



NON-FORMAL LEARNING IN THE FORMAL EDUCATION SYSTEM

Co-funded by the
Erasmus+ Programme
of the European Union



Table of contents

Introduction	3
Key competencies essential for youth workers now and in the future	6
Management competencies: “How to support the youth workers and management of the Award programme”	7
Communication competencies: „How to use coaching in the youth work“	9
Using the business competencies and strategies in youth work	11
Non-formal learning and youth work methods: Motivation and development of the youth workers	14
An overview of qualitative and quantitative results	16
Conclusion	18
Appendices	19
Outcomes of training activities	19
Management competencies: “How to support the youth workers and management of the Award programme”	19
Communication competencies: „How to use coaching in the youth work“	19
Using the business competencies and strategies in youth work	21
Non-formal learning and youth work methods: Motivation and development of the youth workers	21
Introduction to The Duke of Edinburgh's International Award	23
The Duke of Edinburgh's International Award	23
The Award in Bulgaria	24
The Award in Lithuania	25
The Award in the Czech Republic	26
The Award in the Netherlands	27

Introduction

Young people are usually a vital focus group of many. It does not matter whether you are a parent, a teacher or a lawmaker, usually, young people are in the centre of our attention and our focus into the future development of humanity. People in their personal, as well as professional lives, tend to consider young people in their decisions and strategies. In the words of Nelson Mandela, "Children are our greatest treasure. They are our future."

Therefore, it is no surprise that organisations around the world thrive to ensure that young people's lives are better than those before them. One of the most prominent institutions leading this initiative is the European Commission (the EC). The European Commission has been greatly involved in designing change-shifting strategies in various areas and strategies concerning young people are one of them. Currently, the EC has proposed a renewed strategy for 2019-2027 called *Engaging, Connecting and Empowering young people: a new EU Youth Strategy*.

The strategy focuses on 3 major areas, that are: 1) ENGAGE: Fostering young people's participation in civic and democratic life; 2) CONNECT: Connecting young people across the European Union and beyond to foster voluntary engagement, learning mobility, solidarity and intercultural understanding; 3) EMPOWER: Supporting youth empowerment through quality, innovation and recognition of youth work.

The European Commission's past and present strategies can be reached by the co-operation of many players and factors, non-formal learning initiatives included. One of the world-wide leading organizations focusing on personal development and non-formal learning is *The Duke of Edinburgh's International Award*.

Even though *The Duke of Edinburgh's International Award* was established in 1956, its unique philosophy and sophisticated methodology are universally relevant at any point in time. The success of the Award can be also illustrated by its presence in more than 140 countries worldwide, where it is delivered within international rules and standards.

The Award supports and corresponds to the implementation of *Engaging, Connecting and Empowering young people: a new EU Youth Strategy*, which should create favourable conditions for youth to develop their skills, fulfil their potential, work, and actively participate in society by volunteering or being part of a civil organisation.

The Award's key success indicator is that each young person who joins the program has a personal mentor (youth worker) who supports their individual development, as well as building life skills such as goal orientation, perseverance, communication and teamwork, etc., that will make them successful not only in their personal but in their professional life as well.

Most of the young people's mentors (youth workers) are school teachers, who by being aware of the Award programme are stimulating, organising and initiating more and more extracurricular activities and informal learning process within the school. Therefore, the Award is strengthening the position and importance of co-operation between non-formal and formal education.

Understandably, this holistic approach to the education of youth focusing on the close interconnection between formal and non-formal education can be challenging. Therefore, the project, which has been supported by the Erasmus+, *Non-formal learning in the Formal Education system*, chose to support youth workers who are pioneering and implementing this philosophy.

The project had three major areas of focus, which are closely linked with the final results of the project as presented in this Handbook.

The first area was the professional development of the youth workers who are part of the formal educational system, who are a must precondition for youth development and addressing youth issues especially on dealing with an increasing diversity of learners, learners with disadvantaged backgrounds, more specifically young people, who need to be prepared with a set of skills for jobs and professions that even do not exist today.

The second area focused on building an effective partnership between the partnering countries' preselected youth workers which has already developed good practices in the field of formal and non-formal learning processes. To provide the project's participants with something in common upon which they could build on, the project chose to work with teachers who are part of *The Duke of Edinburgh's International Award*. Therefore, it was essential for the project to have an international presence and impact as participants came from four European countries and the Award as such is delivered in more than 130 countries, as mentioned above, where even teachers and other youth workers not directly involved in this project can benefit from.

Therefore, this leads us to the third area of focus of the project which includes raising the awareness on a national, regional and international level of the benefits, advantages and sustainable results that non-formal learning brings and that it can be an inseparable part of the formal learning. As an example, we can point out the youth's participation in a personal development programme or other extracurricular activity. As well as society-wide changes such as the revision of companies' recruitment process and incorporation of social responsibility activities as one of the vital areas to value in their employees or even on the government level in the education and labour policies.

To contribute to these crucially important changes described above, the project chose to focus on several quantitative as well as qualitative objectives that are presented in this Handbook.

- Collection of good practices from 4 countries, presented in the current Handbook, that will be supporting the school teachers and other youth workers. The good practices will enhance their knowledge and equip them with additional tools and ideas on how to achieve their academic and non-formal education objectives.
- Identifying key competencies that need to be developed for youth workers in school to organize, conduct, evaluate non-formal learning activities in the school.
- Applying by deployment and testing of good practices in the field of youth work in the formal education system.

- Collecting and analysing the results of the tested and deployed good practices in the 4 partnering countries.

