IO1: Personalised Youth Work Methodology

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1. INTRODUCTION – ABOUT THE PROJECT AND THIS DOCUMENT

The Personalised Youth Work project is a 20-month project, which is implemented by four (4) European organisations, Point Europa (UK), BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH (Austria), DEKAPLUS Business Services (Cyprus), Your Ideas Matter Ltd. (Bulgaria).

It is aimed at enabling youth workers to apply a personalised learning approach when working with young people seeking to enhance their employability, with a particular focus on needs assessment and developing adequate intervention strategies.

This document aims at providing structured and comprehensive guidelines on how personalised learning can be applied in youth work through the application of innovative practices and techniques with the overall aim of enhancing labour market integration measures targeted at the improvement of young people's employability. This shall consider assessing young people's needs, facilitating the design of the training content, suggesting schedules and performance options of the training process and many more.

The methodology addresses the project's main direct target group, youth workers – directly or via organisations they work at/ for - and their clients, young adults aged 16-24+ being the end users of the project. It is made available also in German Greek Bulgarian.

Besides this output, the project also offers to public:

- PYW Toolbox with a wealth of activities and techniques to be applied by youth workers depending on the needs, profile, background and aspirations of the targeted young people. This output will allow youth workers to co-create with their trainees and customise the training content in line with the individual learning goals.
- The Project Website available at: www.personalisedyouthwork.com
- The Social Media profile https://www.facebook.com/PYWProject

Several dissemination activities like Multiplier Events will help enrich and share project results.

Within this document, the reader will find in the following chapters some information on the definition of the selected approach (Personalised Learning) and some examples setting it into context examples, then how to assess it on a macro and micro level. The two following chapters explore how to set Personalised Learning into place. Then there are details on competences and skills linked to employability and how these could be supported, particularly among young people with fewer opportunities. The reader will then also find more explanations on monitoring, evaluation and feedback, as well as assessment. The closing chapter gives examples on support services the Personalised Learning approach has been found in.

2. PERSONALISED LEARNING (YIM)

2.1 DEFINITION AND CONTEXT

The term "personalised learning" was first used in 1960 in a rather informal context, without any clear definition of what it refers to. Only in 2005, Dan Buckley (a distinguished UK educationalist) defined "personalised learning" by introducing the following two models:

- **"Personalisation <u>for</u> the learner"**, which refers to the educator/trainer creating the learning experience for the learner.
- **"Personalisation <u>by</u> the learner"**, which refers to the learner acquiring skills to better adjust his or her own learning.

Nowadays personalised learning is recognised as one of the most successful and advanced models of acquiring new knowledge and skills and is defined as follows:

> Personalised learning refers to instruction in which the pace of learning and the instructional approach are optimised for the needs of each learner. Learning objectives, instructional approaches, and content (including its sequencing) may all vary based on learner specific needs. In addition, learning activities are meaningful and relevant to learners, driven by their interests, and often self-initiated.

The **purpose** of the personalised learning framework is to open learners' pathways and encourage their voice and choice in their learning journey.

The key **feature** of personalised learning is that it *allows learners to select what, how, when and where they learn*, which provides them with flexibility, as well as control over the newly acquired knowledge, skills and competences.

Personalised learning is enabled by **environments** that are designed *based on each learner's needs, aspirations and abilities*.

At the core of personalised learning lies the concept of proximal development. The **zone of proximal development** refers to the difference between what a learner can do without help and what he or she can achieve with guidance and encouragement from a skilled partner. Thus, the term "proximal" refers to those skills that the learner is "close" to mastering.

Personalised learning is when **the learner takes responsibility for their learning by setting appropriate goals** that *align with their interests and talents*. Thus, learners monitor their own progress and stay motivated and challenged to meet those goals.

Some of the main characteristics of personalised learning are:

Personalisation is an understanding that taking into account unique interests, individual styles, and specific needs can make work and learning meaningful and authentic.

Personalisation is asking each learner, "What is **best for you?**"

Personalisation is about relationships, knowing each individual based on their personal interests.

Personalisation is learners accessing learning content that meets their individual needs, reflects their zone of proximal development, and gives them the opportunity to access resources to progress at their personal mode of learning.

Personalisation is engaging learners with personal learner plans, where contributions from learners, peers, family, support staff provide a path for universal learning to address individual needs, interests, and learning styles.

Personalisation is every learner's learning at his/her own pace using the tools that help them learn and increase their strengths.

Personalisation is meeting the learner where they are, determining where they need to be, and finding the right zone of proximal development to get them there.

Taking into account all of the above, **it is incorrect to believe that personalised learning is a counterpoint to group work.** On the contrary, personalised learning allows for reaching common goals and standards by taking consideration of each learner's needs, aspirations and capacity to acquire knowledge and master certain skills.

2.2   PERSONALISED LEARNING IN YOUTH WORK CONTEXT

Nowadays, the term "personalised learning" is still mainly used in the context of formal education. Nevertheless, the **personalised approach is highly relevant to informal and non-formal learning settings and contexts**. This assumption is strongly valid, considering that the form and format of the learning process relate to the mode of delivery and the settings, rather than to the core nature and purpose of the process itself, i.e., Learning is the acquisition of knowledge or skills through study, experience, or being taught.

Youth work, on the other hand, is a broad term covering a wide variety of activities of social, cultural, educational, environmental and political nature by, with and for young people, in groups or individually. As commonly known, youth work is based on non-formal[1] and informal[2] learning processes focused on young people and on voluntary participation.

It might seem that youth work is "personalised" by default, as its less formalised mode of delivery allows for a more individualised approach. Nevertheless, personalised learning is a lot more than taking into consideration individual needs. For youth work to be truly personalised, those involved in supporting young people through non-formal training should apply a comprehensive strategy, where the process of assessing the needs, aspirations and capabilities of the target groups should take a lead role, but should be complemented by effective monitoring of the learning process, evaluation of the achieved outcomes, as well as design/use of appropriate resources and tools to provide personalised experience to reach specific goals.

The role of those involved in youth work is very similar to the role of educators in formal contexts. Youth workers are called upon to see beyond broad social profiles and backgrounds of youth to support their strengths, legitimacy, diversity and aspirations. The key difference is that youth workers have more freedom to choose the resources and tools they apply to support young people, which creates ideal preconditions for personalised learning to be applied in youth work.

Nevertheless, incorporating personalised learning in youth work requires a lot of preparation, defining a clear framework and possessing the right skills. Simply said, to deliver personalised youth work, those involved in supporting young people should invest efforts in elaborating an effective structure of the learning process and the resources to be used.

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[1] Non-formal learning is an intentionally chosen learning that takes place outside the formal education and training system.
[2] Informal learning refers to activities carried out in every-day life, at work, at home and in leisure time, even without an intentional choice.

2.3 HOW TO PERSONALISE YOUTH WORK

Try to think of personalised youth work as transforming your own practices in a manner to allow for better consideration of each young person's needs, aspirations and goals. Introducing the personalised learning approach into already existing models and methods of youth work can translate into the following *actions*:

Set personal learning plans

Set individual goals aligned with speciifc interests, talents and aspirations.	Encourage young people to participate in the process of defining their needs

Encourage self-assessment

Give young people opportunity to assess their own progress through self-reflection exercises	Leave enough time for self-reflection and analysis

Conduct regular formative assessment

Assess young people FOR their learning and AS they learn	Collect data on each young person's progress compared to his/her own baseline level

Apply project-based learning

Give young people choice to pursue learning that reflect their personal interestes

Give young people a "voice"

Encourage input from young people on training content decisions and materials	Encourage the development of leadership skills

Offer alternative learning pathways

Give young people easy choices to personalise their learning through alternative pathways	Seek career-related internships or career guidance support

Evaluate learning outcomes in a personalised manner

Assess achievements based on mastery of specific targets or objectives, not on whether an assignement has been completed or not

Utilise digital tools

Take advantage of blended learning environments	Use simple digital tools to complement your work in an efficient and effective manner

Introduce digital literacy into your training offer

Make sure young people have the right skills to collaborate, communicate, share, learn and connect to a network of peers who will support their personal development

2.4 PERSONALISED YOUTH WORK TO BOOST EMPLOYABILITY

Within the new global context, where formal education, in its conventional form, is increasingly struggling to address the needs of the society in a relevant and meaningful manner, youth work, more than ever, becomes an alternative to fill the existing gaps.

The topics of:

- strengthening the cooperation between non-formal education providers and the business;
- recognition of competence development through non-formal education; and
- elaboration of collaborative strategies to boost employability based on life-skills development

are now high on the agenda and of utmost importance to boost youth employability. In 2020, the global youth unemployment rate was 18.5%, which asks for urgent measures and mobilisation of all sectors.

There is a wealth of evidence demonstrating the integral relationship between youth work and employability, through the role youth work plays in supporting young people in schools, community and post-school contexts. Youth work plays a key role, developing young people's skills, as well as providing support and early intervention strategies to those at risk of disengaging from education and *contributes significantly to the employment agenda*.

Policy makers have increasingly used labour market integration measures as a tool to support young people's entry into stable employment, thereby preventing extended periods of unemployment and withdrawal from the labour market. This is evidenced by the increasing proportion of young people (aged 15-24) who participate in these measures in Europe: from less that 20% of total participants in the late 1990s to nearly 33% in the mid-2000s; with peaks of 40% in countries most affected by the global economic crisis, such as Ireland, Spain and Portugal.[3]
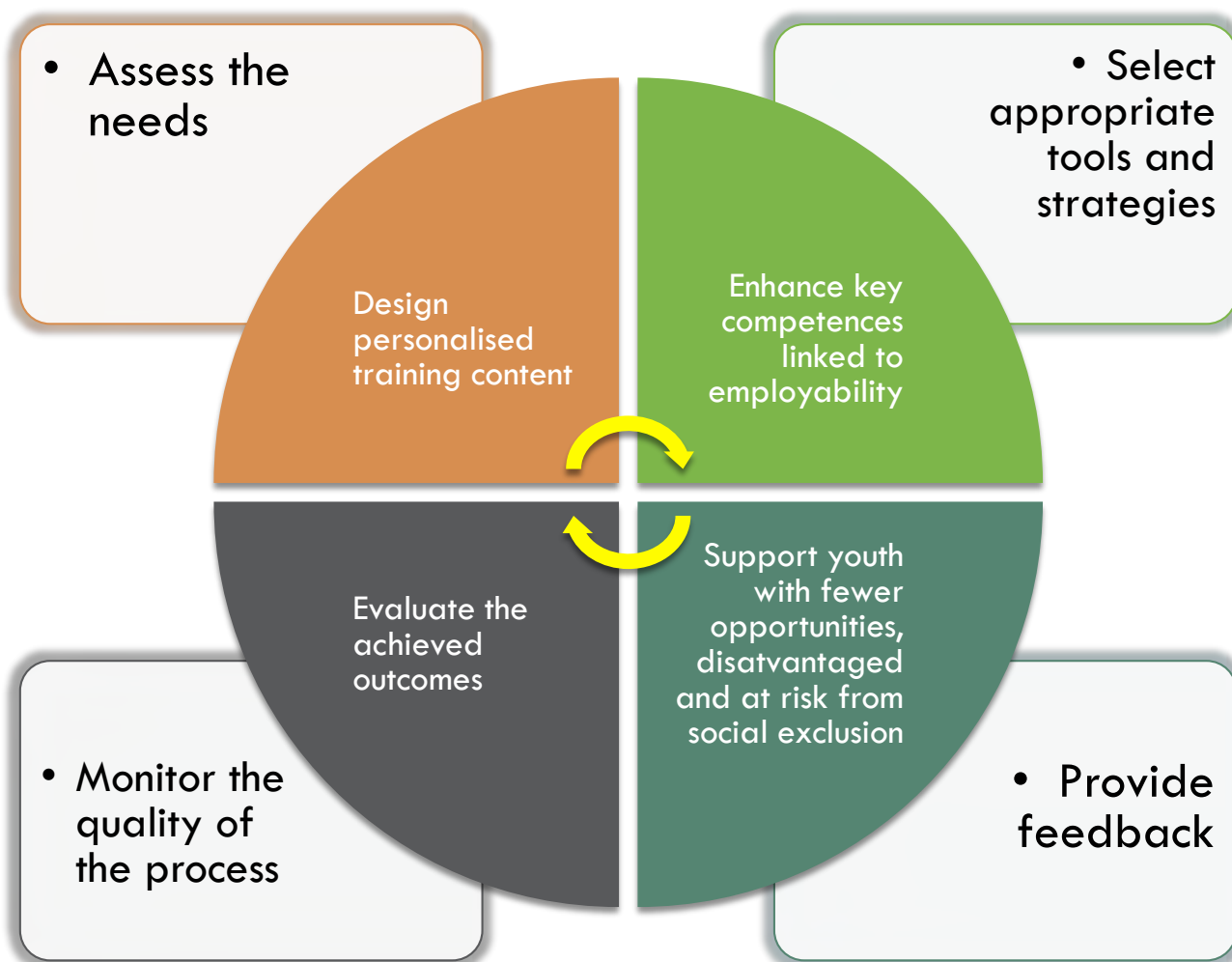
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[3] Policy Brief on labour market integration measures of young people, EC-ILO Action on Youth Employment, 2017

What makes youth work aimed at boosting employability unique in its nature is that, unlike formal education and training, *the relationship between the youth worker and the young person is built entirely on trust.*

Therefore, within the youth work context, boosting young people's employability is a process of *mutual collaboration*, where the youth worker **facilitates** (rather than manages) the process of learning.

However, facilitating is much more difficult than simply having control over the whole process. Therefore, to successfully fulfil this role, youth workers need to have the right knowledge and skills in the following areas:

- Assess the needs

  Design personalised training content

- Select appropriate tools and strategies

  Enhance key competences linked to employability

- Monitor the quality of the process

  Evaluate the achieved outcomes

  Support youth with fewer opportunities, disatvantaged and at risk from social exclusion

- Provide feedback

Among the challenges experienced by youth workers supporting young people's employability is the fact that the majority of the applied labour market integration measures are predefined in content by the stakeholders providing the funding to support such activities. This results in:

- failure to tailor the support measures to individual needs, aspirations and capabilities;

- the application of one-fits-all approach which often does not take into consideration the specific background, experience and profile of each young person;

- providing support that is not accommodated to individual circumstances and/or the labour market needs.

Introducing the personalised learning approach could be extremely useful as it:

- does not require major alternations of the core content and objectives of a given labour market integration measure;
- supports youth workers in achieving common goals by customising their methods and tools to address specific needs in a meaningful manner;
- allows for designing new/additional topics to complement the existing curriculum;
- provides information on progress compared to individual baseline competence levels (which gives a much more realistic perspective on the quality, relevance and effectiveness of youth work within the context of a given labour integration measure).

Example:

Young people enrolled in activities aimed at boosting their employability through non-formal and informal learning would traditionally receive advice and guidance on how to prepare a professional CV. The key objective is to equip young people with the right skills to present themselves in a manner allowing potential employers to match young people's knowledge and skills to their business needs, and ultimately offer them a job.

However, in a group of young people enrolled on the same labour market integration scheme, there is, for example, a 22-year-old native unemployed hairdresser with some previous work experience (Young Person 1) and a 16-year-old early school leaver from refugee background with no work experience and poor language skills (Young person 2). It goes without saying that these two people are both seeking support to secure employment, but have completely different backgrounds, needs and most likely – aspirations.

Instead of teaching both young people how to write a CV, a mastery-based system (such as the personalised learning) would allow a differentiated approach without compromising the end objective. Young Person 1 would be encouraged to learn selected parts of how to best present yourself to potential employers, tailored to their specific professional experience, skill gaps, or to meet the specific demands of their intended career path. Whereas Young Person 2 will be supported on how to: formulate better their strengths in the language of the country they reside in, highlight their aspirations regarding their professional development, and clearly outline their training needs.

Thus, the end result for both learners will be more or less the same, i.e., enhanced competence to promote self to potential employers, leading to securing a job. However, the learning journey would have been different, and each young person would have been supported based on where they stand and what they need.

Such approach can also accommodate new topics within already created support schemes that gain relevance without overloading a training curriculum.

3. HOW TO EFFECTIVELY ASSESS THE NEEDS OF YOUNG PEOPLE (DEKAPLUS)

3.1 WHAT IS NEEDS ASSESSMENT AND WHY IS IT IMPORTANT?

'Need' has the meaning of whatever is missing and has to be provided if the gap between young person's current situation and the desired outcome is to be diminished or eliminated. The assessment of such needs will probably vary according to who is making the evaluation. For a truly person-centred approach to informal work with young people, we need to consider some of the following questions, proposed by Bernard Davies in his work Youth Work: A manifesto for our times, (Youth and Policy number 88, Summer 2005):

- Who are these young people?
- Is any sort of youth work intervention justified for these young people?
- How do we personalise this first contact?
- Under what other circumstances could this first contact be best initiated?
- What associations may be made between these young people's beginning stages and methods of continuing on past them – for provoking extra formative freedoms for these youngsters?
- Inside this, how best to treat the fragile line among supporting and expanding, and absolutely not sabotaging, these youngsters' freedom and their command over their own lives?

It should be ensured that young people are genuinely associated with their own evaluation of need. Valid and dynamic inclusion of young people in choices that influence them will guarantee that administrations and strategies can be planned, conveyed and assessed dependent on genuine rather than assumed requirements.

Evaluations of needs are made on various levels – at a MACRO level across the whole service or organisation, and on a MICRO level within communities, youth clubs, or with an individual. Within this toolkit, there is a range of tools available to help you in making these assessments, and examples are given throughout.

