

Summary Research Report

**Competence development of youth workers & youth
trainers who work towards the social inclusion of
young people with fewer opportunities**



ARTSQUAD RESEARCH REPORT

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INTRODUCTION

The purpose of this Research Summary is to present an overview of the structure of youth work in the four countries of the partners- Cyprus, Estonia, Ireland, and Romania; to identify the training provision available for youth trainers and youth workers engaging with young disadvantaged people and to evaluate the quality and availability of resources for youth workers. This research will contribute to the development of educational curricula, educational material and a suite of resources that introduce youth professionals to the use of four creative disciplines: Digital Media, Storytelling, Drama and Music.

Research comprised desk-based and field-based activities.

FRAMEWORK OF THE RESEARCH

This research is conducted in the framework of the project [ARTSQUAD](#).

ARTSQUAD is the abbreviation of the project “Competence development of youth workers & youth trainers who work towards the social inclusion of young people with fewer opportunities”.

The choice of the Latin word “QUAD” in the title is reflecting the four creative disciplines that the project proposes as powerful tools in youth practice: Digital Media, Storytelling, Drama and Music.

With the project ARTSQUAD the partners plan to offer the target- group of youth professionals (youth workers and youth trainers) an opportunity for professional development along with innovative tools to use in their work with young people especially with those with fewer opportunities.

Identity of the project

The project is co-funded by the EU Programme: Erasmus+ Key Action: Cooperation for innovation and the exchange of good practices. Action: Strategic Partnerships. Field: Strategic Partnerships for youth. Main objective: Development of Innovation.

Partnership

The partnership includes:

[SEAL CYPRUS- CYPRUS ORGANISATION FOR SUSTAINABLE EDUCATION & ACTIVE LEARNING](#) who is the coordinating partner.

[YSBF- YOUTH IN SCIENCE AND BUSINESS FOUNDATION](#) (ESTONIA)

[FIP- FUTURE IN PERSPECTIVE](#) (IRELAND)

[SALVATI COPIII- FILIALA ARGES](#) (ROMANIA)

Description of the research

ARTSQUAD proposes to develop a completely new train-the-trainer curriculum for the use of artistic disciplines to develop key competences and to produce a suite of prototype key competence resources to attract and engage marginalised youth in the process of competence building. To inform this process and ensure that the needs and preferences of key target groups were taken into account, a comprehensive research exercise has been conducted by the partners.

The “Summary Research Report - State-of-the-art & Needs Analysis” was the first Intellectual Output of the project ARTSQUAD and the activity leading organisation was Salvati Copiii-filiala Arges from Romania who designed the research framework and compiled the report. Future in Perspective from Ireland designed and layout the Country Desk Research Reports and the Summary Research Report.

The research objectives were:

- to identify best practice in the design, development and provision of train-the-trainer¹ programmes for youth professionals;
- to highlight the issues to be addressed in the proposed curriculum;
- to identify possible prototype tools that use different artistic disciplines to support the key competence acquisition process;
- to identify best practice in the design of blended learning curricula and e-learning environments;
- to identify the needs of the youth professionals when it comes to the promotion of the competence development of their target group(s).

This Summary Research Report was produced to establish the current situation in each of the partners’ countries based on a summary of the findings in the individual country research reports. It outlines best practice elements to be included in the training design and best practice regarding training delivery. This research report pinpoints potential areas where the different artistic forms to be used in the project can be applied to the development of key competence learning resources.

The Summary Research Report includes a Learning Outcomes Matrix that sets out the exact learning outcomes to be achieved in each of the curriculum modules. Using a learning outcomes approach allows for the localisation of learning content to make it culturally

¹ Train the trainer in this context covers educational programs whereby individuals identified to teach, mentor or train others attend training themselves.

specific and appropriate to each local setting without compromising the learning outcomes to be achieved.

Data collection methodology

The partners have followed two types of research; primary research and secondary/ desk research. The research was conducted by all partners during June 2017.

With the primary research or field- based research, data have been collected from research subjects (youth professionals) with the use of the survey questionnaire technique. The choice of this type of research was made so as to receive specific information from the actual target group. The survey questionnaire included different type of questions: closed questions, open ending questions, and contingency ones.

The survey was preceded by a **pilot**, applied by Salvati Copiii- Filiala Arges to its stakeholders by sending them a draft of the questionnaire after the first meeting of the project partners in April 2017. That was an essential step, which gave the opportunity to assess the validity of the technique, meaning how well the **research** questionnaire actually measured what it set out to and how well it reflected the reality it claimed to represent. The feedback was used for the finalization of the questionnaire.

