

B4

Youthpass in practice

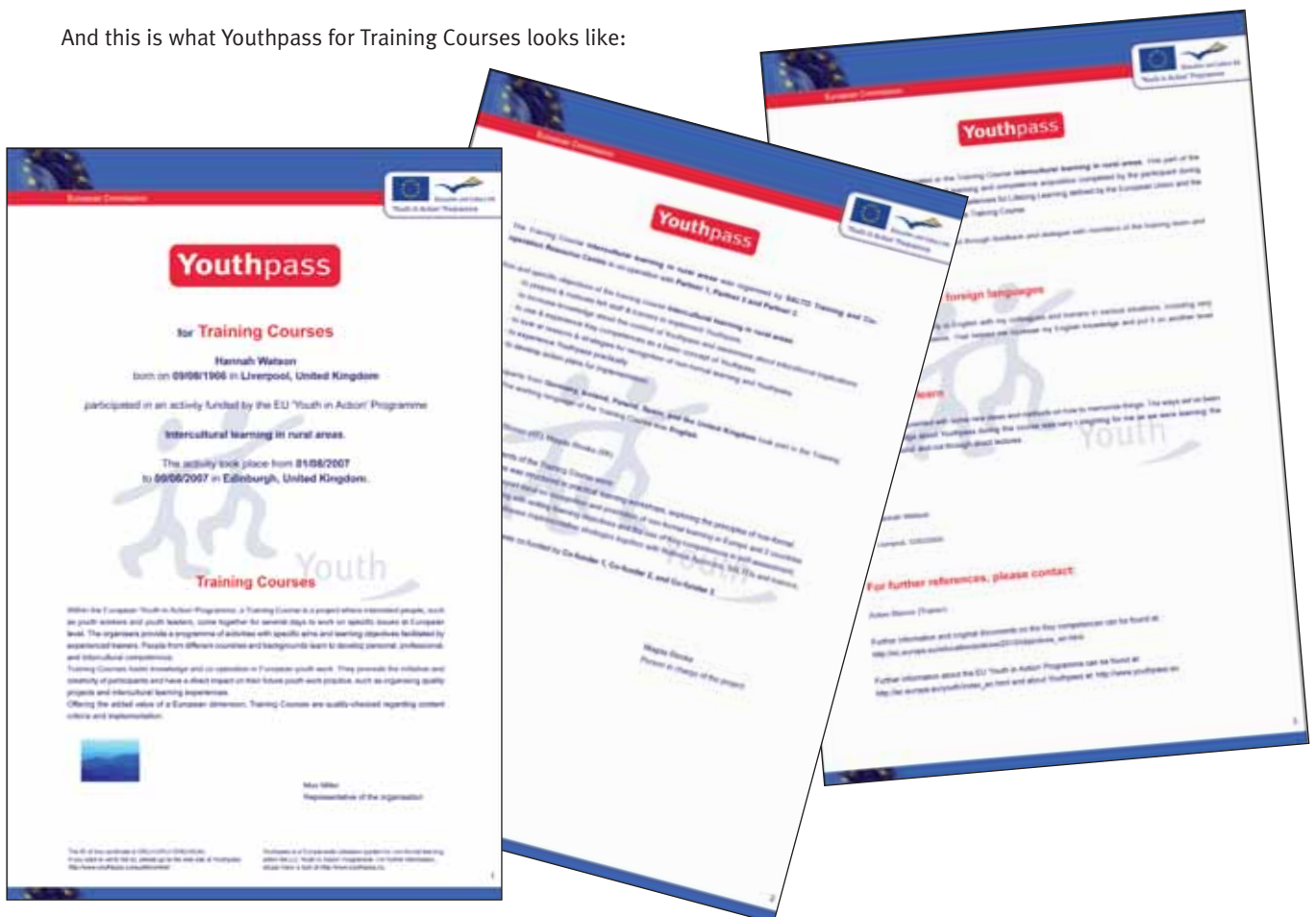
Youthpass in Training Courses

✦ Mark Taylor

1 What is Youthpass in Training Courses?

The simple answer is that Youthpass in Training Courses is a Certificate which describes the activity itself and confirms the participation of a youth worker/youth leader/multiplier in a Training Course. It is also a Certificate that has the option of being extended to include a summary of the participant's learning outcomes based on the Key competences for Lifelong Learning. Using an official Youthpass Certificate increases the recognition of the participant's learning and increases the social recognition of the Youth in Action Programme.

And this is what Youthpass for Training Courses looks like:



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

B4. Youthpass in practice*Youthpass in Training Courses***1.1 Youthpass as confirmation of participation**

Youthpass confirms participation of the youth worker/youth leader/multiplier in a Training Course. The first half of the first page includes the name of the individual participant, the date and town/country of birth and the basic details of the course (title, dates, venue).

