

CEMEA

CENTRI DI ESERCITAZIONE AI METODI
DELL'EDUCAZIONE ATTIVA DEL PIEMONTE

NIDM

COORDINADORA INFANTIL Y JUVENIL
DE TIEMPO LIBRE DE VALLECAS



PLATFORM OF REFERENCE VALUES, OF COMMON EDUCATIONAL CRITERIA

VALORIZATION AND KNOWLEDGE OF THE TRAINING AND OF THE QUALIFICATION OF NON PROFESSIONAL ACTORS AND PROFESSIONALS IN THE EDUCATIONAL LEISURE FIELD

This platform contains elements that structure and identify our educational conception. It situates our project in the interaction between formal, non formal and informal education. It identifies our vision of the educational actions as we wish them to be built. It presents the reference values and the common principles of the training actions that we wish to promote among the local, regional, national and European authorities.

The summary consists in the following chapters:

- Positionings and general principles on non formal education, its educational specificity and Youth-work (vocational and professional work) in the non formal education field.
- Our conception of educational quality and the trainings in the non formal education field.
- Common principles of training actions for youth-leaders and youth-workers.
- Positionings for trainers.



POSITIONINGS AND GENERAL PRINCIPLES ON NON FORMAL EDUCATION, ITS EDUCATIONAL SPECIFICITY AND THE USE WORK (VOCATIONAL AND PROFESSIONAL WORK) IN THE NON FORMAL EDUCATION

1. We're placing our project in the frame of three definitions, formal education, non formal education, informal education that contribute to global education. These three dimensions have interactions and common areas. They have their own specificities and contribute, together to the global education of each one.
2. The non formal education is a right, equality between all to this right must be guaranteed in order to allow free choice and favour personal pleasure.
3. The non formal education, according our educational conception has to allow the access to autonomy and socialization of people, to the participation of social life, to the process of personal emancipation, to the struggle against exclusions. It mustn't worsen inequalities concerning leisures and culture.
4. It must reinforce the principle of respect of each one, youthworkers / youthleaders and participants.
5. Non formal education must be acknowledged as an element constituting the education of all the people.
6. It must be supported by institutions and public powers among society. It mustn't be abandoned to the logic of the market.
7. The non formal education has values and educational specificities of its own, it brings social and societal transformations.
8. Non formal education concerns all publics, not only specific populations or populations in difficult conditions. It's not an accessory supplement.
9. Youthwork (vocational and professional work) in the non formal education must be fully acknowledged.
The professional value and dignity of youthworkers and youthleaders must be acknowledged. It must be carried out by actors under different status who must be valorised in their skills as educational and social actors, project initiators, technicians, educationalists in activity or subject fields.
10. The training must allow youthworkers and youthleaders to create areas of commitment and networks for the participation of citizens.
11. The qualification of youthleaders / youthworkers whatever their status is a crucial element for the educational quality of actions towards the public.

THE EDUCATIONAL QUALITY



Our conception of the educational quality of actions and trainings in the non formal education.

The educational quality is the result of the carrying out of the following points:

1. Definition of objectives concerning actions and training:

The action of ENF must be elaborated in a planned project, clarified and concrete.

2. Anchorage of the action or the training in the social, educational, cultural fabric of the context:

Handling of the expectations, the needs of actors and realities on the spot (educational and social) in the contents, ways of proceeding and training tools.

3. Long-term commitment:

A ENF project isn't a "spot", but must be registered in the everyday life and allow a "stability" in time, the possibility of an investment in the educational field.

4. Transferability of the experience, of the educational action:

The ENF actions must have an "impact" with the reality and register in a process of cultural, social and personal development.

5. Participation and association of the public, taking into account their needs:

ENF funds itself on the active participation of people in their own education.

6. The existence of a documentation:

The setting up of documentation under various forms for and with participants of action or training.

7. Interdisciplinary dimension, transversality and globality of the activity:

Learning to build and elaborate connections between learnings and apprenticeships.

(Think globally, act locally)

8. Use of active educational methods: A pedagogy favouring group-works, the participation of each one, the project pedagogy, self-education.

9. Unity of theory and practice in the action of ENF:

Organization and distribution of contents between theoretical contribution, reflections and practices of activities integrating analysis of interaction between reflection and experience.