The questionnaire was created on a printed version and an online one. The online version was created with the tool Google Forms and was hosted in the cloud storage of the coordinator.

The survey questionnaire was distributed by the partners to youth professionals in their networks in their countries; Cyprus, Estonia, Romania and Ireland.

The coordinator, SEAL CYPRUS, has distributed the questionnaire during an event organized for this purpose in Nicosia in June 2017. The Romanian partner, Salvati Copiii- Filiala Arges has also organized an event. The partners YSBF- Youth in Science and Business Foundation from Estonia and FIP- Future in Perspective from Ireland have opted for the online distribution.

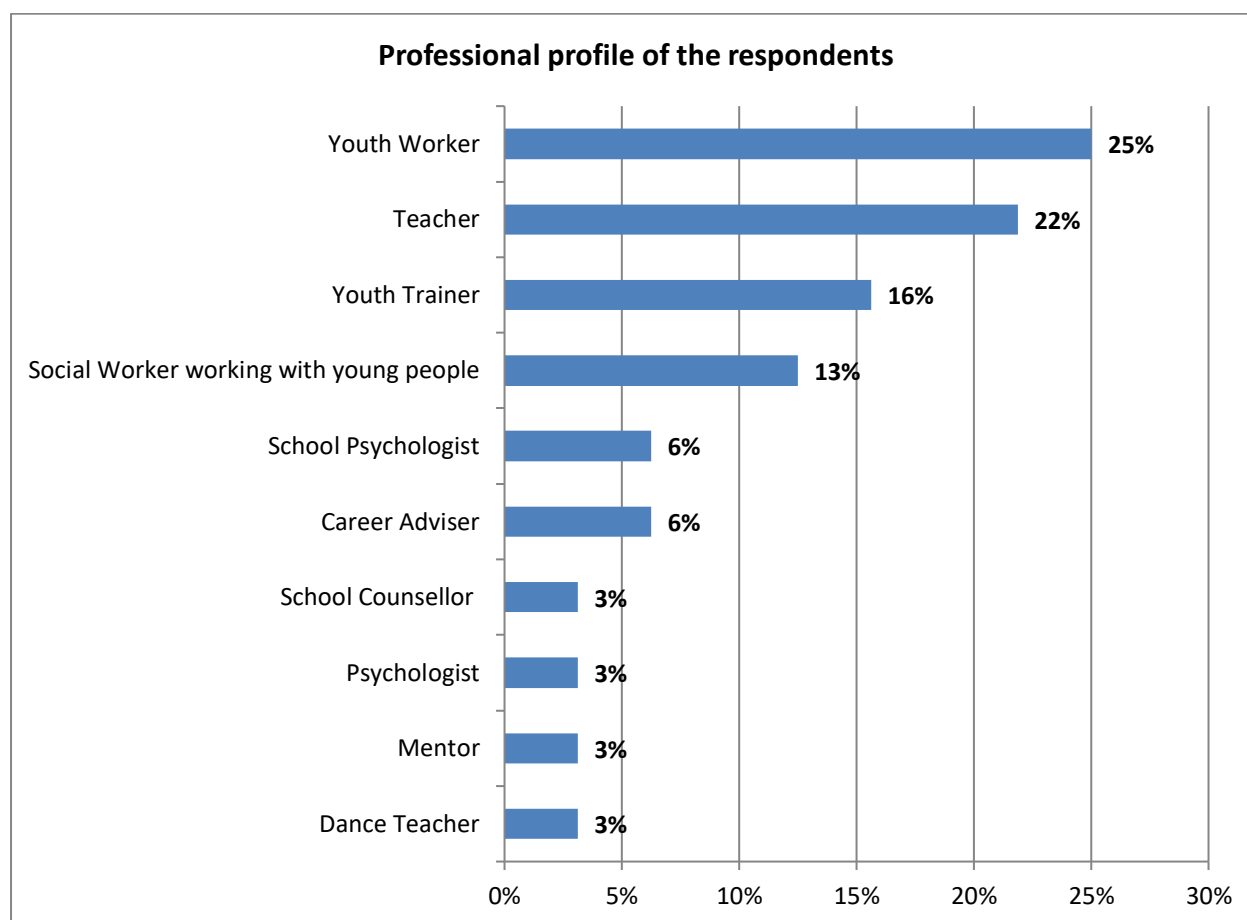
Secondary or desk research involved the summary, collation, and synthesis of existing data. The choice was made in order to dig out data quickly and inexpensively from a wide variety of sources to answer many of the questions that had already been asked.