3.2 ELEMENTS OF A NEEDS ASSESSMENT FRAMEWORK

A "needs assessment" can be looked at on a number of levels. This framework (developed by the South West Regional Quality Assurance Managers Group) suggests that the following elements should be included:

- Collection of hard statistical data about geographical areas
- Collection of qualitative data about opportunities for young people in geographical areas
- Information on the individual needs of young people with whom the youth service is in contact
- Information on what young people want and need from youth work

These elements can be represented in the following way:

STATISTICAL DATA
Collection of statistical data about geographical catchment area. Could include:
- Child poverty
- Employment statistics
- School exclusion rates
- NEET figures
- Health data

QUALITATIVE DATA
Collection of qualitative data about young people in the catchment area. Could include:
- Questionnaires to all young people
- User surveys
- Focus groups with non users
- Targeted research

MACRO LEVEL

MICRO LEVEL

NEEDS ASSESSMENT
To feed into resource allocation, planning and evaluating work at organisation and project level

COMMUNITY PROFILES
Describe the picture locally. Should include:
- Issues that affect lives of young people in the area
- Knowledge of existing resources and services
- Views of workers

INDIVIDUAL NEEDS
Tools and techniques to assess the needs of each individual in the context of youth work:
- CAF or other needs assessment questionnaire if appropriate
- Informal methods of assessment

Ref: https://fdys.ie/wp-content/uploads/2016/02/Firm-Foundations-by-Tessa-Hibbert.pdf

3.3   APPROACHES TO ASSESSING NEED

3.3.1   MACRO LEVEL

A macro perspective examines needs assessment on a broader scale. It would consider 'hard' statistical information on issues that matter to young people at a regional level. It would also take account of qualitative information, such as top-line views of young people across the regional/local/ project area, usually expressed through questionnaires.

Statistical data

The aim of collecting statistical data about young people within the target area is to build up a picture of the issues affecting young people and the existing resources available to support them. Some examples of areas that could be covered are:

- census data, including rankings for child poverty
- data about young people's achievement, school exclusion, engagement in education, employment and training
- health data (e.g. teenage pregnancy rates)
- the local authority ranking against indices of multiple deprivations

Once youth services have collected the data, they can use it to take a number of key decisions:

- Where are the priority geographical areas for the service to concentrate resources on?
- Who are the priority groups of young people for the service?
- What are the priority issues for the service?

Once data has been collected and priorities were set at a local authority or regional level, it may be required to also have data at a local level. What is included in this set of data will be determined by what the overall priorities of the area are. However, some suggestions include:

Statistical information at a ward level:

- Youth population, including breakdown according to gender, age groupings, ethnicity, refugee status, special needs and disability
- School exclusion rates
- Teenage pregnancy and sexual health
- Drug misuse
- Incidents of anti-social behaviour
- Incidents of racially motivated attacks
- Bullying
- Access to advice and information services
- Access to transport
- Sport and leisure facilities for young people
- Health factors
- Health facilities available
- Social services referrals
- Young people in or leaving care
- Support available to families
- Other youth groups and specific provision for young people
- Play facilities
- Levels of NEET
- Cultural facilities
- Volunteering opportunities
- Practical training opportunities

- Jobs and local employers
- Opportunities to receive careers advice
- Affluence of the areas
- Skills needed by the area
- Housing and homelessness statistics

What young people want and need from youth work

A number of youth services run surveys regularly to young people in the target region to document what they want and need from youth work. These are channelled through schools, libraries, youth and leisure facilities to ensure that non users are captured as well as regular users.

It is essential to ensure that blanket questionnaires are structured carefully for easy analysis and meaningful results. Unless expertise in this exists within the service or organisation, it is recommended that outside advice is sought to ensure that the results become useful.

It should be noted that user surveys will only identify needs and levels of satisfaction for young people with whom the Youth Service is already in contact. If the statistics show that there are specific groups in the region (e.g. Black or Minority Ethnic young people) who do not make use of youth provision, the service or organisation will need to put into place other mechanisms to bring to surface what their needs are, and how the Youth Services can help meet them. Models that have been used effectively include:

- Targeted outreach work
- Peer research projects drawing together focus groups, eg single-sex groups
- Developing projects that enable key groups to have their voices heard
- Establishing a 'consultation group' of a fixed number of young people, representative of the local population, who agree to be contacted regularly, either by e-mail, text or in person, on a range of issues relating to youth provision

If a questionnaire is not appropriately structured, it may be that the formation of focus groups or small groups method is better suited to surfacing young people's needs in an area. One way of organising such a focus group for assessing the needs of groups of young people – and encouraging them to identify action based on these needs – uses a photo-montage.

Another approach to structuring a focus group or informal group discussion simply asks young people what they think about where they live and what they need from youth work. Young women and young men may have different things they need out of youth work. In order to assess this, it can be useful to conduct needs assessment conversations in single sex groups.

3.3.2 MICRO LEVEL

A micro approach to assessing the needs takes a perspective of young people's needs on the level of the local community, or the individual young person.

One of the most important and commonly used approaches to doing this is using a Community Profile.

Community profiles

A Youth Community Profile is an organisational tool for youth workers and includes a description of those elements in the local area that impact young people. It should contain information about the key points that influence a young person's experience and future. It includes both statistical documentation, and qualitative information, gained from a variety of sources. It is likely to be written by an established worker with local knowledge, in conjunction with the area team, with young people and key partners.

In urban areas, it makes sense for community profiles to be based on ward boundaries, in order to match the relevant statistical data. This may not be appropriate in rural areas with low population density, where it might be appropriate to use broader areas such as school catchment areas or travel to work areas for market towns.

There should be a close relationship between the top line statistical data collated at a service or organisation wide level, and the community profile. It makes sense for the service or organisation centrally to collate some of this information and feed it down to local areas to help them complete their profile, as otherwise there is a risk of duplication. In small, unitary authorities it might be the case that a separate community profile is not needed – but that this is simply a development of the overall authority statistical picture with qualitative information and young people's views.

It makes sense for the top-line priorities established through the statistical data exercise to be explored in more depth by the community profile, rather than starting with a 'clean sheet'.

Community profiles should focus on the issues that affect the lives of young people in the area. This could include:

- Access to advice and information services
- Access to jobs and training
- School exclusion rates
- Teenage pregnancy and sexual health
- Drug misuse
- Firm Foundations
- Anti-social behaviour
- Incidents of racially motivated attacks
- Incidents of bullying
- Access to transport
- Education providers (schools, colleges, work-based learning programmes)
- Key local employers with opportunities for young people
- Leisure and sports facilities
- Youth provision, both local authority and voluntary sector
- Cultural facilities: theatres, music venues, art projects etc
- Commercial, youth-oriented facilities
- Identified areas where young people meet (parks, shopping centres, skate parks etc.)
- Community based decision making and consultation bodies (parish and community councils,
- neighbourhood associations etc.)
- Local councillors (county/unitary, district and parish councils)
- Key local professionals: police, head teachers, regeneration teams etc.
- Local partnership groups and arrangements

What affects a young person's life, when matched with knowledge about existing resources and services, should provide information about gaps in provision and what issues need to be addressed through the curriculum. Young people should ideally be involved in this process – some suggestions on how to do this can be found here.

Community Profiles should be in a format that makes it easy to update them, ideally on an annual basis. It makes sense for each Youth Service to agree to a corporate format for Community Profiles, to enable comparisons across areas.

One of the concerns over community profiles is that there is a danger that they concentrate too much on the 'hard' statistical data which is relatively easy to source, and do not contain enough on the qualitative indicators that have a massive impact on the lives of young people. Examples include: how it feels to live in an area, how strong the community is, how safe it is. One model offered to ensure that this aspect is considered, recognises that youth workers, community workers and volunteers have an enormous amount of knowledge about these soft indicators through their day to day contact with young people.

Needs of individual young people

Each young person approaches youth work with their own needs and wants. Even within a group doing the same activity, individuals will have different needs. An important and often informal part of the youth work process is for the youth worker to diagnose the starting point for the young person and work with them to identify goals they want to reach.
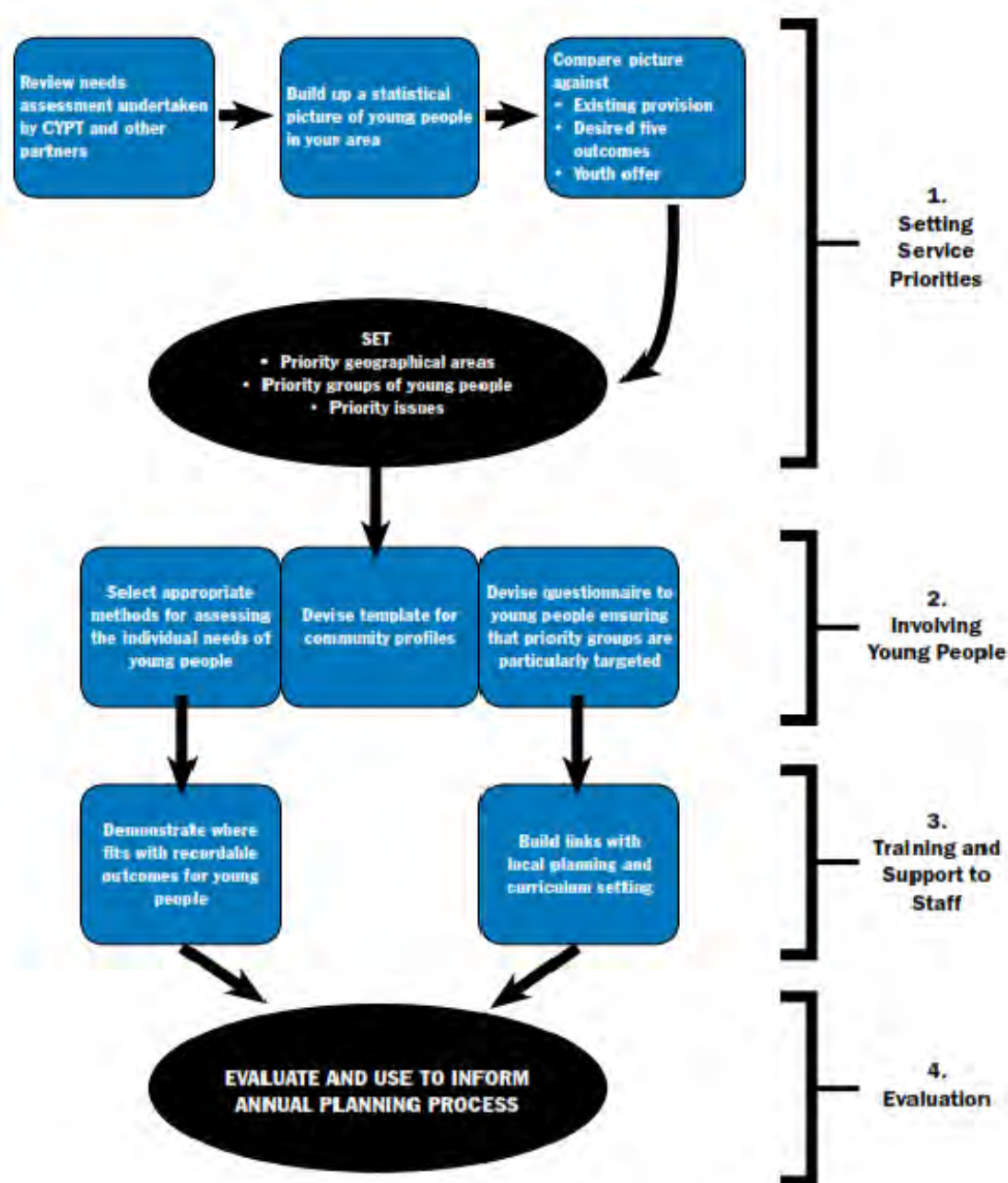
There is an extended toolbox of approaches youth workers can use to facilitate conversations with young people in small groups or individually about their 'starting point'. It will be important for youth workers to keep records of the needs identified systematically, in order to establish and understand patterns and identify priorities in the project and neighbourhood. Some youth services and organisations have taken into account this aspect in designing a format for 'recorded outcomes'.

In some aspects of Youth Service provision, it will be possible and appropriate for youth workers to use the Common Assessment Framework (CAF), in line with other professional groupings in the Children and Young People's services arena. Areas will have their own agreements and protocols on the use of the CAF. Services such as advice and information, and targeted work with small groups of young people in partnership with schools, would fall into this category.

It has been observed, however, that in the common freely accessible youth work, whether centre based, project based or detached, it will be not practical to apply the Common Assessment Framework, unless referring an individual to another agency. In these settings, where young people take part as part of their peer group, and because they have chosen to get involved, sitting down with a young person to fill in a complex needs assessment questionnaire changes the very nature of the work, and is unlikely to be welcomed by young people. Youth workers have other means of establishing individual young people's needs.

It should be noted that the mechanisms above will only identify individual needs for young people with whom the Youth Service is already in contact. If the hard statistical data indicates that there are key groups in the area (eg Black and Minority Ethnic young people) who are not using youth provision, the Youth Service will need to devise other mechanisms to find out what their needs are, and how the Youth Service can help to meet them.

3.4 HOW TO INTRODUCE NEEDS ASSESSMENT

Review needs assessment undertaken by CYPT and other partners → **Build up a statistical picture of young people in your area** → **Compare picture against** - Existing provision - Desired five outcomes - Youth offer

SET - Priority geographical areas - Priority groups of young people - Priority issues

Select appropriate methods for assessing the individual needs of young people | **Devise template for community profiles** | **Devise questionnaire to young people ensuring that priority groups are particularly targeted**

Demonstrate where fits with recordable outcomes for young people | **Build links with local planning and curriculum setting**

EVALUATE AND USE TO INFORM ANNUAL PLANNING PROCESS

1. **Setting Service Priorities**
2. **Involving Young People**
3. **Training and Support to Staff**
4. **Evaluation**

Ref: https://fdys.ie/wp-content/uploads/2016/02/Firm-Foundations-by-Tessa-Hibbert.pdf

Source References:

FIRM FOUNDATIONS A framework and tools for identifying and acting on the needs of young people, https://fdys.ie/wp-content/uploads/2016/02/Firm-Foundations-by-Tessa-Hibbert.pdf

Evaluating Participation: A guide for professionals, https://www.youngminds.org.uk/media/eeddh311/evaluating-participation-toolkit.pdf

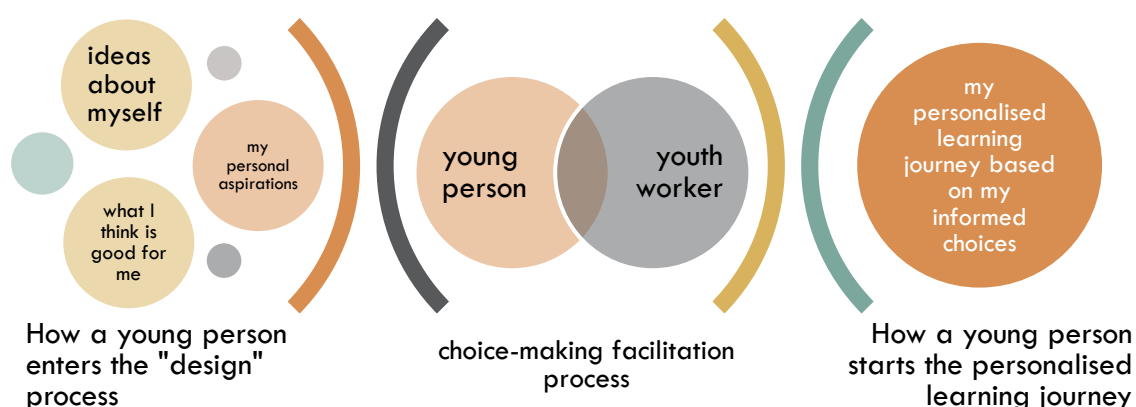# 4. HOW TO DESIGN PERSONALISED TRAINING CONTENT FOR BOOSTING EMPLOYABILITY (YIM)

4.1 PERSONALISED DESIGN

Personalisation is a concept that comprises various practices, methods and designs. To design a personalised content, youth workers and professionals working with young people should capitalise on the *personal* information they have about an individual. Nevertheless, this "personalisation" does not necessarily require customisation of the learning content to target the needs of just one individual.
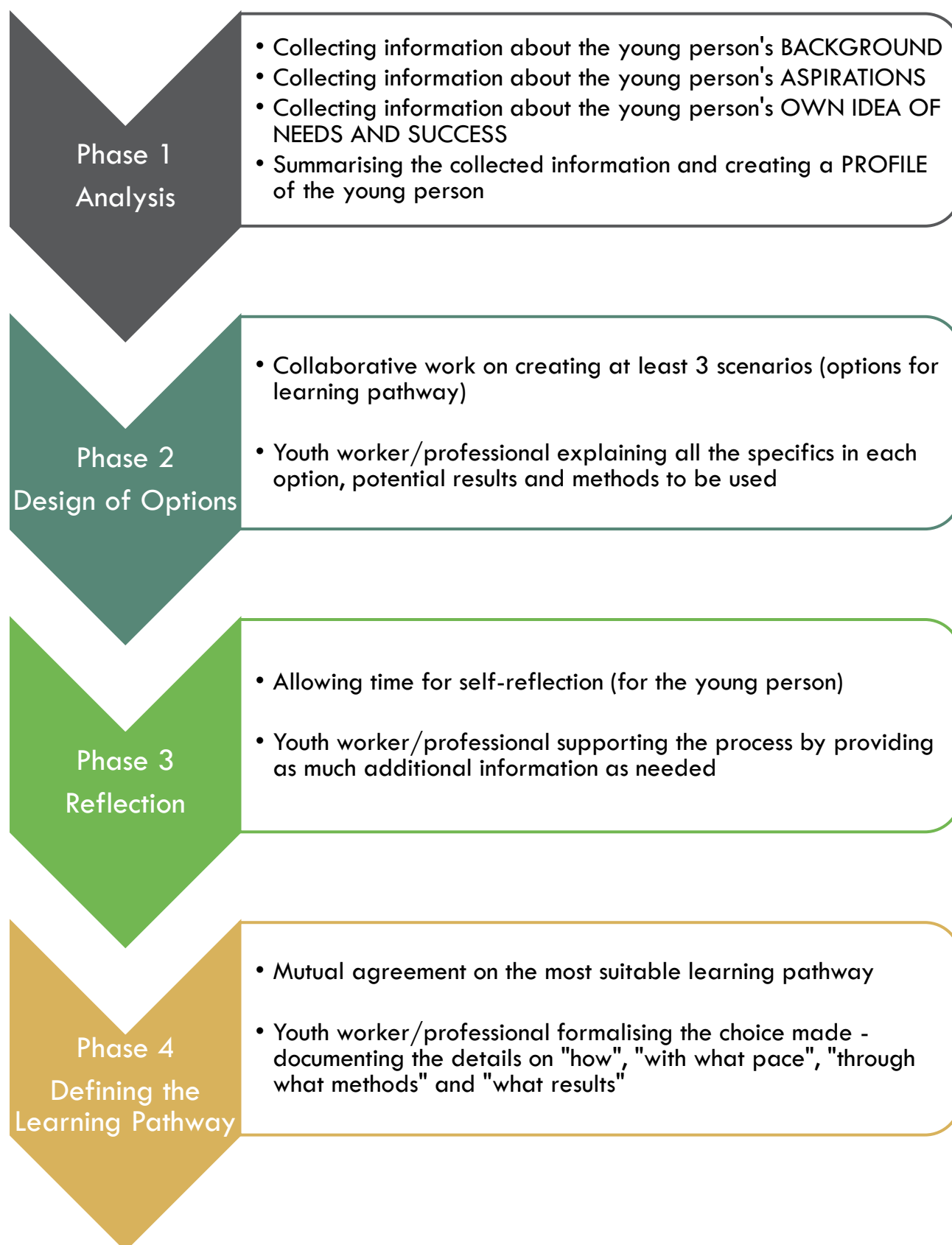
> The process of personalisation entails collecting information about the profile, background and aspirations of the target group that one serves and design a learning pathway which takes into consideration the learner-centred approach, as well as the specific needs of all members of the group.

