



“1st European Youth Conference:
Strengthening the Recognition of Non-formal Education
in European Youth Work”

19th - 25th March 2013

RESULTS

of the 1st European Youth Conference:
Strengthening the Recognition of Non-formal Education in European Youth Work



IMPRINT

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This project has been funded with the support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

FOREWORD

Dear participants, partners and friends,

hereby we present you the results of the '1st European Youth Conference: Strengthening the Recognition of Non-formal Education in European Youth Work', which took place in Krakow, Poland from 19th to 25th of March 2013.

Thanks to our wonderful and enthusiastic participants, our local Polish partner organisation ZRZESZENIE STUDENTÓW POLSKICH, our guests and all my hard-working colleagues from CULTURE GOES EUROPE (CGE)- Soziokulturelle Initiative Erfurt e.V. - this Conference was a very successful project with the following results.

Have fun while reading and hopefully some information are useful for further projects.

CGE Erfurt e.V. is looking forward for further cooperation.

Warm regards,

Juliane Heinz
Project Manager

ABOUT THE CONFERENCE

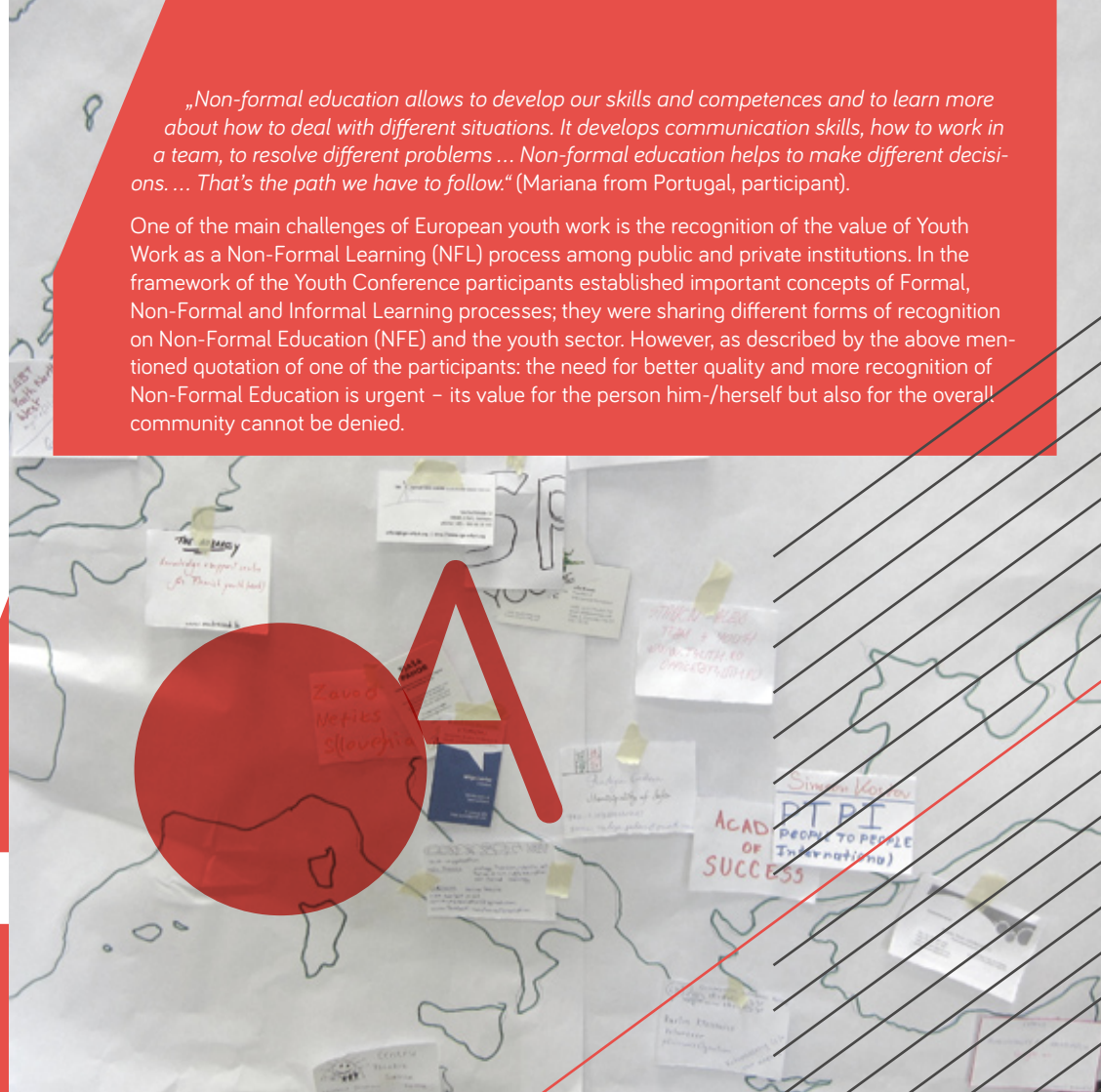
From 19th – 25th of March 2013 CULTURE GOES EUROPE (CGE)- Soziokulturelle Initiative Erfurt e.V. (CGE Erfurt e.V.) in cooperation with its international project partners implemented the “1st European Youth Conference: Strengthening the Recognition of Non-formal Education in European Youth Work”. It brought together more than forty volunteers and representatives of various NGOs and youth centres coming from seventeen different European countries.