The partner Future in Perspective from Ireland created an Outline Template which was followed by all partners in order to produce uniform Country Desk Research Reports. This way, the reports produced provide the reader with the opportunity to detect similarities and differences between the countries.

PRIMARY RESEARCH- SURVEY QUESTIONNAIRE

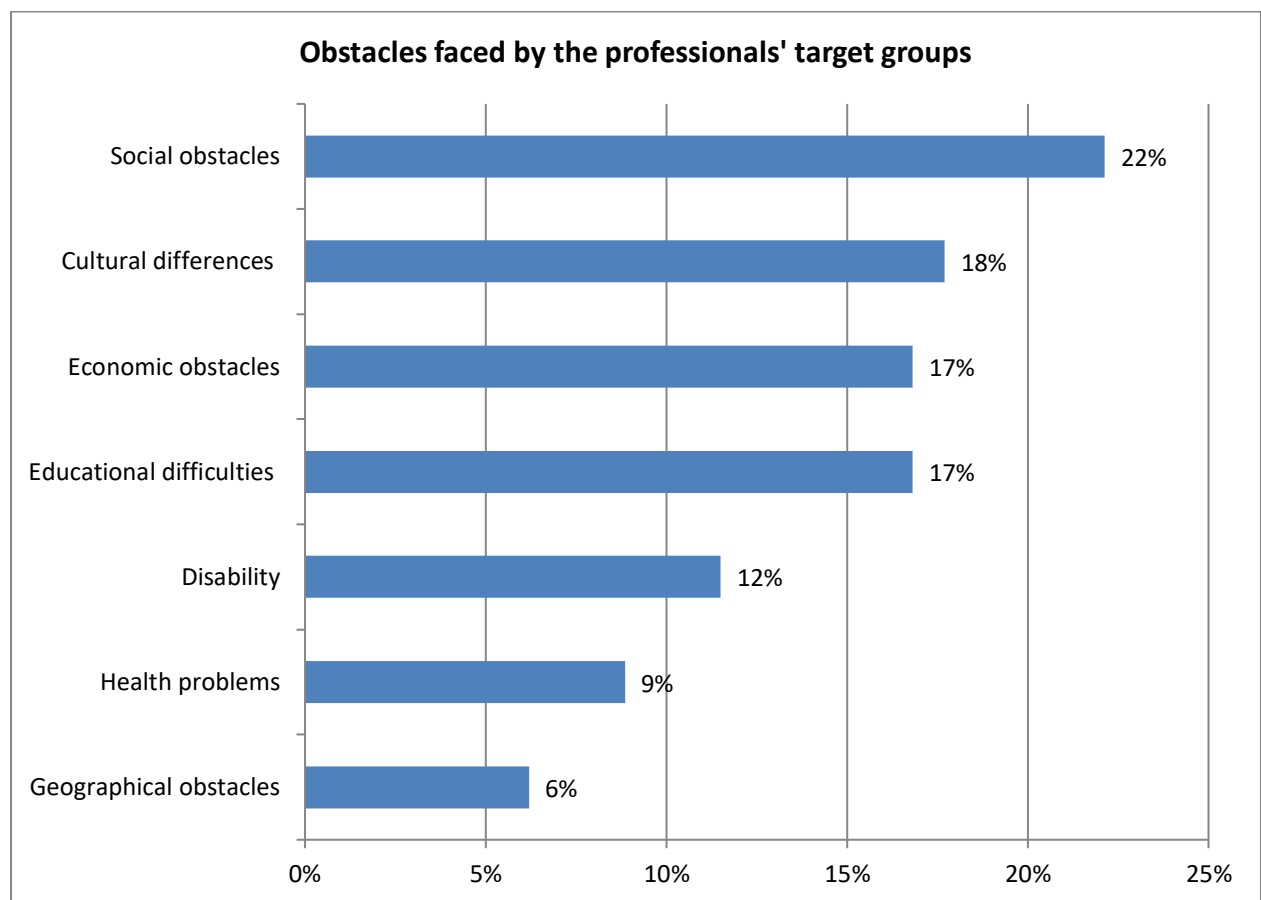
Demographics

The research questionnaire was filled by 32 youth professionals in the four countries of the partners, Cyprus, Estonia, Romania and Ireland during June 2017. The respondents are working with the young people in various capacities. In the table below, we can see their specific professional roles.