A personalised experience is a *"choice-motivation" journey*, where the young person is eager to succeed (**motivated**) because he/she is given options and decision-making power (**choice**) on how, at what pace and to what extend to achieve his/her own objectives. Therefore, one of the key attributes of a personalised design is *engaging young people in shaping a collective learning process and pathway*.

However, in order for this approach to work effectively, youth professionals should know that *giving young people choice is not and should not be a sporadic, uncontrolled and totally spontaneous activity*. In order to gain learning benefits from applying the personalised approach, professionals have to also **master the skill of managing and understanding choices**. This process entails an analysis of how a young person's characteristics (background and experience) can influence (positively or negatively) the benefits of the personalised learning approach. Another specific that needs to be taken into consideration is that during the process, youth professionals have the responsibility to **facilitate the choice-making process**. This means that young people have the autonomy to choose how to achieve their objectives, but this choice needs to be an **informed** one. The role of the youth professional is to provide as much information as possible on the various scenarios and outcomes, depending on what a given young person chooses regarding his/her learning journey. This would not only support the design process itself but will also guarantee that the choices made are **well-grounded, fully conscious**, and **mutually agreed**.

How a young person enters the "design" process	choice-making facilitation process	How a young person starts the personalised learning journey

The design process itself can be presented into **four phases**.

Personalised Youth Work

Phase 1 — Analysis
- Collecting information about the young person's BACKGROUND
- Collecting information about the young person's ASPIRATIONS
- Collecting information about the young person's OWN IDEA OF NEEDS AND SUCCESS
- Summarising the collected information and creating a PROFILE of the young person

Phase 2 — Design of Options
- Collaborative work on creating at least 3 scenarios (options for learning pathway)
- Youth worker/professional explaining all the specifics in each option, potential results and methods to be used

Phase 3 — Reflection
- Allowing time for self-reflection (for the young person)
- Youth worker/professional supporting the process by providing as much additional information as needed

Phase 4 — Defining the Learning Pathway
- Mutual agreement on the most suitable learning pathway
- Youth worker/professional formalising the choice made - documenting the details on "how", "with what pace", "through what methods" and "what results"

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Phase 1 – Analysis

The stage of analysis is probably the most important and time-consuming part of the design process. During this stage the youth worker/professional needs to *apply different techniques and methods to obtain as much information as possible* on how the young person views himself/herself. At first glance, this might seem like a straightforward process, where the youth worker/professional asks direct questions to establish where a given young person comes from, what he/she has experienced, what he/she wants to achieve and what gaps there might be that prevent him/her from achieving some specific goals.

In order to obtain reliable information on issues that might be sometimes sensitive it is crucial that the process takes into consideration various factors that might result in the young person misrepresenting some important facts about his/her life. Therefore, there are few principles that youth workers/professionals should take into consideration when extracting information about background, aspirations and own idea of needs and success.

When collecting details on a young person about to begin a personalised learning journey, a youth worker/professional should:

- Be familiar with culturally competent data collection:

✓ know how to ask questions that are formulated in a manner not to disregard some specifics attributed to certain cultures
✓ take into consideration that some young people might be reluctant to share information about their background
✓ poor language skills might be an obstacle to presenting oneself exhaustively enough
✓ some young people will respond differently depending on the environment in which they are interviewed (especially if from a different culture than the interviewer)

- Be aware of issues regarding consent, privacy, and confidentiality:

✓ explain clearly how this information will be used and who will have access to it
✓ consider introducing a simple procedure for obtaining formal consent prior to asking the questions
✓ accept that some young people might be cautious about sharing personal information
✓ The techniques to be used when collecting information on background, needs and aspirations could be a key to success, as well as reason for failure. Therefore, youth workers/professionals might wish to take into consideration the following paradigms:
  having a "natural" setting for the process of collecting information may impact substantialy the quality and quantity of the obtained data

some young people would feel more comfortable to share personal information during a one-to-one session, whereas others would prefer a focus group format where they feel like sharing with peers, rather than being questioned by a superior

if collecting data as part of a group exercise, it should be taken into consideration that sometimes young people will "aim to please" others with their responses, which will affect the reliability of the information, especially in relation to gaps, needs and aspirations

Summarising the collected information should not allow for any editing or interpretation of the provided by the young person details. The analysis itself is the process where the youth worker/professional reflects upon the facts presented by the young person on background, needs and aspirations and creates a profile, based on which the collaborative design of the learning journey will begin.

Phase 2 – Design of Options

While the previous stage could be regarded as led by the youth worker/professional, the design of the scenarios for the learning pathway should be seen as a collaborative experience, where *the young person is given a more central role in the process*. Moreover, during this stage, roles are reversed, and it is the young person who should be asking questions and the youth worker/professional - providing information.

For the best possible learning pathway to be chosen, there should be options to choose from. Therefore, the youth worker needs to elaborate at least three possibilities of how the learning experience can take place, by also explaining comprehensively what each possible choice might lead to (without favouring a given option). To do this, the youth worker/professional would have analysed the information collected during the previous stage and suggest suitable pathway (that is already part of his/her arsenal of support mechanisms) or combine elements from more than one support mechanism.

The differences between the various options, presented to the young person to choose from, might concern the overall approach, focus and activities to be performed during the learning journey or could be only with regard to the pace and time to complete it.

It is important to note that the design of the options should involve the active participation of the young person. In practice this could happen as follows:
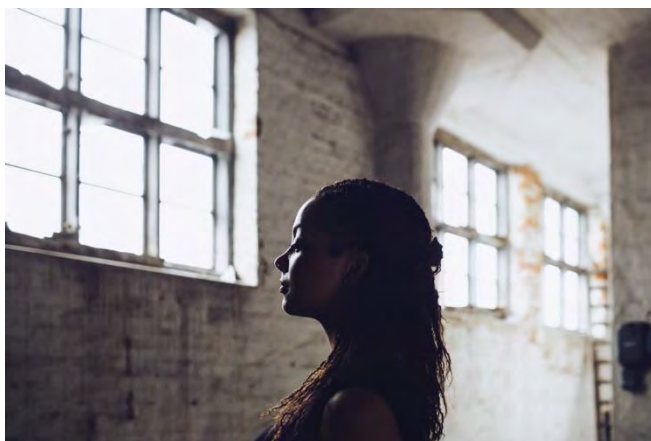
- For each option the youth worker/professional provides details on the activities to be performed by the young person, the pace with which the whole learning journey will be completed and the results to be achieved

- The young person is asked to comment on each aspect, ask questions and provide opinion on whether he/she believes a certain approach/activity would be beneficial to him/her
- The youth worker/professional constantly seeks confirmation that certain elements of the suggested options are suitable, feasible and would lead to the desired results
- Reassurance is given that there are no right or wrong choices. The young person needs to trust that whatever he/she chooses will be the best option for him/her, as the choice itself will be in the form of informed, supported by a trustworthy professional, decision on the most effective way to achieve personal goals

Phase 3 – Reflection

This phase is of crucial importance for the success of the whole process. It allows the young person to assimilate the information generated and received during the previous two phases of the design process. While the focus is mainly on self-reflection, the youth worker/professional needs to explain how this activity could be as productive as possible and provide some guidance to support the young person.

It is beneficial if the youth worker/professional elaborates a short list of questions that the young person can take away with himself/herself and use during the time dedicated to self-reflection.

Among the tools and techniques that support self-reflection are:

- *asking yourself thought-provoking questions in order to develop a deeper understanding of your true self, needs and aspirations*
- *to define your actual self, you need to distinguish between "who you are", "who you want to be" and "what the society expects from you"*
- *applying the method of "empathy card" – a tool that helps practice identification of feelings, thoughts or attitudes and helps the analysis of these*
- *asking yourself "why" after each assumption of what is the best learning journey for me*

During the time of self-reflection, the youth worker/professional should be available to answer additional questions or supply additional information, to support the process.

Phase 4 – Defining the Learning Pathway

Once the self-reflection phase is closed, it is time for the youth worker/professional and the young person to come to an agreement on which learning pathway they choose to best address the needs and aspirations of the young person. This moment is very important and should be formalised by some form of agreement that both, youth worker and young person will abide to follow.
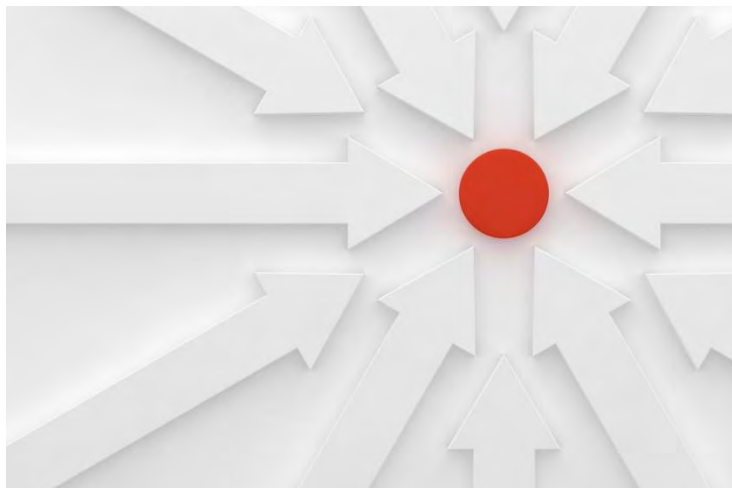
This "contract" enhances the motivation levels, strengthens the sense of ownership and ensures that the learning journey to follow is consciously chosen and tailored to the needs of the young person.

The final stage of the last phase should be focused on choosing:

- "how" – what learning activities would best address the skill gaps of the young person
- "with what pace" – what time it would take to achieve the desired positive effect, as well as in what "chunks" the learning will take place
- "through what methods" – what strategies and methods would be applied to support the learning process
- "what results" – what would be the desired learning outcomes (what the young person would know and be able to do as a result from the undertaken learning journey

All the above aspects have to be comprehensively described by the youth worker/professional, communicated and clearly explained to the young person.

4.2 PERSONLISED TRAINING TO BOOST EMPLOYABILITY

Depending on the specifics of the services provided by a given youth organisation and the context it works in, there will be a variety of programmes, schemes and methods applied to boost young persons' employability.

The "beauty" of the personalised learning design is that it allows to create innovative tools and activities to address specific needs, as well as to adapt existing practices to achieve a personalised learning journey.

Below are a few examples of how existing practices can be transformed into a personalised learning journey.

Example:

Work-readiness measures

Many youth organisations support young people to prepare for the world of wor

k through a combination of formal and non-formal trainings focused on: career guidance, soft skills, practical placements with employers, coaching, etc. In the majority of cases, the learning journey follows a pre-defined set of activities that each young person carries out, with the expectation that by the end of the experience, he/she should be able to start a new job, or at least get a better idea of their aspirations, strengths and weaknesses.

Nevertheless, no young person is the same and hence the level of basic knowledge, self-awareness and motivation (also closely linked to background or context), might differ substantially from case to case.

For example, person A might have a very clear perspective of the career he wants to pursue, hence, the career guidance part of the journey may not play a significant role in achieving his personal goals. At the same time person A is challenged to enter the world of work due to lack of practical experience and fair communication skills (for example due to migrant background). Person B might have already tried various vocations but struggles to decide what works best for her and lacks confidence during interviews with employers.

Personalising the learning journey for a diverse group of young people would entail following the steps described in the previous section, with particular attention to collecting information and needs analysis.

When the time comes to choose the right learning journey, the youth worker/professional will adapt the existing programme they normally deliver by increasing the time for a certain activity, removing other measures as being irrelevant, or adding new methods which would best address the needs of the given young person. In all cases, the journey needs to be designed together with the young person, even if the final result would be to a great extent based on existing intervention mechanisms and practices.
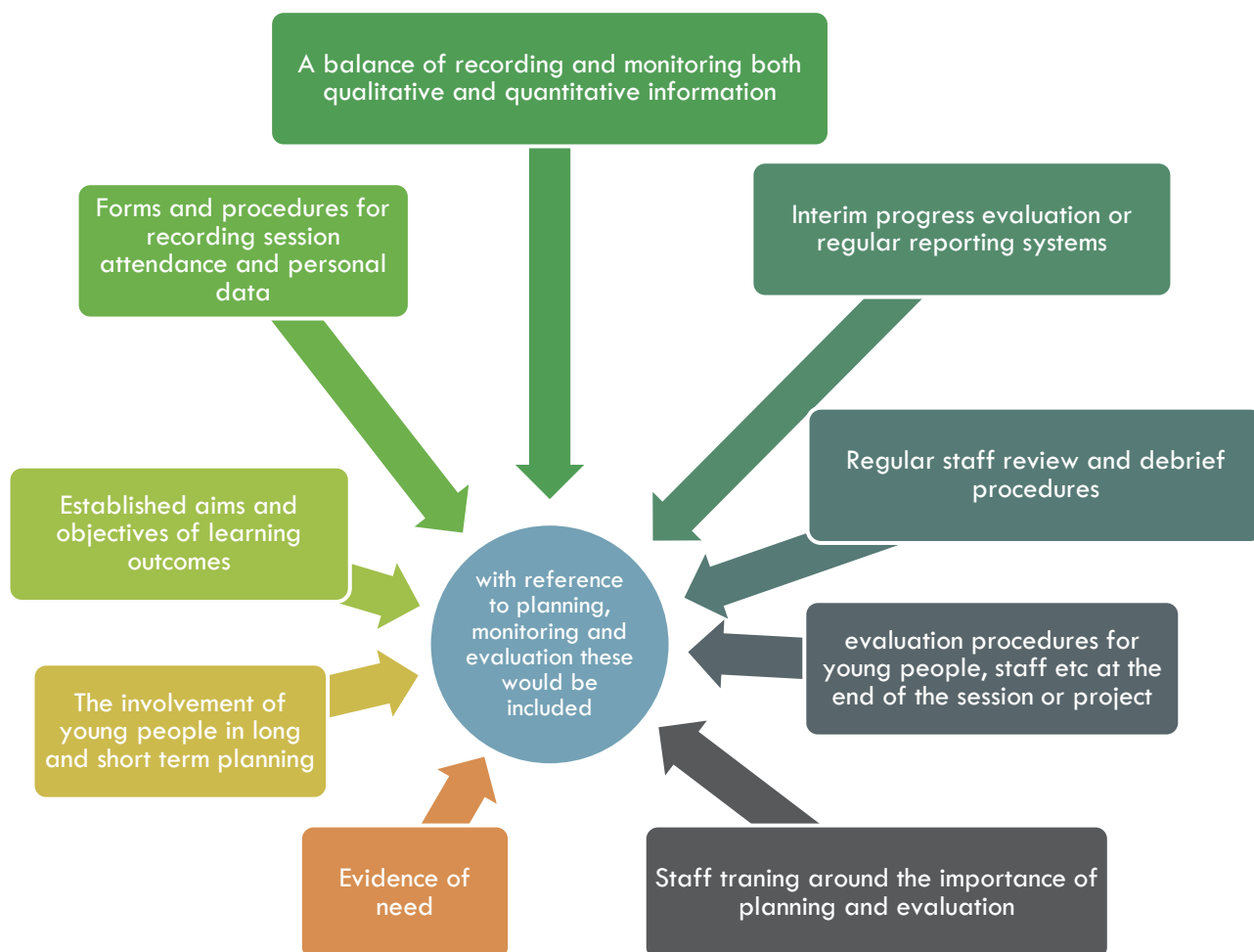
5. HOW TO SELECT THE MOST APPROPRIATE TOOLS AND STRATEGIES TO ASSIST THE PROCESS (POINT EUROPA)

5.1 WHAT IS THE PROCESS?

Quality services for young people do not just happen. They rely on well-trained and competent youth workers, ample resources, and decision-making processes that are centred on the needs of young people. To achieve a certain goal, youth workers must be able to manage themselves and others, access and coordinate resources, including time and surrounding situations. In order to execute high standards, you must manage a well-thought-out and established system for planning, monitoring, and assessment, as well as analyse and evaluate your own work against your own standards and core values.

