examples:**

- > *Sharing and learning about **your own culture**, tradition and cultural heritage*
- > *Learning about **other cultures**, traditions and cultural heritage*
- > *Being involved in preparing a performance and bringing it **on stage** (theatre, music, dance etc.)*
- > *Producing a **film or a photo exhibition***
- > *Learning about other cultures and sharing your culture with the **local community***
- > *Using **artistic methods** such as painting, singing, acting, writing, etc.*

**Questions that can help participants to reflect:**
*Before the project*

- > *What do you know about **your local culture** and history? What would you like to learn more?*
- > *Do you already use certain **ways of artistic expressions**? Which and in what way?*
- > *What would you **like to learn** in this area?*

*During and after the project*

- > *Did you meet any **new forms of cultural expression** during your project? If yes, how did it influence you?*
- > *What forms of cultural expression are practiced in **your community**? How would you describe them?*
- > *Did you learn new **ideas or methodologies** for working with art and culture? How and from whom did you learn?*
- > *In which context did you use **creative and artistic methods**?*
- > *Did you get more **self-confidence** in this area? In what way?*
- > *What did you **discover** about yourself in this competence?*
- > *What did you learn from the **partner groups** about culture?*
- > *What do you still want **to learn** in this field?*
- > *What did you learn as **a group**?*