European Commission

Education and Culture DG
'Youth in Action' Programme

Youthpass

for Training Courses

Hannah Watson
born on **09/08/1966** in **Liverpool, United Kingdom**

participated in an activity funded by the EU 'Youth in Action' Programme

Intercultural learning in rural areas.

The activity took place from **01/08/2007**
to **09/08/2007** in **Edinburgh, United Kingdom.**

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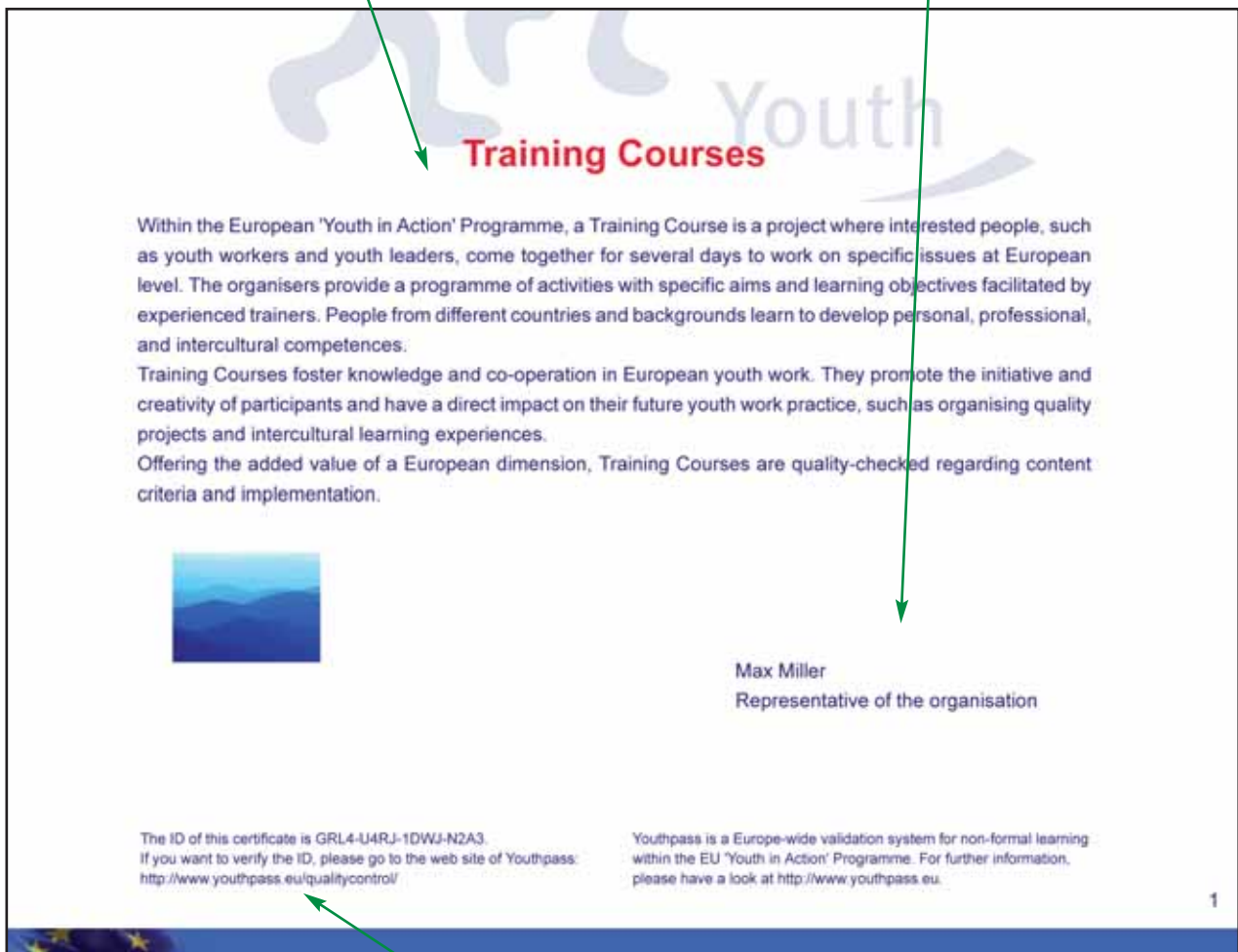
1.2 Description of activity

The next part on the document is a general description of what Training Courses are, based on the Programme Guide of Youth in Action.

This helps people from outside the youth field to understand what a Training Course is really about. This description is necessary when showing your Youthpass to people who have never heard of training courses in international youth work. It might also make you think about how you would describe such courses to someone from outside the field in your own words...

The first page of Youthpass is to be signed by a representative of the organisation – this could be a legal representative.

