

## WP3: Competences to foster youth participation

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## Context:

New Power in Youth SNAC (NPIY) is a Strategic Partnership between 10 National Agencies for Erasmus+ and European Solidarity Corps and 3 SALTO Resource Centers with the aim to foster youth participation in democratic life.

One of its strategic directions (organised under Work Package 3) is focused on supporting cross-sectoral cooperation by creating the space for:

- Partnership and capacity building activities, between professionals working in non-formal and formal education sectors, to support youth participation in democratic life, at national and transnational levels;
- Mapping, developing and piloting concepts and approaches of youth participation in democratic life, in cross-sectoral partnerships by contributing to:

The work for this strategic direction started in 2023 with the Cross-Sectoral Forum on Youth Participation in Democratic Life (check [the report](#) ) and the [analytical paper "Youth Participation and Citizenship Education: A Cross-sectoral Perspective"](#).

In 2024 and 2025, NPIY is setting a process of supporting the competences of professionals working in both sectors, in line with its main aim of fostering youth participation through cross-sectoral cooperation. The activities designed in this framework will engage professionals and experts from Estonia, Latvia, Slovenia and South-East Europe region (coordinated by SALTO SEE).

## Expert group:

In this context, NPIY will set up an expert group to support the process mentioned above.

### 1. Composition of the expert group:

- One (1) expert from each of the countries/regions involved: Estonia, Latvia, Slovenia, SEE region.
- Experts are selected by each NPIY partner, in close cooperation with the NPIY coordinator.

### 2. Profile of the experts

- Professionals who are closely connected to the competences field, at national/regional level;
- Good understanding of youth participation/civic engagement topic;
- Strong analytical and writing skills;

- Available to work for the duration of this activity and be actively involved in all stages as described below;
- English proficiency (written, spoken)
- Potential assets: expertise in instructional design; in designing competence/assessment models; in designing/implementing competence-based trainings/educational programmes; in assessing competences; in delivering/teaching educational programmes (eg. as part of a youth work degree/pedagogical module) etc.
- Optional: knowledge of other European initiatives in the field.
- Recommendation for NPIY Partners: do not select “traditional researchers”, but rather experts who have a good understanding of the topics addressed by the activity.

### 3. Tasks of the expert group

- Mapping of competence frameworks and capacity-building practices, at the national level
- Drafting a national/regional report with the findings from the national mapping, in English
- Provide recommendations to the NPIY Partnership on future initiatives to be organised either at the national level or at the European level
- Participate in coordination meetings of the Expert group, together with representatives of National Agencies, SALTO PI and NPIY coordinator
- Participate in planning-implementing-reporting of one residential meeting in 2024 (December 2024, final dates TBC)

### 4. National/ Regional mapping

- Main objectives:
  - Map initiatives dedicated to building competences of educators in formal (teachers) & non-formal sectors (youth workers) aimed at fostering youth participation in democratic life (competence frameworks; degrees/educational
  - Identify gaps and potential needs of educators and youth workers in developing their competences connected to youth participation in democratic life.
  - Analyse how existing practices are informed by European frameworks, if applicable
  - Provide recommendations for future actions, at national and European levels.
- Process:
  - The present document serves as guidance for all national partners.
  - The experts benefit of 2 additional Annexes: 1. Guidance for the mapping and 2. Template report.
  - Each NPIY Partner can tailor its national report, based on additional needs/realities.
  - 1-1 meetings between the expert, NPIY Partner & NPIY coordinator will be



organised on a need-basis to clarify the expectations/process.

- The report is either drafted or translated into English.

## 5. Residential meeting (2 working days; first week of February 2025, Slovenia)

- Main objectives:
  - Present the outcomes of national/regional mappings on competences
  - Present the outcomes of the cross-sectoral practices mapping (done by Aleksandra Mangus)
  - Identify main needs and gaps, related to competences of educators and youth workers
  - Identify key actions to be developed within NPiY, particularly at European level, in 2025
- Role of experts before the meeting
  - Co-plan together with the NPiY coordinator and NPiY partners, the objectives and methodology of the meeting
- Role of the expert group during the meeting
  - Present the outcomes of their mappings
  - Co-facilitate the meeting, each expert will facilitate one or more sessions, in close cooperation with NPiY coordinator
  - Ideate future activities to be developed based on the findings of the national/regional mappings
  - Actively involved in formulating key joint recommendations for the Partnership
  - Drafting the report of the meeting
- Participants in the meeting (approx. 15)
  - 4 Expert group members
  - NPiY Partners involved in WP3, 1-2 representatives from each partner
  - NPiY coordinator & SALTO PI representative
  - Other guest experts, if needed

## Timeline

- June-September 2024: Selection of national/regional experts
- June-September 2024: 1-1 Meetings between the selected experts, NPiY Partner & the NPiY coordinator to clarify the tasks and expectations from the national/regional mapping
- September-November 2024: National/regional mapping and drafting the national report
- October, November 2024 (tbc): Online meetings of the expert group
- December 2024 (tbc): Residential meeting

- January-February 2025: Final report (summary of national reports and conclusions from the residential meeting)
- February-June 2025: Follow-up activities (to be decided if the Expert group will have any further role).

## Fees and other expenses

- **National/Regional mapping: each NPiY Partner pays** the expert for this activity. Recommended 4-6 working days (30 euros/hour).
- **Participation in European activities: NPiY shared budget covers a fee** for the 4 experts involved in order to;
  - Join the online coordination meetings
  - Prepare and implement the Residential meeting, in close cooperation with NPiY coordinator
  - Draft a joint (detailed) report after the meeting, including recommendations for the next activities of the NPiY Partnership.

Each expert will receive for these tasks a fee for 4 working days (approx. 1.320 EUR).