Quantitative results

- 61 trained youth workers, who have the know-how and the tools to use the non-formal learning good practices
- the 61 youth workers will work in the next 3 years with at least 5 young people, within the Award, equal to approx. 500 young people that will directly benefit from the quality youth work of their teachers
- over 500 youth workers will benefit indirectly from the presentations and the dissemination activities, that will be organized and delivered by the trained youth workers.
- developed handbook with good practices and approaches of youth work in the formal education system, that will be presented in the Award family, where there are more than 100 000 youth workers around the world

Qualitative results

- Deeper understanding and awareness of how non-formal learning and voluntary activities can be implemented and supporting the formal educational system.
- School teachers as Youth workers with higher and professional standards of working with young people, who are motivated and eager to further develop themselves.
- Recognition of the skills acquired through non-formal and informal learning on a national, regional and international level, by certifying the young people participating in the project by the Award certificate that is internationally valid and considered one of the most prestigious ones.

Key competencies essential for youth workers now and in the future

As foreshadowed in the introduction, several key competencies are vital for a professional youth worker to succeed in their mission to help with the development of a young person.

The Council of Europe defines such competencies as:

- **Knowledge:** This dimension refers to all the themes and issues you know or need to know about how to do your work. This is the ‘cognitive’ dimension of competence. It is commonly associated with the ‘head’.
- **Skills:** This dimension refers to what you can do or what you need to be able to do to do your youth work. This is the ‘practical’ or skills dimension of competence. It is commonly associated with the ‘hands’.
- **Attitudes and values:** This dimension of competence refers to the attitudes and values you need to espouse to do your work effectively. This dimension of competence is commonly associated with the ‘heart’.

In correspondence to the three major areas that are defined by the Council of Europe, this project chose to focus on four areas of knowledge, skills and values that are crucial for both formal and informal learning and are common and useful to those who are delivering The Duke of Edinburgh's International Award. Four areas mentioned above were developed during training abroad that have been supported by the EU and its findings are helping professional youth workers in Bulgaria, Lithuania, the Netherlands and the Czech Republic, as well as in the broader international Award community encompassing more than 130 countries.

The four areas, which are described in detail in further chapters, are:

1. **Management competencies:** “How to support the youth workers and management of the Award programme”
2. **Communication competencies:** „How to use coaching in the youth work“
3. **Using the business competencies and strategies in youth work**
4. **Non-formal learning and youth work methods: Motivation and development of the youth workers**

MANAGEMENT COMPETENCIES

“How to support the youth workers and management of the Award programme”

The Bulgarian training was focused on developing participants' management competencies and skills for supporting other youth workers in their organisations. When people are thinking about competencies and skills a teacher should have, management probably does not come to mind in the first place. However, a teacher needs to be a great manager in order to deliver effective and beneficial youth work. As the world is changing rapidly, new information is popping out every day and classrooms are more diverse than ever, the teacher needs to be able to adapt. Thus, management skills are crucial for them to obtain or enhance so they could do so and continue their valuable and important work.

One of the most important areas of management competencies for teachers are: managerial skills, planning & time-management skills, organizing skills, leading skills, controlling skills as well as coordination skills.

For some teachers, working within the set curriculum in formal education can be much needed help. However, worldwide, there are tendencies to have some creative space for individualization where the organization can show its focus and attract more students to enrol. Therefore, a teacher needs to possess managerial skills even if they work only within formal education.

When teachers and their organization want to include non-formal education as well, new challenges arise. There are certain frameworks in both formal and non-formal education that need to work together very well and ideally complement each other. Therefore, it is essential for an innovative teacher, who wants to bring a successful union of both formal and non-formal education to class, to be a good manager in order to deal with this challenging, however, rewarding task. That is why the Bulgarian training chose to focus on development of managerial skills of training's participants who were both teachers as well as keen and motivated Award volunteers delivering the programme in cooperation with their schools.

Additionally, work with young people usually requires all hands on deck and teachers need to cooperate in order to achieve the best possible results. Learning how to manage one's own time is an essential skill but being able to guide others to do the same and work with them synergistically is an even greater asset. The training focused on helping youth workers to create an environment where they and their colleagues can work in team and as a team.

How to support the youth workers and management of the Award programme?

The training in Bulgaria had a topic called “How to support the youth workers and management of the Award programme”. As many youth centres and schools face challenges in managing different youth programme effectively and getting the most of it, this training focused on helping each organization structure their work within the programme and making the logistical part of delivering internal programmes easier for adult volunteers, therefore, helping youth workers to deepen their managerial skills that are transferable to both formal and non-formal education.

During the training, participants contributed and created a possible lifecycle of a youth programme in a school (see appendix). The lifecycle features the key stages of implementing a non-formal activity in the formal education system, what resources teachers need to have it working smoothly and what are the key performance indicators to have this activity running and achieving results. However, it is important to say that the outcome of the project should be considered to be a tool to design a unique lifecycle for each organization. There could not be one universal template as each country has its specific context.

In order to strengthen participants’ managerial skills and competencies, the Bulgarian partner arranged a visit to a local bronze Award ceremony, where participants were able to discuss the importance of non-formal education with local youth workers, young people who are participating in personal development programmes and their parents. For a young person, such ceremony is a pivotal moment honouring their efforts and often can serve as a motivation and encouragement to continue their personal development programme on higher levels.

The Bulgarian partner chose to show participants a bronze ceremony where 60 young people were presented with their Award and internationally acclaimed certificate. During the ceremony, the participants were encouraged to interview people from different target groups who are involved in the Award. They have interviewed students, parents and teachers. Following the ceremony, each sub-group presented their findings and everybody participated in a discussion about which elements can be applied as a good practice and what needs more work so that young people feel fully appreciated for their efforts.

