

CHAPTER IV

TRANSFERRING *Learning*

written by
Natalja Gudakovska



CHAPTER IV

TRANSFERRING LEARNING

CONTENTS

Learning Intentions	3	Self-recognition, Documentation and Communication of Learning to Others	31
Introduction	4	Tools for Documenting Learning	35
Understanding What 'Transfer of Learning' Means	7	Bibliography	38
Positive and Negative Transfer of Learning	10	GLOSSARY	41
Embracing the Role of Emotions in Learning and Transfer	12	ABOUT FOCUS <i>learning</i>	44
Strategies to Facilitate Transfer	16	ACKNOWLEDGEMENTS	46
Personal, Professional and Social Transformation as a Result of Learning in Youth Work	24		



*'Those who are always learning are those who can ride the waves of change and who see a changing world as full of opportunities.'*²⁶

LEARNING INTENTIONS

EXPLORE

the concept of the 'transfer of learning' in youth work.

DISCOVER

the role of emotions in the transfer of learning process.

PROVIDE

some ideas about how the youth worker can support the recognition of learning results.

EXPLAIN

the process of the positive and negative transfer of learning and offer different strategies to be used for learning transfer.

HIGHLIGHT

the importance of recognising own learning.

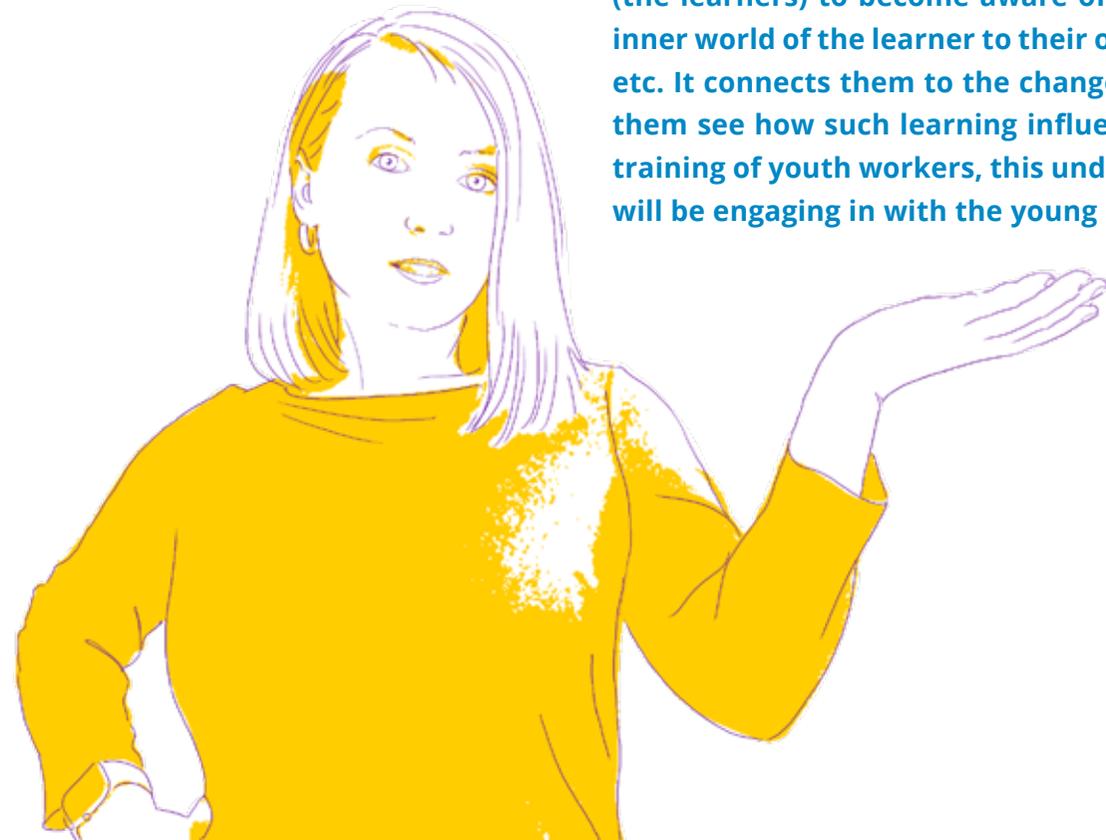
EXPLORE

youth work as a transformative process of learning with the potential to empower the learner to contribute to personal, organisational and societal change.

²⁶ Beard, C., and Wilson, J. P. (2018).

INTRODUCTION

In youth work, experiential and self-directed learning take centre stage when the focus is on the learning of the young people. The significance of understanding the principles of experiential and self-directed learning lie in the ability of a youth worker to support young people in accessing the richest resources of their learning - these are the resources that are rooted in the learners themselves. This ability influences the quality of the experience of learning. It makes the youth worker consider each learner holistically - as a sensing, feeling and thinking human being. It helps the young people (the learners) to become aware of their learning outcomes. It also interconnects the inner world of the learner to their own context, different life aspects, their community, etc. It connects them to the changes that are happening within themselves and helps them see how such learning influences the world around them. In the education and training of youth workers, this understanding is crucial for the learning processes they will be engaging in with the young people they work with.



This chapter explicitly explores the meaning, place and process of the learning transfer and looks at how to include these principles in youth work learning practices.

The transfer of learning is a crucial factor in the meaning and impact of youth work. Youth work is worth doing if the positive learning experiences from it are transferred to the rest of the world, the closer living environments, surroundings and everyday lives of the young people. In order to make youth work into a positive and significant learning experience for young people, the youth worker needs to support the young people in engaging with the 'transfer of learning'.

According to Barnett and Ceci (2002):

*'Transfer of learning is a process that helps a person to apply knowledge, skills and attitudes learned previously, to solve new situations and deal with new experiences.'*²⁷

Each youth worker should be aware of and understand the general content and significance of learning transfer in youth work and should be able to guide it so that it happens effectively. In youth work, we observe many examples of learning transfer. For instance, we may find that learning to work in a team in a youth project might help a young person later on to work in a team in a paid job or a community group. Similarly, learning to deal with conflicts in an informal environment with other young people may help facilitate learning to negotiate or to deal with conflicts in a different environment, e.g. family, job, education, etc. Youth work is not only important for the experience the young person gains in the moment, but has a greater value for the future life of the young person. A well organised and structured transfer of learning supports the young people in connecting what they experience in youth work with other aspects of their lives, at home, in their education, at work, in their training, in their free time, etc., and makes it a great resource for the future.

²⁷ Barnett, S. M., and Ceci, S. J. (2002).

Metaphorically, the 'transfer of learning', can be compared with a bridge. A bridge connects two sides of the river. Similarly, the process of transferring learning bridges or establishes a link between the young peoples' experiences and competences developed in youth work and their current and future life situations, experiences and contexts. Facilitating the process of learning transfer helps young people become aware and recognise not only their learning, but also their resources, strengths and potential, and how to apply the learning outcomes and experiences. It not only helps them understand how to apply these outcomes in different contexts, it also supports them in finding easier and faster solutions to new situations based on the experiences they have previously had.

The transfer of learning is an intelligently applied competence. In this context, competence refers to a combination of three elements: knowledge, values/attitudes and skills or, as noted in Chapter 1, the head, heart and hands model. It is a competence that can be developed to solve new problems, deal with new situations and challenges and come up with new solutions. When this happens, learning becomes a resource, a new opportunity and something that has meaning for both young people and the community in general.

We know that young people acquire important life skills when they are involved in youth work and take part in youth work oriented activities, including international mobilities such as the Erasmus+ Youth in Action programme and the European Solidarity Corps as well as other local educational, training, leisure, sport, arts and cultural activities. Such experiences can become a transformative moment for young people if they have the opportunity to reflect on their learning processes and figure out their contribution to society. At the same time, all of these could just be nice leisure activities if the reflection on learning and transfer process is not facilitated – 'anything can be youth work but not everything is'.²⁸



THIS CHAPTER FOCUSES ON SEVERAL KEY ELEMENTS THAT REQUIRE THE YOUTH WORKER'S ATTENTION IN GUIDING THE PROCESS OF LEARNING TRANSFER UNDER THE FOLLOWING SUBCHAPTERS:

- **Understanding What 'Transfer of Learning' Means.**
- **Positive and Negative Transfer of Learning.**
- **Embracing the Role of Emotions in Learning and Transfer.**
- **Strategies to Facilitate Transfer.**
- **Personal, Professional and Social Transformation as a Result of Learning in Youth Work.**
- **Self-Recognition, Documentation and Communication of Learning to Others.**
- **Tools to Explore.**

²⁸ Paddison, N. (2019).