The following organisations were involved in the „1st European Youth Conference: Strengthening the Recognition of Non-formal Education in European Youth Work”:

ECEPAA – European Centre for Economic and Policy Affairs – Belgium
Youth for Better Europe – Bulgaria
International Initiatives for Cooperation – Bulgaria
Municipality of Aradippou – Cyprus
International Movement Youth Time – Czech Republic
Be International, o.s. – Czech Republic
Association Migration Solidarité et Echanges pour le Développement – France
CGE Erfurt e.V. – Germany
ELIX – Conservation Volunteers Greece – Greece
Comune di Tortona – Italy
Kaunas Union of Youth NGOs ‘Round Table’ – Lithuania
Strategies of Interactive Training Foundation – Malta
DINAMO – Portugal
Associação para a Formação e Desenvolvimento do Montijo – CMM – Portugal
Team for Youth Association – Romania
Zavod Nefiks – Slovenia
Društvo mladinski ceh – Slovenia
Gaziantep Youth and Culture Association – Turkey
Çanakale Koza Gençlik Derneği – Turkey

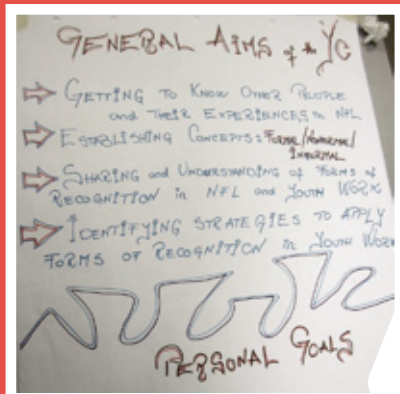
„Non-formal education allows to develop our skills and competences and to learn more about how to deal with different situations. It develops communication skills, how to work in a team, to resolve different problems ... Non-formal education helps to make different decisions. ... That's the path we have to follow.” (Mariana from Portugal, participant).

One of the main challenges of European youth work is the recognition of the value of Youth Work as a Non-Formal Learning (NFL) process among public and private institutions. In the framework of the Youth Conference participants established important concepts of Formal, Non-Formal and Informal Learning processes; they were sharing different forms of recognition on Non-Formal Education (NFE) and the youth sector. However, as described by the above mentioned quotation of one of the participants: the need for better quality and more recognition of Non-Formal Education is urgent – its value for the person him-/herself but also for the overall community cannot be denied.



Aims of the *Youth Conference* established by the participants:

- getting to know other people and their experience in NFL
- establishing concepts: formal/ non-formal/ informal learning
- sharing and understanding of forms of recognitions in NFL and Youth Work
- identifying strategies to apply forms of recognition in Youth Work



Personal goals of the participants for the *Youth Conference*

- contacts and cooperation's between each other
- to show the importance of Non-Formal Education
- build a connection between NFE and the European labor market
- preventing crime by using NFE in the society
- connecting cultures
- sharing best practice examples
- learning strategies about the awareness of NFE

Air



What are our personal conditions for a good learning process?



reflection time for yourselves
taking notes
motivation / motivation tasks
sleeping/ time to rest
food and coffee
practical examples
appreciation of other opinions
use of social media

discussions
individual reflection time
informal discussion
respect
Ice-breakers and energizers
fun and music
outdoor activities, fresh air
structured time
patience
internet
unconventional ideas
energetic activities

What is good about *Non-Formal Education* in Youth Work?

- space for experiment
- values, social interaction
- developing competences (skills, attitudes, knowledge)
- no limits (open, inclusive, access)

Values and Conditions of *Non-Formal Education*

- horizontal approach
- social inclusion
- personal development
- space for experiment
- building skills and attitudes
- tolerance
- teamwork
- problem-solving skills
- communication skills
- flexibility
- life-changing experience
- learning by doing
- empowerment

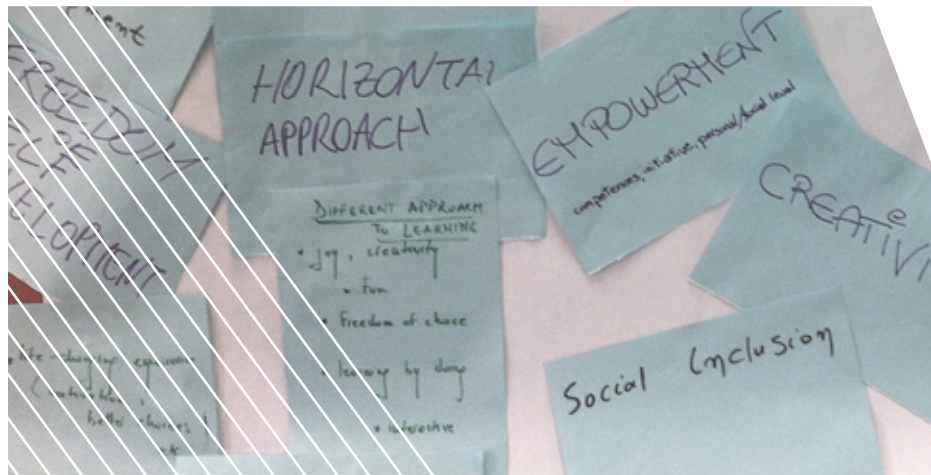
NGO COCKTAIL EVENING

WELCOME SPEECH BY CONSTANCE BÜRGER AS REPRESENTATIVE OF THE HOST ORGANISATION,
CGE ERFURT E.V.