At the end of the training, participants shared that they feel inspired and motivated to start the next school year and use managerial skills that they had gained during the training. Moreover, participants felt more relaxed because their challenges and worries were shared and for some of them, there are solutions e.g. better managerial skills and effective national and international cooperation, which can be illustrated on the fact that some of the participants chose to cooperate together on international projects featuring a successful combination of both formal and non-formal education.

COMMUNICATION COMPETENCIES

„How to use coaching in the youth work“

While aiming to integrate best practises from youth work and non-formal education in a school setting, we realised that coaching skills are one of essential ones for teachers taking a new role as a youth mentor. In a coaching or mentoring relationship, open and effective communication is a must. It is the inherent foundation upon which the whole relationship grows and develops.

The Lithuanian training was focused on developing participants' communication skills with a focus on coaching competencies to be used in their work with young people. Effective communication is a vital tool for any professional and a building block for fruitful coaching experience, however, youth workers and teachers use communication as one of their main tools to engage with young people. Youth worker's success at getting their point across can be the difference between significantly impactful youth work and considerably less impactful youth work, therefore, impacting many young people in a more or less positive way.

Communication as such can be challenging, however, when you are as a youth work professional advocating for successful cooperation between formal and non-formal education, it can be even harder. That is why the Lithuanian training chose to teach participants effective ways of communication with different groups of stakeholders that can be used in a formal and non-formal educational environment. Additionally, participants in the training had the chance to learn in depth about coaching techniques and practice during role-plays.

PRESENTING THE AWARD TO DIFFERENT TARGET GROUPS

A usual role of a teacher involves conveying information to students, colleagues, school administration, and parents. However, presenting initiatives to different audiences mentioned above requires a bit more than just conveying information. For this to happen, a person should have a clear motivation to take part in this learning process, that is to understand personal benefits and ways to satisfy their needs. That is why teachers should use different communication strategies than just conveying information.

The first day

The purpose of the training was to help teachers to reflect on different audiences they have to interact with, to identify their needs and what is relevant to them. Participants have also identified the characteristics of effective communication.

Later on, participants had live meetings with the representatives of different target groups to cross-check whether their needs correspond to what has been identified and to complement their findings.

The second day

On the second day of the training, Award leaders prepared their longer and shorter versions of the presentations about the Award to different audiences based on the ideas generated as well as learning takeaways from the meetings with different audience members. They also practised their presentations in front of other participants and received their feedback on the content of the presentation and style of the presentation.

The second day also focused on coaching skills and approaches – first the participants started a discussion and shared what is everybody's experience with coaching, then learned the basics and some in-depth information and finally had the chance to practice their coaching skills, working in pairs.

The third day

On the last day of the training, participants had a session with a public speaking expert on how to overcome the anxiety of public speaking and did practical exercises to deal with this issue. The training ended with an open space technology method to discuss any ideas of future cooperation between the youth workers from different countries. As every day of the training, it ended with a reflection to identify what learning expectations of each participant were met and what their evaluation of the training was in general.

As the Award is about non-formal learning, the training on communication mainly involved non-formal learning methods, icebreakers to create an informal atmosphere in the group, games to know each other, individual and group reflections, group work and discussions. Sufficient time was devoted to prepare and practice presentations in smaller groups and to the whole training group after which feedback was given. Practical exercises were used to manage the anxiety of public speaking. Further cooperation was discussed by the help of open space technology.

THE OUTCOME OF THE TRAINING

To answer the need of the Award leaders how to present the Award to different target groups taking into account their different perspectives and make it with more ease, confidence and efficiency, four frameworks for four different target groups were created (see the appendix).

Using the business competencies and strategies in youth work

As foreshadowed earlier, teachers and youth workers, in general, are doing a demanding job that is crucial for humanity's future and further development. In today's world, it is vital to think outside the box in order to support teachers as well as youth workers and, therefore, ensure bright future for their students as well as a sustainable and beneficial environment for teachers and youth workers to work in. Due to the fact that Czech partner has extensive experience with close cooperation with businesses and helps both businesses and educational organizations to cooperate together, the training focused on bringing the best practices of two – at first different – worlds together.

During the training, participants had an opportunity to talk with business representatives from various backgrounds, ranging from law firms to energy companies. Naturally, the training was focused on sharing of good practices both from the business sector to the educational organisations, however, the biggest similarity both groups found was that after mastering managerial skills in both business and education (as explored during Bulgarian training), the well-being of leading workers is key to provide clients (and it does not matter whether business clients or students) with high standard services that are sustainable and progressive.

Therefore, the training focused on implementing business strategies focused on maintaining one's well-being when working in a rewarding, yet often challenging, environment. A definition that can be used for both a company environment and educational environment encompassing both formal and non-formal education.

Key areas of focus of the training were

- **What does it mean to be a good Award Leader (youth worker in non-formal education)?**
- **Overcoming stressful situations**
- **Keeping sanity, maintaining motivation and avoiding burn-out**
- **Structuring Award Leaders' role via coaching business techniques**
- **Other tools for well-being**

Finally, the training was led by experienced business coaches and businesspeople were also present to share their experiences with teachers and youth workers as well as learn from them.

What does it mean to be a good Award Leader?

Focused on identifying one's strengths and how to further develop them. The exercise has been focused on defining the three most important characteristics of a youth worker in non-formal education and how to work with them further. Each participant had a chance to further understand their personality and gain valuable knowledge on how to dive into formal and non-formal education with newly discovered strengths and ideas. The outcome of this part of the training was highly individual, therefore, there is no universal answer on which the three most important characteristics of a youth worker in non-formal education are.