UNDERSTANDING WHAT

'TRANSFER OF LEARNING' MEANS

As already mentioned in the previous chapters, learning should be an integrated part of youth work. When obtaining new knowledge or developing skills, the completed process of learning happens when a young person links new knowledge or skills to already existing ones and sees the potential of using new learning outcomes in a different context (Barnett & Ceci, 2002). This process of linking or bridging experiences from one setting to another to deal with a new situation is what we call a transfer of learning.

Youth work becomes a meaningful experience when young people can connect new experiences with previous ones and see a link with the future. Ord (2012), drawing on Dewey, says that for 'experience to be educative it must be meaningful, and the educator must have made deliberate attempts to understand the meaning of the experiences of those they are attempting to educate.'²⁹



By facilitating a transfer of learning, we help young people to:

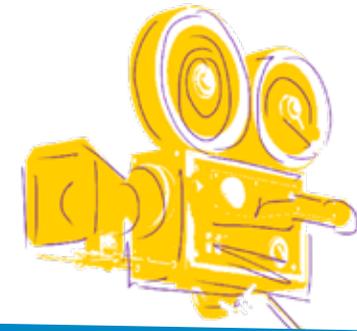
- Consolidate knowledge and new experiences.
- Connect new experiences with their future life and set the next steps for their development.
- Become more aware of their capacities, talents and possibilities.
- Build their self-esteem and support them in building their life and professional competences.
- Create a bigger impact of the new experiences on their lives and the lives of their communities.
- Become more aware of the unequal and restrictive structures of society.
- Influence social change in both society and the world.

²⁹ Ord, J. (2009).

Below are some further explanations to help develop a better understanding of the concept of the transfer of learning in learning practice.

In youth work, young people develop different competences. These can include different aspects of communication, organisational/planning skills, decision-making, team work, confidence/autonomy, etc.³⁰ A young person who engages in youth work opportunities on a regular basis can, for example, learn to communicate non-violently – a guiding principle of youth work in general. Through this process, young people can begin to understand that this style of communication helps them find common agreement and maintain healthy relationships. When working in a team on the implementation of a youth project or in a situation outside the youth work experience (family, school, work, etc.), they have the knowledge to use this set of skills and respectful attitudes in their communication, common decision-making or negotiation processes.

Young people in school study mathematics. They learn how to deal with complex and difficult tasks. It helps them to develop logical thinking. At some point in their adolescent development, logical thinking becomes developed enough that the young person begins to use it in other situations, both in school in other subjects, such as physics or IT, and outside school when calculating a budget, fixing furniture at home or making other logical decisions.



VIDEO

*You can find a short video about 'Understanding What 'Transfer of Learning' Means' on the **FOCUS learning website.***
➔ www.focus-learning.eu

³⁰ Silva, A., Markovic, D., and Kloosterman, P. (2019).

POSITIVE TRANSFER

&

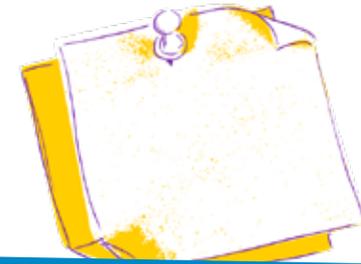
NEGATIVE TRANSFER



TRANSFER OF LEARNING

The youth worker's role is crucial in facilitating the transfer of learning. As noted in Chapter 1, learning can be both a positive or a negative experience. It is important that a young person experiences at least something positive in any situation – either successful or unsuccessful. Positive experiences influence the motivation of the young person to seek new learning experiences. A negative experience discourages a young person from trying something again or trying something else. Positive communication in the youth work setting can provoke a positive transfer of learning: the young person will be able and willing to use previous experiences in the future.

If a young person has grown up experiencing mostly negative forms of communication – both giving and receiving violent communication – the non-violent environment of the youth work setting may challenge them. They might try to bring a violent style of communication that would offend or hurt, and thus make establishing any relationships with other young people very difficult. This is an example of a negative transfer of learning – when the previous experience of the young person hinders them from dealing successfully with a new situation. In such moments, the role of the youth worker would be to support the young person to reflect on the experience and draw constructive learning outcomes from it. The role of the youth worker is crucial here. See Chapters 2 and 3 for more information on the role of the youth worker.



LEARNING POSTER

*You can find a poster that explores the 'Positive and Negative Transfer of Learning' on the **FOCUS learning** website, through the following link.*
➔ www.focus-learning.eu

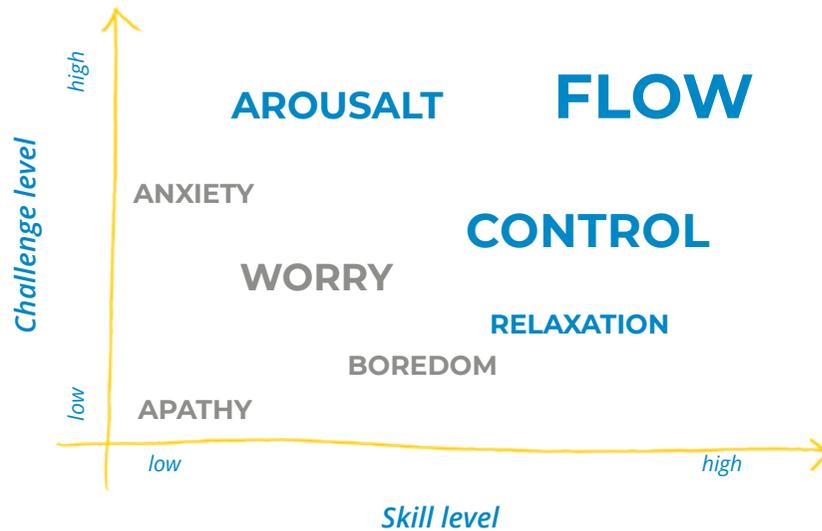


EMBRACING THE ROLE OF EMOTIONS

IN LEARNING AND TRANSFER

'Emotions and feelings are the key pointers both to possibilities for, and barriers to, learning.'³¹

³¹ Miller, N., and Boud, D. (1996).



'Emotions are always there;
• they have a function,
• they have a story,
• they have a reason.'

Karmen



'As a start it's important to create a safe environment where emotions can be there.'

Emil

In the field of non-formal learning (like youth work), feelings and emotions are meaningful to the learning experience and to their transfer to personal dimensions – in both future and broader contexts. There is always a certain degree of emotional engagement in learning and people usually first remember the emotional experience before remembering what they learned through this experience.³² When emotionally engaged in youth work and non-formal learning, a young person commits themselves to be ready to discover the 'self', take on a challenge and assess and review personal beliefs and values. This might be a very sensitive process, so the role of the youth worker here is to build a safe environment and trusting relationship. See Chapter 2 for more detail on the relationship development aspect of youth work.

³² Beard, C., and Wilson, J. P. (2018).



'Activities and exercises you do with a group can cause strong emotional reactions you were not prepared for. It's important to be alert for that.'

Paul



'I think for young people it's important to have a space, like youth work, where they can express their emotions. There are not many places they can do that.'

Karmen

Emotions can either provoke or hinder the process of learning for young people. A young person learns better and is open to new experiences when they are interested and curious. Both these feelings motivate young people to explore, discover, engage and be proactive in the learning process. The youth worker can provoke these feelings by finding the balance between the learning challenge offered to the young person and the skills that the young person already has. Csíkszentmihályi (1997) says that if the task is too simple then it provokes feelings of apathy, boredom and relaxation, resulting in the young person not engaging in the learning process. However, if the task is too difficult, it makes the young person worry and feel anxious, which also stops them from learning. In order to reach an optimal learning condition, which Csíkszentmihályi calls 'flow', the youth worker needs to arrange the learning conditions in such a way that they are challenging enough for the young person to want to engage with them. Returning again to the aspect of the relationship between the young person and the youth worker, it is this aspect that allows the youth worker to know where the 'flow' is for each of the young people they work with.