A very good evening to all of you in the Grand Krakaviok Hotel and a warm welcome as we celebrate the First European Conference on the Recognition of Non-Formal Education. Let me begin by telling you how great it is that so many of you took out time from your busy schedules to celebrate with us tonight. From the bottom of our hearts, we thank you for being here.

For me personally it is an exceptional moment to have all of you together, people coming from 17 European countries. The generation of our grandparents and parents who were living on both sides of the Iron Curtain did not have these kinds of opportunities. It was their courage and their belief in a united Europe that brought us together - we should never forget to recognize this! We are a different generation facing different challenges and having different hopes. This First European Conference is the first step to initiate a long-term process to boost the recognition of the significance of youth work - **let's take it!**



I am speaking today on the behalf of the Chairman of CGE Erfurt e.V., Markus Rebitschek, who unfortunately cannot be with us. He is known to many of you and he is sending you his warmest regards from Germany. CGE Erfurt e.V. has been founded in 2005 by an informal group of students. Today we are an accredited non-profit organization being mainly active within the Youth in Action Program. We are organizing not only Youth conferences but also youth exchanges and training courses in Germany and the rest of Europe dealing in particular with arts and culture and political education. It is our aim to bring young Europeans together to work together on our future. We are also active on the local level and it is our plan to increase the awareness of the Youth in Action Program in Erfurt and its surroundings.

We are happily inviting you to our next Trainings Course that will take place at the beginning of May in Serbia, the First European Passion Academy. It will give all of us the space to find and develop our own passion, being it dancing, singing, painting or whatever. In particular we want to train the emotional competences of youth workers.

So lets us all have a good evening. My colleagues Jani and Nana and myself will be around and happy to chat with you. As sponsor of this evening we arranged some fruit cocktails!

I wish you a great week full of dreams about High Heels in the spring and sweet & sour brownies in the summer.

Thank you :!)



Formal, Non-Formal and Informal Learning

	<i>program</i>	<i>participants</i>	<i>learning objectives</i>	<i>documentation of achievements</i>
<i>formal</i>	structured	often obligatory	set by the programme designers	diploma confirming the qualifications
<i>non-formal</i>	structured	voluntary	set in cooperation between the learners and programme-designer	if any- certificate of participation/ + assessment of competences
<i>informal</i>	mostly not structured	'That's life'	set personal if set at all	valuable life experience

Source: SALTO Youth (2011). *Unlocking Doors to Recognition: Setting up strategies for the better recognition of youth work and non-formal education/ learning in your context*, p. 15.



Our definitions of Non-Formal Education and Recognition

Non-formal education is a special, inclusive and fun methodology on voluntary basis, providing an opportunity to creative learning and self-development.

Recognition is a process of accepting that something has value, is important and gives appropriation for it.

"You learn more if you have fun while learning" (Wolfgang Sieberth, facilitator)

An insight into the educational system in Poland

*A discussion with experts from Polish NGO's
We had the pleasure to discuss with the following experts:
Anna Makówka-Kwapisiewicz - Stiftung Internationaler Bund Polska, Anna Pieczętkowska,
Łukasz Kosowski – SMIT Creator, Marzena Ples- Strim Association*

During a round table discussion with representatives of local organisations such as the Stiftung Internationaler Bund Polska, SMIT Creator and Strim Association (Stowarzyszenie Rozwoju i Integracji Młodzieży) we got an insight into the educational system in Poland. While the discussion with the representatives of the polish NGO's the following topics were tackled:

The experts described Poland as a conservative country concerning education and the use of Non-Formal Learning. They explained that children in the kindergarten are treated as a whole group and not as individuals. In schools and universities the inputs mostly come from teachers and professors and not from the students. Students are rather consumers and quiet listeners than active learners. Most of the students in Poland do not recognize Non-Formal Learning because they do not know about it.

Some professors at the universities use non-formal methods unofficially. They are simply afraid to be blamed by colleagues. Therefore one conclusion from this discussion was that teachers have to change and have to adapt to the reality of the labor market. Young people need specific competences to be active in the labor market. These competences are mainly not developed in the formal school system.

One proposal to strengthen the use of non-formal education methods was to use the term 'Lifelong Learning' instead of Non-Formal Learning/ Education since the people can image better what does it mean. Another proposal out of this discussion was to find a good balance between the use of Formal and Non-Formal Education methods.

