

Part of MWL Preparatory Training for EVS Volunteers

During the "Youth Worker Training", the volunteers, with the support of the trainer, have been guided throughout the field of youth work and have discovered day by day, by means of common and individual desk researches, debates, role plays, different constructive games and presentations new information which have contributed to achieving the previously mentioned objectives of the training. Based on the revealed, transmitted and identified information, the volunteers have achieved the presented learning outcomes.

The previous, personal and professional experiences of each of the volunteers have been highly valued. Due to these, the trainer has given the opportunity to all of the volunteers to bring their personal and professional input to the training and share the knowledge they have with their colleagues.

The objectives were achieved by:

1. The youth work profession and the other related professions

Throughout the training the trainer has delivered information on clarifying the following notions: Youth, Youth Work, Youth Worker, Youth Leadership, Mentor, Social Educator, Community development facilitator, Social – educational animator and Social work. After having gone through the theoretical part, the volunteers were asked to draw a line between the following notions:

- **Youth worker vs youth leader**¹ (the first one is focusing on developing the young people and on gaining a set of competences, while the second is focusing on achieving a common goal by involving young people in the process and by capacitating them to use own resources in fulfilling the common goal and just secondly facilitating the appropriation of new competences).
- **Youth worker vs community development facilitator** (the second one is focusing also on the common goal and on the involvement of the community in such an

¹ The information provided in the brackets is the outcome of the volunteers presentations

endeavor but only for the purpose of improving life conditions).

- **Youth worker vs social educator** (the second one is focusing rather on the underprivileged and vulnerable young people).
- **Youth worker vs mentor** (the second one is focusing rather on how to crystallize the competences gained and not on the process of gaining the competences).
- **Youth worker vs sportive/cultural activity facilitator** (only if the second one is focusing just on improving performances or cultural knowledge. Otherwise, any of these activities can successfully be used to develop personal competences and life skills)

The methods used to carry out this training were:

1. Theoretic presentation of the subject by means of a Power Point presentation
2. Use of a video to illustrate the youth worker profession and debriefing
https://youtu.be/w_dRh3grAik
3. Debate
 - a) What means youth
 - b) What is the role of the youth worker
4. Group work
 - a) Difference between youth worker and other professions
 - b) The challenges of a youth worker

Eventually, the trainer has indicated a list of **recommended bibliography** in order to stimulate further reading on the subject.

- a) Council conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people, published in the Official Journal of the European Union, 2013/C 168/03
- b) European Commission, *Working with young people: the value of youth work in the European Union*, 2014, Brussels
http://ec.europa.eu/youth/library/study/youth-work-report_en.pdf
- c) European Commission, *Quality Youth Work – A common framework for the future of youth work*, Report from the Expert Group on Youth Work Quality Systems in the EU Member States

- d) European Commission, *The contribution of youth work to address the challenges young people are facing, in particular the transition from education to employment*, Results of the expert group set up under the European Union Work Plan for Youth for 2014 – 2015 http://ec.europa.eu/youth/library/reports/contribution-youth-work_en.pdf
- e) Dotterweich Jutta, *A Curriculum for Youth Work Professionals – Positive Youth Development 101*, Act for Youth Center, New York, 2015 <http://www.actforyouth.net/>
- f) Ord Jon, *Critical Issues in Youth Work Management*, 2012, New York <https://books.google.ro/>
- g) Edmond Nadia, Jane Melvin, *What Are the Implications of Young People’s Experience of the Digital Age For Youth Work Practice?*, Conference paper, June, 2014, published on <http://www.researchgate.net/publication/262865296>
- h) Joyce A. Hartje, William P. Evans, Eric S. Killian, Randy Brown, *Youth Worker Characteristics and Self – Reported Competency as Predictors of Intent to Continue Working with Youth*, Child Youth Care Forum (2008), published online: 18 December 2007, Springer Science + Business Media, LLC 2007