'At some moments it's important to check the feelings in the group, to ask how they are feeling.'

Annamaria



'It's important to be aware of the limits you have as a youth worker. We are no therapists.'

Annamaria



'It's so important that we can offer a space where young people can learn how to deal with emotions, how to express emotions but also how to deal with emotions of others.'

Paul

It is important to highlight that learning happens while reflecting on thoughts, behaviours, actions, attitudes and emotions. Usually people cannot discuss an experience rationally if they are overwhelmed by emotions. In this case, the first stage of reflection on learning would be to focus on the emotions and feelings – to help the young person to name their feelings in order to steam them out – and then reflect on the situation and the other aspects that provoked these feelings. From this, the youth worker can guide the young person to a conclusion(s) and even further actions or change. Kolb's experiential learning cycle could be a great support here (see Chapter 1).



TABLE TALK

You can find a Podcast exploring the concepts of 'Embracing the Role of Emotions in Learning and Transfer' on the **FOCUS learning** website.
➤ www.focus-learning.eu



STRATEGIES TO FACILITATE TRANSFER

A youth worker facilitates the transfer of learning in the context of the youth work relationship. It is important for the youth worker not to overestimate a young person's ability to recognise when and where to apply something learned. The amount of life experience that young people have can limit them in connecting new experiences in youth work with their life context outside of youth work. It is important to discuss with young people the wide range of possibilities they might have to use these new experiences. An explanation of the applicability of learning in a concrete context with clear communication will help build an awareness for the young people to both reflect on their learning and explore ways to transfer this learning more efficiently and successfully.

In addition to this dialogue, the abilities and life experience of an adult youth worker can also be meaningful, for example the ability to learn themselves, to stretch their own boundaries, to take a holistic approach, to consider the links between different contexts and to build a safe learning and challenging environment.

The diversity of young people, of their experiences, of their approach to learning, of their values and opinions, etc., all serve as reminders that there is never only one way to facilitate the transfer of learning. Each young person learns differently and has different needs. Therefore, there is no one recipe to follow to facilitate the transfer process.

In 'How Learning Works', Ambrose et al. (2010) give several pieces of advice for the efficient facilitation of the transfer process.

SIX EXAMPLES FROM DIFFERENT AREAS

OF YOUTH WORK PRACTICE

1.

DIFFERENT AND DIVERSE CONTEXTS

Supporting young people in the integration and application of new competences in different and diverse contexts

Applying new experiences in different and diverse contexts supports young people in transferring new learning and gets them ready to use new competences in the variety of environments they encounter throughout their lives. For instance, if young people in a youth work setting learn how to deal with a conflict situation, it is important to discuss with them how this experience might be relevant to them in other life situations, e.g. how they could deal with conflict within the family, at school, with their friends, etc. The youth worker can explore with them the different strategies they have used in the youth work context and which other environments they might be more relevant to. Building on this, the youth worker can also get the young people to explore what the different effects and outcomes could be. This helps the young people recognise the potential of applying these strategies in different life contexts and trying them.

LOOKING BEYOND

Support young people in generalising experiences to a greater context

The generalisation of experiences helps to make knowledge or experience more flexible and transferrable. The experiential learning cycle³³ provides several stages in the debriefing of a learning experience, one of which is 'conceptualisation'.

For example, a youth organisation provides young people with the opportunity to learn how to recycle and be eco-friendly. It is agreed that no plastic is to be used in the organisation, all paper is to be recycled and/or, where possible, reused. An important part of the process is that the youth workers facilitate discussions organised on the themes of eco-friendly attitudes and behaviours. The youth workers also need to find moments to discuss informally with both individuals and small groups what recycling and eco-friendly behaviour means for the planet. This is not about preaching but rather about having a discussion and asking the young people questions that get them to think. Examples include 'What do you think is the scientific reasoning behind recycling?' and 'How does our behaviour influence the life of our planet and ecological situation?'

Encouraging the young people to reflect on the conceptual level and on the larger context helps them transfer the experience and integrate new competences and experiences in another context. In the example of the environment, this could be to encourage the rest of their family at home to stop using plastic bags for shopping, to run a campaign at school or university to initiate recycling at the institution, to raise awareness among other young people about the #FridaysForFuture³⁴ campaign, etc.

³³ University of Leicester.

³⁴ Fridays For Future.

COMPARISONS

Use comparisons to help young people see the reasoning and or deeper meaning behind what they are learning

If the young person cannot recognise the importance or essence of the problem they are working through, they will not transfer the knowledge gained. They might not see its importance or see any reason to transfer it or they simply just don't relate it to any other aspect of their life. Comparing the 'learning' situation to another situation that they are more familiar with (friends, family, etc.) and have a greater connection to might raise more empathy and understanding of the situation and possible scenarios for changes in behaviour if other situations might emerge.

For example, if a young person engages in hate speech towards refugees, the youth worker may be able to make some progress in encouraging the young person to understand that this is hurtful and that hate speech against refugees is wrong. As a result of this, the young person may decide the youth worker is right and stop the hate speech and bullying of the refugees. However, they may continue hate speech against other minority groups. In this example the youth worker has introduced learning about refugees – the surface issue – but has not tackled the root problem, which is how the young person views differences in general.

The youth worker can create comparisons to help the young person recognise that judging others and attacking them, for whatever reason, is unfair, wrong and often cruel and hurtful. One example of a comparison could be to focus on the neighbourhood where the young person is from and whether it is a neighbourhood with a negative reputation. The youth work could explore with the young person how others view them and how others judge them because they come from that neighbourhood, etc.

Discussing the similarities and differences between their treatment of others because of differences and the treatment this young person receives because of the neighbourhood they come from, might provoke more empathy towards oppressed people and result in a more anti-discriminatory behaviour.

4.

ENABLING CONNECTIONS

Help young people to connect the context and required competences

Learning transfer can also be facilitated by helping young people connect concrete situations with possible solutions or behaviour. Youth workers can provide a context where young people are required to demonstrate particular competences to deal with a situation where they can use already existing knowledge, skills, behaviour and values.

For example, a group of young people are invited by the municipality for a consultation. They have never been in a formal meeting before and do not know how to say what they want to members of the municipal council. The youth worker can support them in defining together the issues that they want the municipality to work on: having a place for young people to meet, the development of a skate park, to be provided with a space for taking part in municipal meetings, etc.

By using 'what if' scenarios, the youth worker can vary the context: 'What if you were at the supermarket, how would you communicate your needs to the shop worker?', 'What if you were talking to other young people here in the youth centre, how would you speak to them about your needs?'

Through getting young people to rehearse how they would speak about these same things in other contexts, they can be coached in how some things might need to be worded slightly differently or they can be encouraged to say it in exactly that way. This can support the young people to step away from the fear that just because someone is in a suit and sitting in a fancy chair in a fancy room it does not mean they cannot be approached or spoken to. If they can explain in a clear way what they need to a friend, then they can do it with a councillor or city mayor.

5.

COMPETENCE CONNECTIONS

Specify the competences learned and ask the young people to identify the different contexts in which they could also apply

To support young people in making further connections between competences gained and their future application in different contexts, the youth worker can specify a concrete competence area and ask the young people to think of other contexts in which this skill, attitude, knowledge or behaviour might be used. For example, if a young person has learnt about team work and cooperation in a group through a number of youth work activities, the youth worker can ask 'What would be another situation where you would need to cooperate with people around you to achieve something?' or 'What other groups do you belong to where you need to cooperate with others?'

3.