Overcoming stressful situations

This part of the training was centred around stress, stressors and how to overcome them, or, more ideally, prevent them from affecting the participants. Once again, an issue common to both business people and teachers/youth workers. It has been crucial to start this part of the training with a reflection on how the participants are stressed or what is stressing them in general. Such an overview of one's emotional state has been rewarding and much needed in order to prepare participants for the theoretical background about stress. In the end, participants identified their stressors, knew how to define them and set them within a theoretical framework and most importantly learnt a stress-management tool S.T.O.P. standing for Stop what you are doing; Take a few deep breaths; Observe your experience; Proceed with something that will support you at the moment.

Keeping sanity, maintaining motivation and avoiding burn-out & Structuring Award Leaders' role via coaching business techniques

Worked with both inner and outer environment and challenges that they can bring.

The outer environment factors can stand for participants' ways of dealing with challenges and problems. Therefore, in order to understand each other more, participants were presented with a problem-solving challenge, which helped them to identify their strong and weaker sides as well as provided them with practical, organizational tips, answers and processes. This part of the programme had been enriched by a field visit, which featured Prague high school, which delivers the Award. Participants had a chance to interview local head, teachers as well as students and discuss their challenges and approaches on how to overcome them, therefore, participants had more approaches to draw inspiration from.

The inner environment has been centred around personal, motivational side of everyone, as well as their inner strengths. The outcomes were highly individualistic for everyone, encompassing of soft and intangible findings and skills. This bloc oscillated around identifying and overcoming personal blockages by movement exercises from Gestalt therapy, or diving deeper into selves and working on what are inner drive, flames and motivation and how to work with them. In order to achieve this goal, participants engaged in automatic writing or traditional techniques of Indian tribes including storytelling.

Other tools for well-being

Even though every section of the training has been filled with handy tools and ideas how to become a better youth worker and lead much more balanced life, this part of the training focused on providing participants with more tips on tools used in companies for key workers well-being and how to use them.

Tools included:

Mindfulness exercise featuring visualisation with closed eyes, breathing exercises and scanning for body sensations, emotions and thoughts.

This tool can be discovering inner or outer environment challenges and making them more mindful, therefore, easier to work with.

- Defining what brings participants energy and what drains it. Participants were encouraged to try and use energy boiler technique.
- Wheel of change technique featured an approach on how to set intentions and plans. Participants had time and space to create their own and implement it in their professional career.
- Buddies was an activity aimed at making pairs of participants who were encouraged to agree on specific agreement how they will support each other in the future in order to stick with their intentions discovered and set during the training.

The outcome of the training

The outcome of the training, besides personal development and growth of participants, included a motivational video featuring participants of the training which can be used as a marketing material when seeking the support of businesses. The video has been shot at the end of the training during a field visit to a law firm, which provided space for the training as well as their hands-on experiences with overcoming stress and work with people. The video showcases participants of the training and their reflection of the training itself and their experiences. You can find the link to the video [here](#) as well as in the appendix.

NON-FORMAL LEARNING AND YOUTH WORK METHODS

Motivation and development of the youth workers

The training in the Netherlands was focused on the motivation and development of the youth workers. As foreshadowed in the Handbook, the aim of the project was to provide participants of the project as well as readers of the Handbook with useful tips and excellent practices on how to promote and deliver functioning marriage between formal and non-formal education. The training in the Netherlands contributed greatly to this matter, therefore, this section is full of tips and excellent practices examples.

As a result of the training, apart from the following section of the Handbook, the Dutch partners prepared a comprehensive guide with frequently asked questions by people who are delivering the Award or wish to start doing so (see the appendix).

The importance of this outcome lies in the fact that as a programme, The Duke of Edinburgh's International Award might seem to be a little challenging for understanding at first. However, once the Award volunteers are acquainted with the philosophy and international standards through local training, the programme is comprehensible and very easy to use. Frequently asked questions, as presented below, are showcasing typical questions Award leaders have no matter of the country of their origin, moreover, the Handbook provides answers to these questions in order to provide Award leaders with a useful tool, which will ease their challenging job navigating through non-formal education and formal education setting and their mutual co-operation.

Throughout the training, the Dutch partners provided participants with numerous activities, tips and excellent practises drawing inspiration from.

In general, the training focused on these areas

The Award and other non-formal education organisations

- Even though the Handbook focuses mainly on a co-operation of formal and non-formal education, therefore, e.g. the Award being delivered in schools, some countries, including the Netherlands, managed to include other non-formal learning organisation to the Award as well. In the Netherlands, participants of the training had a chance to witness a presentation of Caspar Signet, the Award co-ordinator of the Scouting Academy. Mr Signet described in detail how is the Award working in the Award structure and participants had a chance to discuss their incentives and ideas. Finally, during this workshop, Mr Signet together with participants coined a definition of the non-formal education and together they have shared their approaches toward it.

The Award and other organisations

- Similarly, to the first area of the training, the Dutch partners were able to provide participants with new ideas on how to approach the Award delivery, therefore, the non-formal education, to young people. In the Netherlands, non-obvious co-operations are flourishing and one of them is the Red Cross and the Award. Ms Margit Melse shared the excellent practice of her involvement with Red Cross and the Award. What was the most interesting, was the fact that DofE volunteers in the pilot Red Cross Award Unit are trained as a part of their job, therefore, they have knowledge of one-on-one coaching as well as working with the group, and both of them are used during their typical workload. Interestingly, Ms Melse uses methods and approaches based on dramatic arts. Finally, participants have been introduced to many other representatives from various Award Units, as well as, Award Holders with whom they were able to discuss their approaches, experiences and swap ideas. One of the most striking and important thoughts, as well as core ideas of the Award, was the philosophy that successful marriage of formal and non-formal education can prevent undesired behaviour resurfacing in youth communities and students who are not academically skilled can shine through extracurricular activities, such as the Award, and find their passion for their whole life.