> **Your own system does not have to be large or difficult, but how can you be sure you have accomplished or done it successfully if you don't know exactly what you set out to do?**

Although quality standards will vary significantly from one organisation to the next, there are several essential characteristics that should be included in any organisation's policies and processes as "best practise."

A balance of recording and monitoring both qualitative and quantitative information

Forms and procedures for recording session attendance and personal data

Interim progress evaluation or regular reporting systems

Established aims and objectives of learning outcomes

with reference to planning, monitoring and evaluation these would be included

Regular staff review and debrief procedures

The involvement of young people in long and short term planning

evaluation procedures for young people, staff etc at the end of the session or project

Evidence of need

Staff traning around the importance of planning and evaluation

Of course, all of these procedures must adhere to your company's other policies, such as health and safety, equality and diversity, child protection, and data protection, among others.

5.2 OVERALL STRATEGY

When selecting the most appropriate tools and strategies you must always consider the following: Educative (whether formal or informal), expressive, participative and empowering. These guidelines will help with planning and choosing the most effective methods for providing positive outcomes for young people. Youth work through its voluntary relationship with young people should offer opportunities for learning that are:

Educative - empowering young people to develop the skills, information, understanding, attitudes, and values necessary to recognise, advocate for, and pursue their rights and responsibilities as individuals, members of groups, and members of communities on a local, national, and international level

Expressive - promoting and facilitating young people's expression of feelings and aspirations through artistic, sports, and challenging experiences that develop awareness of:
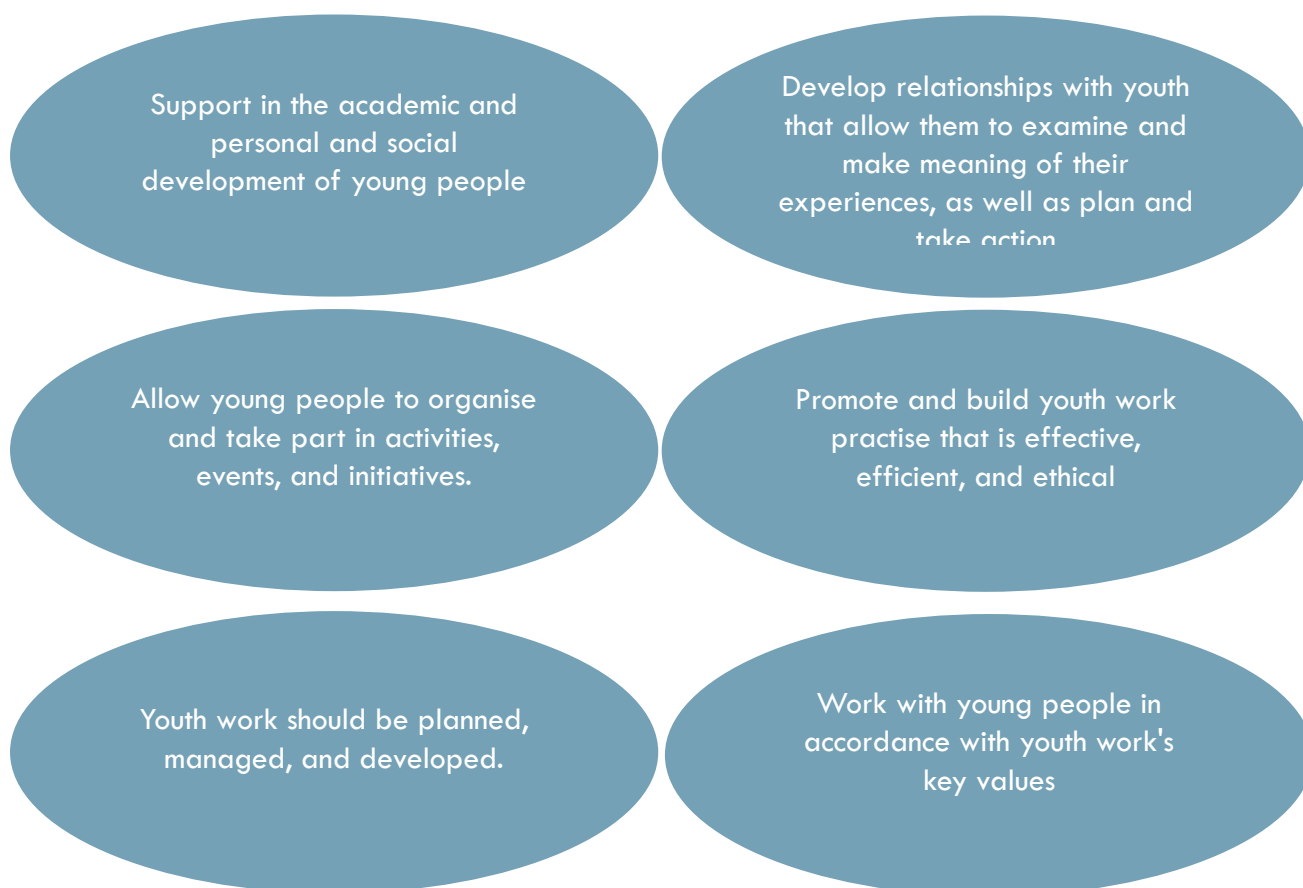
Identity in terms of culture

The significance of one's own language and bilingualism

Heritage

Diversity is respected.

Respect for others and citizenship

Participative - where young people are encouraged to take on equal responsibility and become equal partners in the learning processes and decision-making structures that affect their own and other people's lives and environments

Empowering - encouraging and empowering young people to understand their rights and responsibilities so that they can take action on personal, social, and political issues that could influence their lives and the lives of others as responsible members of their communities

As youth workers you must always remember that the primary focus of youth work is young people. The majority of youth workers are interested in developing more than a "quick-fix" solution and this is why selecting appropriate tools and effective strategies will aid you in you work.

In order to do this, you must remember the key purpose of youth work: to assist young people in their personal, social, and educational development, as well as to provide them a voice, influence, and place in society during their transition from dependency to independence.

Support in the academic and personal and social development of young people

Develop relationships with youth that allow them to examine and make meaning of their experiences, as well as plan and take action

Allow young people to organise and take part in activities, events, and initiatives.

Promote and build youth work practise that is effective, efficient, and ethical

Youth work should be planned, managed, and developed.

Work with young people in accordance with youth work's key values

Many of the requirements listed above need good planning, monitoring, and assessing skills, which are necessary for both teams and individuals to perform at the basic level.

5.3 PLANNING, MONITORING AND ASSESSING

When working with young people, whatever you wish the outcome to be, it is essential to plan, monitor and assess. There are various tools and strategies which can help you but how do you choose?

Always remember the following:

- What is the need?
- What is the aim?
- What detailed objectives can I set?
- What is the most effective strategy for achieving the intended outcomes?
- How can I put the strategy into action?
- How can I assess and evaluate the plan?

Establishing needs: The first step is to identify the needs that must be addressed. What is the young person's need?

Linking requirements to objectives (needs to aims): Effective Youth Work is carried out in the context of a broad set of objectives. An aim is a broad objective set in response to the identified problems. Often it is useful to split a general aim into a number of strategic objectives

Identifying and setting objectives: THINK - Why is it necessary to take action? What needs to be done and what needs to be accomplished? Who will be participating, and how will they be involved? When will it be completed, and how long will it take? What's the best way to go about it? Answering these questions helps make the review process easier and more focused, because it's easier to recognise what's been accomplished when the goals are clear.

Selecting the most effective strategy: What will be the most successful and efficient youth work procedure or delivery technique for you to reach your goals with young people? There are a vast number of tools, procedures and techniques which can be used, the choice of method will depend on the need and aim of the individual young person.

Putting the strategy into action: Always remember to reflect on what is possible, realistic and achievable for the young person. What could be a small step for one young person could be a giant leap for another. As well as thinking about the outcome, factor in resources, money, equipment, time, materials etc.

Evaluating and assessing: Ask yourself: Did we accomplish what we set out to do? What areas have we excelled at, and where have we fallen short? What did we get right and what could we learn for the future? What new needs exist? The evaluation of reviewing as part of a learning and development cycle is critical to excellent youth work.

GOOD PLANNING CHECKLIST	YES	NO
Have I identified and prioritised the key activities and milestones?		
Have I evaluated the risk and considered alternatives and contingency plans in the event that things change?		
If there is a team involved, are they aware of what their task or responsibility entails and are they capable of carrying it out?		
Have I thought about how I'll track and assess my progress? (monitoring and evaluation)		

5.4 SUPPORTING YOUTH AND BOOSTING EMPLYABILITY WITH A PERSONALISED LEARNING APPROACH

As mentioned in previous chapters, the term "personalised learning" is mostly associated with formal education. Nonetheless, informal and non-formal learning settings and contexts benefit greatly from the individualised approach. Youth Work personalisation is essential in order to provide young people with the skills and confidence required to improve their employment outcomes. It is critical that we do everything possible to prepare and support young people for the workforce. This is even more significant nowadays, when it is virtually commonly acknowledged that the days of "having a job for life" are long gone, and that most people will most certainly have a variety of employment over the course of their lives.

Do young people require a different approach than other groups when it comes to getting them into work and supporting them there?

One of the underlying aspects of young people's experiences in the workplace is that, in many cases, it is their first actual job experience. As a result, far too many young people have been unable to develop the "soft skills" that employers seek, which are not taught in school or even by their peers.

In terms of abilities such as dependability, punctuality, work ethic, and communication skills, there can be a gap between employer expectations and those of young people.

How can youth workers assist young people in this process?

Young people can be motivated by a range of factors to engage in learning, but they can also confront a variety of practical and psychological hurdles to participation. For many young people, the importance of education and training as a means of getting acceptable job and gaining financial independence can be particularly inspiring.

While some young people have very precise objectives for the future and can see how learning might help them achieve them, the aspirations of those who are the furthest away from learning can be more vague.

Many young people who are not in education, employment, or training have had negative educational experiences in the past. If young people are to be motivated to study or find employment in the future, they must be convinced of the relevance and benefit of learning to their life.

Take time to build relationships

- Developing a relationship with a young person is key to supporting them. This takes time so be patient

Assist the young person in identifying potential barriers to overcome and empowering them to move forward and take charge of their lives.

- Take time to understand the young persons interests and hobbies, and then work with them to assist them in becoming more aware of potential prospects or career choices.

Ongoing assistance teaches the young person that they are not alone in this change and that help is accessible, providing them the confidence and determination to move forward in their lives.

- Assist young people in locating high-quality, independent information, advice, and assistance in order to identify and access relevant education and training.

6.   HOW TO ENHANCE THE KEY COMPETENCES OF YOUNG PEOPLE LINKED TO EMPLOYABILITY (BEST)

6.1   KEY COMPETENCES AND THEIR IMPORTANCE FOR PROFESSIONAL LIFE

The acquisition of a wide range of key competences is of central importance, especially against the backdrop of an ever changing world. Globalisation, demographic change, and digitalisation are constantly changing the requirements on the labour market. Companies must therefore find employees who can achieve the best results under the new conditions. The adaptation of the individual to the new demands and conditions - in professional but also everyday life - is indispensable. But, what do we mean by 'key competences'?

Key competences can be understood as knowledge and skills that 'open doors to other areas'. They go beyond the purely technical knowledge acquired at school or in the course of training. Key competences are not limited to certain areas or sectors, they are inter-professional and go beyond the professional and are also relevant in all other situations in life. The training or acquisition of various key competences makes a decisive contribution to the holistic development of people's personalities; they are the tools needed for lifelong learning and continuous development. Without the necessary key competences, employees will sometimes have difficulties, for example, in acquiring new specialised knowledge or being able to react appropriately to new conditions and requirements in the work environment - in order to be able to exist, succeed, and expand in the labour market in general.

Key competences are difficult to measure. A part of them is subsumed under the term 'soft skills' and shows itself above all in daily interaction: *How do I approach other people? How do I behave in conflict situations? How do I acquire new work content and how do I react to changes?*

But which key competences should all people have in order to be able to face the diverse and constant changes in everyday working and living life with the corresponding 'competence to act'?

6.1.1   THE FOLLOWING FOUR MAIN AREAS CAN BE DISTINGUISHED:

1) Social competence:

Those who possess social competence can react to other people depending on the situation, there is an exchange of information and social contacts are maintained. This includes the basic willingness to communicate and the ability to communicate appropriately, e.g. in case of conflict. This key qualification enables smooth cooperation and contributes to a good working atmosphere. Conflicts should not be prevented in every case, but there should be general willingness to resolve them constructively. For this to succeed, empathy, assertiveness, willingness to integrate, intercultural competence, communication skills and openness, critical faculties, team orientation, and appropriate problem-solving skills are crucial.

2) Personal competence (human or self-competence):

What is a person's attitude to work, what are their views on the world and how do they see themselves? Personality competence means that someone can critically examine their personal attitudes in self-reflection. It enables a realistic assessment of strengths and weaknesses. This, in turn, is crucial for building self-confidence and motivation to develop further. Crucial for this are resilience/stress resistance, flexibility,

willingness to learn, commitment, mobility, self-discipline and motivation, self-organisation and self-reflection, self-confidence, sense of responsibility as well as reliability.

3) Professional competence:

This refers to skills that concern the organisation and job-specific processes and tasks of a job. Certain subject-specific methods are already learned at school, which lay the foundation for later professional competences. This involves both theoretical and practical knowledge. These are prerequisites for mastering learning at vocational schools and universities. This includes general knowledge, subject-specific theoretical knowledge, interdisciplinary thinking, mother tongue competence, foreign language skills, political and psychological knowledge, IT skills, business knowledge, special subject knowledge as well as scientific methods.

4) Methodological competence:

This competence type is interdisciplinary and describes general knowledge of what is necessary to acquire and analyse further subject knowledge. This includes, for example, basic arithmetic, reading and writing - everything that helps one develop adequate solution strategies for problems and implement them accordingly. Thus, this key qualification is also reflected in the knowledge of where something can be researched in order to get ahead: analytical/critical thinking, learning methods, solution orientation, media competence, IT knowledge, argumentation skills, moderation/presentation techniques, project management, organisational skills, rhetorical skills as well as transferability are of crucial importance.

6.1.2   ATTITUDE TARGETING EXCELLENCY

In addition to the above-mentioned key competences, employers often also expect 'top skills' – and an attitude targeting excellency - that will be particularly in demand in the future, regardless of the spirit of the times and jobs performed:

1) Emotional intelligence:

In the future, emotional intelligence will furthermore be one of the skills in demand, high on the priority list for employers. The strength is shown in communication, but also in the ability to recognise, react, and respond to other people's emotions and needs. It is also important for emotional intelligence that people are able to deal properly with their own emotions and the emotions of others.

2) Curiosity:

This might not be a skill but an attitude which is important to most companies. They expect that for many jobs employees have a strong sense of curiosity. Curious employees bring the inner desire and their own motivation to deal with innovations, developments, and changes. They don't want to hide from the change that comes with digitalisation, for example, but approach it purposefully and consciously - and have fun doing it, too.

3) Willingness to develop:

In professional life, standing still is often synonymous with taking a step backwards. It is no longer enough to rest on the qualifications that were available when we were hired. Employees must be prepared to move with the times, to recognise new developments and to align themselves and their own profile with them in order to continue meeting the changing demands.

4) Critical thinking:

In the future, employers are even more than today expected to listen more to the feedback and views of employees - and for this, the ability to think critically is essential. An employee who questions processes and decisions, for example, really contributes to the company, provides suggestions for improvement and is the internal driver for innovation and development.

5) **Problem-solving competence:**

Problem-solving competence is one of the top skills of the future, especially when it comes to complex and multi-layered problems. Employees should be able to recognise the interrelationships themselves, work out, and implement appropriate plans in order to notice challenges at an early stage and sort them out independently.

6) Intercultural competence:

Many companies already work internationally or need to compete in a globalised market. In the future, this will increase even more, whereby it will become all the more natural to maintain international business relationships. For this to be successful, employees must have an intercultural competence in order to professionally combine different attitudes and mentalities.

7) Digital skills:

Digital communication is becoming increasingly important as a sought-after competence. Communication is increasingly taking place digitally and companies are dependent on employees having the necessary know-how. This is not only about emails, but increasingly about video chats, telephone conferences, and communication in social networks. Communicating via these channels should no longer pose any challenges in the digitalisation process. But also many other processes are being digitalised and it is expected that nearly in all jobs one should be able to perform in the digital world.

8) Self-organisation:

Digitalisation also changes the way tasks are done. Employees can work more independently, flexibility increases, and through decentralised and digital collaboration, stakeholders can be in different places while driving a project forward. However, this only works if employees have a high degree of self-organisation; digital work is largely designed and carried out on their own.

9) Critical and analytical thinking:

The amount of data and information that employees are confronted with is higher than ever due to digitalisation. The selective choice of relevant information requires critical and analytical thinking. This is the only way to separate the 'wheat from the chaff' in order to efficiently navigate the data jungle and use the right information as a basis for decisions and actions.

6.2 BUILDING AND DEVELOPING KEY COMPETENCES TO PROMOTE EMPLOYABILITY

When working with young people, the promotion of key competences is of particular importance in order to prepare young people and young adults in the best possible way for the diverse and constantly changing conditions and requirements in the workplace or on the labour market in general. Whether youth and young adults are supported in individual (e.g. counselling, coaching) or group settings (e.g. workshops) in promoting their employability, the current (vocational as well as everyday) needs and interests of young people are at the centre. Youth workers come into contact with young people and professionally perceive their needs, resources, and life worlds. The role of youth workers as professionals is to offer orientation, guidance, support, solutions and options for action, and as adults, they should represent 'role models'.