PROMPTING

Providing prompts to relevant learning

Sometimes young people possess competences relevant to a new situation but do not think of applying them to the new experience. Reminders can support young people in making connections that would lead to a transfer. For example, after discussing the new experience, the youth worker can ask 'Where have you faced a similar situation before?', 'Would you use a similar leadership style? Yes? No? Why?' or 'Think back to the behaviour we discussed in the last workshop. What is the connection between that discussion and this situation?' As time goes on, the youth worker will find that they need to use reminders less and less as the young person also learns this skill for themselves.

CONCLUSION

The youth worker, by using different strategies for the transfer of learning, helps young people become self-directed learners. With time and practice they develop the ability to transfer their learning themselves.

This ability includes acquiring new competences, practicing these to reach fluency and understanding the contexts where they can apply these new competences. When facilitating the process of transfer, it is important that the youth worker pays attention to all the elements, i.e. knowledge, skills, attitudes, values, and behaviour. However, sometimes the youth worker may unconsciously skip this part. They do not see the elements of the competences but rather use them automatically. In order to be able to support young people in transfer, it is important for youth workers themselves to be able to identify these elements and be aware of them.³⁵



LEARNING CARDS

*You can find a set of learning cards on the theme of 'Strategies to Facilitate Transfer' on the **FOCUS learning website**.*

➔ www.focus-learning.eu

³⁵ Ambrose, S, A. et al. (2010).



PERSONAL, PROFESSIONAL AND SOCIAL TRANSFORMATION AS A RESULT OF LEARNING IN YOUTH WORK

Learning in youth work is more than character building and the personal development of young people. It is also about building the culture of the young people towards being socially, politically and economically active, aware of and responsible for equality, and competent in being able to act towards social transformation (Hurley and Treacy, 1993). The importance of this is also reflected in the national plans of several European countries and at a European level. In Ireland, for example, the aims of the Irish National Youth Work Development Plan state that, as a governmental body, they want to be 'enhancing the contribution of youth work to social inclusion and citizenship in a rapidly changing national and global context'.³⁶ At a European level, one aspect of the European Youth Strategy is to enhance the empowerment of young people and their participation.³⁷ When facilitating the learning and transfer process, the youth worker needs to focus not only on the personal but also the organisational and community perspectives of change.

³⁶ Leahy, P., and Burgess, P. (2011).

³⁷ EU Commission (2018).

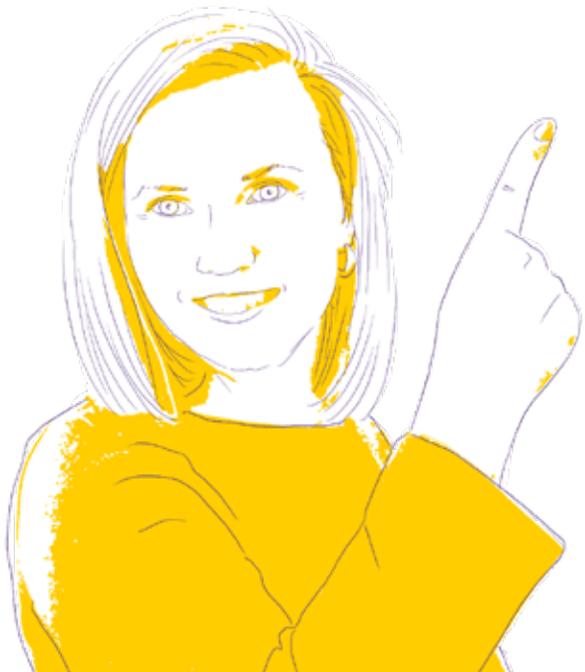
For a young person, a learning experience can become just an informative experience if they simply receive information about something: news, instructions how to do something, contact information of the social service, information about an educational event, etc. This becomes a transformative learning experience with a deep shift in the perspectives of the young person when their way of thinking is supported in becoming open to ambiguity: engaging with a young person, challenging their stereotypes, assumptions and prejudices, and making connections for these to sociocultural, economic and political contexts.

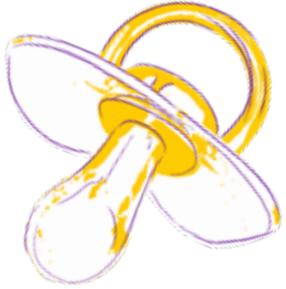
Transformative learning is a learning process where previous interpretations and assumptions are used in order to construct and build new meaningful interpretations that lead to further action and changes in behaviour.³⁸

Transformative learning refers to the transformation of previous assumptions and makes frames of references for young people to be more inclusive, less discriminating, reflective, open and emotionally able to change. It implies change and is aimed at helping individuals challenge the current assumptions on which they act, and which are dysfunctional or inaccurate, and to change them for the better. The essence of transformative learning is that 'better individuals will build a better world'.³⁹

³⁸ Mezirow, J. (1999).

³⁹ Christie, M. (2009).



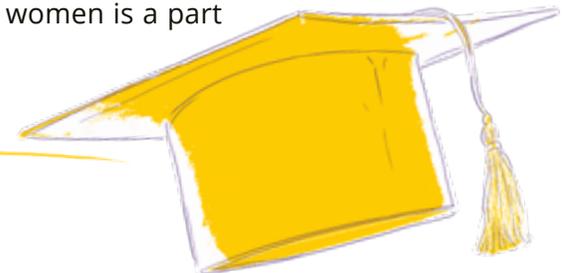


AN EXAMPLE OF TRANSFORMATIVE LEARNING IN ACTION

A teenage girl believes that the role of a woman is to get married, stay at home and raise children. In her family and environment, it is not expected that a woman continues in higher education, applies for a job, asks for a promotion at work if she does work or actively participates in the life of society. The youth organisation she is a part of conducts a series of workshops on 'participation and gender equality'. The youth worker would probably even need to encourage the girl to consider attending the workshop. If this is successful and the girl decides to attend, this is already a step towards changing assumptions and could be the first step towards a change in attitude and values.

The content and activities in the workshops would in turn raise different issues and provoke the questioning of previous assumptions and stereotypes on the role of women in the family and society. If other participants have more open attitudes, beliefs and values, they may take on a role model aspect for this teenage girl. The youth workers and those running the workshops would need to support her if she started questioning her previous assumptions and beliefs.

This workshop could be a catalyst for many developments. Rather than simply turning up and hanging out at the youth club nights, as a result of her attending the workshops, she might wish to engage in other activities and, at a later date, propose her own initiatives. This change will only occur if she is convinced that this change is necessary, that her previous prejudices and beliefs were dogmatic or are just one possible perception. If she has had the right support and arrived at a point where she is ready to change her prejudices and to act differently, then transformative learning is happening. This might mean she decides to take an active role in the youth organisation, investigate the possibilities of studying in higher education or invite other young girls to similar activities. Influence can then also go beyond the individual person, it can have an effect on her family and even the community she lives in, where a general prejudice towards the role of women is a part of that community.



This example demonstrates how youth work can enable young people to articulate, voice and influence decisions, question their values, beliefs and identities in a safe way, and act to support the development of cultural and social capitals (Coburn, 2011).

For the transformative learning experience to happen, it is important to provoke in the learner these new meanings and interpretations, and at the same time support them in formulating and acting out new behaviours, attitudes and/or beliefs in different contexts. Within the transformation process, facilitating the transfer of learning supports the learner in becoming aware of their existing types of behaviour, attitudes or beliefs, in reframing these according to new perceptions, in understanding why it is important to change, in seeing how these new insights are relevant to general life experiences or a particular situation and in seeing their applicability in their own life.



Mezirow (1991) proposes that learners go through the following stages within a transformative learning process:

- 1) Experience new challenging situations for making choices.
- 2) Revise initial assumptions, prejudices and beliefs.
- 3) Have experiences together with others – observing, acting, etc.
- 4) Explore other points of view – roles, attitudes, actions and/or behaviour.
- 5) Plan future roles, attitudes, actions and/or behaviour.
- 6) Acquire necessary knowledge and skills to act, think, feel and believe differently, and implement the plan.
- 7) Change and adopt new attitudes and establish new relations.
- 8) Build on the new competences and confidence in the new role.