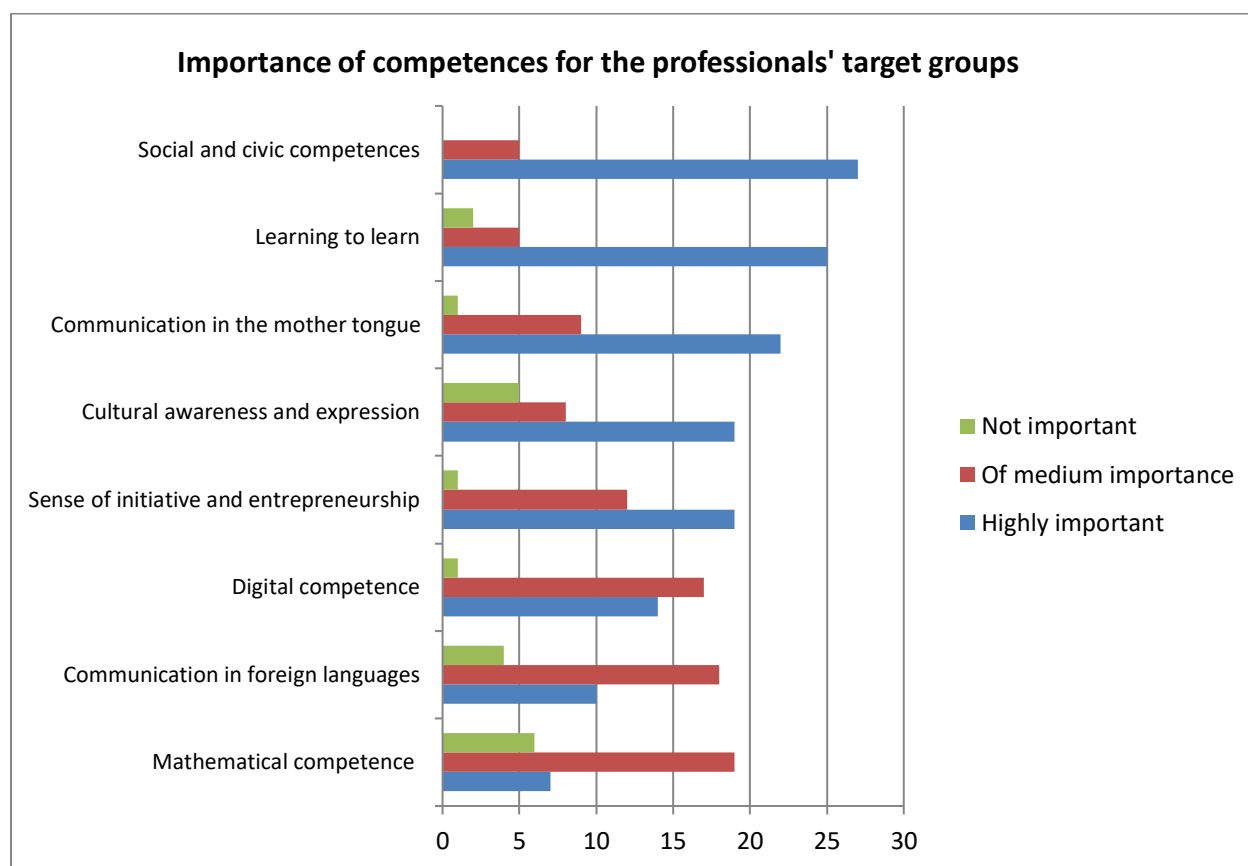
Target Groups

44% of the respondents work exclusively with under-aged youth while the remaining 66% with the youth across all age ranges up to 35 years old. All but one work with young people with disadvantaged backgrounds and/ or fewer opportunities. We have asked the professionals about the obstacles faced by their target group(s). The most common are the social obstacles (22%). The second type of obstacles are the cultural differences (18%) faced by immigrants and refugees/ asylum seekers and ethnic minorities like Roma in Romania. Economic obstacles and educational difficulties are faced by 17% of the young people the professionals are working with. The less common obstacles are disability (12%), health problems (9%) and geographical obstacles (6%).