Subject orientation, needs orientation and resource/potential orientation are the guiding principles of youth work. The focus is on young people, their self-esteem, self-realisation and opportunities for social and professional participation. On the one hand, young people should become aware of their prevailing vocational interests, necessities and objectives, and on the other hand, they should (re)consciously perceive already existing resources and potentials and use them as an essential basis for promoting employability.

In youth work, different settings should be offered in which young people can consciously perceive their interests, strengths and potentials, already available know-how as well as experiences from their everyday working and living life and develop them further in a targeted way - taking into account possible/anticipated career perspectives. Occupational interest tests and potential analyses, which can be offered at a very low threshold, as well as a comprehensive range of offers for occupational orientation support young people in concretising their future occupational perspectives. Comprehensive motivation work and the clarification of the positive effects to be expected are important criteria, along with diverse competence-oriented learning settings, in order to be able to support young people in the best possible way in planning their career path and promoting employability.

Competence-oriented learning settings with a variety of offers and methodical access options provide a good opportunity to build up and consolidate various basic key competences. Competency-based learning settings should invite students to actively and independently work (alone, with a partner or in a small group) on various contents and tasks.

Example: Thematic focus 'career orientation' (in individual/group setting)

Clients/participants should 1) research information on the targeted occupation or various occupations that seem interesting on the Internet, 2) clarify and discuss questions that arise as well as interesting points of view with the youth worker - in a group setting but also with other participants, 3) possibly design a poster/collage and 4) subsequently present the selected occupation as well as explanations why this occupation is considered particularly interesting.

Clients/participants who lack IT skills receive suggestions and support from the youth worker.

In this activity, the following key competences are (implicitly) strengthened:

1) Research occupational information:

✓ *Professional competence*: IT skills
✓ *Methodological competence*: IT skills, media competence, solution orientation, transferability

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- ✓ *Social competence*: problem-solving competence; in group settings: also team orientation
- ✓ *Personal competence*: commitment, willingness to learn, organisational skills, self-motivation, self-discipline

2) Clarification of questions, exchange of information:

- ✓ *Professional competence*: mother tongue competence, in the case of migrants, foreign language skills if necessary, special knowledge about different professions/occupations
- ✓ *Methodological competence*: rhetorical skills, argumentation skills
- ✓ *Social competence*: communication skills, openness, empathy; in group settings: also team orientation
- ✓ *Personal competence*: commitment, willingness to learn, self-confidence, self-reflection

3) Design of a poster/collage:

- ✓ *Subject competence*: general knowledge, interdisciplinary thinking
- ✓ *Methodological competence*: solution orientation, organisational skills, transferability
- ✓ *Social competence*: problem-solving skills, ability to motivate; in group settings: also team orientation
- ✓ *Personal competence*: commitment, self-motivation, self-organisation, self-confidence, self-reflection, sense of responsibility

4) Presentation of the profession as well as personal aspects:

- ✓ *Professional competence*: language skills (mother tongue/foreign language), subject-specific knowledge, special technical knowledge
- ✓ *Methodological competence*: rhetorical skills, ability to argue, presentation techniques, transferability
- ✓ *Social competence*: communication skills, openness; in group settings: also team orientation
- ✓ *Personal competence*: commitment, self-motivation, self-reflection, self-confidence, sense of responsibility

In addition to the key competences mentioned above, the following 'top skills' are also strengthened curiosity, willingness to develop, self-organisation, selection of relevant information and lifelong learning.

In the course of this competence-oriented activity, young people are offered a variety of opportunities to become aware of the competences they already have and at the same time to actively apply and develop them. In addition, these perceptions are to be reinforced by appreciative, praising and motivating words from the youth worker - or other participants. The conscious perception of competences already available, of experiences of success, has a positive effect on self-confidence, motivation and commitment, which in turn stimulates and motivates further independent activities.

After young people define their career goals (in which field/occupation do I want to work?), they often need support in planning their career goals: which prerequisites and qualifications are needed, where any missing qualifications can be acquired in further education, where are there suitable apprenticeships or vacant positions, etc. This is where the competence-based approach comes in. Here, too, the competence-oriented approach is used. The young people should actively use their already available competences and e.g. independently research needed information, establish contacts to authorities, institutions, further education institutions or potential employers - if necessary with active support from the youth worker. Active and committed action by the young people is also required when preparing professional application documents and - through targeted suggestions and tips from the youth worker, e.g. how do I prepare creative and meaningful application documents - is encouraged. The targeted preparation for job interviews

in the form of simulations (in individual settings) or role plays (in group settings) also offers a variety of opportunities to actively perceive, actively apply, and further develop various key qualifications.

Example: Job interview simulation (individual setting: simulation with youth worker or role play in group setting)

Job interviews can be simulated both in individual settings (youth worker and participant) and in group settings (e.g. workshops). 1) In the individual setting, the client/participant takes the role of the applicant, the youth worker the role of the employer. In a group setting, one participant takes the role of the applicant, another participant takes the role of the employer and 2) the remaining participants and the youth worker act as observers who give feedback to the actors afterwards. The role-play exercise can be repeated as often as desired, each time with changing roles, so that the participants can take on the role of the applicant, the employer, and the observer. 3) Afterwards, the simulated job interview is evaluated together and possible ways of optimising it are worked out together.

In the context of this activity, the following key competences are (implicitly) strengthened:

1) Simulation/role play: applicant - employer:

- ✓ *Professional competence*: general knowledge/specialised knowledge (behaviour in job interviews), mother tongue competence, in the case of migrants also foreign language skills.
- ✓ *Methodological competence*: rhetorical skills, argumentation skills, presentation techniques
- ✓ *Social competence*: communication skills, empathy, assertiveness, willingness to integrate, ability to motivate, negotiating skills
- ✓ *Personal competence*: self-discipline, self-confidence, self-motivation, self-reflection, stress resistance

2) Simulation/role play: observer:

- ✓ *Professional competence*: interdisciplinary thinking, psychological knowledge
- ✓ *Methodological competence*: analytical thinking, critical thinking
- ✓ *Social competence*: empathy, intercultural competence
- ✓ *Personal competence*: willingness to learn, self-motivation, sense of responsibility, reliability

3) (Joint) evaluation of the simulation/role play and development of optimisation proposals:

- ✓ *Professional competence*: interdisciplinary thinking, psychological knowledge, language skills (mother tongue/foreign language skills)
- ✓ *Methodological competence*: rhetorical skills, ability to argue, solution orientation, transferability
- ✓ *Social competence*: empathy, communication skills, critical faculties, openness, problem-solving skills
- ✓ *Personal competence*: flexibility, willingness to learn, commitment, self-reflection, sense of responsibility, reliability, self-confidence, self-motivation

In addition to the above-mentioned key competences, the following 'top skills' are also strengthened emotional intelligence, curiosity, willingness to develop, critical thinking and selection of relevant information.

Offering diverse (learning) opportunities with a variety of methodological access options that take into account the demands of competence-oriented learning settings and encourage young people to be active

enables young people to become aware of the key competences they already have and to develop them further in a goal-oriented way in order to be able to strengthen their employability in the long term. Creating a sense of achievement ("I can do something!") is crucial to sustainably promote motivation, commitment, and self-confidence. In this way, young people are motivated to constructively and actively face future changes and demands in their everyday working and living lives.

6.3   DIGRESSION: DIGITAL YOUTH WORK TO PROMOTE EMPLOYABILITY

The current COVID-19 pandemic showed that digital (online) youth work is an indispensable tool to provide ongoing support to young people, especially those who need special additional support in different areas of life due to their current conditions and problems as well as socio-economic disadvantage. The use of digital platforms and tools makes it possible to maintain contact with young people when face-to-face meetings are not possible. But digital youth work is not only about keeping in touch with clients. It helps to promote the appropriation of digital space, to develop a self-determined, safe use of digital media and to be able to use the opportunities of digitalisation for as many areas of life as possible - also for employability. Digital youth work also strengthens a wide range of key competences that have a positive impact on employability.

Digital youth work is not an independent method or form of youth work, but can be integrated into all traditional youth work settings. Digital youth work can take place in online or offline settings as well as in mixed forms. Digital media and technologies can be treated either as a tool (e.g. interaction with young people via social media/learning platforms), as an activity (practical activities, e.g. producing media content together - key competences are acquired via 'learning by doing') or as content (e.g. reflecting on online relationships and online behaviour - importance of netiquette) in digital youth work.

Media-related youth work includes media-pedagogical offers as well as the promotion of creative-transformative competences for shaping the digital space. In the context of media education work, competences for digital-interactive living spaces are taught and a reflexive self-determined use of media is promoted. Media mediating youth work includes information and public relations work as well as online interactions and interventions, e.g. communicating and interacting with young people in social media or learning platforms.

While digital youth work, as described above, can also take place in the analogue form (e.g. in the context of a discussion round about fake news), online youth work is a sub-area of digital youth work. In online youth work, youth workers are active in the digital space and the interaction with young people takes place there. Digital tools and platforms are used as tools. During the Covid-19 pandemic, online counselling, outreach youth work in the digital space or the shift of youth centres to online platforms became or are important tools to be able to serve young people continuously and according to their needs.

If young people are cared for in the context of digital youth work, they in turn have the opportunity to consciously perceive and specifically develop competences such as media competence as well as various ICT skills.

Important key competences that are important for employability are thus built up and consolidated. If clients/participants take part in a counselling session with the youth worker or a workshop/event with other participants via video conferencing tool, for example, the following key competences are (implicitly) strengthened:

- *Professional competence*: IT skills, general knowledge/subject-specific knowledge (use of video conferencing tools), mother tongue competence, for migrants also foreign language skills.
- *Methodological competence*: IT skills, media competence, rhetorical skills, argumentation skills, learning methods
- *Social competence*: communication skills, empathy, assertiveness, willingness to integrate, ability to motivate; in group settings: also team orientation
- *Personal competence*: flexibility, willingness to learn, commitment, self-motivation, self-discipline, sense of responsibility, reliability

In addition to the above-mentioned key competences, the following 'top skills' are also strengthened: digital communication, emotional intelligence, curiosity, willingness to develop, self-organisation, problem-solving skills and critical thinking.

Regardless of whether in analogue or digital youth work: young people find a wide range of opportunities to perceive a wide range of key competences that are relevant to everyday working and living life as a resource that is already available and to develop these - as well as a wide range of others - in a goal-oriented manner through a variety of (independent) activities in competence-oriented learning settings and can thus strengthen their employability in the long term.

Source reference:

bOJA – Bundesweites Netzwerk Offene Jugendarbeit (2017). Qualitätshandbuch für die offene Jugendarbeit in Österreich. Wien, received on https://www.boja.at/sites/default/files/downloads/2020-01/1_Handbuch_Qualitaet_OJA_Druckversion_2017.pdf, 15.10.2021

bOJA – Bundesweites Netzwerk Offene Jugendarbeit (2021). boJA-Leitfaden Digitale Jugendarbeit. Wien, received on https://www.boja.at/sites/default/files/downloads/2021-02/bOJA-Leitfaden_Digitale_Jugendarbeit_final.pdf, 15.10.2021

https://karrierebibel.de/schluesselkompetenzen/ Autor: Jochen Mai (last updated: 26.10.2020), received on 13.10.2021

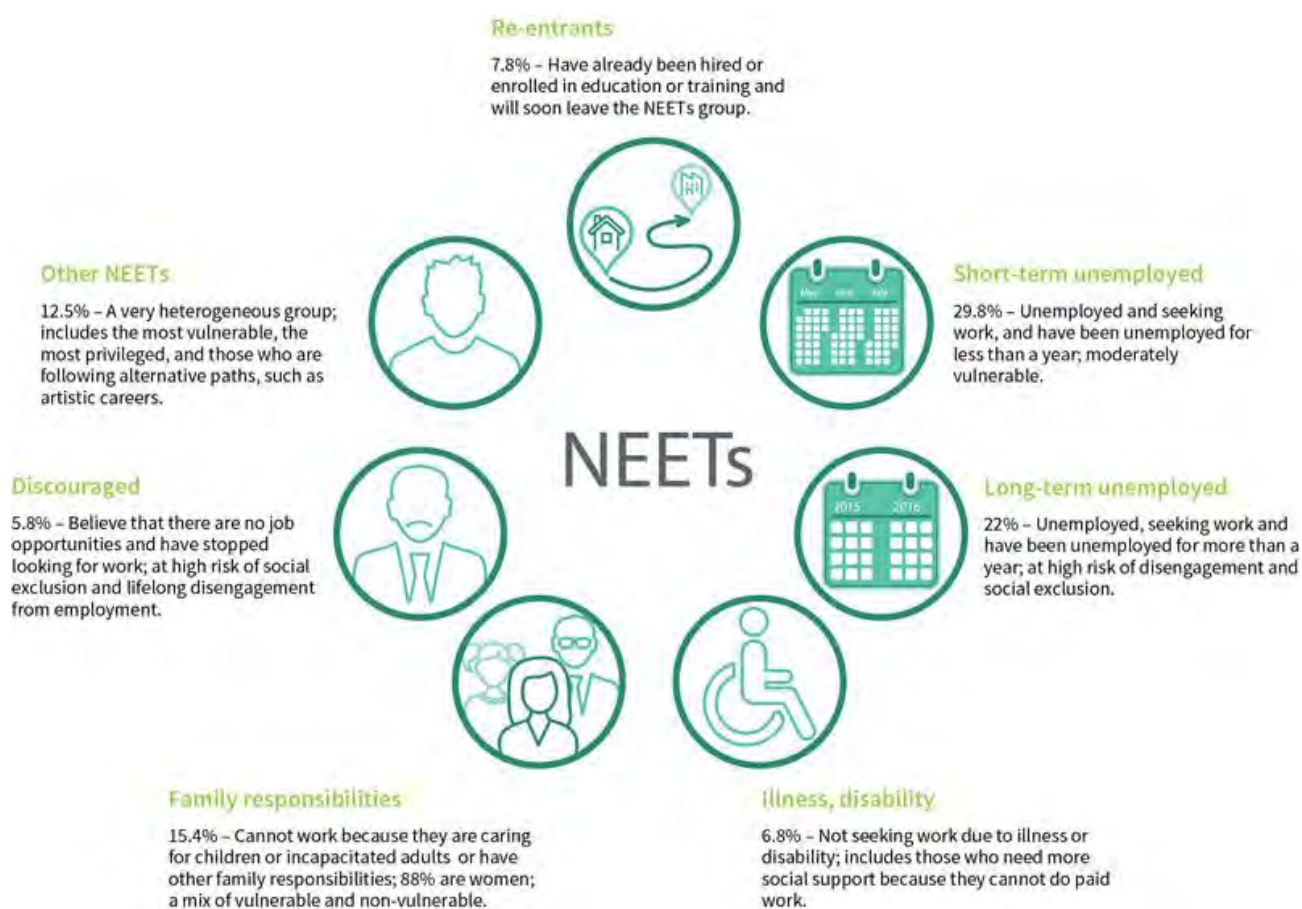https://karrierebibel.de/top-skills/ Autor: Jochen Mai (last updated: 19.05.2021), received on 13.10.2021

7. HOW TO SUPPORT YOUTH WITH FEWER OPPORTUNITIES, FROM DISADVANTAGED GROUPS AND AT RISK FROM SOCIAL EXCLUSION (POINT EUROPA)

7.1 DISADVANTAGED YOUTH AND NEETS, WHO ARE THEY?

"Disadvantaged youth" in many countries is used as an umbrella category which embraces all young people with fewer opportunities than their peers and in some countries other terms like youth-at-risk, vulnerable youth, disconnected youth or social excluded youth are preferred to describe social inequality among young people (Bendit & Stokes, 2003)

Various studies have shown that disadvantaged young people are more likely to be NEET (Not in Education, Employment or Training), this also reflects on the employment gap. The best strategy to combat this would be to prevent young people from becoming NEET in the first place, identifying young people most at risk of unemployment and supporting them, but how? There is no one size fits all solution to solving youth unemployment.

Every young person in today's society deserves to be happy, healthy, and optimistic about their future. The transition from school to further education, training, or employment is generally positive for most young people. However, a considerable percentage of young people are at risk of becoming NEET if they do not receive targeted support.

Re-entrants
7.8% – Have already been hired or enrolled in education or training and will soon leave the NEETs group.

Short-term unemployed
29.8% – Unemployed and seeking work, and have been unemployed for less than a year; moderately vulnerable.

Long-term unemployed
22% – Unemployed, seeking work and have been unemployed for more than a year; at high risk of disengagement and social exclusion.

Illness, disability
6.8% – Not seeking work due to illness or disability; includes those who need more social support because they cannot do paid work.

Family responsibilities
15.4% – Cannot work because they are caring for children or incapacitated adults or have other family responsibilities; 88% are women; a mix of vulnerable and non-vulnerable.

Discouraged
5.8% – Believe that there are no job opportunities and have stopped looking for work; at high risk of social exclusion and lifelong disengagement from employment.

Other NEETs
12.5% – A very heterogeneous group; includes the most vulnerable, the most privileged, and those who are following alternative paths, such as artistic careers.

NEETs

Ref: Eurofound Study 2021

Evidence suggests that once a person is NEET, it is far more difficult for them to re-engage with the educational system or the labour market. Early adulthood periods of inactivity and unemployment have been demonstrated to have long-term negative consequences on future work prospects.

Identifying young people who are "at danger" of becoming NEET and intervening as soon as possible is critical; this provides the young person the best chance of staying in school or training, minimising the likelihood of them dropping out. Many schools have implemented strategic ways to help identify students who are "at danger" of becoming NEETs, but what can we do as youth workers?