- **Travel costs:** each partner covers from their own budget the costs of experts to the residential meeting, as well as of their staff.
- **Translation:** If the partners plan to translate the national report/final report into national languages, they need to allocate a sufficient budget.



## ANNEX 1. Guidance for carrying the national mapping

### Main objective

Map initiatives dedicated to building competences of educators in formal (teachers) & non-formal sectors (youth workers) aimed at fostering youth participation in democratic life (competence frameworks; degrees/educational programmes; other capacity-building initiatives).

### Recommendations for the mapping process

1. Engage in a national/regional desk research activity by looking at existing documents and informational materials related to:
  - Competence frameworks/models/guidelines (if available, also assessment tools)
  - Formal degrees/educational programmes available (eg. teacher training; pedagogical modules; youth workers BA/MA programmes; upskilling programmes; short-term modules; VET programmes)
  - Other practices (trainings, capacity-building opportunities)
  - Any other tools or resources available (e.g. educational/training materials) specifically supporting competences connected to youth participation

For each of the identified initiatives, the expert needs to identify evidence (or lack of) related to competences for supporting youth participation in democratic life.

- In case such specific competences **are not identifiable**, the information is still valuable as it allows national stakeholders to identify the main documents or educational initiatives that could be further developed.
- If such specific competences **are identifiable**, the expert should also underline whether they address new forms of youth participation (usually connected to digital tools; participation and activism enhanced by social media; media literacy and critical thinking; understanding the impact of new technologies etc.).
- It's important to be aware that the competences might be found under different names/terminologies, potentially referring to wider civic competences. Civic teachers might be a more specific target group for which relevant outcomes could be found.

2. Look for documents and practices developed by:



- National institutions in the field of youth and education (eg: ministries; universities; accreditation institutions, competence assessment centers)
- NGOs
- Other structures working on building competences/offering educational opportunities

3. Other potential support activities (depending on the resources and strategy agreed between the expert and NPiY partner)

- organise focus groups or interviews with other experts, communities of youth workers, organisations that have developed projects or frameworks for any of the purposes of the present mapping (mentioned in point 1 of this section)
- engage a community of practice or the national delegations who took part in the 2023 Forum with an aim to identify the documents and practices that could be used by the expert and/or to offer feedback on the outcomes produced by the expert.

4. Relevance of outcomes

- The national reports will be presented and discussed in the NPiY residential meeting (December 2024) and will be the basis for future NPiY initiatives. They will serve as an inspiration both for NPiY partners and their work at national/regional level as well as for other national stakeholders active in the field.
- The summary findings of all national/regional reports will be combined together with the summary of the residential meetings discussions and published by NPiY Partnership.
- While some national reports might not identify examples for all the models/frameworks/practices that are planned in this mapping exercise, it is important to underline everything that exists as well as any shortcomings in identifying the needed information.

5. All findings need to be reflected in the national report – ANNEX 2

6. Useful Resources before starting the mapping:

- Cross-Sectoral Forum on Youth Participation in Democratic Life [Report](#)
- [Analytical paper “Youth Participation and Citizenship Education: A Cross-sectoral Perspective”](#).
- [ETS Competence Model for Trainers](#) - Competence area “Being civically engaged” (includes the competence area and self-assessment indicators)
- [Youth Participation Strategy](#), SALTO PI



## ANNEX 2. Template report for the national mapping

1. Responsible Partner and country:
2. Name of the expert:
3. Contact details (expert):
4. Brief description of the process (desk review; interviews/focus groups if the case; meetings with communities of practice, etc.):
5. In case the expert has carried interviews/focus groups, please mention details about the profile of the participants
  - Which type of expertise they have (youth workers/trainers/teachers/other)
  - Profile of the organisation/institution they work in (eg. school, NGO; hobby/leisure time activities)
6. Key findings. Where applicable, mention if they are aligned/inspired by European frameworks/initiatives.
  - Competence frameworks/models discovered (if available, also assessment tools)
  - Formal degrees/educational programmes available
  - Other practices (trainings, capacity-building offered outside formal education)
  - Any other tools or resources discovered (eg. educational/training materials) specifically supporting competences in fostering youth participation
  - Relevance of existing practices in supporting competences connected to youth participation in democratic life or the gaps in addressing it.
    - Provide a brief overview of what specific competences are connected to this issue.
    - Mention if existing practices also address new forms of youth participation (eg. using digital tools; role of social media; impact of new technologies such as Artificial Intelligence etc).
  - Potential needs of a) educators/teachers; b) youth workers
    - Connected to competences of fostering youth participation
    - Connected to the relevance of cross-sectoral cooperation
  - Key conclusions and recommendations for the national context





7. Detailed Findings – in case more tools/examples are found in the same category, they should be included in different rows. Please create this table on an Excel sheet and keep only the categories for which you find relevant examples.

<b>Category</b>	<b>Title</b>	<b>Brief description</b>	<b>Connection to a European initiative/document (if applicable)</b>	<b>Target group (eg. teachers primary school; youth workers)</b>	<b>Strengths, weaknesses connected to enhancing youth participation competence</b>	<b>Lead organisation</b>	<b>Available in National language English</b>	<b>Link to the original document/ website</b>
Competence framework/ model/ Guidance								
Formal degrees/ educational programmes								
Other practices								
Training/ educational materials								
Assessment tools								



8. Main challenges in carrying the mapping & limitations of the mapping exercise
  9. Recommendations for European initiatives connected to:
    - a) Harmonising or developing competence models/frameworks for educators and youth workers
    - b) Creating training /educational opportunities based on the needs of educators and youth workers
    - c) Developing guidance/educational materials for educators and youth workers
- These recommendations can be formulated by the expert alone or with the support of a youth work community of practice.
10. Any other input and reflections.