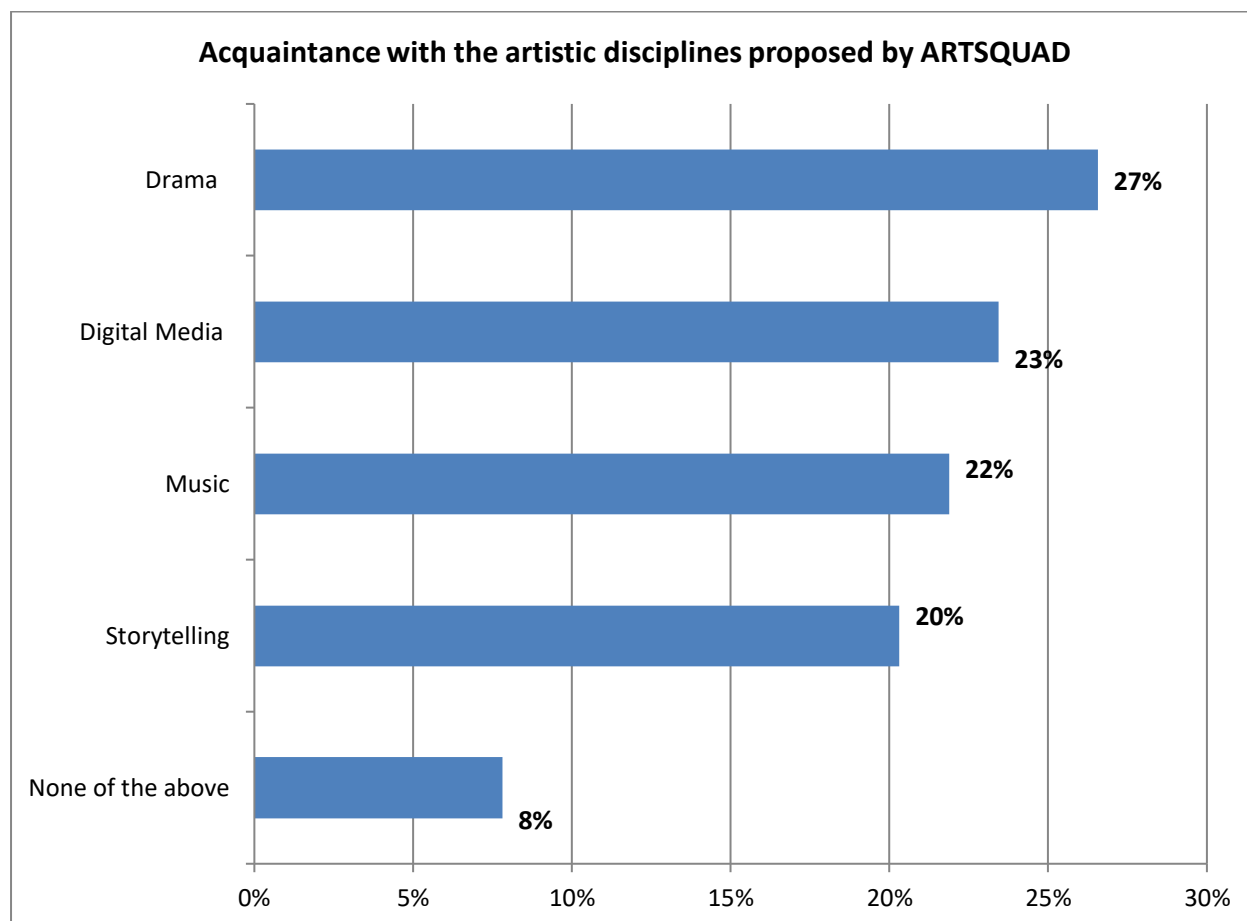
Competence building

In order to explore the competence building procedure, we asked the youth professionals how important it is for their target group(s) to develop each of the 8 key-competences for lifelong learning set out with the European Framework for Key Competences. Key competences in this context are those which all individuals need for personal fulfillment and development, active citizenship, social inclusion, and employment. Based on the responses, we can see that the professionals believe that the most important competences for their target group(s) are the social & civic competences followed by learning to learn, communication in the mother tongue, cultural awareness and expression, sense of initiative and entrepreneurship, and digital competence. The least important are communication in foreign languages and mathematical competences.



Acquaintance with the proposed Artistic Disciplines

We were interested to see if the professionals use in their practice any of the proposed artistic disciplines to promote competence development of their target group(s). In order to be sure that we all have a common understanding about those disciplines, we have created a reference document. The document has been distributed to the respondents who filled the questionnaire in print and it was provided through a [link](#) to those who filled the online form.