Youth work methods: tips, tricks and excellent practices

- The training as such focused on showcasing tips, tricks and excellent practices regarding work to young people, as well as to readers searching for inspiration in the Handbook. The Dutch partners equipped participants of the training with numerous bits and pieces of innovating as well as proved methodology. The Handbook highlights some of the most interesting ones.
- Everard van Kemenade led an innovative and interesting workshop on the importance of teachers' and, in general, youth workers' own motivation in order to motivate students and learners as well. The trainer dived into personal development methods, which were tested by the participants and can be used with students as well, methods were focused on finding personal drives, passions, motivators and values. Finally, participants explored their Core Qualities, a method created by Daniel Ofman, and how to work with them in both formal and non-formal education.
- Finally, participants had a quest lecture Kim van der Geest, a doctor in psychology, who shared with the participants' ideas on how to work with adolescents while respecting their psychological and personal development. Kim van der Geest worked with Maslow's hierarchy of needs, ERG therapy and Frustration regression hypothesis.

An overview of qualitative and quantitative results

The project has been also focused on ensuring that qualitative and qualitative results have been achieved. However, in this Handbook, quantitative results are not going to be explained in detail and estimated by actual numbers. The reason behind this is that some of the quantitative results are a forecast into the future, therefore, it needs time to be evaluated retrospectively.

On the other hand, it is crucial to point out qualitative results that were focused on strengthening qualities in youth workers that are essential for their job to be as effective as it can be.

Such qualities can be divided into two sub-categories:

A) Personal qualities

Motivated to work with young people

- All training aimed at increasing a youth worker's motivation to work with young people. Especially the training in the Netherlands has been focused on such matter the most.

Experienced youth workers

- The aim of all training was to encourage new youth workers to become more experienced and to be able to help more young people with personal development programmes. Similarly, experienced youth leaders have been encouraged to share their good practices and get better in their already great work. We can note the Lithuanian and Bulgarian trainings as the ones that provided youth workers with tools to effectively promote their work and manage it.

Flexible

- As another important quality in youth worker, we can note flexibility. Flexibility is closely linked with the well-being of youth workers and their overall mental health. The Czech training explored ways how to ensure that youth workers are maintaining their mental health, there, they can be flexible enough and ready to work with young people in a beneficial way.

Interactive approach

- Interactive approach can be illustrated on all of the trainings. Being a youth worker, potentially an Award Leader takes a level of creativity and eagerness. Therefore, youth workers themselves need to internalize out of the box thinking and apply it in their work with youth via an interactive approach.

Readiness for travel

- Nowadays, in a vastly globalized world, as well as within the programme that is international, Award Leaders and youth workers, in general, need to be ready for travelling. Therefore, the international dimension of the project has been crucial for participants to explore the added value of international cooperation regarding the exchange of good practices and ideas.

B) Skills

Active listener

- In general, it has proven essential for youth workers to be active listeners. Especially teachers who are exploring the world of informal education and the Award as well need support to perfect this skill. The training that focused mostly on the topic was the training in the Netherlands.

Be able to facilitate

- A great youth worker needs to be able to facilitate effectively. It does not matter whether it is a challenging situation or group reflection, youth worker needs to be able to navigate through various situations. Firstly, it can be challenging for youth worker's mental health, therefore, the Czech training focused also on finding the balance between one's mental health and urge to help others, secondly, a youth worker needs to be able to facilitate ideas and philosophy of the programme, which was the topic of the Lithuanian training, and, thirdly, training in the Netherlands encompassed the general ideas and approaches to youth work.

Organizational skills

- Organizational skills, time management and managerial skills, in general, are vital for youth workers. That is why the Bulgarian training provided participants with useful tips and tools on how to manage non-formal education programmes within formal education.

Computer literacy

- In today's world, computer literacy is vital to master. Especially the Lithuanian and Bulgarian trainings focused on that. The Lithuanian training provided participants with tools on how to effectively communicate, also via computer or various presentations to a wide range of audiences, and the Bulgarian training focused on helping participants how to manage programmes in their organisations.

Conclusion

The non-formal education plays an irreplaceable role in the development of young generations as through this they gain the key competencies so vital for their future (adult) life and career. The Duke of Edinburgh's International Award has proven worldwide to be one of the key programmes moving the whole non-formal learning forward and accessible for every young person.

The key role of youth workers is to lead and coach the young people on their way to achieving personal development. This means that the youth workers themselves have to possess many qualities and competencies to be able to deliver the programme properly. Therefore, this project focused on further development of such key qualities and sharing the experience with the programme among the leaders across all participating countries.

The four main areas of the trainings – management, communication and coaching, business and motivation – were picked to cover all crucial topics and the young people could improve their skills on their way to be a better youth worker and educator in non-formal learning. Indeed, the participants' feedback showed that they all discovered new approaches and aspects of their role that they had not thought about before and they also watched themselves progress in the corresponding fields. One of the most important benefits was the international dimension as the participants could share their individual experience not only from different school but also across the countries and could see that the programme is working in a similar manner in different educational environments.

The most important outcome of the whole project is however yet to come: The participants, i.e. teachers now have the tools to apply the new acquired approaches into their everyday life – in the youth work, in their self-development, in communication with all stakeholders (parents, school management) and also while sharing, managing or inspiring their colleagues. Schools and institutions can also incorporate the best practices and new methodology acquired throughout the project into their regular trainings so that the new youth workers joining can benefit from this from the very beginning.