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7.2 HOW CAN I HELP?

Designing and implementing effective holistic initiatives aimed at reintegrating young people into the labour market, education, or society requires collaboration across all labour market actors, educational providers, employment services, employers, and youth workers.

Youth workers help young people to improve their lives in ways and places that parents and teachers may struggle with. Most youth workers are already working with youth with fewer opportunities or NEETS and by adapting their youth work to the rising demand to "do something about NEET situations" will actually mean them continuing to do what they are already good at, but simply adapting it to other types of young people. If for no other reason than to avoid discouraging young people, cross-sector collaboration and coordination is critical. They will feel much more hopeful if, instead of being told "sorry, not my job," they are given recommendations on where to go to obtain help.

It's vital to remember that interpersonal and generic abilities - such as creativity, social skills, and self-confidence - are just as important as, if not more so, than specific work skills. The term "holistic" gets overused at times, but it is still vital. Support must be based on a comprehensive perspective of a person in order to be effective; if we want to affect employment outcomes, we must understand how other factors, such as family, health, and geography, influence those outcomes.

Respect for young people is always at the heart of youth work values and recognising young people's rights to be treated with dignity as individuals, reject negative labelling and challenge negative stereotypes is as important as promoting positive images. This involves carefully listening to young people about their understanding of themselves and their situations.

Youth work's participatory aspect recognises young people's rights to choose whether or not to participate and to make decisions about issues that impact them. Young people are "at the centre" of youth work practise when their contributions and experiences are recognised, valued, and built upon. While learning new abilities, taking on new responsibilities, and learning about new opportunities, young people gain greater control over their lives. As a youth worker, rather than simply providing a service, encourage young people to find their own solutions to problems, develop their own plans, whilst helping them to make their own decisions.

Some outcomes, such as "increased involvement," are simple to quantify because the number of young people who participated can be counted. However, many key benefits (often referred to as soft outcomes) are difficult to quantify, such as increased knowledge or confidence. We don't always have the ability to measure these outcomes. Instead, we need to develop a way to show that the desired result has been achieved. These are referred to as "indicators."

When supporting youth with fewer opportunities or from disadvantaged groups, these "soft outcomes" are of the upmost importance.

Indicator example:
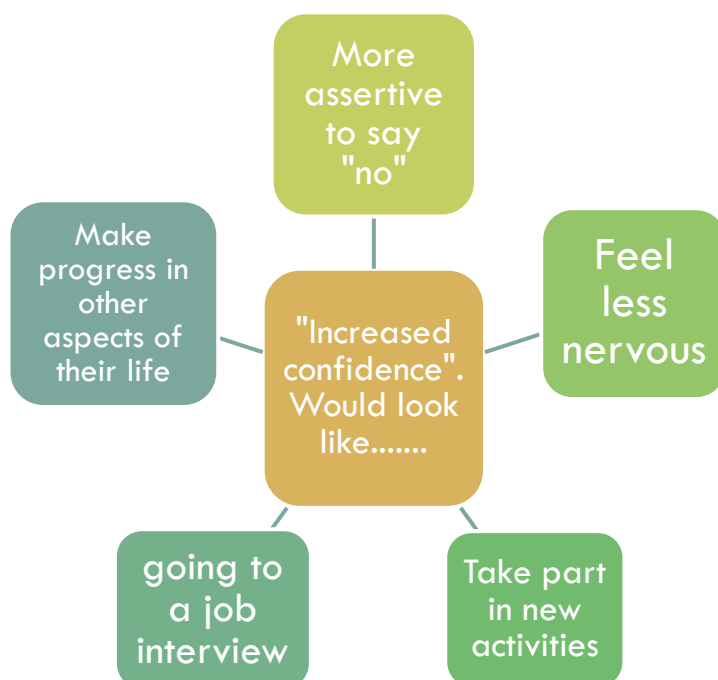
Another example of how to support youth would be to use an outcomes tool. This tool enables young people to identify changes over time in relation to indicators of personal and social development. It provides a record of how young people feel they have moved over time. Visually representing their progress can have a motivating effect on the young person completing the wheel. This outcome wheel is to be completed before and after involvement and sections are to be coloured in. See example below:
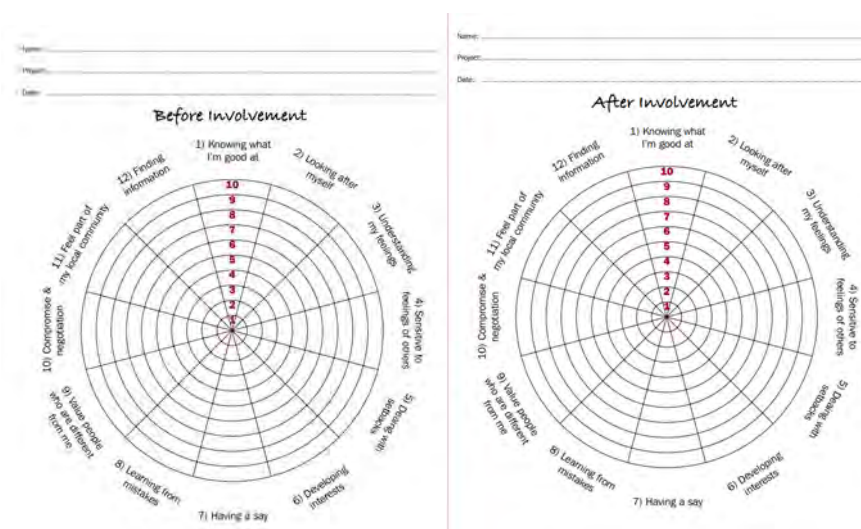
Ref: "youthworkessentials.org". outcomes_wheel.pdf (youthworkessentials.org)

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7.3 SUPPORTING DISADVANTAGED YOUNG PEOPLE INTO EMPLOYMENT

What works when it comes to getting young people from disadvantaged backgrounds into employment?

Youth workers can assist young people by offering individualised, personalised support to help them gain the skills they need to find work. Many young people are still a long way from being ready to participate in a formal employability programme, thus the process of preparing to join and maintain employment can be lengthy.

Given the many complex challenges that disadvantaged young people face, they are disproportionately more likely to face unemployment and find it a challenge to enter employment, education and training. Like many young people on the edge of the labour market, they face significant challenges which make the transition from school to employment particularly challenging, including:

Poor educational experiences and low attainment	Financial barriers	Low confidence and personal motivation
Mental health problems	Chaotic personal lives	Lack of labour market experience
	High competition for job vacancies	

As mentioned previously, it is generally difficult for disadvantaged youngsters without a basic education to make up for a possible failure in their initial effort to enter into the labour market, and the experience could have long-term consequences.

Youth workers should collaborate with young people to set objectives and plans, as well as provide emotional support and encouragement. To start, re-engagement models work best when youth workers assess a young person's aspirations, goals, and support requirements as soon as possible after first meeting them.

Second, in order for support to be effective, youth workers should work with young people to establish clear goals that are aligned with their aspirations and interests.

Re-engagement models should ideally incorporate holistic, individualised action plans based on each young person's educational or job objectives. Support models that do not incorporate individualised / personalised

action plans may fail to fulfil the requirements of young people, increasing the likelihood that they may drop out of a programme or fail to make progress. It is also crucial that youth workers and employers provide a young person with an adequate support network while they work or train; putting the young person in a position where they are going to succeed. This helps to build their confidence and lower the risk that they will disengage. Finally, effective models of support need to be designed so that young people are able to take responsibility for their own progression.

Important issues that need to be addressed when it comes to employment for disadvantaged youth are:

- Effective engagement using activities such as music and sport to attract participants
- A reliable, dependable advisor who can assist young people in overcoming obstacles and achieving their personal objectives.
- Accurately understanding individual needs in order to personalise support packages
- Delivery of personalised help with vocational, academic and employability skills, job search and work experience
- Helping young people with technology, whilst providing them with access to the internet and digital kits in order that they can access further support online, training and apply for jobs.
- Addressing employment difficulties such as mental and physical health challenges, as well as housing issues
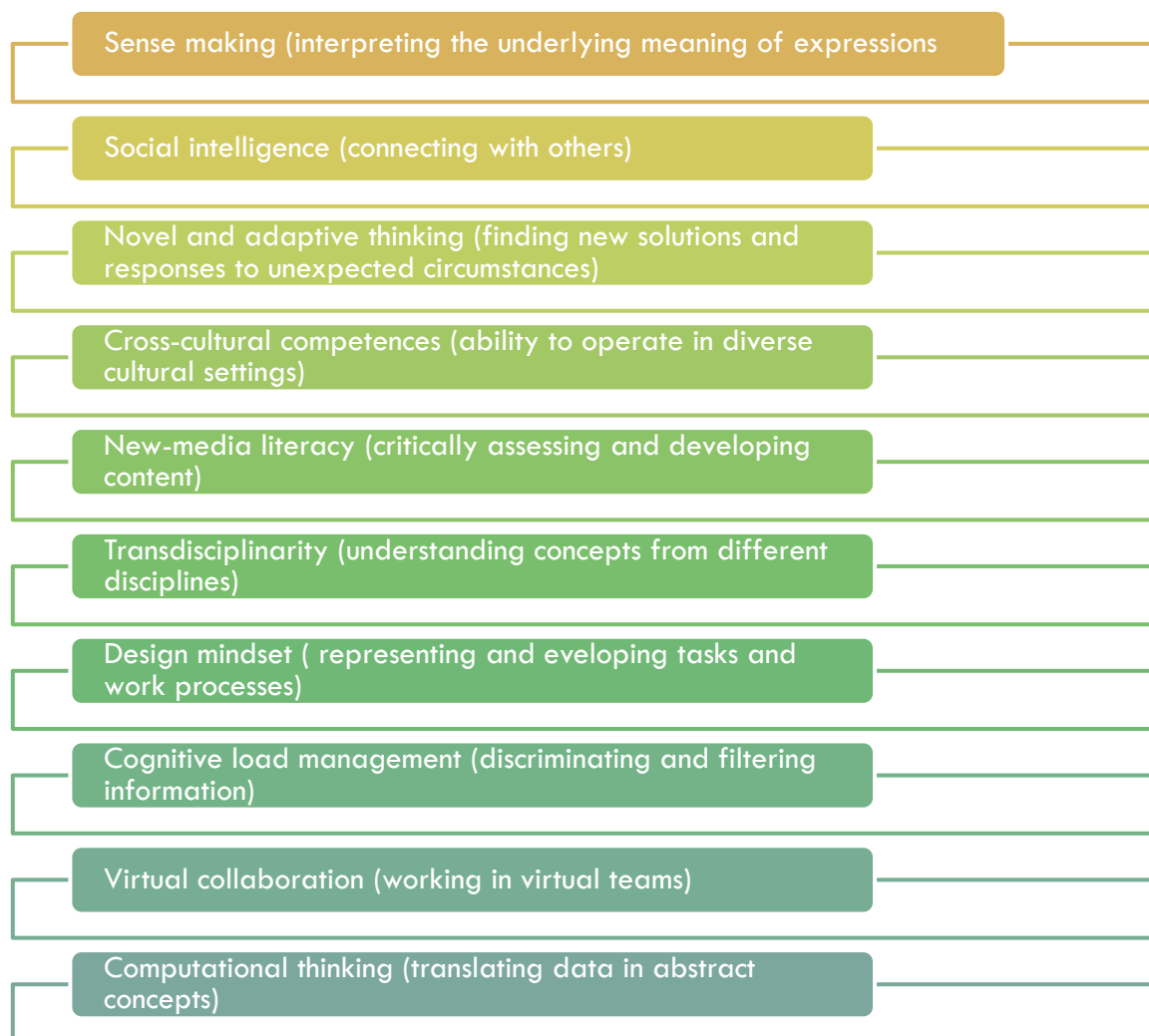- Enhancing entrepreneurial skills in young people.

Young people's mental health issues can make it difficult for them to access support services. Mental health problems can be barriers to accessing employment, education, or training. Because of these factors, developing new and trusted relationships to support young people might take longer, and the difficulties that they face are more complex. If not trained in supporting young people with Mental Health problems, always ask for assistance from specialist organisations. This is where partnership working and cooperation with relevant stakeholder can be essential.

7.4   NON-FORMAL EDUCATION, LEARNING AND YOUTH WORK

When it comes to addressing youth unemployment, non-formal education and learning plays a critical role. This is because it aids development by assisting young people in realising their full potential, creativity, abilities, initiative, and social responsibility through the acquisition of relevant knowledge, skills, attitudes, and values. Youth work may be a powerful tool for reaching out to all types of young people. Through intimate and informal connections with young people, youth-friendly outreach, and the ability to instil trust in young people to contact authorities, youth work facilitates reintegration for individuals with fewer options. Individual occupational orientation and counselling, adapted to the unique challenges of diverse young people, is provided in an informal setting.

There is a need for youth workers to help promote the validation of learning outcomes gained in non-formal learning and youth work in a vocabulary that is understandable to educators and employers.

Alongside the existing "soft skills" that employers are looking for in employees, the Future of Work study (Institute for the Future 2011) has identified 10 skills needed in the future labour market:

Sense making (interpreting the underlying meaning of expressions

Social intelligence (connecting with others)

Novel and adaptive thinking (finding new solutions and responses to unexpected circumstances)

Cross-cultural competences (ability to operate in diverse cultural settings)

New-media literacy (critically assessing and developing content)

Transdisciplinarity (understanding concepts from different disciplines)

Design mindset (representing and eveloping tasks and work processes)

Cognitive load management (discriminating and filtering information)

Virtual collaboration (working in virtual teams)

Computational thinking (translating data in abstract concepts)

Ref: Future of Work study (Institute for the Future 2011).

It's also critical to personalise, create, and make available tools that can help youth workers improve their ability to offer activities that encourage young people's originality and creativity, as well as to make young people aware of the skills gained via participation in such activities. There is a significant problem when it comes to translating the outcomes of non-formal learning into an active jobs culture, and there is a challenge to close the divide in understanding between the labour market and youth sectors. Through the Personalised Youth Work Project, we will create a toolkit in order to provide a more personalised learning approach in labour market integration measures for young people, alongside, improving skills, competences and motivation for youth workers.

Source reference:

Institute for the future 2011: Ten skills for the future workforce. Source: Institute for the Future... | Download Scientific Diagram (researchgate.net)

www.youthworkessentials.org

Guide to Involving Children and Young People.pdf

66923_Sapin___Essential_Skills_for_Youth_Work_Practice.pdf

bis-13-548-motivation-and-barriers-to-learning-for-young-people-not-in-education-employment-or-training.pdf

What works re-engaging young people who are not in education, employment or training (NEET)? Summary of evidence from the activity agreement pilots and the entry to learning pilots (Research report DFE-RR065) - Digital Education Resource Archive (DERA) (ioe.ac.uk)

Re-engaging young people not in education, employment or training - GOV.UK (www.gov.uk)

\[PDF\] Lifelong guidance: supporting NEETs to manage their careers (europa.eu)

Approaches to supporting young people not in education, employment or training - a review (nfer.ac.uk)

8. MONITORING THE QUALITY OF THE TRAINING PROCESS (DEKAPLUS)

8.1 WHAT IS MONITORING THE QUALITY OF THE TRAINING PROCESS?

Monitoring the quality of the training process can lead to the improvement of performance and lead to the achievement of results. It should be a necessary element of the overall performance monitoring for an organisation. It is part of the process of delivering learning and development opportunities - it can support by ensuring that the organisation has a competent workforce and will reassure regulatory bodies.

The outcome of monitoring the quality informs the needs of the organisation going forward, and guarantees that the aims and intended outcomes of the learning and development opportunity are clear from the outset.

Monitoring and evaluation requires a short and long term approach.

Traditionally, monitoring and evaluation was focused on completing evaluation questionnaires at the end of a training session.

However, it is essential to think wider than this. Evaluation is not a once off event, but a procedure engaging assessments performed at different times to assess the impact and further development of future learning interventions.

To be more specific, the main objective of monitoring the quality is to measure and assess the performance to more effectively recognise and improve as required the outcomes and outputs from a learning intervention.

It enables us to measure the impact of a learning intervention on practice and in this way helps to identify what could be put in place to provide further improvement through learning and development opportunities. The table below shows this in a helpful way considering both the quality and quantifiable effects of learning.

	Quantity	Quality
Effect	How much did we do? *(the quantity of the effort)*	How well did we do it? *(the quality of the effort)*
Effort	How many customers are better off? *(the quantity of the effort)*	Percentage of customers better off? *(the quality of the effort)*

Monitoring, evaluation and measuring the impact of learning should be an on-going process, covering a range of learning and development opportunities offered to the learners.

It should also be a recurring process, starting from identifying the individual or organisation's developmental needs through to whether the learning met those needs and the difference it made to practice.

8.2   A FOUR STAGE MODEL OF MONITORING THE QUALITY

8.2.1   STAGE ONE: BEFORE THE LEARNING OPPORTUNITY

As part of the commissioning of any learning and development opportunity, the learning outcomes aimed to be achieved and possible effects on practice need to be recognised. This will lead the organisation to have an effective monitoring and evaluation process in place from the beginning and ensures that learners are clear on their responsibilities when accessing learning and development opportunities.

Considerations prior to commissioning all types of training

Consideration needs to be given to what learning and development opportunities are already available locally and whether there is a need to commission further training.

The questions that need to be considered before commissioning any training are:

- Why do we need it?
- Who needs it?
- What is the cost of the training and how will it be covered?
- How is it best delivered?
- What is going to be delivered?
- How are we going to evaluate and measure the impact of the training?

Face to Face training

Many organisations use internal staff to deliver training. These guidelines should be applied to both internal trainers and those commissioned from an external source.