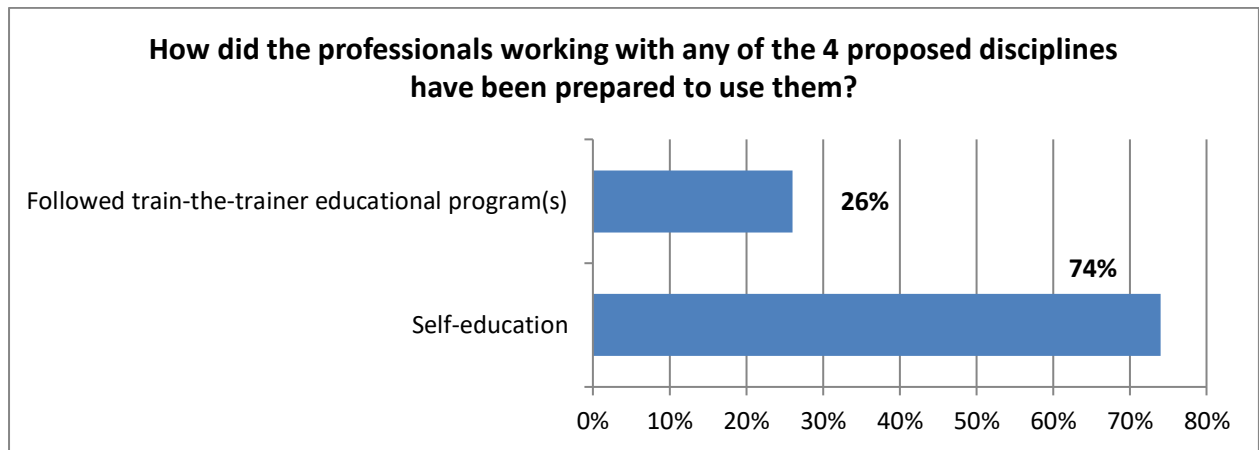


We can see that less than one third of the respondents use with Drama in their practice as youth professionals. Less than one fourth are working with Digital Media and Music and only one every five work with Storytelling. An 8% does not use any of the above disciplines.

Only 26% of the professional working with one or more of the above four disciplines has attended a related train-the-trainer program. By **"Train-the-trainer"** we have explained in the questionnaire that we mean any educational program whereby individuals identified to teach, mentor or train others attend training themselves. We have asked them to describe the programs they have attended; of these 5 were in drama, 2 in storytelling, 1 in digital media and 1 in music.

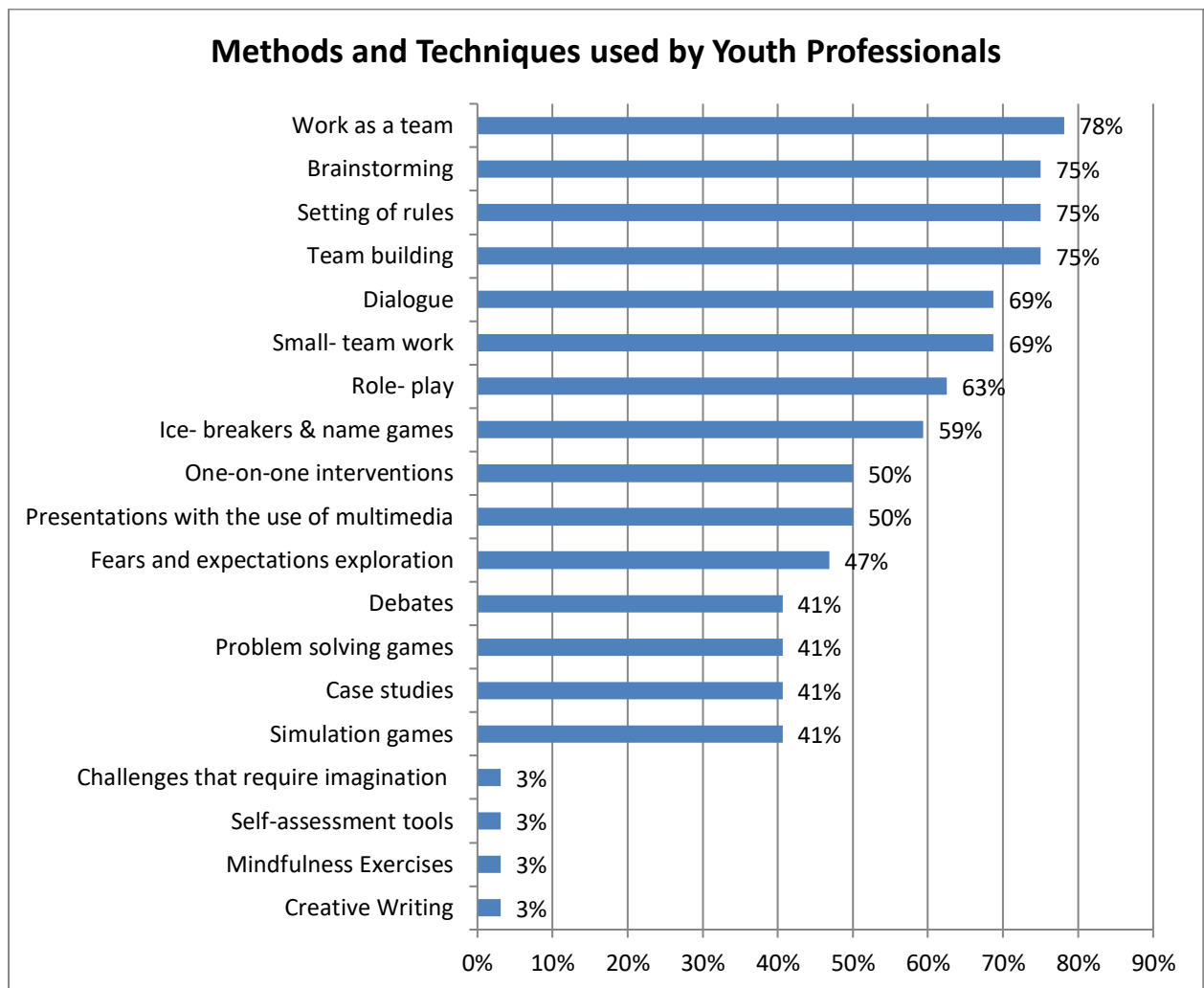
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The vast majority (74%) stated that they are self- educated. The most usual means they have retreat to were “the internet” (YouTube, Google, articles, tutorials). Two people have also referred to “peer- learning”. Some referred to training courses where these disciplines have been used although the courses were on different subjects.