10. Existence of a cultural diversity in the action or training:

ENF is open to all, it favours and acknowledges the expression of different points of views and struggles against discriminations for the affirmation of an intercultural education.

11. Presence of a consideration and implementation of equality of chances between men and women through defined forms and modalities defined by teams of trainers:

Taking into account of the gender educatand of the sensitization to the deconstruction of sexed stereotypes in the action projects.

12. The ENF as a space of permanent education allowing the "durability" of the planet:

Taking into account the stakes of long lasting development in all the actions in order to experiment and implement the individual and collective responsibility.

13. Implementation of an assessment process of action:

The assessment isn't a judgment but a form of reorganization of learnings, apprenticeships, of experiences meant for the elaboration of new projects from its actors.

14. International dimension of ENF:

Registration of the action or the training within the international stakes for the building of a social and cultural Europe.



COMMON PRINCIPLES FOR ACTIONS OF TRAINING OF YOUTHWORKERS AND YOUTHLEADERS IN THE FRAME OF NON FORMAL EDUCATION

(Animateurs, educatori, monitores, responsable du cercle)

This collection of points concerning the actions of training is meant to partners of the project and to the teams of trainers to integrate their trainings, confront them with their cultural practices. These common principles are conditions for the implementation of actions of training and criteria for the qualitative evaluation of these actions.

1. Conditions and modalities of organisation of a training

- Use of materials and pedagogical tools
- Creation of a file of training (grid, objectives, report)
- Existence of a documentation
- Existence of places and spaces of training
- Existence of a team of trainers
- Function of the manager in charge of the training
- Function of tutorship
- Meeting of multidisciplinary skills in the team
- Formalization of the preparation by team
- Existence of information for trainees
- The length of the rhythm of the training
- Taking into account of institutional constraints
- Existing of a training budget
- Collection of personal motivations before the training

2. Specific nature of the training

Aims

- Taking part in the training of the active citizenship by the sensitivation to the society stakes (interculturality, equality men-women, long-term development)
- Preparation to the functions of Youthwork (vocational and professional work)
- Sensitivation to the stakes of Youthwork (vocational and professional work) within the non formal education
- Accompanying people in their educational commitment and their professional project
- Training people to the elaboration of a critical thought
- Sensitizing participants to their role as agents of social transformation through education

Contents

- Knowledge of publics hosted in actions
- Knowledge of partners who organize actions
- Preparation to the functions of Youthwork (vocational and professional work)
- Definition of skills aimed at for Youthwork (vocational and professional work)
- Sensitivation to the sense and the role of non formal education

Methodologies

- Use of group works
- Suggesting of situations of activity practices that favour personal expression
- Active participation to all the steps of training, including everyday life
- Association of trainees to the project of training



- Taking in account the contribution of the new technologies
- Favouring of inter-personal relations
- Use of pedagogical approaches and concrete tools
- Active participation of participants to the building and the updating of the documentation of the training.
- Valorization of personal experience of each one
- Request of motivation of the trainees in and after the training

Device of assessment

- Creating conditions for auto-evaluation
- The object of assessment must be a process of training from perceptible elements
- Definition and presentation at the beginning of the training of assessment and validation criteria.

3. Trainers of training to Youthwork (vocational and professional work) in the frame of non formal education

Our conception of training and of the qualification of trainers registered in the definition of non formal education:

- The training is a tool that is linked to the educational and social intervention.
- The training must contribute to educational and social transformations carried out by Non formal education.

It must implement our conception of educational quality.

- We reaffirm the importance of a training for trainers.
- We think that the existence of a training of trainers is a element of guaranty for the quality of trainings of youthworkers and Youthleaders and the hosting of children.
- It contributes to the raising of educational quality of the actions lead through non formal education.
- It must be acknowledged by the institutions, provided that they can answer the following criteria.

Preliminary requirements:

Future trainers must have a practice experience in the field of vocational and professional Youthwork.

They must have a personal project, educational intentions, educational values in order to commit in the supervising of actions among non formal education.

Contents

It must allow them to acquire skills concerning:

- The definition and implementation of conditions and organization modalities of a training.
- Definition of objectives of training
- Definition and organization of contents of a training.
- Methodologies and proceedings allowing the association of trainee people.

Criteria for the organization of the training

The training should in the frame of our educational conception.