Additionally, one of the key outcomes was also the creation of international contacts among the participants who now can help to develop the international network and can organise exchange visits at their school themselves.

Based on the workshops, feedbacks and outcomes that were collected throughout the trainings, this handbook was created as a useful and supportive tool for all youth workers in general to help them and give tips and hints on how to work with young people, realize the different initiatives and programmes and develop their professional competencies in the non-formal learning environment.

Appendices

Outcomes of training activities

In this section, you can find outcomes of all four training activities across partner countries. For simpler navigation through the appendix, you can use the name of the training as a reference.

Management competencies: “How to support the youth workers and management of the Award programme”

Award Annual Cycle for Licensed Operators

September	<ul style="list-style-type: none"> · Award Leaders Trainings · Preparation for the year ahead – checking documentation, promotional materials and designing a plan for the year · Planning, coordinating and implementing Adventurous Journeys
October	<ol style="list-style-type: none"> 1. Presentation of the Award to young people in the organisation 2. Registering new participants, participation fee (if applicable) and getting signed parental agreements. 3. Setting goals and choosing assessors. 4. Participation in the National Leaders Event 5. Review of the licensed organisation 6. Setting regular meeting time between Leader and participants 7. Finishing activities of existing participants 8. Award Leader Authorisation of all participants activities 9. Preparation for a National ceremony
November	<ol style="list-style-type: none"> 1. Participation in regional ceremony 2. Regular meetings between Leaders and Coordinator 3. Regular Leader-participant meetings 4. Review of the licensed organisation 5. Setting the date of final Adventurous Journeys 6. Organising meetings with parents to prepare for Adventurous Journeys. Informing parents about scheduled time
December	<ol style="list-style-type: none"> 1. Regular meetings between Leaders and Coordinator 2. Regular Leader-participant meetings 3. Coordinator updates National Award Center about organizational changes

January	<ol style="list-style-type: none"> 1. Regular meetings between Leaders and Coordinator 2. Regular Leader-participant meetings 3. Presentation to second wave of participants 4. Registering new participants, participation fee (if applicable) and getting signed parental agreement 5. Setting goals and choosing assessors
February	<ol style="list-style-type: none"> 1. Regular meetings between Leaders and Coordinator 2. Regular Leader-participant meetings 3. Starting AJ preparation
March	<ol style="list-style-type: none"> 1. Preparation for a national Ceremony 2. Reflection with participants 3. Reflection with Leaders and coordinator
April	<ol style="list-style-type: none"> 1. Participation in Supervisor and Assessor training 2. Participation in a national ceremony
May	Planning, coordinating and implementing Adventurous Journeys
June	Planning, coordinating and implementing Adventurous Journeys
July	Summer vacation
August	<p>Summer vacation</p> <p>Coordinator updates National Award Center about organizational changes</p>
September	<ul style="list-style-type: none"> · Award Leaders Trainings · Preparation for the year ahead – checking documentation, promotional materials and designing a plan for the year <p>Planning, coordinating and implementing Adventurous Journeys</p>

Communication competencies: „How to use coaching in the youth work“

THE OUTCOME OF THE TRAINING

To answer the need of the Award leaders how to present the Award to different target groups taking into account their different perspectives and make it with more ease, confidence and efficiency, the section below provides four frameworks how to present to:

- Young people
- Parents
- School administration
- Other teachers

The frameworks include the topics to be addressed, their sequence and the proposed time frames. Some of the presentations have outlines of a shorter and longer version of a presentation. The youth workers are encouraged to use these frameworks as a starting point, to adapt them to given circumstances, as well as to experiment and find their own effective ways of presenting any initiative where they can use the know-how as presented below.

Presentation to YOUNG PEOPLE (duration 30-45 min)

1. **Greetings and questions.** Questions could include a couple of open questions, like 'Have you ever heard of the?'
2. **Simple definition of the initiative.**
3. **What are the benefits of the initiative?** What personal goals a young person can achieve. What 'external' benefits a person could get, like a certificate, better chances with employers, etc.
4. **Story of a successful participant told live to support the benefits.**
6. **Structure of the initiative:**
7. **Discussion and questions.**
8. **Information to sign up, who to contact person and what the next steps are.**

Presentation to YOUNG PEOPLE (duration 10 min)

1. **Greetings and questions.** Questions could include a couple of open questions, like 'Have you ever heard of?' 1 min
2. **Simple definition of the initiative.** 2 min
3. **What are the benefits of the initiative?** What personal goals a young person can achieve. What 'external' benefits a person could get, like a certificate, better chances with employers, etc. 3 min
5. **Information to sign up, who to contact person and what the next steps are.** 30 s

Presentation to PARENTS (duration 30-45 min)

1. **Definition.** 5 min
2. **Explanation of the content.** 10 min
3. **Benefits.** 5 min
 - Social skills
 - Improving time management
 - New interests

- Self-confidence
 - Becoming independent
 - Examples + personal experience
 - Etc.
4. **Achievements. 3 min**
 5. **Questions. 5 min**
 6. **Next steps. 2 min**

Presentation to PARENTS (duration 10 min)

1. **Definition. 1 min**
2. **Explanation of the content. 2-3 min**
3. **Benefits. 2 min**
 - Social skills
 - Improving time management
 - New interests
 - Self confidence
 - Becoming independent
 - Etc.
4. **Achievements. 2 min**
5. **Questions. 1 min**
6. **Where to find more info. 1 min**

Presentation to SCHOOL ADMINISTRATION (duration 10-30 min)