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



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

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1.3 Individual description of activities undertaken

The second page of Youthpass for Training Courses starts with a summary of partner organisations that ran the Training Course together – if it was a joint project with other organisations – followed by a summary of the aims and objectives of the Training Course.

There is also the possibility of adding the number of participants who took part. This information could be relevant if the size of the group had an influence on the expected learning outcomes.

The countries which were represented by participants - together with a note about which working languages were used - show the international environment in which the learning took place.



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The Training Course **Intercultural learning in rural areas** was organised by **SALTO Training and Co-operation Resource Centre** in co-operation with **Partner 1, Partner 2 and Partner 3**.

Aim and specific objectives of the training course Intercultural learning in rural areas:

- to prepare & motivate NA staff & trainers to implement Youthpass
- to increase knowledge about the context of Youthpass and awareness about educational implications
- to use & experience Key competences as a basic concept of Youthpass
- to look at reasons & strategies for recognition of non-formal learning and Youthpass
- to experience Youthpass practically
- to develop action plans for implementation

20 participants from Germany, Iceland, Poland, Spain, and the United Kingdom took part in the Training Course. The working language of the Training Course was **English**.

Trainer/s:
Anton Steiner (AT), Magda Stenka (SK)

The main contents of the Training Course were:
The course was structured in practical learning workshops, exploring the principles of non-formal learning, expert input on recognition and promotion of non-formal learning in Europe and 2 countries, experimenting with setting learning objectives and the use of Key competences in self-assessment, planning Youthpass implementation strategies together with National Agencies, SALTOs and trainers.

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It is possible to give additional information and references about the trainers who were responsible for the Training Course.

The next and last part of this page describes the different programme elements of the Training Course.

This page will be signed again by a representative – it could be the legal representative or the organiser of the Training Course.

All the above information is limited to two pages. Therefore there are a limited number of characters for each of these parts in the online Youthpass generation tool. We have found that a two-page certificate is more readily accepted by people from outside the youth field. Also, some people prefer to use these two first pages separately from the part describing the personal learning outcomes, depending on the context in which they want to use the Certificate.

These two first pages of the Certificate are followed by an optional number of pages, in which the participant's learning outcomes are described using the Key competences. After a short introduction to the Key competences, participants can add a summary of their learning outcomes, described in terms of the 'Key competences' framework. There is also space for participants to describe any further specific competences gained during the course. The number of pages in this part is not limited. Here you can see just one page for demonstration purposes.

The participants can write as much as they want, but it is recommended that you limit descriptions of learning outcomes to ensure that the Certificate remains user-friendly!

You can find further information about Key competences

> *in chapter A4 "You hold the keys to Lifelong Learning" (general information) and*

> *specifically in Training Courses further in this chapter.*

A dialogue process between the participant and fellow participants (and/or a trainer) is the basis for encouraging reflection about one's learning and the Key competences. If a member of the trainers' team wants to be part of this dialogue process, you need to foresee enough time for engaging in such a process. Space is also provided to give further references – for example, from a member of the trainers' team – at the end of the Certificate.

It is the participant who signs this part of Youthpass.

At the bottom of the last page, you find links to the Youth in Action programme and to the Key competences for further information.



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1.4 Quick Summary

Compulsory fields to complete on the website to produce Youthpass Certificates for Training Courses are:

On the first page: name of the participant; the Training Course details (title, dates, venue); who will sign the first page