Most important is that in focus has to be the word **EDUCATION!**



Łukasz Kosowski & Anna Pieczatkowska – SMIT Creator

Excursion: Recognition of *Non-Formal Education* in Denmark

from Denitsa Andonova

Non-formal Education consists of forms of teaching and education that only to a limited degree are part of the formal, public educational system. The concept of Non-Formal Education is associated with the Danish philosopher, poet, educational thinker and clergyman - Grundtvig, and his thoughts concerning free educational opportunities. The concept first arose in the 19th century and is one of the special features of the Danish educational system. There are many opportunities in Denmark which provide Non-Formal Learning experience for those who want to benefit from it. That's why we could say that in Denmark NFE has a high recognition on political, social and individual level. In Denmark, NFL-activities are frequently based on private initiatives by NGOs. **Non-Formal Education opportunities provided in Denmark include:**

- Independent NFE-activities: evening schools and voluntary activity in associations
- University extension courses
- Folk high schools activities (Højskole)
- Private independent boarding schools (folk high schools, home economics schools, arts and crafts schools, and continuation schools)

No particular school or professional qualifications are required for participating in liberal education. Independent non-formal education activity

Private non-formal education activity is based on fellowship/community and the philosophy of the individual providers. The private NFE-activity must be established by a NFE association with a statute in order to be eligible for a grant and to be allocated facilities. The local authorities in Denmark set the financial framework and the rules for how it should be administered.

ght Poland insight

Excursion: The situation of recognition of *Non-Formal Education* in Greece

from Pavlos Kleisiaris

The objective of Non-Formal Education is, by taking a point of departure in the courses and activities, to increase the individual's general and academic insight and skills and enhance the ability and desire to take responsibility for their own life, as well as taking an active and engaged part in society.

Day folk high schools

The objective of the day folk high schools is to offer teaching that has an adult education or employment-creating aim and is organised for adults. The courses normally run for 4 to 18 weeks, and as a rule the teaching is full time.

There are different types of NFE-activities and opportunities provided in Denmark, and we could say that it benefits of not only political recognition, but also social and individual one. Denmark has shown so far a very good model of recognizing the benefits of NFE and we believe it is a good example of how this type of learning should be recognized in the rest of Europe.

Non-Formal Education is a term that very few people in Greece can recognize in its meaning. Most of them are familiar with this term because of their personal quest and not because of the Greek educational system. But even though NFE is not very widespread, more and more people are recognizing its benefits.

In the Greek educational system, Formal Education prevails. In high school and mainly in its higher classes, the effects of Formal Learning are obvious. Students are very anxious and exhausted by trying to attend school in the morning and tutorials in the afternoon, while trying to memorize entire chapters, many of which they would forget straight after the exams. But society showed them that the goal is "sacred": The entrance to higher education and the possession of a degree is the only key to success and the only way to become acceptable by society and family.

However, there is hope. In the other educational levels, NFE gradually makes its appearance. At universities, many professors are implementing methods of NFE. At the pedagogical department, students are using many tools of NFE, such as group activities, role plays, amusing videos and many other creative ways to inspire and to share their knowledge with youngsters. The children are very enthused about these new methods that they are facing and very satisfied with the knowledge they are gaining while they are having fun. The recognition of NFE is evident on their faces. Nevertheless, it is remarkable that even though the students, who are the future teachers, do not know the answer to the question "What is NFE?", they can recognize the beneficial effects of Non-Formal Learning.

To sum up, the economic crisis in Greece could be the reason to reassign our aims and reconsider many of our values, such as education. The state should invest more for a better educational system and for the recognition of NFE. In addition, it has to trust the youth workers and young teachers to use their imagination and their creativeness to change the educational system for a better future life. So maybe in future schools the coexistence of Formal and Non-Formal Education will not be a fiction.

World Café - Recognition of youth work and NFL/NFE

By use of the method World Café our participants worked together with the experts from the NGO's to the following subjects with the presented outcomes:

- What are the challenges of the recognition of NFE in youth work?
- the term Non-Formal Education is often not understandable and not clear enough to outsiders
- there are problems of visibility
- there is a need for better marketing strategies to gain social recognition
- the funding: most of the funds are used for formal education
- a missing motivation of youth workers because their work is often not recognized
- a need for self-development and support in self-recognition
- the historical background and traditions of a country can limit the development and implementation of Non-Formal Education

Do we need recognition of NFE in youth work? And why?

YES! Why?