- Starter:** To enquire whether they are familiar with the initiative or what they know about the programme. Introducing Why we are here. 5 min / 2 min
2. State the needs and explain how the programme addresses them. Prepare a list with the needs. 5-7 min / 2 min
 3. Added value and key benefits. A leaflet with posters, values and benefits. 3 min
 4. Suggesting additional information: resources, videos/stories. A leaflet. Less than 1 min.
 5. License fee.
 6. How do you find the programme, share fears and hopes? Prepare open questions. 4 min
 7. Brainstorm how to implement it. 2 min / 4 min
 8. Action plan. Prepare a framework of the plan, key dates, potential leaders, financial support. 5 min

Presentation to TEACHERS (duration 15 min)

1. **Introduce yourself in an informal way. 1-2 min**
2. **Benefits. 2 min**
 - Stronger connection with young people
 - Well-being of young people and leaders
 - Self-growth
 - Inspire and empower
 - It makes life easier
 - Etc.
3. **A success story of a young person / student. 3 min**
4. **What is the initiative? 3 min**
5. **Questions / call for a specific action. 5 min**

It is important to inform your colleagues about your work, the challenges you have faced, how you solved, what help you're looking for. Look for colleagues with the same work style and personality traits, values.

Using the business competencies and strategies in youth work

Czech training focused on combining the best practices from business as well as the educational environment. The major focus was on the well-being of key workers both in business and education. As the outcome of the training, this video was made. The video features participants of the training and can be used as a promotion when seeking support from businesses. You can find the video [here](#).

Non-formal learning and youth work methods: Motivation and development of the youth workers

Frequently asked questions from Award volunteers regarding their roles

Youth workers need to navigate their professional carriers as well as their involvement with youth work and sometimes it can be challenging to do so.

As the training in the Netherlands was focused on motivation and development of the youth workers in general, the final outcome of the training is frequently asked questions regarding the role of the volunteer with emphasis on soft skills.

How often should the participant and the mentor meet?

In general, the answer to this question needs to be addressed with an individual approach. When considering how often should the participants and mentor meet it is important to consider participants' age, level, situation and level of independence. It is also crucial to support participants' independence and responsibility.

Can the youth worker do group meetings? What should they have in mind when doing this?

It is a very good idea to organize a group meeting with participants. Especially at the beginning of the programme, it can be a vital tool for volunteers to effectively work with participants within a group. Moreover, participants can inform, inspire and support each other when within the group. The young people can also help each other and get to know each other.

It is very important in non-formal programmes that the meetings also have a non-formal character e.g. by using very different kind of games/methods and a more relaxed atmosphere than in formal education. Be aware that choosing activities and smart goals are the personal choices of the participants and the youth worker is a person who is helping them to decide.

What are the best ways to invite young people to enrol in the programmes and initiatives?

The key points can be: have fun, make new friends, create opportunities, make own choices, accept challenges, experience new adventures, meet cool leaders and gain a certificate. For more information, see the overview of the training in Lithuania, which focused on this topic in detail.

How to motivate participants?

There is not one way to motivate participants. One of the biggest motivators is to look at what the programme already brought the young people and see what benefits it's giving them for the future. Some participants are motivated by their personal growth; others are motivated by the fact that the volunteering and participating in different initiatives have a great value in various interviews.

It is essential to get to know the young people, ask a lot of questions and be professional and open in your conversations. Young people should feel and be aware of the fact they can contact the person they work with when they are feeling that they are losing motivation.

What to do when the young people are not motivated and want to quit?

It is important to try to prevent this situation by keeping participants motivated, however, from time to time it happens that a participant does not want to continue with the programme. First, it is vital to have an open conversation and try to point out the problems that led to the situation. If the problems are fixable and the participant is willing to try to continue with the programme, it is advised to encourage the young people and help them within the role of the youth worker. However, if the participant is not willing to continue with the programme, it is their right to quit.

What is the involvement of parents during their children's programme?

It is very important that parents are informed and that they agree about the participation of their children. They can play a big role in the success of participation by motivating their children. Sometimes parents take an active role in the programme as well, e.g. transport, organizing gear or financing activities.

Introduction to The Duke of Edinburgh's International Award

The Duke of Edinburgh's International Award

The Duke of Edinburgh's International Award is a global framework for non-formal education and learning, which challenges young people to dream big, celebrate their achievements and make a difference in their world. Through developing transferable skills, increasing their fitness levels, cultivating a sense of adventure and volunteering in their community, the Award helps young people to find their purpose, passion and place in the world.

It operates in more than 140 countries and territories, helping to inspire millions of young people. And although the Award's framework remains the same wherever it is delivered, no two Awards are the same. Instead, each young person designs and creates their own bespoke programme, unique to them. There are currently more than a million young people doing their Award around the world, via hundreds of thousands of youth-focused partners and operators, including schools, youth organisations, examination boards and youth offender institutions.

Founded more than 60 years ago, the Award is available to all 14-24-year olds and equips young people with the skills they need for life regardless of their background, culture, physical ability or interests. On an individual level, this can make a transformational difference to a young person's life; on a collective basis, it has the power to bring significant change to wider society.

Every day, hundreds of thousands of dedicated people help to deliver the Award around the world. They do this through a simple but effective social franchise model run by us at The Duke of Edinburgh's International Award Foundation – the body which supports Award activity around the world. The Foundation is at the heart of the Award and licences and supports its global growth.

The Award is licenced to operators around the world and whilst its framework does not differ from country to country, it can be uniquely tailored to every participant, to ensure it is nationally, culturally and personally responsive and relevant to each and every young person involved. In many countries, the Award is delivered via licensed National Award Operators. In countries where a National Award Operator (NAO) is not present, the Award is delivered through Independent Award Centres (IACs), licensed directly by the Foundation.