Transformative learning starts from a challenging situation where the learner is faced with an internal conflict, but has enough support from the youth worker to deal with this inner conflict in a constructive way. This in turn can lead to a change where the young person can acknowledge their 'black-and-white/wrong assumptions' and in turn can start looking for other meanings, behaviour or beliefs and establish new ways of being.

The change can also happen fast – like an insight that turns the perception upside down and immediately leads to a new behaviour, attitude or thought process and therefore a new way of being.

For example, a young person has prejudices against Muslim immigrants. They have been told by their family, their friends, local media and the local community in general that these immigrants endanger the life of the mainstream population. This is now their belief. They openly speak in a discriminatory way about the immigrants. After taking part in the 'Living Library'⁴⁰ activity, the young person meets a Muslim immigrant and gets to know them personally. After this experience the young person changes their views and prejudiced attitudes and wants to remain in contact with the immigrant. The young person also expresses a desire to engage in activities supporting immigrant communities in their neighbourhood and to work with the youth organisation to stop the spread of hate speech towards the immigrants.

Change can also be a step-by-step transformation – change of perceptions, attitude and behaviour that comes later to the organisational or community level.

⁴⁰ Council of Europe.

For example, an organisation works only with mainstream young people and changes the policy and approach of their work step-by-step to become more inclusive. The organisation is challenged to change due to a situation with one of their youth workers. The youth worker represented the organisation on a training course about inclusive approaches in youth work. After the training course they went back to the organisation and shared their new experience with their colleagues. The team then reassessed their working approach and realised that none of the activities made any effort to support the inclusion of disadvantaged groups. There was no communication with any disadvantaged groups of young people about the opportunities in the youth organisation and there were no support mechanisms in place for any young people who might need it.

Acknowledging this, they started to look for opportunities to learn about how to work inclusively. They made study visits to other organisations, they talked to young people and parents directly, they started to develop support systems in the organisation and introduced inclusive youth work policies. After a period of several months, the changes were visible. The organisation changed – infrastructure was developed, the staff changed attitudes and young people from disadvantaged backgrounds became active members. (See Chapter 2, 'The Youth Worker as a Part of a Learning Organisation' for more information related to organisational learning and development.)

Community level social change becomes possible when the youth work experience empowers young people to become aware of injustice, feel responsibility for it and provides skills to act locally and internationally at a political and social level. One of the studies on youth participation calls for the '... transfer of participation practices from the organisation to the adults on the ground.'⁴¹ It is about connecting the everyday experiences, learning, dialogue and reflection that is youth work, with the political, social and economic agenda of society and thereby educating young people about democracy and upskilling them to be critical and proactive citizens.

⁴¹ Leahy, P., and Burgess, P. (2011).



It is important for the youth worker to analyse the situation and develop questions in order to engage in conversation with the young people. The following are examples of the types of questions that can be asked:

- How does this situation relate to your life in society?
- Can you link this experience with other aspects of your life?
- Have you ever faced something similar in other life situations?
- Can you connect this experience with anything you know about your rights as an individual person?
- If you could change something as a result of your experience, what would you change?
- What could you do to take a first step towards changing something in your community?

As stated in final Declaration of the 2nd European Youth Work Convention in 2015:

‘Youth work is not a luxury but an existential necessity if Europe is to effectively address its concerns about social inclusion, cohesion and equal opportunities, and commitment to values of democracy and human rights.’⁴²

The youth work experience can lead young people to engage with new experiences, such as international youth projects, volunteering, involvement in the decision making of the organisation, etc. All these steps support the young person in their journey to participate and act as change makers at a social and political level.



VIDEO

You can find a video about ‘Personal, Professional and Social Transformation as a Result of Learning in Youth Work’ on the **FOCUS learning website**.
➔ www.focus-learning.eu

⁴² SALTO-Youth. (2015).



SELF-RECOGNITION, DOCUMENTATION

AND COMMUNICATION

OF LEARNING TO OTHERS

The period of adolescence is marked as a time when young people are forming their identities, adopting self-chosen values and developing insight and judgments about their school, home and social lives (Erikson, 1968). As has already been mentioned in previous chapters, participation in youth work in this period of life gives young people a chance to develop life skills, pro-social values and a sense of citizenship.⁴³ Chapter 3 discusses the necessity of being aware of new competences developed, new insights gained and new behaviours practiced. The next section will further deepen these thoughts and provide some ideas about how the youth worker can support young people in recognising, documenting and communicating the results of their learning.



'Giving words to what you learnt is very important, also doing that to different people; your parents, your friends, employers.'

Emil

Taking time to reflect on learning, becoming aware of the learning process and recognising the results gained, motivates young people to learn more. It also stimulates confidence in them to apply the developed competences in a variety of contexts: at home, at work, in education, in youth work, etc. It contributes to a self-recognition of the achievements of the young person. Reflecting on their learning, on their own or together with the youth worker, allows them space to formulate their learning outcomes in words. If the young person can acknowledge and recognise their developed competences, they can become more aware of their abilities, get to know themselves better, build confidence in what they can do and set aims for their future learning. Recognition and self-recognition of learning is even more relevant for those young people who drop out of formal education early or have difficulties learning in the formal education environment. For young people who lack formal education diplomas and want to apply for a job, the recognition of their learning outside of the formal sector can help. With support, this learning can be documented. This documentation can in turn support them in communicating their competences to a higher education institution if they decide to go back to study or to a potential employer when applying for a job. The documentation and the communication of the learning outcomes of young people means recognising quality and shows the value of youth work.



'I really think it's in our role to support young people in giving words to their experiences; there is a big value in that. It gives more power to the experience.'

Dermot

⁴³ Jacobs, J, M., and Wright, P, M. (2019)

The authors of the handbook 'Valued by You, Valued by Others' state that:

'... before learning outcomes ... [of young people] ... are communicated, they need to be collected and meaningfully documented...'⁴⁴

For a young person to talk about their experiences and their developed competences in an employment interview situation they also need to keep in mind the context in which they are speaking. The language used in youth work is not always the same as the language used in the private or public sectors, or that of higher education. This is also relevant for the documentation being used as evidence to support and show the young person's learning: the type and style of documentation should reflect the situation it is being used in.

There are many tools that have been developed to support young people in documenting their learning, but young people will still need the guidance and support of the youth worker. This can help the young person identify and extract the relevant learning outcomes from a particular experience and guide them in getting the wording and relevant expressions right.

The documentation of learning outcomes can happen at different stages in the learning experience. Sometimes a young person may only pay attention to documenting at the end of their experience. If this is the case, it might be difficult for the young person to remember what happened at the beginning and many details can be lost. Or a particular learning experience that was valuable in the moment at the beginning may no longer be considered a learning outcome at the end. For example, when a young person organises a debate club night for



'Writing down what you have been learning you do in the first place for yourself, it's very good for your self-esteem.'

Karmen

⁴⁴ Silva, A., Markovic, D., and Kloosterman, P. (2019).



'As youth workers we have to acknowledge that giving word to what you've been learning is complex. Most young people are used to other people assessing for them if they learnt something. Doing it yourself is also something you have to learn and we need to support young people in this.'

Paul

the first time, it is a strong and powerful learning experience. However, some months later when they have done it 30 times, it is no longer such a challenge, the learning experience is forgotten and the process of organising is taken for granted. It is important to document any progress in learning at the time so that by the end of the experience it is easy to recall and extract the learning outcomes and clearly formulate the learning results.

In the handbook 'Valued by You, Valued by Others', youth workers can find useful tips and ideas on reflective methods that can help the young person recall what they have learnt at the end of an experience they have been involved in. Note-taking in different formats – diaries, photo portfolios, blogs, podcasts, etc. – including both online and offline solutions, can be a helpful approach that the youth worker can offer to a young person. When choosing a method for the facilitation of this process it is important for the youth worker to consider

why the process with the young person was started in the first place and where it has led that young person, so that they can make their choice accordingly. The reason could be anything from a desire to improve themselves, social recognition, to have an impact on a political level, to find employment or to go back to formal education. A number of other factors also need to be taken into account, such as the learning style of the young person, their ability to reflect and document and the environment where the documentation will take place.