2. *Communicateing, informing, empowering and engaging young people*

Throughout this training the volunteers were peovided useful information on how to efficiently communicate with young people and which are the specific elements to keep in mind when communicating with young people. The volunteers with the support of the trainer have concluded the followings:

1. Avoid technical language or jargon they might not be familiar with
2. Keep it simple but don’t patronize.
3. Show respect for their views and opinions. Don’t speak over them or dismiss what they say. Make sure they know their input is valued.
4. Don’t expect them to have an understanding of the formal language used in some meeting environments. Make sure you explain what terms mean. You can do this by giving them this: sports club glossary.
5. Make sure you listen and are open to feedback. In some cases, this may be negative feedback. Don’t ignore it just because they are younger. Though you might not like hearing it, it could be valuable information. For example, the fact that training is held

on a Friday night and clashes with social commitments could explain why you have falling numbers of players in the Under 16s team. It's vital that you take this feedback on board and take steps to address issues. If young people feel like they are being heard, they will be more likely to get more involved the next time you ask.

6. Don't push them to contribute. Let them build up their confidence and speak when they feel comfortable.

Also, at the training the volunteers have made up a list with fields in which youth can be involved and possible strategies of involving them and keeping them involved.

Methods used:

1. Hand – outs with theoretical information and practical hints
2. Group works and presentation of the outcomes
3. Role play

Recommended bibliography

http://ec.europa.eu/youth/events/documents/youthweek_brochure_en.pdf

3.The personal and professional development plan

At this stage, the discussion, facilitated by the trainer went towards supporting the volunteers to set up a personal development plan and a professional development plan. The volunteers were asked to focus on a short time – span (the duration of the project) and on a long time span (next 5 years). They were supported to make up such plans including the following steps: Define your goals, Prioritize, Set a deadline, Understand your strengths, Recognize opportunities and threats, Develop new skills, Take action, Get support, Measure progress.

The volunteers were given a table and were asked to fill it in, individually, and those who wanted eventually to share the information with the colleagues did so.

What are my development	Priority	What activities do I need to undertake to achieve my	What support/re sources do I need	Target date for achievin g my	Actual date of achieving my objectives
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objectives?		objectives?	to achieve my objectives	objectives	
Review Date: 31.08.2016					

Methods used:

1. Group discussion
2. Reflection
3. Individual work
4. Presentation and analysis

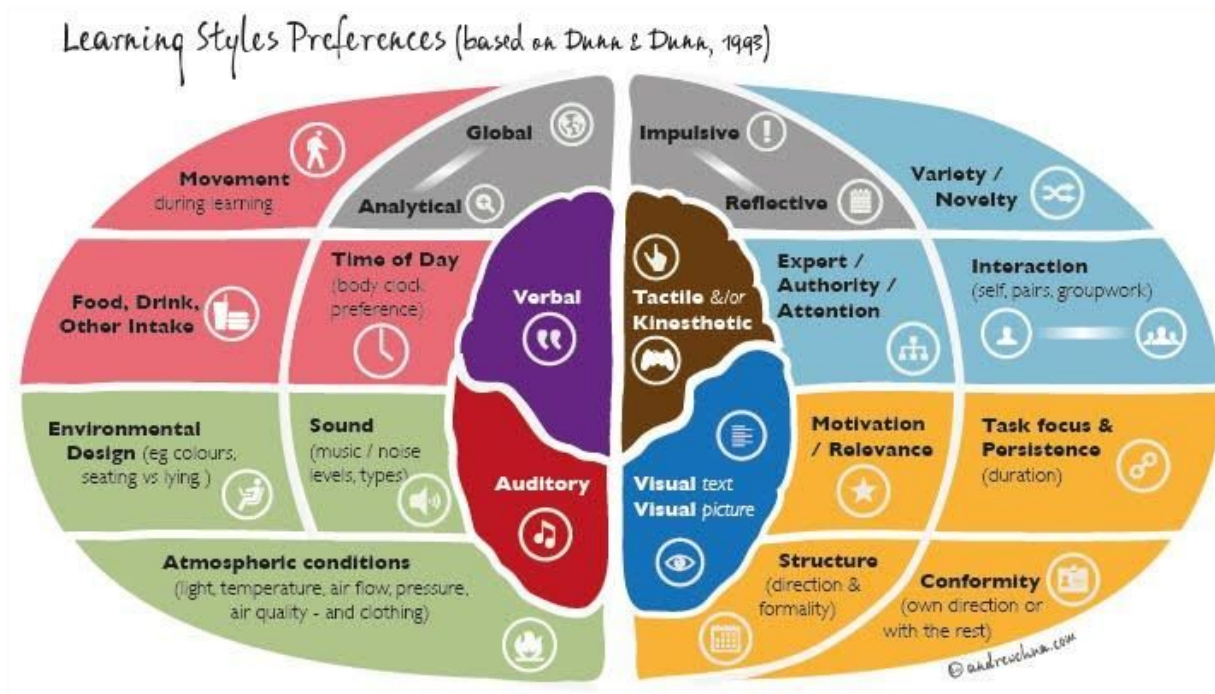
Recommended bibliography

<https://alison.com/subjects/6/Personal-Development-Soft-Skills>

4.Learning styles

After using the image below in which the volunteers were presented the identified learning styles, they were asked to teach about a subject chosen by them in such a way that each of them delivers the same information but adapted to the learning styles identified. After that, they were asked to teach the same subject adapted to all the learning styles.

Based on the theoretical information provided and the exercises conducted, the volunteers understood how to identify the preferred learning styles of their participants and how to adjust the lessons they are going to conduct to those learning styles identified. Also, they understood why it is important to always keep an eye on this subject when delivering a training.



5. Multiple intelligences

At this training the trainer has firstly tested their knowledge about the field of multiple intelligence to see if they are aware of the subject and if they understand the importance of the subject. Then, by means of watching a short video on the birth of the IQ tests and multiple intelligence theory <https://youtu.be/1wkFGXqJxas> and after having watched another video on the explanation of each form of intelligence <https://youtu.be/s2EdujrM0vA>, the volunteers understood better the theory and have filled the existing gaps.

6. Communication and communication barriers

Throughout this training the volunteers have gone through the following information: What is communication, synchronous communication, asynchronous communication, one to one communication, one to many communication, many to many communication, private communication, public communication, unmediated communication, mediated communication, the communication process², verbal communication, non verbal communication, paralanguage, barriers of effective communication.

With regards to the barriers of effective communication the volunteers, guided by the trainer,

² For this, the illustration blow was used

have identified the following barriers: Sender barriers, Encoding barriers, Medium barriers, Decoding barriers, Receiver barriers, Feedback barriers, Semantic barriers, Physical barriers, Psychological barriers.

In the second part of the training the volunteers were split in groups of two and had to illustrate a communication barrier. The other volunteers had to guess which barrier was it and had to name ways in which they could have prevented the rising of such a barrier and in which the existing barrier can be overcome. During the entire training, reference was made to the language workshops the volunteers will carry out so that they avoid less pleasant situations and unsuccessful communication.