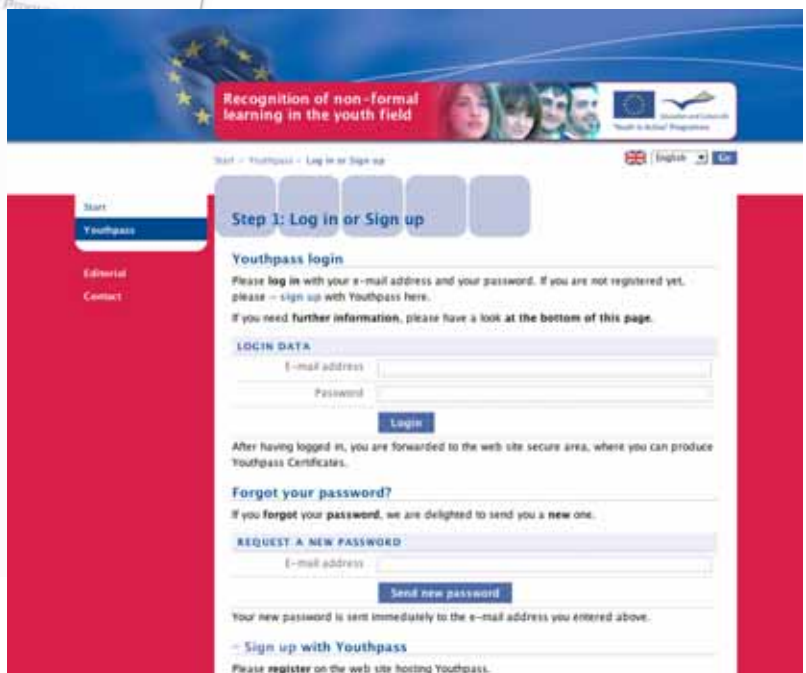
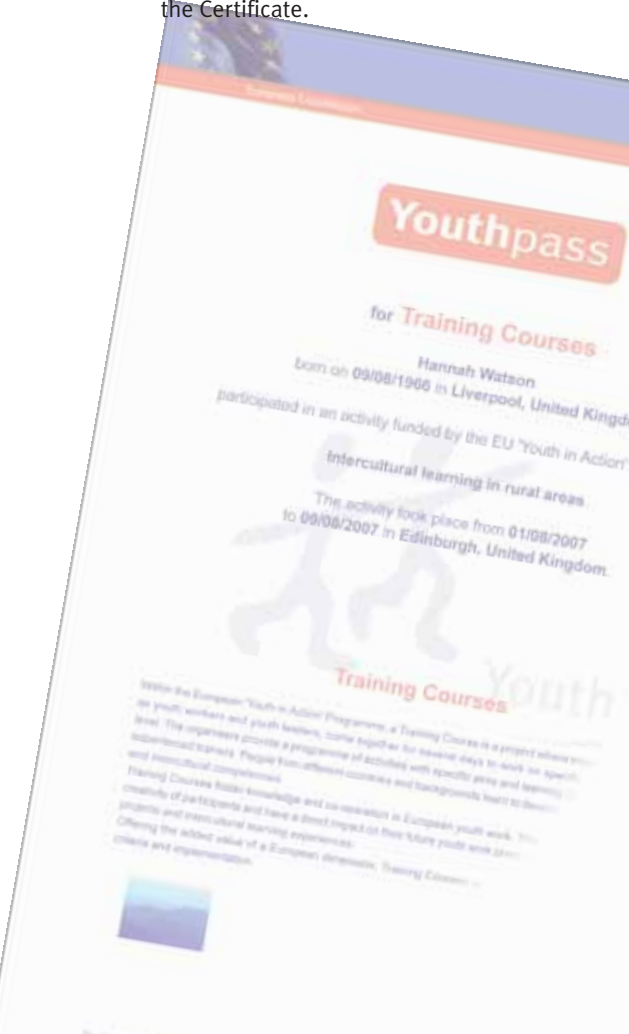
On the second page: aims and objectives; countries participants come from; the programme elements of the course; who will sign the second page

On the following pages relating to Key competences and learning outcomes, all fields are optional – if there is no entry in a particular field then that field does not appear on the Certificate.

You can generate the Youthpass Certificates easily on the Youthpass website. This is how it works when your Training Course is approved:

- > Together with the contract for your approved project, you will get a link to the Youthpass website www.youthpass.eu
- > You are obliged to inform all participants that they are individually entitled to get a Youthpass.
- > We recommend including information about the Key competences in the preparation, implementation and follow-up of your Training Course.
- > On the Youthpass website you need to register before you can start using the Youthpass generating tool.
- > Help texts will guide you through the different steps.
- > You can easily create Youthpass Certificates by filling in the different boxes online with information about your project and participants. Once all information is there, you can generate the Certificates in PDF and print them.

Further technical details you will find on the website www.youthpass.eu.



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2 Why Youthpass for Training Courses?

Now you have some ideas of what Youthpass in Training Courses is about and what the document looks like. You can now ask, and maybe a lot of people will ask you: What is the benefit/potential of using Youthpass in Training Courses? Why is Youthpass meaningful for participants? Why does it make sense for organisations?

There are several answers to these questions depending on your perspective.

For **youth workers/leaders and other multipliers** Youthpass is the official proof of their active participation in a Course. They can use it as a reference when they apply, for instance, for a job or an educational course. But a Youthpass also means - more importantly - recognising their mobility experience and emphasising their ability to learn from this intercultural experience and to develop personally and professionally.

When a youth worker takes part in a Youth in Action Programme Training Course he/she will experience an international, intercultural environment often in a heterogeneous group. This will offer a lot of reflection points and new aspects for further engagement in his/her work field. Youthpass is an opportunity to describe this experience gained in a Training Course in a given framework for further use. The idea behind Youthpass is also for participants to reflect on the development of their personal learning in a dialogue process during the activity and to focus on learning potential.

Youthpass offers an opportunity to document the learning which happens in Training Courses, which also demonstrates commitment and active participation within a European context. Especially for the target group of youth workers/leaders and other multipliers who have not managed to finish their formal education, a Youthpass Certificate could well make a difference when applying for the next step in their lives. In any case, such a Certificate can easily form part of a youth worker/leader's portfolio as we shall see at the end of this chapter.