From slums, favelas and rural villages; correctional facilities in Malaysia and the USA; youth centres in Israel and the Netherlands; national schools and sports clubs in India and Australia; to the most prestigious private and international schools across the world, the Award's framework can support and thrive in a multitude of different environments.

Source: <https://intaward.org/about/the-award/>

The Award in Bulgaria

Established at the beginning of 2014 The Duke of Edinburgh's International Award – Bulgaria Foundation is a non-profit public organization, officially licensed to provide and coordinate the programme for youth development The Duke of Edinburgh's International Award (referred to as "The Award" from now on) in Bulgaria. **Mr Rumen Radev, President of the Republic of Bulgaria**, is the official patron of the Award in Bulgaria. Mr Jonathan Allen, a former British Ambassador was one of its main initiators and supporters in 2014. Today the British Embassy supports the Award in Bulgaria and has its representative in the Managing Board. In the Honorary Trust Board of the Award (supreme body of the organization) there are representatives from the business, the NGO sector and the government sector.

OUR VISSION Every young person in Bulgaria, aged 14-24 to have the opportunity to join, and potentially achieve the Duke of Edinburgh's International Award.

OUR MISSION To make the Duke of Edinburgh's International Award available for everybody in Bulgaria, in order to create an environment, where young people can fulfil their potential and create their own lifelong adventures.

HOW DOES THE AWARD WORK IN BULGARIA?

The Duke of Edinburgh's International Award – Bulgaria Foundation holds the right and the responsibility to license any educational institution or organization, that has the capacity and the will to provide the Award within its organization. The social franchise gives the autonomy of the licensed organization to adapt the Award programme according to its needs and available resources so that it has a positive impact within the local community. The role of the Foundation is to ensure that the licensed organization is equipped with the Award know-how, good practices and materials in order to implement the Award programme. The Licensed organization follows the international quality standards of the Award so that the Award methodology is not being changed or modified.

Currently, the Award team in Bulgaria has 5 employees, we work with more than 300 adult volunteers and there are more than 350 Award holders.

More information: www.intaward-bg.org

Facebook: @TheDukeofEdinburghsAwardBulgaria

IG: @award_bg

The Award in Lithuania

Lithuanian Children and Youth Center (LCYC) is one of the biggest Lithuanian organizations of non-formal youth education, which is subordinated to the Lithuanian Ministry of Education, Science and Sports providing different types of after school activities for youth and children already for 30 years.

The Duke of Edinburgh's International Award Lithuania, National Award Centre, functions as one of the departments in LCYC and is currently coordinating a network of 87 schools and NGOs working with youth, which take part in the Award programme. The programme is offered for young people aged 14-24 who want to take up the challenge, regardless of their background, culture, physical ability, skills and interests.

In 2016, DofE Lithuania celebrated 10 years of existence.

In 2019 more than 640 young people joined the Award programme and in total more than 980 young people were participating in it. More than 240 young people received their Awards in 2019.

Besides the participants, the programme also includes trained Award leaders, supervisors and assessors that are leading the participants through their progress, helping to structure their activities, prepare, set their goals and reflect.

There are 4 paid staff, 4 trainers, and more than 200 volunteer youth workers.

More information: www.dofe.lt

Facebook: [@dofelietuva](https://www.facebook.com/dofelietuva)

IG: [@dofelietuva](https://www.instagram.com/dofelietuva)

The Award in the Czech Republic

The Duke of Edinburgh's International Award Czech Republic Foundation, o.p.s., is a registered NGO licensed by the International Award Foundation to provide, manage and sub-license the Award scheme to all relevant institutions in the country. The Award in the Czech Republic was introduced in 1995 by Lady Luisa Abrahams, a golf champion of Czechoslovakia.

Each year more than 4 500 young people actively participate in the Award across the country. The Award is delivered in more than 230 organisations, which are a mixture of public, private and international schools, youth centres, children's homes, correctional institutions, universities and sports clubs. In 2019, over 2200 young people joined the programme being supported by more than 900 Award leaders, supervisors and assessors who actively help to move the programme forward.

The Czech National Award Centre has currently 16 full- and part-time staff members who provide day-to-day care and support to all licensed organisations. The team also provides trainings and organises various events such as Award ceremonies, regional meet-ups for Award leaders and networking events for their supporters. Besides the standard agenda, the National Centre works on various special projects aiming at wider access of the Award and better support of all involved organisations: engagement of sports clubs, building of expedition centre, and Skills for You(th) project providing the Award online through company volunteers in their partner corporate companies.

More information on www.dofe.cz.

Facebook: @dofeczech

IG: @dofeczech

The Award in the Netherlands

The International Award for Young People, the Netherlands, is licenced by The Duke of Edinburgh's International Award Foundation and offers the Award programme in the Netherlands.

The foundation is led on a voluntary board, a national director and about 100 volunteers throughout the Netherlands.

The Award programme is offered in the Netherlands through (international and national) schools, Scouting and other youth work organisations.

In 2015 the Award in the Netherlands had over 30 units with 756 participants.

The Award in the Netherlands has one paid employee, but a very strong base of volunteers who are actually supporting the organization of activities as well.

The Award in the Netherlands is present and delivered for more than 20 years. The team works with Award leaders, assessors and young people doing the Award. Young people who want to stay involved with the Award after completing can become Ambassadors.

Pascal Cup – former national director – has been shaping the Award in the Netherlands for more than 12 years as a trainer, developer, field officer and since 2013 as national director. Currently, the Award in the Netherlands is led by Patricia de Ruijter.

The Award in the Netherlands is focusing on youth workers' personal development.

More information: www.award.nl

Facebook: @award_nl

IG: @award_nl