- Consideration needs to be given to trainer skills
- There are specific considerations if you are using internal trainers rather than externally commissioned trainers
- Need to ensure you have seen the course plan and had sight of the content that will be used
- Content needs to reflect local practice and your organisational procedures
- Has the trainer been advised of any organisational specific information that needs to be shared?

Administrative tasks

- Is there a clear understanding of the administrative tasks throughout the whole process and who is going to undertake them?
- How will individual training records be updated?
- Are there identified individuals responsible for these tasks?

8.2.2   STAGE TWO: DURING AN ACTIVITY

Throughout the activity, will you have anyone observing the quality to ensure the session and what questions might you pose to the trainer later on about participation of those taking part?

Below there is some guidance to assist you with the monitoring and evaluation of the activity.

Methods of Evaluation

Method of Measuring Impact	Strength	Things to be aware of
Annual Appraisal	Includes all employees	- Could be difficult to measure individual actions - Reliant on line mangers to monitor
One to one or group supervision		
Post course evaluation /post it notes	Gives an immediate feeling about what the individual liked/disliked about the course	Is not able to say whether practice has changed as a result of the training
Pre, post and six weeks post evaluation	Can give an indication whether the training has been taken back to the workplace, any changes to practice and enable further follow up at a later stage, which would support the development of a case study	Often there is a low take up six weeks post course

Method of Measuring Impact	Strength	Things to be aware of
Quiz or test at the end of the session	Gives an indication of what has been retained from the training session	Is not able to say whether practice has changed as a result of the training
Observation of practice		May not be possible in all roles Capacity to take this in a meaningful way for all staff
Case discussions at team meetings	Allows for detailed understanding with a combination of both quantitative and qualitative information	There is a risk that strategic understanding is lost e.g. trends and overall themes
Audit of staff knowledge on safeguarding young people's process		
Action learning sets / practice learning sets		
Peer Reviews		
360 degrees feedback		

8.2.3   STAGE THREE: AFTER THE LEARNING AND DEVELOPMENT ACTIVITY

The follow up after the training has taken place is critical in terms of monitoring and evaluation.

By that time, you will have already identified what you want the deliverables to be when the training was commissioned, so the above techniques offer some guidance about how this can be measured.

The conventional 'happy sheets' only have little to offer and therefore it is essential to consider using a more solid method for evaluating.

Whatever methods you use, the questions to consider are as follows:

- What difference has it made?
- To what extent were the identified learning and development needs/ objectives achieved by the programme?
- Were the learners' objectives achieved fully?
- What exactly did the learners learn or were reminded of?
- How committed were the learners and how much of this learning were they are going to implement on their return to work?
- Were participants successful in implementing their action plans from the training?
- How has management supported individuals in taking forward learning from the training?
  • What benefits have there been for the organisation i.e. has it made any difference to practice?

8.2.4   STAGE FOUR: EMBEDDING THE LEARNING, ONGOING DISSEMINATION AND CASCADE OF LEARNING

Any of the outcomes for the learning and development activity should be disseminated and incorporated into the day to the day business of the organisation. This takes various forms and includes:

- Supervision
- Case discussions
- Annual appraisals
- Observation of work place
- Team meetings

When commissioning the learning and development opportunity, the organisation needs to be clear on the anticipated outcomes and expectations of how the learning will be embedded into practice.

Outputs of the activity can lead to lasting change, and some of these can include:

- To develop and improve specific learning interventions such as training
- Briefing notes and practice workshops development and updating of protocols and procedures
- Development and ongoing review of the organisations Strategic / Business Plan
- Discussions, debate and challenge at senior level
- Information on websites, newsletters etc. to ensure effective cascade of information

- Monitoring and evaluation of impact is ongoing
- Line managers should follow up impact of the learning in practice via staff supervision and appraisals as well as sharing practice via team meetings, case reviews and peer review
- Audits of practice to incorporate impact of learning
- All evaluation and monitoring should also inform future learning and development programmes

Measuring impact of the learning and development can include a variety of information and data both qualitative and quantitative, both have a place.

Some examples of the types of evidence that can be used are:

- Referral rate
- Better recording
- More detailed referrals/notes
- Increased awareness as evidenced by what is being
- done and said
- Fewer errors
- Increased confidence
- Safer practice
- Increased number of practitioners attending training and development appropriate to their role
- Programmes run at full capacity with learning outcomes achieved
- Positive evaluations from delegates
- Staff development embedded in appraisal process
- Positive outcomes on practice via audits for example

Source References:

Developmental Stages of the Learner, Susan B. Bastable & Michelle A. Dart
https://samples.jblearning.com/0763751375/46436_ch05_000_000.pdf

Monitoring and Evaluating Learning and Development Opportunities,
https://www.essexsab.org.uk/media/2581/monitoring-and-evaluating-learning-and-developing-toolkit.pdf

9. EVALUATION OF THE ACHIEVED LEARNING OUTCOMES (YIM)

9.1 LEARNING OUTCOMES WITHIN THE YOUTH CONTEXT

Like any learning experience youth work aimed at enhancing young people's knowledge, skills, competences or even attitudes, is aimed at achieving some specific results.

> Learning Outcomes are the statements of knowledge, skills and competences that a learner should possess and can demonstrate upon completion of a learning experience or sequence of learning experiences. It does not matter whether these have been acquired through formal, informal, or non-formal learning.

Despite its less formal nature, in the last decades, youth work developed much needed professionalisation of the youth workers and awareness about topics such as learning process, learning recognition, dissemination and other. The learning process and its recognition became a key ingredient of youth work.

Learning recognition is not only done to improve employability, but it should be also done to capture the richness of the personal development or to properly reflect on what young people gained from undertaking the learning journey.

What makes learning outcomes within the youth context and especially in a personalised learning context specific is that:

YOUNG PEOPLE PLAN

THEIR OWN LEARNING OUTCOMES
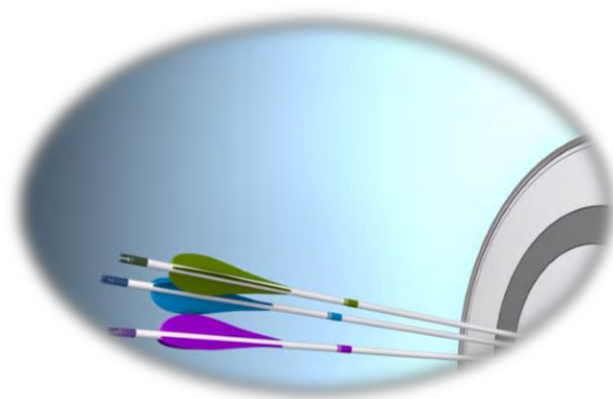
The process of formulating the learning outcomes takes place during the design of the personalized learning journey. It is important to highlight that while young people are at the core of the planning, it is the youth worker/professional who needs to assist the process.

Young people can be empowered to establish a list of the knowledge, skills and competences they want to achieve as a result from a given personalized experience, aimed at boosting their employability, only if professionals explain what a "learning outcome" is, what are its key characteristics and how to formulate these in an adequate manner. In that sense, it is necessary to allow time for briefly introducing some basic concepts of setting outcomes from a learning experience.

Some of these are:

- Focus on what you will know and be able to do by the end of the learning journey
- Think about results, not the process or the activities
- Each outcome should be described with an action verb
- Try to use only one action verb per outcome
- Be specific
- The verbs should reflect the level of learning required
- Make sure that the outcomes reflect knowledge, skills and competences required in the workplace

emphasis on the subject	action verb	learning statement
The learner	can demonstrate	his/her own strengths during a job interview
The learner	can analyse	information about vocations, the labour market demands and skills requirements
The learner	can communicate	his/her expectations and aspirations to potential employers

The most effective way to assist young people in planning their own learning outcomes is by referring to what has been agreed when designing the personalised learning journey and asking them to provide a list with the things they want and believe that they will know and do as a result. Then, the youth worker/professional should take the time to formulate these properly (by following the basic principles) and edit where necessary (add relevant outcomes that were not considered by the young person or remove such that cannot be achieved as a result from the agreed personalized learning journey).

The final list of learning outcomes should be communicated to the young person in a clear and comprehensive manner, as it will also serve as the basis to measure achievement and success.

9.2 EVALUATION OF THE ACHIEVED OUTCOMES

As a key component of youth policy, learning relates to formal, non-formal and informal education. Nevertheless, most often youth work is strongly associated with non-formal education, which takes place in a wide range of settings, could be intermittent or transitory and the activities that take place may be staffed by professional facilitators or volunteer led.

Assessment and validation of non-formal learning could be rather challenging, as non-formal learning takes place in a less structured manner and rarely disposes of a clearly defined curriculum and rules for validation of the acquired knowledge and skills.

For any learning experience to be effective and results-oriented, systems should be created to support learners in identifying and documenting their learning journey (no matter formal or non-formal).

Since the focus here is on personalised learning within the context of youth work, the methods to use when evaluating the outcomes also need to be "personalised". This means that the tools, criteria and methods that the youth worker/professional chooses to apply have to be aligned to each specific learning journey.

Another specific of the evaluation of learning outcomes within a personalised context is that, as in all other stages, the young person needs to be involved and take active role in the process. If learners are not participating in the assessment of the achieved results, the learning journey cannot be considered as personalised.

A personalised offer depends on really knowing the strengths and weaknesses of individual young people. Whatever the contextual practice, the rationale is always the same: clear evidence about how to drive up individual attainment; clear feedback for and from young people so there is clarity on what they need to improve and how best they can do so; and a clear link between learning and activities planning

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The following presents some guidelines for youth workers/professionals on shaping the evaluation process:

Decide what type of information will be collected to allow for analysing the progress and level of achievement of the planned learning outcomes.

Reflect on the data collection tools to be used.

Consider how exactly learners (young people) will be engaged in the process – activities, methods, approaches.

Design the assessment in a manner to allow learners to tackle the task appropriately – they should focus on the learning process rather than on how to achieve best results.

If working in a group, think about including peer feedback mechanisms.

Design tasks in relation to the assessment as small activities throughout the learning journey, rather than as one big evaluation exercise at the end.

Allow learners to reveal the challenges they might experience to achieve a given learning outcome and explain the reasons.

Clearly explain the assessment criteria.

Constantly provide feedback on progress and achievement.

Youth workers/professionals make **judgements** on their learners' performance in every learning session undertaken, whether consciously or subconsciously. Using these judgements and translating them into feedback on the quality of young people' efforts and achievements is the focus of the evaluation of the learning outcomes within a personalised context. This is the so called "Assessment for Learning" and it should result in improved learner progress on a continual basis.

In assessment for learning, youth workers and professionals set tasks and activities and pose questions to learners. Learners respond to the tasks, activities and questions, and professionals make judgements on the learners' knowledge, understanding and skills acquisition as evidenced in the learners' responses. These judgements on learners' performance happen quite naturally in the course of any learning session and require two-way dialogue, decision-making and communication of the assessment decision in the form of quality feedback to the learner on their performance. Depending on how successfully the personalised learning practices have been undertaken, learning will have taken place in varying degrees from learner to learner. At the end of each session, professionals need to ask themselves:

What do learners know now that they did not know before they attended the session?

Although somewhat basic, this will evaluate how effective a particular session has been.

It is crucial for youth workers and professionals to share the **assessment criteria** with learners to promote the chances of learning taking place. The assessment criteria should be clear and should not be added after learners have generated the work for a given task. It is therefore vital that all learners in a group understand what they are trying to achieve in a given task and why they are doing it. If youth workers and professionals want learners to understand and demonstrate their commitment to a task, they need, as far as it is possible, to define the assessment criteria on which their progress is to be assessed. Some of the preconditions are:

- Use appropriate language and terminology which learners have developed
- Communicate the assessment criteria
- Check learner understanding
- Demonstrate how the assessment criteria can be met by use of examples
- Encourage peer assessment through effective use of assessment criteria
- Promote self-assessment through effective use of the assessment criteria.

It is widely recognised that when learners are fully engaged in the learning process, learning increases. When learners are able to understand the assessment criteria, progress is often maximised, especially when individuals have opportunities to apply the assessment criteria to work produced by their peers as part of planned activities.

Peer assessment using the predefined assessment criteria is the next stage to evaluate learner understanding and consolidating learning. Benefits of organising peer assessment activities include:

- learners clarifying their own ideas and understanding of the learning intention

- checking individuals' understanding of the assessment criteria and how it is to be applied to learners' work.
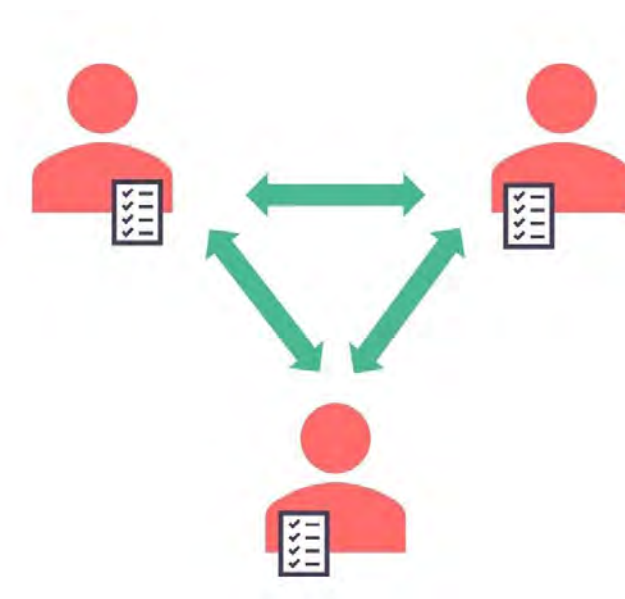
Once young people are able to use the assessment criteria appropriately and can actively contribute to peer-assessment activities, the next step is to engage them in **self-assessment** tasks. Self-assessment is a very powerful tool and crucial to the Assessment for Learning process. Once learners can engage in peer-assessment activities, they will be more able to apply these new skills to undertaking 'objective' assessment of their own progress and achievements. Once learners can assess their own work and their current knowledge base, they will be able to identify the gap in their own learning; this will aid learning and promote progress and contribute to the self-management of their personalised learning journey.

To support the process youth workers and professionals need to:

- provide opportunities for learners to reflect on their own work
- ensure they provide individuals with the necessary support so that they are able to acknowledge challenges
- support learners through the self-assessment process so that strengths in their work are fully recognised and weaknesses are not exaggerated

Another principal characteristic of successful learning outcome evaluation strategies is the effective **feedback** provided to learners on their progress. The value of the feedback is dependent on:

- the quality of the feedback
- how learners receive and ultimately use it

Successful assessment for learning is reliant on the nature of feedback, its content and the way it is received and used by learners. Comparisons with peers do little to promote learner confidence. Generalised statements that mean nothing to the learner do not help to promote improvement in individuals' work.

Ultimately, feedback should help learners improve in a specific activity; when feedback provides correction or improvement in a piece of work, it is valued by learners and acts as an incredible motivator. Youth workers and professionals must genuinely demonstrate that they believe that all learners can learn and improve, but the improvements must be measured against their own previous performance, not that of others.

10. PROVIDING FEEDBACK (BEST)

10.1 FEEDBACK AS A RESPONSE TO REVIEW PERFORMANCE AND IMPACT

Especially when working with young people, constructive feedback is of central importance in order to be able to tackle future development steps and planned actions in a goal-oriented and sustainable way. Feedback means 'assessment by another person'. Feedback complements self-perception or self-assessment with an (as far as possible) 'objective' external assessment and perception. Those who give feedback can tell the other person how his/her behaviour appears or is received, how he/she assesses the situation or performance, or what potential for improvement is recognised. Used correctly, feedback can be enormously valuable. In education, at work, but also in everyday life, feedback from other people is indispensable in order to be able to develop further.

This means that direct feedback from the youth worker or from other participants (in a group setting) provides the young person with valuable information that is useful for expanding various competences, targeted career goals and life perspectives. Vice versa, the feedback of young people provides valuable information for youth workers and various youth work services. A presentation of the benefit or the effect of different offers and measures is made possible. This 'success control' offers the possibility to improve the individual work with young people or different youth work services - in the sense of continuous quality management - and to focus on the current needs of the target group.

Feedback from both sides - youth workers to clients/participants and vice versa - proves to be an effective means of shaping the joint work in a constructive and goal-oriented way. Constructive feedback is a very useful instrument, but it is not always welcomed and needs clear rules. Feedback basically consists of two components:

10.1.1 GIVING FEEDBACK AND TAKING FEEDBACK

Feedback from the youth worker/other persons to the client/participant

As mentioned at the beginning, constructive feedback is valuable for developing and consolidating various competences that are relevant for everyday work and life. Feedback from other people - e.g. from the youth worker as well as other participants in the group setting - helps to improve personal self-perception and self-assessment (What am I good at? What previous knowledge, attitudes, competences, and goal-oriented behaviour etc. do I already have? etc.). Feedback is also one of the foundations of conflict-free and constructive communication. It serves to clarify misunderstandings, eliminate weaknesses, and formulate demands and expectations. Professional feedback can create a pleasant atmosphere, strengthen mutual understanding and help to build trust and improve results. In human resource management and development, for example, professional feedback serves to improve performance and motivate employees. For example, a Yale University study showed that constructive feedback can increase employee's motivation and performance by 10 percent. If good results are appreciated and this is communicated, motivation increases by as much as 17 percent.

Designing constructive feedback sessions

In order to be able to use the positive effects of feedback in the long term, it is important that feedback is not given spontaneously or impulsively. It must be prepared and carried out professionally within a sufficient framework (in terms of space and time). For example, in the form of a so-called feedback discussion.