Participants have to decide for themselves if they want to show all of the Youthpass pages when presenting themselves to others. Sometimes it will be more effective to use just the first and second pages to show that they participated in a specific learning experience. On other occasions it will be equally appropriate to present the learning outcomes within the 'Key competences' framework (page three and following).

Experiences with Youthpass will be documented in a 'good practice' part of the website. If you want to share your experiences and support others through communicating them, please use it!

For the **organisers of Training Courses** Youthpass is a fantastic opportunity to use a Europe-wide system for validation and recognition of their work.

The Youthpass Certificates also show that you organised an activity which was quality-checked by the National Agency of the Youth in Action Programme in your country and financially supported by the European Commission.

If you use the educational recommendations concerning the learning process, objectives and outcomes described in this Youthpass Guide you can increase the educational impact and quality of your youth work.

Youthpass highlights the added value in terms of learning experienced in a Youth in Action activity – as you can read about further in chapter A5 "Youthpass - more than a certificate of participation".

In the next part you will find more information about how you can implement Youthpass in a Training Course.



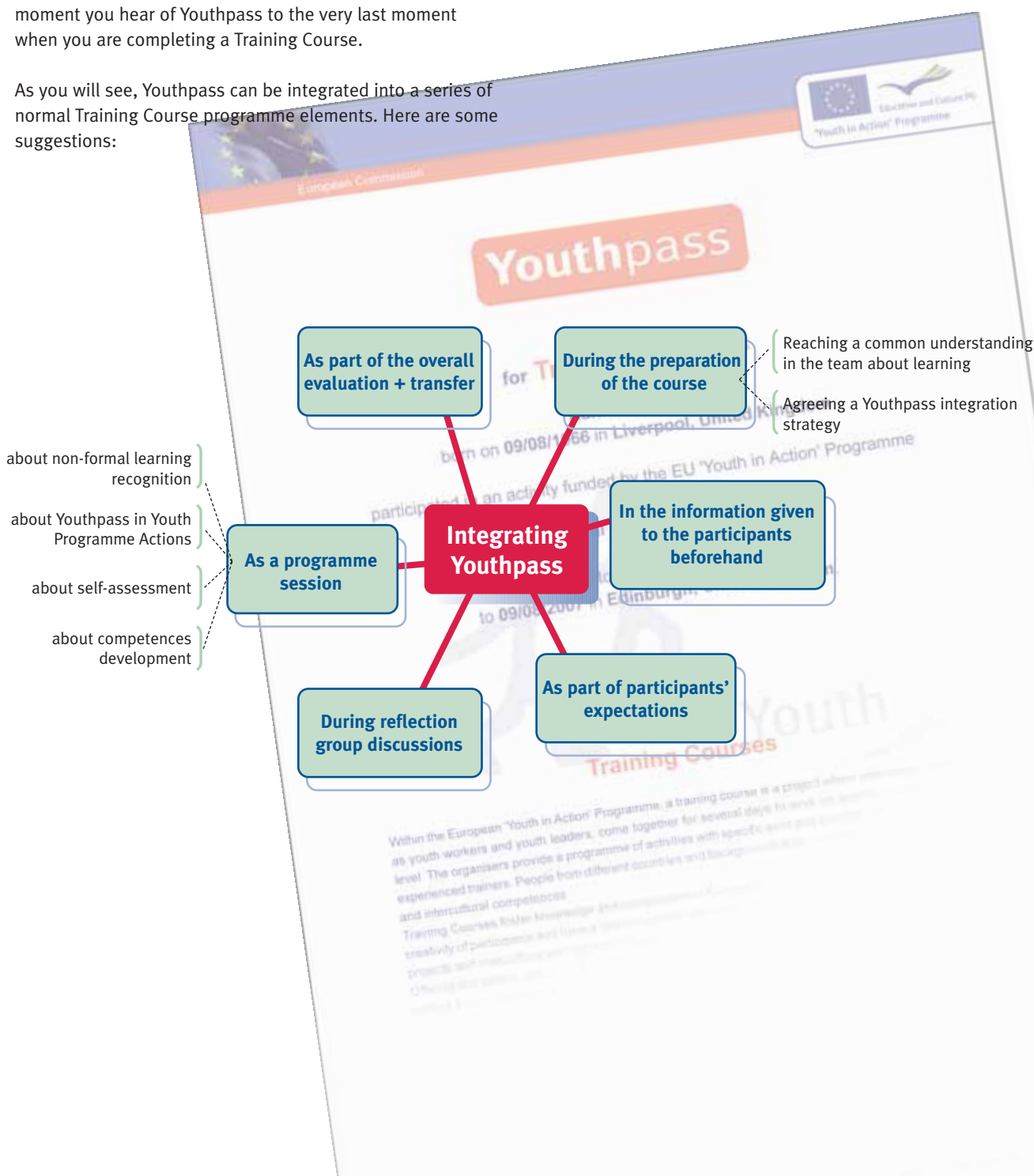
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3 How can Youthpass be used in a Training Course?