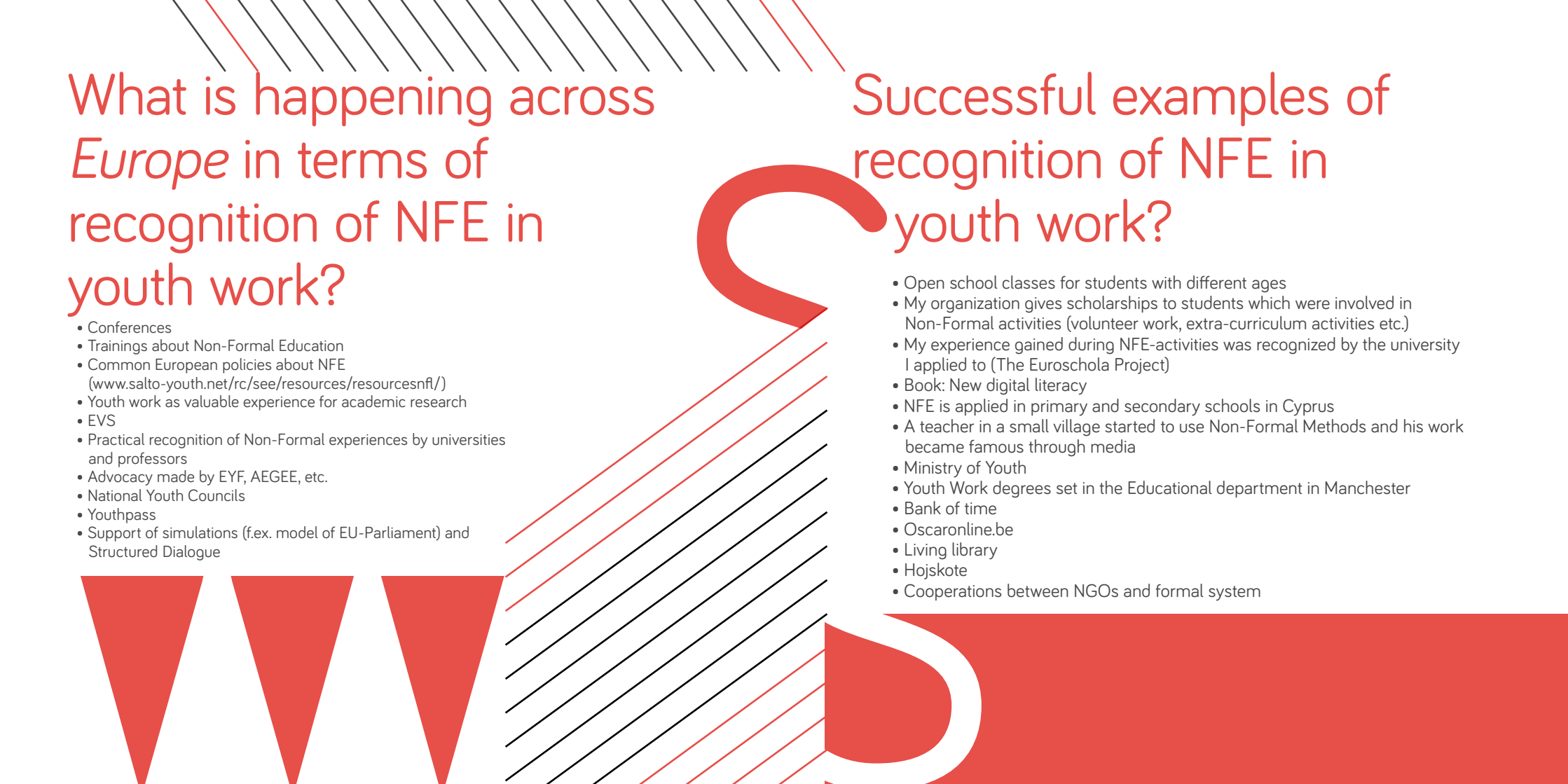
In order to increase the importance of 'active' problem solving and learning within the borders of society. To increase the Youth Participation. For getting better funding. To change the mentalities.

Because non-formal education can give:

- Motivation
- Acknowledge to competences
- Opportunity to talented people that are until now 'invisible' in the formal system to become visible



Do we need recognition
of non formal education
in youth work? Why?



What is happening across *Europe* in terms of recognition of NFE in youth work?

- Conferences
- Trainings about Non-Formal Education
- Common European policies about NFE (www.salto-youth.net/rc/see/resources/resourcesnfl/)
- Youth work as valuable experience for academic research
- EVS
- Practical recognition of Non-Formal experiences by universities and professors
- Advocacy made by EYF, AEGEE, etc.
- National Youth Councils
- Youthpass
- Support of simulations (f.ex. model of EU-Parliament) and Structured Dialogue

Successful examples of recognition of NFE in youth work?

- Open school classes for students with different ages
- My organization gives scholarships to students which were involved in Non-Formal activities (volunteer work, extra-curriculum activities etc.)
- My experience gained during NFE-activities was recognized by the university I applied to (The Euroschola Project)
- Book: New digital literacy
- NFE is applied in primary and secondary schools in Cyprus
- A teacher in a small village started to use Non-Formal Methods and his work became famous through media
- Ministry of Youth
- Youth Work degrees set in the Educational department in Manchester
- Bank of time
- Oscaronline.be
- Living library
- Hojskote
- Cooperations between NGOs and formal system

Political *Recognition*:

How politics can support the recognition of NFE/NFL?

Discussion with:

Mateusz Zalewski (PROM),

Ewa Pajak (Pedagogical University of Krakow) and

Konrad Piwowarczyk (Ruch Palikota political party, Poland)

The following questions were asked to our guests:

How would the future education system look like (in Poland)?

very different than today

more possibilities to do internships

more methods used of NFE

Recognition of outcomes of NFE but how and who?: f.ex. by companies and society

problem: teachers don't know how to use the methods in practice

Please describe your own experiences in the NFE sector!