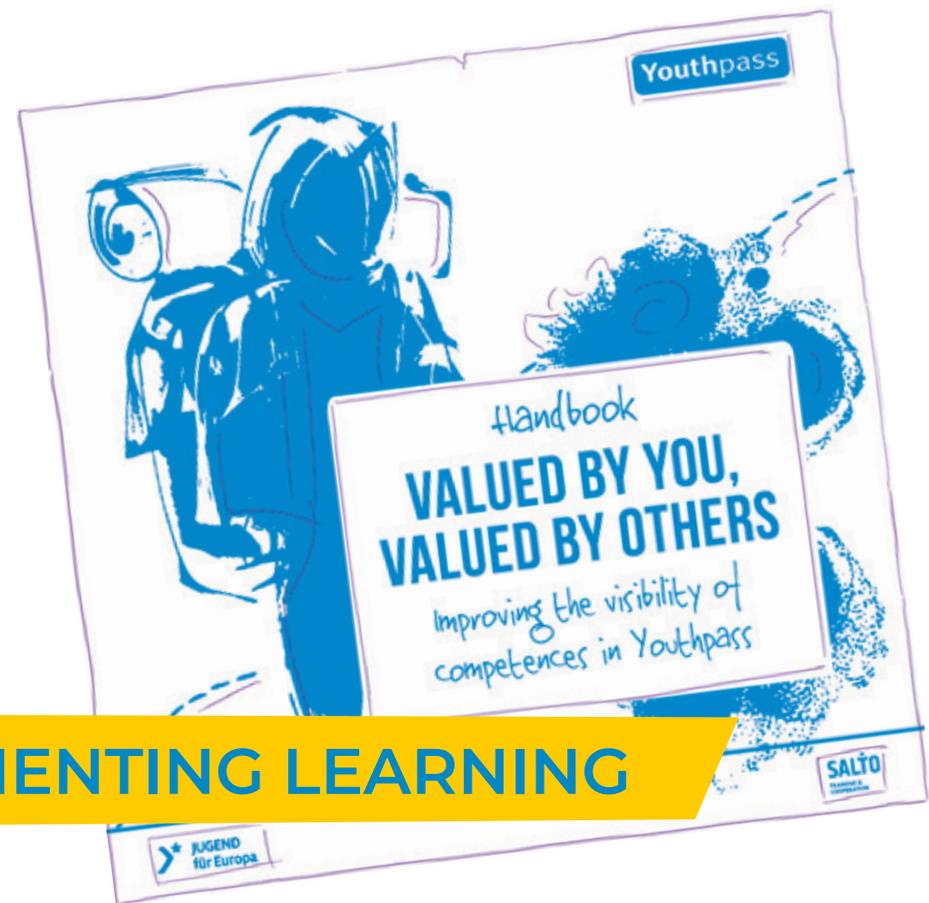
Below are a few of the tools that are freely available for youth workers to use to support the documentation of learning of the young people.



TABLE TALK

*You can find a Podcast exploring the concepts of 'Self-Recognition, Documentation and Communication of Learning to Others' on the **FOCUS learning website**.
➤ www.focus-learning.eu*

Youthpass



TOOLS FOR DOCUMENTING LEARNING

VISIBLE VALUE⁴⁵



This was a 2014 initiative of the European Union-Council of Europe Youth Partnership on the mapping of tools and good practices designed for the recognition of youth work and non-formal learning/education at both the European and national levels. Twenty-three initiatives of different levels were gathered and published in an online database. The majority of tools and practices in the database are focused on the self and social recognition. They are less focused on the impact at a political level and only a few engage in formal recognition. Each youth worker can consult the tools, choose that which is appropriate and use it or adjust it as necessary to support the young people in their reflection and documentation of learning.

YOUTHPASS⁴⁶

Youthpass is a tool that allows the user to document and recognise their learning outcomes from youth work and solidarity activities. It is available for projects funded by Erasmus+ Youth in Action and the European Solidarity Corps programmes. It is a part of the European Commission's strategy to foster the recognition of non-formal learning.

Working on a Youthpass certificate has an important value of its own – it is an educational process giving young people enhanced self-awareness, increased confidence and the ability to reflect on what they may want to learn next. Youthpass can also be helpful when it comes to presenting their acquired competences to others. It supports reflection on the personal, non-formal learning process and outcomes, strengthens the social recognition of youth work and supports active European citizenship and employability.



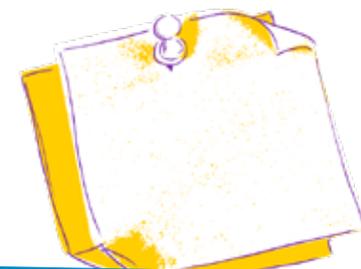
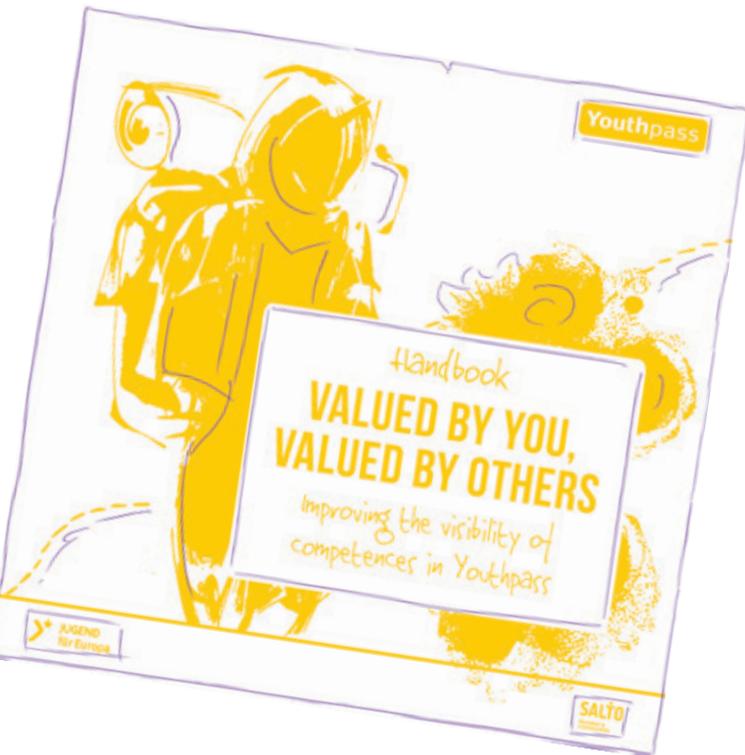
⁴⁵ YEU-CoE Youth Partnership. (2011).

⁴⁶ Youthpass. (2012).

VALUED BY YOU, VALUED BY OTHERS⁴⁷

This handbook offers different methods for reflection and the documentation of learning. It takes a closer look at how learning outcomes from non-formal learning experiences can be communicated and recognised in education and employment scenarios.

The ability to be able to clearly describe and communicate competences and learning acquired is a useful skill. It is important for young people to be able to communicate and describe their learning to potential employers, teachers, youth workers, family members or simply for themselves. This process brings benefits, credits and credibility to their experience. The ability to communicate is an important life skill in personal, professional and educational contexts.



LEARNING POSTER

*You can find a poster that explores the 'Tools for Documenting Learning' on the **FOCUS** learning website, through the following link.*

➤ www.focus-learning.eu

⁴⁷ Silva, A., Markovic, D., and Kloosterman, P. (2019).

BIBLIOGRAPHY

BOOKS

Ambrose, S. A. et al. (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching*. San Francisco. Jossey-Bass.

Beard, C., and Wilson, J. P. (2018). *Experiential Learning. A practical guide for training, coaching and education*. 4th edition. London. Kogan.

Csíkszentmihályi, M. (1997). *Finding Flow: the psychology of engagement with everyday life*. New York. Hachette Book Group. In: Spencer, J. (2017). *Five Ways to Boost Student Engagement with Flow Theory*.

↗ <https://medium.com/@spencerideas/five-ways-to-boost-student-engagement-with-flow-theory-ea68064be708>.

Erikson, E. H. (1968). *Identity, youth and crisis*. New York. W. W. Norton Company.