“Youthpass is more than a piece of paper and more than just the cream on top.” This is the intention of all those who were part of the development of Youthpass. Now we will look at how to put it into practice - from the first moment you hear of Youthpass to the very last moment when you are completing a Training Course.

As you will see, Youthpass can be integrated into a series of normal Training Course programme elements. Here are some suggestions:



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And now you are invited to read through the following steps which might give you some inspiration on how you can adapt or use it in your own Course:

1. When you start to plan your activity you can integrate Youthpass and the Key competences right from the beginning when planning and setting learning objectives for the Training Course – with a focus on both the participants and your organisation. You can choose which of the Key competences you would like to address the most or you can think about the learning potential of the individual participants or your organisation and how you can encourage this process. If you are dealing with topics like participation in society, active European citizenship and the influence of your engagement, intercultural learning, the impact of European developments on local youth work or on your organisation, specific topics like ecological developments, the social situation of young people, the situation of socially excluded people in different countries, etc. you can think about encouraging reflection processes for participants and organisations.
2. When you plan the Training Course structure, please reserve time:
 - > *to inform all participants that they have the right to ask for a Youthpass if they want. It is your contractual obligation as an organiser to provide a Youthpass Certificate if requested,*
 - > *to include questions on learning and personal development in the ‘reflection moments’ within the Training Course,*
 - > *to think about the acquisition of Key competences and use the descriptions presented later in this chapter,*
 - > *to plan regular reflection sessions to reflect on learning objectives and, through that, deepen the process of learning in the Course,*
 - > *to think about different approaches towards motivating participants in their learning and to link this to lifelong and life-wide learning – please use the ideas about this contained in chapter B 1 “How to support learning”.*
3. The self-assessment parts of the programme and the dialogue process you create during the Training Course need time. A lot of participants are not familiar with this kind of work and you may need to offer guidance and methodological support.
4. Motivate the participants to create partnerships with others to deepen their reflection and to make it a learning experience. Motivate them to use the Training Course for getting feedback and developing their reflection on

learning objectives and how to reach these objectives in different ways.

5. During one of the last sessions it is recommended that you invite participants to reflect on their learning objectives and outcomes from the Training Course and describe them using the ‘Key competences’ framework.
6. Before you can generate and print the Youthpass Certificates, you, of course, have to fill in all the information related to the activity and the participants. Most of the steps can be prepared in advance - except the individual part about the participant’s learning during the Training Course (you will only know this at the end of the Course). In fact, and in order to save time, you could already have the Certificate signed by a legal/official representative of your organisation before the Course.
7. There is no need for participants to choose every Key competence - just the ones which are related to relevant learning outcomes. The others will not appear on the Certificate if you do not type anything in the particular fields. Remember that there is also a field for other specific skills worked on during the course.
8. The description of the learning outcomes can be prepared offline, preferably in an electronic format. This allows you to copy and paste the information online into the Youthpass generating tool. During a Training Course participants can work on several laptops (which are present these days anyway in many Training Courses). Motivate participants to ensure that the reflection is really based on a dialogue process where they use self-assessment and feedback to describe their learning objectives.

There are very creative ways of setting up the technical facilities to prepare the Youthpass Certificates during Courses, e.g., using internet cafes, or asking organisations nearby to provide access to computers and the internet.

If, however, you want to issue Youthpass after the Course, participants will then send you their reflections on their learning outcomes which can be integrated into the Certificate. Remember that it is still important to provide at least some time at the end of the Course for participants to discuss their learning outcomes with other participants and/or members of the trainers’ team.

You will find all relevant technical questions concerning the website, the technical conditions and procedures on www.youthpass.eu.

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4 Use of Languages for Youthpass in Training Courses

As a basic standard, Youthpass will be generated in the native language of the country where the project was approved. Concretely, this means that if you apply in Germany and you have a contract from the German National Agency, you have a German contract number and German Youthpass Certificates will be generated.

If participants request it, then you can use other EU languages: as the multilingual website is developed, it will be possible to generate Youthpass in all the official languages of the European Union.

An increasing number of participants also want to describe their learning objectives and outcomes in another language – often English. You will need to provide opportunities for people to give each other support in this.

5 Key competences in Training Courses

The following part provides assistance in understanding and using the Key competences during the dialogue process between participants in Training Courses or between a trainer and a participant to describe learning outcomes. You are encouraged to have a look at other sections of the Youthpass Guide (such as chapter B1 “How to support learning”) which give further hints and ideas to facilitate the use of Youthpass in the Youth in Action Programme.