Ewa Pajak (Pedagogical University of Cracow)

- there is a need for less bureaucracy
- no tools are given but due to Bologna Process universities are obliged to offer NFE and use its methods
- dialogue between NFE and formal is important for the future
- there is lots of theory but how to implement it in practice is unclear

Mateusz Zalewski (PROM)

- students need to have more independence on how much and what kind of knowledge they want to gain
- NFE and formal education need to be combined; they can complement each other
- PROM was part of a long-term process that achieved that the European Parliament adopted a recommendation, claiming that NFE should be recognized by society and political institutions (originally there was a call from the EU that 5 specific topics concerning the situation of young people in Europe need to be discussed in the Youth Council; within 18 months young Europeans combined and developed their ideas concerning youth unemployment)
- teachers point out that they are not trained to use NFE tools; however often the question concerns also whether they are motivated to use NFE
> even though different NGOs do provide training courses for teachers on how to use NFE, these trainings are often not very popular

Konrad Piwowarczyk (Palikot's Movement, political party)

- the educational system needs to be more flexible and not focusing on the perspective „Memorize, Pass, Forget“
- the concept of NFE is not mentioned in the education system in Poland and there is no national department dealing with Youth policies on the national level in Poland;
- the majority of NFE projects in Poland is paid by the Youth in Action program
- the role of transition since 1989 undermines the role of NFE in Poland

Since two years schools have to work on projects, obligatory in Poland. Some of them cooperate with NGO's.

In the programme of the biggest 5 parties in Poland NFE was not mentioned. Most of the projects are funded by EU and there are almost no national grants. Therefore the EU plays a very important role for NFE in Poland

A view from the National Agency in Poland

On Friday, 22nd of March 2013 we had the pleasure to welcome Mr. Tomasz Bratek, the head of the National Agency for the Youth in Action Program in Poland

Mr. Bratek explained to our participants the actual development of the new 'Erasmus for all'- Programme from the EACEA (The Educational, Audiovisual and Culture Executive Agency) of the European Commission which will replace the Youth in Action Programme.

At the moment the whole sector is still waiting for the final decision of the European parliament-concerning the new budget and content of this Programme.

What seems very clear for now is the new structure. There will be 3 domains:

- Mobility of young people
- Youth oriented strategic partnerships
- Youth oriented policy support (tools and networks)

Important criteria while working with 'Erasmus for All' are the visibility of the programme, the development of connections with other sectors like adults, the intergenerational approach and the connection with vocational trainings to foster the visibility of the value that non-formal education brings to the society.

Another approach will be, to connect Youth Work with Social Entrepreneurship.



Mr. Tomasz Bratek

1 Mr. Bratek' statement to Recognition of *Non-formal Education* in Poland and Europe

Tomasz Bratek, Foundation for the Development of Education of the education system, the head of the National Agency for the Youth in Action program in Poland.

"Our strategy helping young people getting involved in the youth organizations, getting involved in non-formal education, includes also activities which are supporting in general recognition of the non-formal education. It's a matter of fact that non-formal education in Poland is not well recognized, it's not systematized, it does not exist in any law. That's why we are trying through the activities which we organize as the National Agency to support this recognition. There are different levels, the most important one is the political level, where we organize meetings with the political decision-makers to make them more aware about the principles and the importance of the non-formal education. Second one is also with our colleagues from the formal education settings, that means professors and others who are dealing with formal education, showing them the value which is coming from the methodology of non-formal education and how easy young people get to non-formal education. We are showing also the value of the non-formal education and its recognition to the young people themselves, because through the non-formal education they can not only understand how the learning is important, they can not only get the motivation to learning, but simply they are developing themselves. So through the activities organized directly for young people we are increasing this recognition. And most important what I wanted to say is also recognition at the European level. Through the pan-European projects where the youth organizations from different countries meet, they also exchange their practices, how recognition could be reached on a different level. I am pretty sure in the future this recognition will get to a higher level and will reach higher position. For sure we will be a stable element of the educational process, which is complementary to the formal education. So non-formal and formal education they should go together."

BARCAMP "RAISING THE QUALITY OF YOUTH WORK"

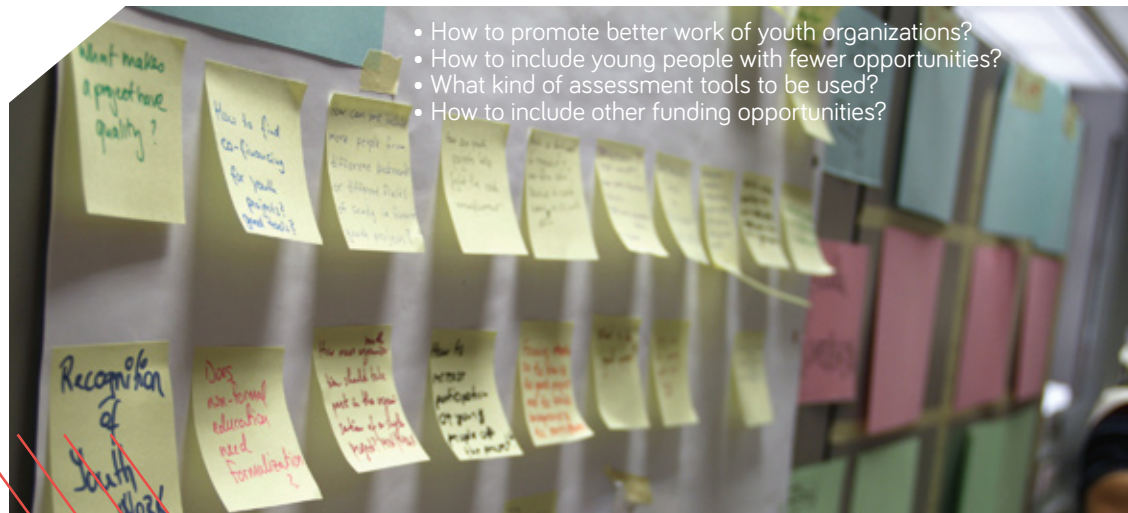
What is a BARCAMP?