Hurley, L. and Treacy, D. (1993). *Models of Youth Work – a Sociological Framework*. Dublin. Irish Youth Work Press.

Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco. Jossey-Bass.

Miller, N., and Boud, D. (1996). *Animating learning from experience, in working with experience: Animated learning*. London. Routledge.

REPORTS/PAPERS/ARTICLES/PUBLICATIONS

Barnett, S. M., and Ceci, S. J. (2002). When and where do we apply what we learn? A taxonomy for far transfer. *Psychological Bulletin*, 128(4), 612–637.

Christie, M. (2009). *Transformative learning – in action*. Gothenburg. CKK, Chalmers University of Technology Göteborg.

Coburn, A. (2011). Building social and cultural capital through learning about equality in youth work. *Journal of Youth Studies*, 06/2011

Jacobs, J. M., and Wright, P. M. (2019) Thinking about the transfer of life skills: Reflections from youth in a community-based sport programme in an underserved urban setting. *International Journal of Sport and Exercise Psychology*.

Leahy, P., and Burgess, P. (2011). Youth Participation in the Republic of Ireland within Project Up2Youth; Youth, Actor of Social Change. Department of Applied Social Studies, University College Cork.

Ord, J. (2009) Experiential learning in youth work in the UK: a return to Dewey. *International Journal of Lifelong Education*.

➔ <https://www.tandfonline.com/doi/abs/10.1080/02601370903031355>.

Silva, A., Markovic, D., and Kloosterman, P. (2019). *Valued by You, Valued by Others: Improving the visibility of competences in Youthpass*. Bonn. SALTO Training & Cooperation Resource Centre.

WEBSITES

Council of Europe. Living Library. European Youth Centre, Budapest.

➤ <https://www.coe.int/en/web/youth/living-library>.

EU-CoE Youth Partnership. Visible Value, Markovic, D., and Paddison, N. (eds). Strasbourg. Council of Europe.

➤ <https://pjp-eu.coe.int/en/web/youth-partnership/mapping>.

KQED. Mindshift, Why Emotions are Integral to Learning: Excerpted from Emotions, Learning, and the Brain, (c) 2016 by Mary Helen Immordino-Yang. Used with the permission of the publisher, W. W. Norton & Co.

➤ <https://www.kqed.org/mindshift/45201/why-emotions-are-integral-to-learning>.

SALTO-Youth. 2nd European Youth Work Convention. Similarities in a world of difference. 2015.

➤ <https://www.salto-youth.net/downloads/4-17-3241/EYWC2015+Final+report+booklet.pdf>.

Spencer, J. Five Ways to Boost Student Engagement with Flow Theory. 2017.

➤ <http://www.spencerauthor.com/flow-theory/>.

University of Leicester. Doctoral College, Learning Theories, Kolb, D, A. Leicester. University of Leicester.

➤ <https://www2.le.ac.uk/departments/doctoralcollege/training/eresources/teaching/theories/kolb>.

Youthpass. Youthpass Unfolded. Bonn. SALTO-Youth.

➤ <https://www.youthpass.eu/en/publications/youthpass-unfolded/>.

GLOSSARY

The following definitions and explanations are taken from the EU-CoE Youth Partnership's Glossary on youth. The text has been shortened in some instances.

FORMAL EDUCATION

UNESCO defines an education programme as a coherent set or sequence of educational activities or communication designed and organised to achieve pre-determined learning objectives or accomplish a specific set of educational tasks over a sustained period. Objectives encompass improving knowledge, skills and competencies within any personal, civic, social and/or employment-related context. Learning objectives are typically linked to the purpose of preparing for more advanced studies and/or for an occupation, trade, or class of occupations or trades but may be related to personal development or leisure. A common characteristic of an education programme is that, upon fulfilment of learning objectives or educational tasks, successful completion is certified.

REF: UNESCO Institute for Statistics (2012): International Standard Classification of Education 2011, Montreal.

INFORMAL LEARNING

Informal learning, from the learner's standpoint at least, is non-purposive learning, which takes place in everyday life contexts in the family, at work, during leisure and in the community. It does have outcomes, but these are seldom recorded, virtually never certified and are typically neither immediately visible for the learner nor do they count in themselves for education, training or employment purposes.

REF: Chisholm, L. (2005): Bridges for Recognition Cheat Sheet: Proceedings of the SALTO Bridges for Recognition: Promoting Recognition of Youth Work across Europe, Leuven-Louvain.

LIFELONG LEARNING

The European Commission has defined lifelong learning in its communication 'Making a European Area of Lifelong Learning a Reality' as 'all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective.'

The key features of lifelong learning include the principles that learning:

- (1) Is an integral part of life from cradle to grave.
- (2) Should be accessible to all in the forms, at the times, at the stages and in the places people want and need to learn.
- (3) Takes place across the continuum of informal, non-formal and formal education and training in all spheres of life.

REF: European Commission: Communication from the Commission, COM(2001) 678: 21.11.2001 – Making a European Area of Lifelong Learning a Reality.

NON-FORMAL EDUCATION

Non-formal education is any educational action that takes place outside of the formal education system. Non-formal education is an integral part of a lifelong learning concept that ensures that young people and adults acquire and maintain the skills, abilities and dispositions needed to adapt to a continuously changing environment. It can be acquired on the personal initiative of each individual through different learning activities taking place outside the formal educational system. An important part of non-formal education is carried out by non-governmental organisations involved in community and youth work.

REF: Parliamentary Assembly (1999): Report of the Committee on Culture and Education, Parliamentary Assembly of the Council of Europe, document 8595: Non-formal education; Parliamentary Assembly, Resolution 1930 and Recommendation 2014 (2013): Young Europeans: an urgent educational challenge.

NON-FORMAL LEARNING

Non-formal learning is a purposive, but voluntary, learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. These environments and situations may be intermittent or transitory, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are seldom structured by conventional rhythms or curriculum subjects.

REF: Chisholm, L. (2005): Bridges for Recognition Cheat Sheet: Proceedings of the SALTO Bridges for Recognition: Promoting Recognition of Youth Work across Europe, Leuven-Louvain and Partnership between the European Commission and the Council of Europe in the Field of Youth (2011): Pathways 2.0 towards recognition of non-formal learning/education and of youth work in Europe, Strasbourg.

NON-FORMAL LEARNING AND EDUCATION

Non-formal learning and education, understood as learning outside institutional contexts (out-of-school) is the key activity, but also the key competence, of youth work. Non-formal learning/education in youth work is often structured, based on learning objectives, learning time and specific learning support and it is intentional. It typically does not lead to certification, but in an increasing number of cases, certificates are delivered, leading to a better recognition of the individual learning outcome.

REF: Chisholm, L. (2005): Bridges for Recognition Cheat Sheet: Proceedings of the SALTO Bridges for Recognition: Promoting Recognition of Youth Work across Europe, Leuven-Louvain and Partnership between the European Commission and the Council of Europe in the Field of Youth (2011): Pathways 2.0 towards recognition of non-formal learning/education and of youth work in Europe, Strasbourg.

YOUNG PEOPLE

Young people are persons 13–30 years old. For the purposes of European youth policies this age is used both by the European Commission and Council of Europe.

REF: Council of Europe and European Commission Research Partnership: Report of the Research Seminar 'The Youth Sector and Non-formal Education/ Learning: working to make lifelong learning a reality and contributing to the Third Sector', Strasbourg 28-30, April 2004.

YOUTH WORK

Youth work is a summary expression for activities with and for young people of a social, cultural, educational or political nature. The main objective of youth work is to provide opportunities for young people to shape their own futures.

The general aims of youth work are the integration and inclusion of young people in society. It may also aim towards the personal and social emancipation of young people from dependency and exploitation. Youth work belongs both to the social welfare and to the educational systems. In some countries it is regulated by law and administered by state civil servants, in particular at local level. However, there is an important relation between these professional and voluntary workers, which is at times antagonistic, and at others, cooperative. The definitions of youth work are diverse.

REF: Lauritzen P. (2006): Defining youth work. Internal working paper, Council of Europe, Strasbourg.