The background to the Key competences

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

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

Key competences in the Youth in Action Programme

Using Key competences as a tool to describe the learning outcomes from experiences gained within the Youth in Action Programme is new. The decision to go down this path is part of an overall strategy to support young people in their personal lifelong learning process and to promote the recognition of youth work in the wider society and its importance in political priorities. One part of the Lifelong Learning strategy is the focus on employability but the other part – which is important and closer to what we know as ‘youth work’ - is the future life of young people and coping with challenges that come from changes in societies. With Youthpass both aspects will be highlighted.

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

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



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You are invited to use the ‘Key competences’ terminology when describing the learning outcomes of Training Courses. This offers guidelines towards a common European approach and a more coherent European language to report and present these experiences including different environments. Especially in view of the new Youth in Action Programme, the use of the Key competences here is intended to improve the quality of Courses in supporting multipliers in their work.

Each of the Key competences is used in the following way:

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

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

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



Communication in the mother tongue

The original wording of the Key competence

Communication in the mother tongue is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure.

Suggestion for use in Training Courses

These days, most participants in Youth in Action Programme courses use a language other than their mother tongue to express themselves and, on top of this, most of the other participants have a different language. Of course, there will still be participants who will be able to use their mother tongue in Courses and for them the challenges are different but still large: Will others understand my references? How do I learn to slow down and speak more clearly? Can I make myself understood to people that do not have a background in youth work? Can I communicate across different dialects?

Questions which can help you reflect are:

- > *When and how well did I use my mother tongue?*
- > *What difficulties did I experience in communicating? How did I overcome those difficulties?*
- > *What opportunities did I have to use my mother tongue? How well did others understand me?*
- > *How did I adapt my language to the level of the people I was speaking to? Did I make other people feel OK about not speaking perfectly what was - for them - a foreign language?*

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Communication in foreign languages

The original wording of the Key competence

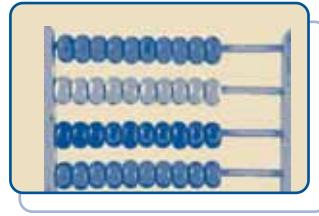
Communication in foreign languages broadly shares the main skill dimensions as communication in the mother tongue: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts (in education and training, work, home and leisure) according to one's wants or needs. Communication in foreign languages also calls for skills such as mediation and intercultural understanding. An individual's level of proficiency will vary between the four dimensions (listening, speaking, reading and writing) and between the different languages, and according to that individual's social and cultural background, environment, needs and/or interests.

Suggestions for use in Training Courses

These days, most participants in the Youth in Action Programme courses use a language other than their mother tongue to express themselves and, on top of this, most of the other participants have a different language.

Questions which can help you reflect are:

- > *When and how well did I use another language here?*
- > *What difficulties did I experience in communicating? How did I overcome those difficulties?*
- > *How creative was I in explaining things if I did not find the correct word?*
- > *Did I also have a go at writing flip-charts etc. – or was I too embarrassed to write?*
- > *What are my future plans regarding learning another language?*



Mathematical competence and basic competences in science and technology

The original wording of the Key competence

A. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts).

B. Competence in science refers to the ability and willingness to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions. Competence in technology is viewed as the application of that knowledge and methodology in response to perceived human wants or needs. Competence in science and technology involves an understanding of the changes caused by human activity and responsibility as an individual citizen.

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Suggestions for use in Training Courses

Apart from budgetary competences, it is initially a bit of a challenge to think about how these competences can be addressed in Youth in Action courses! But once you start to think about it, there is a lot to work on! One of the key issues in current youth work is how to relate youth work practice to the growing area of youth research. This is especially important with regard to encouraging those involved in youth work to become what is known as 'reflective practitioners'.

Questions which can help you reflect are:

- > *When did I use my mathematical competence in this Course?*
- > *Which presentation skills did I develop here?*
- > *How did I apply mathematical skills in division of groups, in drawing up budgets, in counting vegetarians, prices of activities, etc.?*
- > *How did I integrate youth research results into my discussions with others in the Course?*
- > *How do I intend to contribute to youth research or use youth research results in my youth work?*
- > *How did I deduce logical conclusions based on practical arguments/experiences (deductive approach), how did I test a 'theory' (theoretical approach) in practice (inductive approach)?*
- > *How did I (learn to) use technology available for youth work – e.g. toolbox databases, Polaroids, digital cameras for reporting, Projectors, new style flipcharts, youth work methods involving 'objects' (card games, simulations, debriefing,...)?*



Digital competence

The original wording of the Key competence

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

Suggestions for use in Training Courses

With the massive expansion of computer and internet use recently, the need to develop critical usage of ICT is growing in youth work.