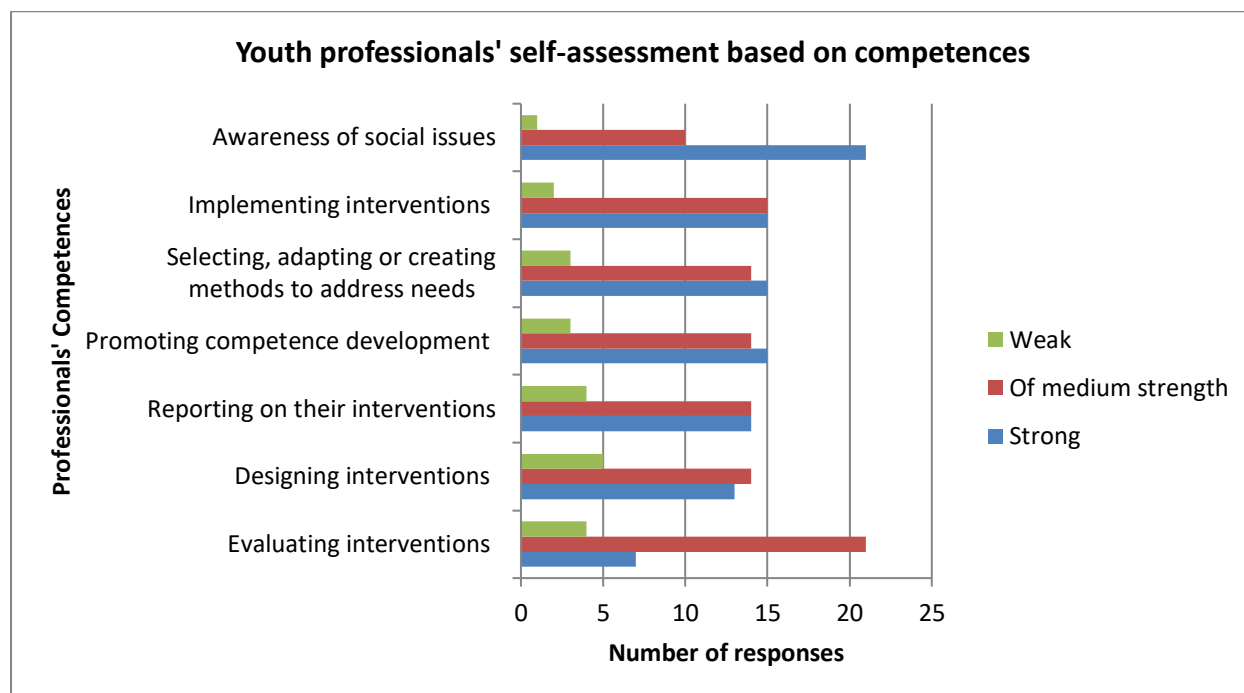
Methodology Used

The youth professionals have been asked about the methods and techniques they use in their practice. It is evident that the most popular method is work as a team which was selected by 78% of the professionals. Brainstorming, setting the rules and team building are following with 75%. Dialogue and work in small groups both scored 69% followed by role play (63%), and icebreakers and name games (59%). Half the youth professionals use one-on-one interventions and presentations with the use of multimedia. 47% explore the fears and expectations of the young people they work with. Debates, problem solving games, case studies and simulation games are less used (41%). Some professionals (3%) referred to four additional methods they use is their practice; challenges that require imagination, self-assessment tools, mindfulness exercises and creative writing.



Competences of Youth Professionals

In our quest to learn more about the quality of the work of the youth professionals, we have asked them to rate their own competences when it comes to competence building in favor of their target group(s). We have borrowed the method of self-assessment and the sets of competences we used in the questionnaire from the European Training Strategy (ETS)² and we have adapted them to the context of our research.



The competence the youth professionals feel more confident about is awareness of social issues such as equality, diversity and disability. They also feel confident about:

- Implementing educational and other interventions in favor of the competence development of young people;
- Selecting, adapting or creating appropriate methods to address the needs of young people;
- Their effectiveness in promoting competence development for individuals and groups regarding their competence development.

² The ETS aims at contributing to the development of quality of support systems for youth activities and the capabilities of civil society organisations in the youth field. For more information: <http://www.salto-youth.net/rc/training-and-cooperation/trainingstrategy/>

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The youth professionals appear less confident in designing educational and other interventions for competence building of the young people, in evaluating these interventions and in reporting about them.

Further professional development

In the question, “would you be interested to participate in a training course on how to use the four artistic disciplines (Digital Media, Storytelling, Drama and Music) in your work with the youth?” all respondents but one replied positive.

SECONDARY RESEARCH- DESK RESEARCH

Current situation in the partners' countries

All the partners provided information about the state-of-the-art in their countries; Cyprus, Estonia, Ireland and Romania.

Overview of youth work (formal, informal and non-formal)