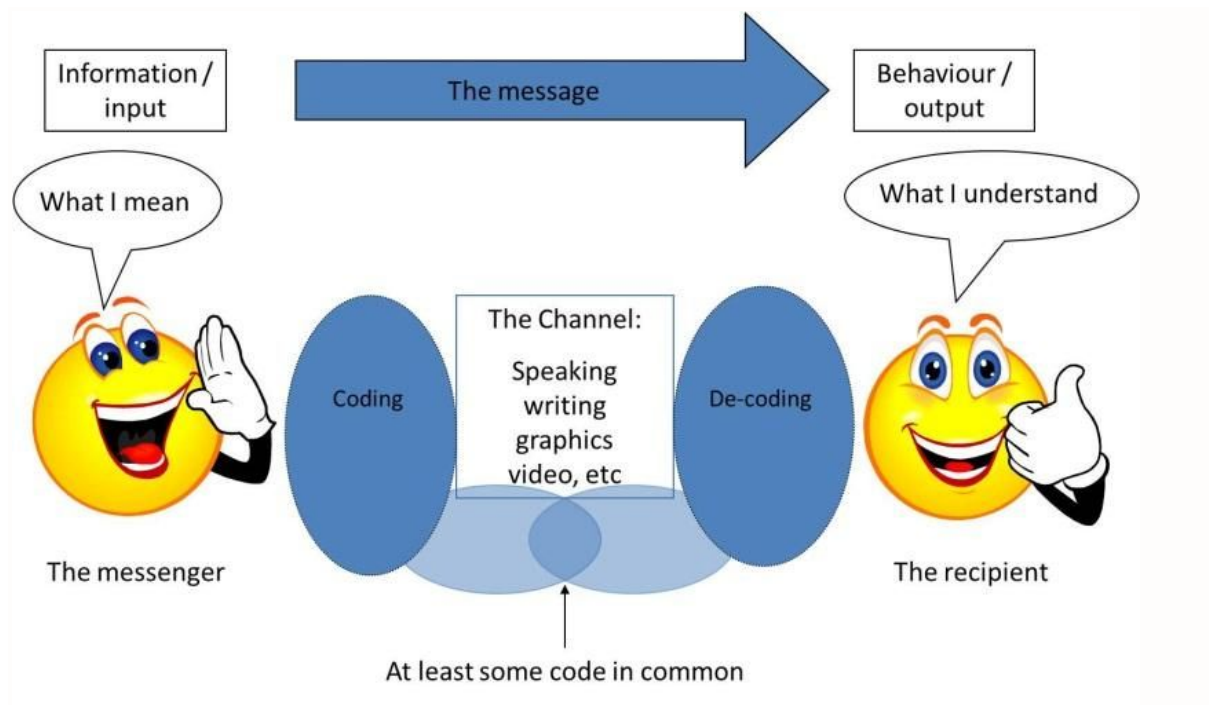
Due to the fact that one of the volunteers had a strong theoretical and practical background in the field of communication, he was asked to give a presentation on this subject to his colleagues, which has brought an added value to the training. In the presentation Antonio has successfully illustrated the 8 components of speech (Dell Hymes)

There are eight components in speech event
(Dell Hymes), as following:



- S = Setting and Scene
- P = Participant
- E = Ends
- A = Act Sequence
- K = Key
- I = Instrumentalities)
- N = Norm of interaction and interpretation
- G = Genre





In the last part of the training, the volunteers have watched a video <https://youtu.be/1T3o-ruJ8uA> and were taught which are the SMART objectives and how to use them in organizing an activity, a project, their workshops or everyday life aspects. In group, they were asked to use the information provided and adjust it as a model on their language workshops

7. Conflict management

Being a valuable subject to all the volunteers not just for their volunteering stage but also for their life, a special attention was given to this theme. The training started with a practical part and after the volunteers have discovered the key words of conflict management and some practical hints and clues, the trainer has also provided some theoretical information in order to give an answer to the questions which have arisen and an explanation to the not understood facts. At the end of the training, the volunteers have drawn conclusions on firstly how to avoid getting into a conflict and secondly how to end a conflict.

Methods used

1. Role plays

2. Debriefing
3. Theory explanation – power point, hand outs

8. *Group dynamics and its benefits; cooperation inside a community*

The trainer has provided the volunteers information on the themes of what is group dynamics, inter group dynamics, intra group dynamics, group membership and social identity, social cohesion, group cohesion, group influence, group structure, stereotypes, discrimination and intergroup conflict reduction, community development, community support.