Questions which can help you reflect are:

- > *What information sources did I use to prepare myself for this Course?*
- > *To what extent did I communicate with other participants over the internet before the Course? (Or do I intend to use the internet for this purpose after the Course?)*
- > *What did I learn about computer use in other countries here?*
- > *How will I work with young people to develop a critical approach to knowledge available on the internet (for instance)?*
- > *How did I learn to use online resources for my youth work (toolbox, training calendar, mailing lists, finding partners, etc.)?*

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Learning to learn

The original wording of the Key competence

‘Learning to learn’ is the ability to pursue and persist in learning, to organise one’s own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one’s learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual’s competence.

Suggestions for use in Training Courses

Crucial to an understanding of this competence is the responsibility of the learner within the process.

Questions which can help you reflect are:

- > *What were my learning goals within this Course?*
- > *Did I reach them?*
- > *How did I learn?*
- > *Which activities in the Course motivated me most in my learning?*
- > *Where did my theoretical knowledge improve?*
- > *Which methods did I use to evaluate what I learned?*
- > *Why is this important for my work, my organisation?*
- > *How will I use what I learned?*



Social and Civic competence

The original wording of the Key competence

These include personal, interpersonal and intercultural competences and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

Suggestions for use in Training Courses

Much effort has been invested into developing such competences within the YOUTH Programme in the past, as these are vital building blocks for young people to be able to function within today’s increasingly diverse societies.

Questions which can help you reflect on social and intercultural competences are:

- > *What was my intercultural learning process during this Course?*
- > *Did I take the initiative, go towards others, support others, was I available for informal talks and social contacts here?*
- > *When was I most successful in communicating with others here?*
- > *Which social competences did I develop during this event?*
- > *What part did I play (if any) in helping to resolve or manage conflicts in the group?*
- > *How did I improve my ability to work in a team?*

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Within the Youth in Action Programme, much emphasis is placed on the concept of European Citizenship and how this can help young people understand and be active within society and develop civic competences.

Questions which can help you reflect are:

- > *How much was I actively involved in the Course?*
- > *Did I find out how to influence developments in the Course? Did I use this knowledge?*
- > *When did I participate in decision-making within this activity?*
- > *How did I take into account different opinions (in working groups, plenary, etc.)?*
- > *How did my knowledge of national and/or European structures increase here?*



Sense of Initiative and Entrepreneurship

The original wording of the Key competence

Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize

opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

Suggestions for use in Training Courses

This is one of the Key competences that changed quite a lot in the consultation process, having been only concerned with entrepreneurship at the beginning. With the addition of 'sense of initiative', the competence fits more easily into a youth work context. It is also possible to look at the creation of new projects and initiatives involving young people as a form of social entrepreneurship.

Questions which can help you reflect are:

- > *Did I take up any tasks during the Course, did I propose things that I could share with the group?*
- > *How did my understanding of the practice and principles of project management increase in this Course?*
- > *When did I take risks here? And what did I learn in the process?*
- > *What chances did I take to express my creativity and use new knowledge and skills gained during the Course?*
- > *How will I use the concepts of innovation and risk management in my future youth projects?*
- > *Did I see and seize opportunities for cooperation or networking during the Course? Make contacts that could be useful for my youth work later (common projects, etc.)?*

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Cultural awareness and expression

The original wording of the Key competence

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

Suggestions for use in Training Courses

All forms of creativity and media can find their place in youth work and they are the main reason many young people participate. Increasing cultural awareness helps prepare the ground for effective intercultural learning.

Questions which can help you reflect are:

- > *How willing was I to get involved in new forms of cultural experience here?*
- > *When was I able to use different media and forms of expression (e.g. verbal, drawing, body,...) to express myself during the Course?*
- > *Which skills did I improve?*
- > *How do I intend to involve young people in such cultural expression in the future?*

European Portfolio for Youth Workers and Youth Leaders

Dealing with Youthpass in Training Courses provides a major opportunity for youth workers and youth leaders to develop their skills in self-reflection and self-assessment. It may well be that participants want to integrate these skills into a longer term perspective. So, depending on the target group of your Training Course, you might find it useful in the self-assessment to also refer to the functional analysis and competence framework to be found in the European Portfolio for Youth Workers and Youth Leaders published by the Council of Europe. In any case, youth workers and youth leaders can use Youthpass Certificates to help them build up their own portfolios.

The Portfolio can be freely downloaded here:
www.coe.int/youthportfolio

Europass

Dealing with Youthpass in Training Courses provides a major opportunity for youth worker and youth leader to develop their self-reflection and their personal and professional learning. It may well be that participants would like to use this for their further professional career path. They will find it important to use the Europass Curriculum Vitae or the Europass Language Passport for their next steps in life.

They will find the Europass web site including further resources here:
<http://europass.cedefop.europa.eu/>