A barcamp in this regard is a big extensive open space, in which time slots are pre-defined, but topics and workshops come purely from the participants.

The main topic of our barcamp during the '1st European Youth Conference: Recognition of Non-formal Education' was 'Raising the quality of youth work'. The aim was to get our needs, the needs of youth workers across Europe, on the table and to exchange experiences, hints and best practice tools and projects.

Therefore the participant's choose the following topics to discuss:

- How to promote better work of youth organizations?
- How to include young people with fewer opportunities?
- What kind of assessment tools to be used?
- How to include other funding opportunities?



Here are some outcomes of our Barcamp.

Topic: Visibility on youth projects

To foster the recognition of non-formal education, one important factor is to show the results of the projects to a broader audience. Therefore, the following tools can be used to promote youth projects and whose outcomes:

- USB-Sticks
- Coins for the supermarket
- Social media (*Facebook, Twitter, Youtube-channels*)
- QR-Codes
- Lighter, bottle-opener as give-aways
- Flashmobs

Since many of the results are online, on homepages etc. it is important to use an eye-opener that brings the people to the homepage of the project.



How to include other funding opportunities?

Background information: To realize a Youth in Action Project the hosting organization has to find appr. 30% of co-funding, that is coming from national institutions like foundations, ministries etc.

Many of the organizations that are active in Youth Work have problems with co-funding of their projects. Further complication matters, the financial situation due to the crisis of many of the European member states.

One problem with co-financers can be, that they want to have influence on the content of the project. In this case the organization has to find a good compromise if it is worth to change the content of a project due to financial support.

Nevertheless we found some possibilities to co-finance or possibilities to reduce the costs for projects: there is the opportunity to let f.ex. children produce post-cards for advertisement or to make workshops together with disabled people. Another possibility is to work together with companies, f.ex. while printing t-shirts and to bargain a discount. To foster the recognition of a project, organizations can ask for an official patronage from a famous person (politician, rector of university etc.). Another proposal was to cooperate with private schools, which are often in a better financial situation. In some EU-countries official institutions are ready to support the inclusion of young people with fewer opportunities or it is possible to find private donators. What seems clear- there is not one best-practice example to find these funding opportunities- every organization has to find their own way.

How to increase participation of young people in Youth Work?

The discussion about this topic pointed out, that mainly our NGOs are the ones who are responsible to include more young people from our local communities in our project.

How can we do this?

For example to have EVS volunteers visible in our communities raises the recognition of Non-Formal Education on local level. NGOs can visit high schools for promotion, use events like the 'Day of Europe', the radio, the local newspapers, or they can just promote their projects through mouth-to-mouth propaganda.

An important difference is to distinguish between projects abroad or projects at local level. Projects abroad foster mainly the mobility, language skills and intercultural learning, whereas local projects support the local community with long-term effects and have the aim to make active citizens out of our generation. To inspire young people with what is going on in other countries, the exchange with young people from other countries is very important.

Topic: How to incorporate young people with fewer opportunities?

The reality of Youth in Action Programme often shows, that it is not easy to implement the inclusion of young people with fewer opportunities.

How can we change this?

First of all the question to solve is, where is the limit between advantaged and disadvantaged young people? Do we speak about marginalized minorities, economically disadvantaged young people, young people from rural areas or social disadvantaged young people? The participants figured out that each state has its differences what disadvantage implies. To incorporate this young people the most important fact is to give them access to information about their opportunities. Therefore other channels have to be used, like special information days, promotion in youth houses or corporations with local companies, also as donors.

RESULTS OF THE BARCAMP

Our participants were more than satisfied with the results of this barcamp because they had the opportunity to really exchange their knowledge and experiences in small groups. They were surprised about the flexibility of this method. On the '2nd European Youth Conference: Recognition of non-formal education' we want to enlarge this method.

Formal recognition in CRACOW

On the 24th of March 2013 we went into the city center to investigate how official institutions use methods to foster their recognition. We used public institutions, tourism, religious institutions, political institutions, art and business as examples. Afterwards we discussed in the plenum what we found, what the ethical considerations of the form of recognition are and how these forms of recognition can be applied to youth work.

We discussed questions like:

Do we need a common symbol for non-formal education?