However, concrete goals that are pursued with the feedback are also decisive. Feedback can be guided by the following objectives and functions, feedback wants to:

- Determine and assess the level of performance
- Name and evaluate successes achieved
- Define new goals and formulate future requirements
- Analyse required competences
- Plan further development of the client/participant/employee
- Resolve misunderstandings or (personal) conflicts
- Reach agreement on further cooperation
- Change (undesirable) behaviour
- Improve or encourage future decisions
- Create higher identification with the targeted training/job and work environment

Such extensive feedback is an enormous challenge for both sides - for the feedback giver (e.g. youth worker) as well as for the feedback receiver (client/participant). However, professional feedback is not only praise, but also includes (constructive) criticism as well as sensitive areas such as personal/professional development and involves both positive and negative behaviour.

Saying this is not easier than accepting such feedback. It is therefore all the more important for the feedback giver to create an informal and calm atmosphere for this and also to pay attention to the feasibility of the feedback. For professional feedback to work, clear feedback rules are needed. Only if the feedback is welcome and the feedback provider only wants the best for the feedback recipient can feedback unfold its full potential. For this to succeed, both feedback giver and feedback receiver should observe the following basic rules:

1) Get an overview

From the outside, things often look much simpler. However, before feedback givers succumb to the temptation to make others happy with their clear-sightedness, it is important to really assess the matter competently: Are all variables really known - including the situation of the person concerned (client/participant)?

2) Wait for the right time

Feedback should not be given unprepared and uninvited. The willingness to give feedback must be there otherwise it could take on the character of an instruction. Good advice/feedback is at best an offer that the feedback receiver can just as well refuse without being resented. At best, feedback is an answer to a question. Nevertheless, feedback should be given as promptly as possible otherwise the reference to the situation will increasingly fade.

3) Create a framework
If possible feedback should only be given in private, so that the feedback recipient can save face - especially if the feedback is critical.

4) Formulate "I"-messages
Constructive criticism never remains vague, but is always concrete. Generalisations and sweeping statements do not help anyone – no meaningful actions can be derived from them. For feedback to be comprehensible, it should explain as concretely as possible how things can be done better. This also puts the responsibility

on the feedback provider to prove how good his advice/feedback really is. However, the more subjective feedback is formulated in the form of "I" messages, the better it will be accepted. The following feedback formulations have proven to be effective:

- "I have the impression that..."
- "I have recently noticed..."
- "Although I very much appreciate your commitment/workmanship etc., this time I did not like the fact that ..."
- "I think that compared to..."
- "I would have liked more that..."
- "I would like it better if next time you..."
- "I would be pleased if in future you..."

Personal observations and impressions of the feedback giver should be in focus and the feedback giver should also tell concretely how the feedback receiver can act better/more effectively/sustainably in the future in order to achieve better results.

5) Show perspectives
But do not intervene! Good advice/good feedback never builds up pressure that only stirs up mistrust. It is also taboo to force the other person to justify himself/herself. The point is to constructively show the other person new, different perspectives, to describe the situation objectively and neutrally, without judging or insulting the other person.

6) Accept feedback
A wise feedback giver will never formulate his recommendations in absolute terms, as if they were the last word in wisdom and unassailable truths. Rather, he should let the other person speak and signal openness to having his/her advice questioned and, of course, to accepting feedback on his part. Only in this way can a dialogue on an equal footing develop.

Digression: Giving feedback

Feedback should be given in the following three steps:

1) The feedback giver shows his/her view of things.
First of all, it is about personal and individual perceptions. Feedback givers should not claim the truth for themselves, they report what they see, feel and observe.

2) Explain point of view
As the second step, the feedback giver should explain what conclusions he/she draws from these perceptions and how they affect him. A possible formulation is: "To me it feels like..."

3) Formulate expectations
Finally, the feedback giver formulates a "call to action": What do they expect from their counterpart? What should he/she do differently in the future?

Digression: Accepting feedback

Accepting feedback should also be done according to the following three steps:

1) Accept feedback
Feedback recipients should accept the observations of the feedback giver for what they are - the perceptions and observations of the feedback giver.

2) Inquiry
Feedback takers should make sure that they have understood the feedback correctly. If there is any ambiguity, it is important to ask for clarification.

3) Summarise feedback
Feedback takers should tell the feedback giver what has been received, insights and feedback should be summarised in their own words.

If young adults receive feedback from the youth worker or from other participants in the group setting, their perceptions and observations form the basis of the feedback, which should broaden their personal horizons. Especially in the expansion of various professional and everyday competences - professional competence, methodological competence, social competence, and personal competence - which serve the comprehensive and practice-oriented competence to act, professional feedback proves to be a helpful instrument - under consideration of the rules outlined above - to be able to promote the development of required competences in a goal-oriented and sustainable way.

Examples: Feedback for the further development of competences

The following is an example of how the feedback of the youth worker or other participants (in the group setting) on the exemplary tasks defined in chapter 8 for the expansion of various competences could look like in order to be able to show valuable possibilities for further development.

Example 1: Youth worker gives feedback to the client (in an individual setting) on tasks in the field of 'career orientation':

Youth worker: "I think you have very comprehensively dealt with the occupational profile of an electrical engineer and have compiled and presented the most important information about this occupation. I have the impression that you are good at researching information on the Internet and you have selected the most important information so that one gets a good insight into the basic tasks, the prerequisites, general conditions, training and earning opportunities of the profession of electrical engineer. I also think the design of the poster is good and the structure is very clear. However, I would like you to write bigger when designing posters in the future so that they are easier to read. I also think that the presentation of the profession was well done. You spoke clearly and concisely, the information was presented in a well-structured way and clarified with the information on the poster. Maybe you should try to speak a bit slower in the future and insert short break of thoughts so that the audience can absorb the information well. All in all, I think you have solved the tasks very well!"

Example 2: Participants share their observations of the simulated role play (job interview) with the actors - applicant and employer:

Observer 1: "Tom, I think you have mastered the role of the applicant very confidently. You presented yourself and your professional and life biography very convincingly, asked interesting questions about the job and the company and answered the employer's tricky questions skilfully. What you could perhaps do better is to make more direct eye contact with your interviewer and gesture a little less with your hands. But otherwise, I think your performance as an applicant was very good".

Observer 2: "I agree with most of the feedback. I think you could have presented your professional and life biography more confidently and could have specifically gone into more detail on some particular highlights in order to better illustrate your diverse competences. I liked the fact that you answered the employer's questions so confidently and convincingly. I have the impression that you can present yourself well at job interviews".

Observer 3: "Susan, I think you presented yourself well as an employer. You were very critical and asked good questions. You tried to get as much information as possible from the applicant and checked how they reacted to sensitive questions. You presented yourself very confidently and self-assuredly. What I would like to see is that you perhaps also make more eye contact with your interviewer".

In the context of competence-oriented work, the respective work results - apart from feedback from the youth worker or other participants - also provide a kind of 'indirect feedback' for the young people. In the course of active doing (e.g. carrying out different researches on the internet, answering concrete questions, acting in role play or in group work, carrying out presentations etc.) they experience which competences they have already mastered well and which still need to be developed further. The 'active doing' or the respective work results enable a realistic self-perception or self-assessment of already available competences - which are then confirmed, supplemented or falsified by the feedback of other persons. The feedback of other people provides a valuable contribution to confirming, supplementing or critically questioning the existing self-perception through perceptions and observations of other people. The feedback of other persons provides an important contribution to be able to advance personal development in a targeted and sustainable way.

10.1.2 FEEDBACK FROM THE CLIENT/PARTICIPANT TO THE YOUTH WORKER/YOUTH WORK OFFER

In the previous section, the importance of useful feedback from the youth worker/other persons to the client/participant was presented in order to support the young people in acquiring or expanding their competences in the best possible way. In order to be able to successively improve the work of the youth worker or the offers of youth work, the feedback of the young people that they can give as a client or participant is also of crucial importance. There are various ways in which feedback can be obtained from young clients and participants. Face-to-face interviews, telephone interviews, written surveys or group discussions provide valuable information to be able to adapt and optimise youth work or its services to the current needs of clients/participants in the sense of continuous quality management. In the context of support in individual settings (youth worker - client), the face-to-face interview as well as the telephone interview offer good possibilities to collect the client's feedback or satisfaction with the support or the services of youth work.

1) Face-to-face interview

The face-to-face interview is a conversation between the interviewer (youth worker) and the interviewee (client) and is very often used in youth work. At the beginning of the support or youth work, the views, attitudes and expectations of the young person - as a client of the youth work - can be ascertained by means of a personal interview in order to be able to analyse his social living environment and (professional) development and goal ideas. In the course of the support and at the end of the joint youth work, the client's satisfaction can be ascertained by means of a personal interview. This feedback provides important suggestions and information in order to be able to adapt and shape the further course and the design of future support as well as various youth work offers in a goal-oriented way and according to the respective needs of the target group or the client.

Personal interviews can have different focuses and degrees of structuring, different types of interviews can be distinguished (e.g. guided interview, narrative interview, focused interview). Advantages of the personal interview are great variety openness of questions and answers and a high flexibility. It is the interviewee who determines the focus of the interview and the relevance of the topics, which ensures a high content validity and deep information content. In principle, the interviewer has the opportunity to ask questions during the interview and can thus discover new or unexpected facts as well as find out background information. The disadvantages of personal interviews are the comparatively long time required to conduct them and the time-consuming data analysis.

2) Telephone interviews

Telephone interviews do not really differ from face-to-face interviews in terms of procedure and objectives and can be conducted as an alternative to face-to-face interviews on site - as was sometimes necessary in the course of the ongoing Covid-19 pandemic - in order to be able to collect feedback from clients/participants. Telephone interviews can also be conducted in a standardised way, e.g. by conducting the telephone interview using interview guidelines.

The personal or telephone interview can of course also be used in reverse - feedback from the youth worker to the client as feedback on various tasks or competence development/enhancement etc.

In the group setting, feedback from the young participants can be collected by means of written surveys, group discussions or concrete feedback methods (e.g. flash light, traffic light feedback, question memory, five-finger feedback, etc.).

3) Written surveys

Written surveys are mainly used when a larger group of people is to be surveyed and statistically significant or representative results are required. Written surveys (e.g. filling out an (online) questionnaire) can be used, for example, to elicit feedback, the satisfaction of the participants at the end of a workshop. The participants are asked to express their satisfaction with the contents, the methodical procedure, the local framework conditions, the youth worker/trainer, etc. The written survey makes it possible to assess the participants' satisfaction. The written survey ensures greater objectivity and comparability of the results. In addition, this form of questioning is much less time-consuming and cost-intensive than a personal questioning. Advantages of the written interview are also that the respondents can think through the questions better, that there is no influence by the interviewer - the youth worker - and that even geographically distant persons can be interviewed relatively uncomplicated (e.g. by means of an online questionnaire). The disadvantage may be that there is no immediate help from the youth worker in case of comprehension problems. Furthermore, it

cannot be guaranteed that the target person really filled out the questionnaire. If a questionnaire is sent by post, a rather low response rate is to be expected.

4) Group discussion

The group discussion is a special form of questioning in which several people (e.g. young people) are interviewed at the same time on a certain topic (e.g. to what extent were the contents and the methodical procedure in the workshop 'Constructive handling of conflicts' helpful in order to be able to solve future conflicts constructively?) The focus here is not on the feedback of the individual participants, but on the feedback of the group as a whole. The advantages of group discussion are that reactions are spontaneously provoked, attitudes and values become recognisable in the process of discussion and opinions can be generated. Likewise, dependencies between one's own opinion and the group's opinion become visible. The disadvantage is that statements of individual group members can only be evaluated and compared to a limited extent, since the group opinion is in the foreground and not all participants actively participate; the proportion of silent persons can sometimes be relatively high. Here it is up to the competence of the youth worker/trainer to also invite these persons to actively contribute. Social and language barriers can stand in the way of participation, as can the composition of the group. The behaviour of the youth worker/trainer can also influence the discussion, which is why he/she should rather take the role of a moderator.

5) Feedback methods

In the course of a workshop, the participants should be given the opportunity to give feedback regarding their satisfaction with the content, the methodological approach, etc. on an ongoing basis or especially at the end of the workshop. Different feedback methods can be implemented relatively easily in the workshop.

In 'traffic light feedback', for example, participants can comment on certain statements (e.g.: today's contents were understandable; I am satisfied with my learning results, etc.) by all participants simultaneously raising a green, yellow or red card. (Green = yes, red = no, yellow = don't know, doesn't matter).

The 'flashlight' method is a snapshot of what is happening in the group, which serves to establish personal perceptions and feelings and is reported back (in the form of feedback). The participants are asked to give direct feedback on what is happening in the group. The participants formulate their observations, perceptions or personal feelings one after the other or write them on slips of paper, which are then hung up on pin boards and discussed together.

There are different ways of collecting feedback from young people in individual settings as well as in group settings in order to be able to initiate goal-oriented and action-guiding improvement measures for the future design of participant-oriented youth work.

Source reference:

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https://karrierebibel.de/feedback-geben / Autor: Jochen Mai, last updated: 08.06.2021, received on 03.11.2021

11. SUPPORT SERVICES FOR BOOSTING EMPLOYABILITY OF YOUNG PEOPLE (BEST)

Youth workers seeking with young people to enhance their employability are assumed in this project to better look into a personalised learning approach and develop adequate intervention strategies. While the reader could learn more about this approach in the previous chapters, it is not only the competence of youth workers that is a key criterion to help young people. It is also the system and its support services available in it. The support services give them the framework youth workers can operate in.

At the end of this document, it is to look into successful supporting services which are open to the personalised learning approach for young people's ability and aptitude to adapt to the demands of the labour market, particularly in non-formal training and (career) counselling services. Experience in such programmes helps us highlight the following having shown good results:

Title	GOLDEN GOAL
Type of Service	Skills for Life programme for young people
Short Description	Addressing a booster to young people's employability, the programme looked into individual school deficits, the stabilisation of the personal situation, increased motivation and self-confidence, as well as general knowledge relevant to a specific vocation the teenager wanted to start in. The programme then explored personalised learning to enter the profession and also provided practical acquisition of basic digital and language skills.
Title	ENVOGUE
Type of Service	Digital skills Training for young women
Short Description	This training paid special attention to the recognition and understanding of hindering factors and a goal-oriented reaction or active overcoming of these by the course participants. At the same time, the training offered learners the opportunity to acquire IT and other business-related professional knowledge through a new, attractive approach. The focus was put on content and topics that arouse particular interest among young women.
Title	Beratungs- und Betreuungseinreichtung (Counselling and care facility)
Type of Service	Individual support and career counselling
Short Description	The programme offers very individual and adapted support to the needs of the clients. Each of them receives one to two hours of intensive counselling every fortnight and they can select and attend workshops looking into different employability aspects. A studio where job interviews could be trained, application letters could be prepared and contacts to companies

	could be made offering individual support by a job coach, as well as all kind of equipment (telephone, fax, internet, printer, etc.), is accessible to the young people for continuous and intensive counselling, support and assistance.
	The individuality is reflected also in the respective counselling and support offer - i.e. individual "milestones" are defined with the participants with regard to sustainable labour market policy success and are reviewed and adjusted within the framework of continuous support.
Title	BetriebskontakterIn (Business contact)
Short Description	In Austria, the work based learning system (especially for young unemployed) envisages the role of a contact person ("Betriebskontakter") who is entrusted with specific tasks enforcing labour market (re-)integration support on a personalised, individualised level. In their role, these contact persons are expected to explore training opportunities, build contacts with companies, inspect potential workplaces, analyse the relevance of the placement to the vocation, organise/monitor/evaluate traineeships, support contracting arrangements, as well as boost learners' subsequent employment.

12. APPENDIX – SELF-ASSESSMENT FOR ENTRY LEVEL

Section 1

This is a survey conducted as part of project 2020-3-UK01-KA205-094063, funded by the European Commission under the Erasmus+ programme, KA2 in the field of youth.

The project is being implemented by 4 organisations from 4 countries: Point Europa UK, BEST Institut für berufsbezogene Weiterbildung und Personaltraining GmbH Austria, DEKAPLUS Cyprus and Your Ideas Matter Bulgaria.

The project's key aim is to develop innovative guidelines and tools to boost young people's employability.

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With this survey we would like to collect data on the awareness and competences of youth workers, professionals involved in youth work and key stakeholders in the youth sector in applying innovative methods to boost the employability of young people.

All answers and opinions provided by the respondents will be kept confidential and will only serve the purposes of the project. The only personal details that we will ask from you is a valid email address and country (where you currently work from).

***

Your contribution is greatly valued and will support the evaluation of the effect that our project is aimed to achieve.

Email

_____

Your current place of work is in:

o United Kingdom
o Austria
o Cyprus
o Bulgaria
o Other

Section 2

Which of the following categories describes best what you do on a daily basis

o I am a youth worker
o I am not a youth worker, but my job involves supporting and working with young people
o Other activity within the youth sector
o None of the above

Do you know what the "personalised learning" approach is?

o Yes (Go to section 3)
o No (Go to section 8)

Section 3

Please, name some of the key characteristics of the personalised learning approach.

Section 4

Do you know how personalised learning can be applied in non-formal and/or informal context, e.g., youth work?

o Yes (Go to section 5)
o No (Go to section 8)

Section 5

Please, elaborate on your experience in applying the personalised learning approach within youth work context.

Section 6

Have you ever applied the personalised learning approach to boost young people's employability through targeted youth work?

o Yes (Go to section 7)
o No (Go to section 8)

Section 7

Please, elaborate on your experience in applying the personalised learning approach to boost young people's employability through targeted youth work.

Section 8

Are you interested in applying innovative methods and tools to support your work with young people, with focus on enhancing young people's employability?

o Yes
o No

Thank you for completing the survey! If you are interested in finding more about the project, you can visit our website at https://www.personalisedyouthwork.com and like our Facebook page at https://www.facebook.com/PYWProject