YOUTH WORKER

Youth workers are people who work with young people in a wide variety of non-formal and informal contexts, typically focusing on personal and social development through one-to-one relationships and in group-based activities. Being learning facilitators may be their main task, but it is at least as likely that youth workers take a social pedagogic or directly social work-based approach. In many cases, these roles and functions are combined with each other.

REF: Chisholm, L. (2005): Bridges for Recognition Cheat Sheet: Proceedings of the SALTO Bridges for Recognition: Promoting Recognition of Youth Work across Europe, Leuven-Louvain.

AN EXAMINATION OF LEARNING IN YOUTH WORK

FOCUS learning is resource for youth worker trainers and educators. It is the culmination of over 6 years work exploring the subject of learning in youth work. It has involved numerous members of the youth work community of practice. The **FOCUS learning** website is a resource with a large quantity of materials contained within it that can be easily accessed and used in lectures, training courses, workshop, and conferences on the subject of youth work. The resources are designed and written in such a way that they can be used for basic youth worker training and they can be used for advanced youth worker training / education. The emphasis here is that they are intended for both the nonformal education and formal education of youth workers.

THE FOLLOWING LEARNING MATERIALS ARE AVAILABLE:



TABLE TALKS

You can find various dynamic podcasts with 5 experienced youth workers in lively debates about practice on the **FOCUS learning** website.

➔ www.focus-learning.eu



POSTERS

You can find numerous posters and diagrams visually exploring an overview of each topic on the **FOCUS learning** website.

➔ www.focus-learning.eu



CARD SETS

You can find several easy to use and to understand sets of learning cards exploring theories, posing questions and could be being projected, downloaded and printed on:

➔ www.focus-learning.eu



VIDEOS

You can find 8 engaging videos:

- 4 with input from experts
- 4 by local youth work organisations on the

FOCUS learning website.

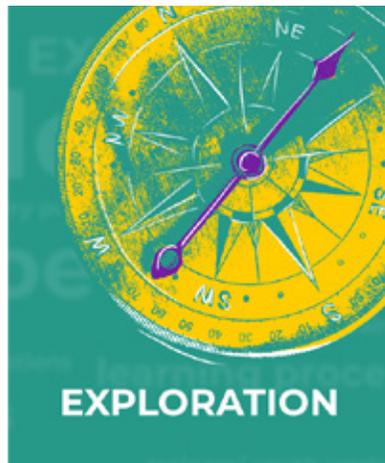
➔ www.focus-learning.eu

THE PUBLICATION

The development of youth worker competences in facilitating learning in youth work is at the heart of this publication. It is envisaged that the content of the publication and the various materials connected to it, can be used by educators and trainers who are involved in the education and training of youth workers. **FOCUS learning** and all its content should be seen as being complementary to Youthpass and the European Training Strategy Competence Model for Youth Workers to Work Internationally. The **FOCUS learning** publication is the culmination of many years of work and stands as a unique resource dedicated to learning in youth work.

THE FOLLOWING PUBLICATIONS ARE AVAILABLE:

CHAPTER I



EXPLORING
Learning in Youth Work

➤ www.focus-learning.eu

CHAPTER II



*The Youth Worker
and the Learning*
ENVIRONMENT

➤ www.focus-learning.eu

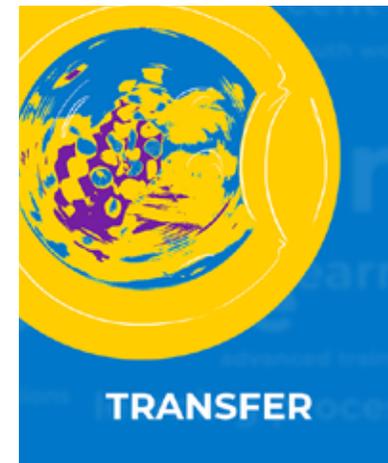
CHAPTER III



FACILITATION
of Learning

➤ www.focus-learning.eu

CHAPTER IV



TRANSFERRING
Learning

➤ www.focus-learning.eu

ACKNOWLEDGEMENTS

THE WRITERS

The team of writers was selected for their broad spectrum of knowledge and understanding of youth work and learning – in both the formal and non-formal learning contexts.



NATALJA GUDAKOVSKA

Natalja has a background in training, youth work and psychology. She is based in Latvia. Her story in youth work started in 2000 when she joined a youth organisation as a volunteer. Since 2003, she has been developing and running training courses in the youth field on a regular basis. She has been a trainer in the Trainers Pool of the Youth Department of the Council of Europe and the Latvian National Agency of Erasmus+ Youth in Action programme since 2006. She has training experience across Europe and beyond, and cooperates with the Salto Resource Centres, the National Agencies and different international and local organisations. She is an author of different publications, educational manuals and pedagogical resources in the youth field. On an everyday basis she leads the international 'Participation for All' (Līdzdalības platforma) organisation. Her professional interests include learning, learning motivation, self-directed and game-based learning, training of trainers, intercultural learning, social inclusion, human rights education and leadership. She believes that learning and youth work are strongly connected and that non-formal education has an incredible power to support people in building their lives and shaping communities.



NORA FURLONG

Nora is a freelance youth worker, trainer and educator based in the South East region of Ireland. She is passionate about the role of youth work and non-formal learning in making a positive change in the lives of young people, communities and society at large. She has a particular interest in areas of wellbeing, resilience, environmental sustainability and lots, lots more. Creative approaches lie at the core of her practice provoking curiosity, critical thinking, learning and action for healthier, kinder and more inclusive communities. Nora is a lecturer with the School of Applied Social Studies, University College Cork. She is part of the Léargas (Irish National Agency) Trainers Pool. Nora maintains her practice with young people on a voluntary basis. She strongly believes that her work with young people informs her teaching and training, and vice versa.



NIK PADDISON

With a background as a youth worker from the UK, Nik is a trainer of trainers, youth workers, leaders, volunteers and activists in the European youth field. He is a full-time freelance trainer, writer and editor. He develops educational games, activities, theories and approaches related to the youth field in the context of non-formal learning. He is regularly employed with the youth sectors of both the European Union and the Council of Europe, although he primarily works with locally based youth NGOs across Europe. His work focuses on a broad spectrum of subject areas including human rights, peace building, combatting hate speech, exploring issues of right-wing populism, extremism and radicalisation, work with Roma young people, gender issues, refugees, digital training and youth work development at the European level.



PAUL KLOOSTERMAN

Paul is a freelance trainer, writer and researcher based in the south of Italy. He has been and still is involved in training courses for trainers, youth workers, teachers and policy makers. He is a member of the Youthpass Advisory Group, responsible for the implementation of the Youthpass in the Erasmus+ Youth in Action programme. He has been involved in different research projects focusing on learning to learn and self-directed learning in youth work and training. In the last 15 years he has predominantly focused on his passion: the topic of learning to learn and self-directed learning.

THE PARTNERS



JUGEND für Europa (DE), Jaunatnes starptautisko programmu aģentūra(LV), Agenzia Nazionale per i Giovani (IT) and Léargas (IE), the National Agencies of Erasmus+ Youth in close cooperation with SALTO Training & Cooperation Resource Centre are supporting **FOCUS learning**.

IMPRINT

PUBLISHED BY

JUGEND für Europa/SALTO Training & Cooperation
Resource Centre, Godesberger Allee 142 – 148, 53175
Bonn, Germany

RESPONSIBLE FOR PUBLICATION

Hans-Georg Wicke

COORDINATION & EDITING

Rita Bergstein ↗ bergstein@jfemail.de

AUTHORS

Natalja Gudakovska, Nora Furlong,
Nik Paddison, Paul Kloosterman

LAYOUT & ILLUSTRATION

Mandy and Jörg Krühne ↗ www.kreativraum.de

Legal representative

IJAB - International Youth Service of the Federal
Republic of Germany. Reproduction and use for non-
commercial purposes is permitted if you indicate the
source ↗ www.focus-learning.eu.

This publication was published in September 2021.
This document does not necessarily reflect the
official views of the European Commission or the
SALTO Training & Cooperation Resource Centre or
the organisations cooperating with them.