Do we need to make our organizations visible, or our projects? Or both?

Where are our organizations located? Can we make them visible?

How can we support our each other NGO's?

What do we want to promote?

Follow-up projects and evaluation

A variety of models illustrating or structuring the process of preparing, running and evaluating projects exist. In recent years a model that has been used quite often in youth work is the

'5 step strategy NAMOIE'.

During the conference we used this model to work on a recognition strategy for our local communities.

N – eeds

Before to start a project, it is necessary to find out more about main challenges and the situation for young people in the community- to define the needs or one specific need of the community and the young people

A – im

In this step it is important to define the general purpose of the project and what it is hoped to achieve, especially in a long term perspective.

O – bjectives/outcomes

Objectives are more concrete goals than the overall aim of the project. The objectives show very clearly what are the steps to do, to reach the project aim.

M – ethods/ Methodology

The methodology is the way in which different activities will build on each other in order to reach the objectives whereas methods are the concrete tools of doing things.

I – mplementation

This step is the active work in order to achieve the desired results.

E – valuation

The evaluation shows to what extent the objectives have been fulfilled and how the project can be improved in the future.

To guarantee a high-quality project these guidelines can help youth workers!

Find more detailed information about project management in:

Council of Europe (2008). Have your Say! Manual on the Revised European Charter on the Participation of Young People on Local and Regional Life.

ur Wishlist for the 2nd European Youth Conference: Recognition of Non-formal Education!

- links of forms of recognition need to be more specific
- how to get business involved and Youth Pass more recognized
- efficiency of design of European policies
- psychological counseling: give people guidance for people on how they learn best
- more visual work to share results, outcomes (to have some kind of tangible results)
- need for Scandinavian participants (different viewpoint, experts in that theme)
- concepts, strategies not very well defined - need for clearer language
- more group work and discussions
- need for more interaction with EU politicians to discuss issues (to have insight on situation in European level, a space that combines all of us, on the contrary it is difficult to link to the situation in Poland > need for European perspective)
- have conference taken place in a country where NFE has high level of recognition (venue)
- give space for each organization to present the challenges that they are facing in their everyday life
- have more time and space to develop future projects : strategy, common goals
- get more input from experienced decision-makers how to be successful sessions about interviewing locals and inviting them to the talk
- longer bar camp (2 days) to give participants the space to use own motivation and inspiration for doing something (link to opportunities/ space for common projects)
- virtual platform to exchange ideas on progress and developments after the conference

> Our message to decision-makers <

Can we have a chat?

Give young people the opportunity to show their skills.

Be more open-minded!

Watch and learn from the youth work, it's a energetic and dynamic sector.

If you want to change your lives, just change the way you think.

Think more about the next generation!

Have trust and confidence in Non-Formal Education and Ideas- they work!

Try to see your policies from the eyes of the people which you want them to have an effect on.

Let's change the education system.

The most important is the learning itself, not the form of the process.

Support and dialogue with YOUNG PEOPLE and YOUTH WORKERS- we are the future.

Just because things are the way they are or have been- doesn't make them right- be receptive to change!

Try to implement more Non-Formal Education methods into formal education.

Some statements from participants

"The good thing about non-formal education is that it makes the invisible visible. It's not only non-formal education, it's learning for life." - Elisaveth, Cyprus

"It allows to develop our skills and competences and to learn more about how to deal with different situations. It develops communication skills, how to work in a team, to resolve different problems, which in our class, in formal education, you don't have. ... On the other side non-formal education allows us to learn about ourselves as well and about other people and society. ... Also for the youngsters in a stage of their lives, where they have to make decisions, educational decisions, its very important to have a broad range of educational opportunities. So, Non-Formal Education helps to make different decisions. ... That's the path we have to follow."

- Marina, Portugal

"We feel that we can change [the situation of non-formal education in Poland] and we're working on it."

- Anna, Smit creator from Poland

"I believe that everybody is going back with new experiences..., personal, professional or educational."

- Angeliki, Greece

"Many countries and communities seem not to have an interest in promoting non-formal education! But we see on the other hand that the European Union has a lot of policies and political will to recognize non-formal learning. So the question is, why do the national structures and policies not validate that? So we have a big top-to-bottom-process taking place and many NGOs and representatives saying they're missing the bottom-up-processIt seems that the non-formal learning community is missing a self-definition on what non-formal learning is and that is something we ourselves need to work on."

- Wolfgang, facilitator, Generation Europa, Austria

A special thank to the team of ZRZESZENIE STUDENTÓW POLSKICH for the logistical support during the whole Conference and to the UNIWERSYTET PEDAGOGICZNY for the official patronage of the Conference.

The organization team from CGE Erfurt e.V.



A project of:



In cooperation with:



With the support of the Youth in Action Programme of the European Union
This project has been funded with support from the European Commission.
This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Under patronage of the Rector
of Pedagogical University of Cracow
prof. dr. hab. Michał Śliwa

Design by KRID Design Buero // www.kridders.de
Film by C.Blankenburg // www.christophblankenburg.com
Photos by CGE ERFURT e.V. and C.Blankenburg