From the desk-research activities conducted, it is clear that youth work is developed at different levels in each of the partners' countries.

Cyprus

Since there is no specific definition of youth work in Cyprus, the people considered as practicing youth work do so as part of their wider professional role, but have usually been employed to undertake another specialty. There is a practice for people with a background of psychology to take on youth work type roles, but also people with other degrees undertake similar roles. This being the case there is no youth worker association. In general, in Cyprus there is a tendency to perceive the term "youth worker" as tantamount to the term "youth trainer". The first National Youth Strategy, designed by the young people themselves, was approved by the Council of Ministers in May 2017.

Estonia

The main strategies for the youth in Estonia are described in the national Youth Development Plan 2014-2020. Its focuses are: creating more opportunities for cooperation, showing initiative and developing creativity, reducing the effects of unequal conditions on the youths' developmental opportunities and to avoid exclusion, active participation in communities and decisions, success in the work market and quality youth policies and youth work. The plan's objectives are to reduce the percentage of youth with basic education or lower who will not continue their studies from 10.5% (2012) to 9.5% (2020) and the unemployment of youth from 20.9%(2012) to 10% (2020).

Ireland

Youth work is quite a well-developed field in Ireland. Youth work in Ireland is based largely around the delivery of non-formal education programmes to all young people with a particular emphasis on those aged between 10 and 24. It is an inclusive field, with organisations providing project and group work activities for young people from all communities, social classes and cultures. Youth work services are primarily facilitated by voluntary organisations, with statutory support from the Department of Education and Skills, the Youth Affairs Unit of the Department of Children and Youth Affairs and the Education and Training Boards (vocational education providers).

Romania

When you say “youth work” in Romania, the next thing that comes into mind is non-formal education, usually practiced by some of the 60.000 NGOs of the country. Years of NGOs and some University teachers’ work and European policy, lead to the 2015- 2020 National Strategy for Youth Policy. The partner believes that the strategy has numerous weaknesses.

Overview of training provision for professionals working with young people

There are no undergraduate or postgraduate courses in the field of youth work in Cyprus. The youth organisations are very active in organising international training courses with funding from Erasmus+ Youth. Some of these courses address the youth professionals but their participation is limited in terms of numbers (there are usually 2 to 4 people who participate from each country).

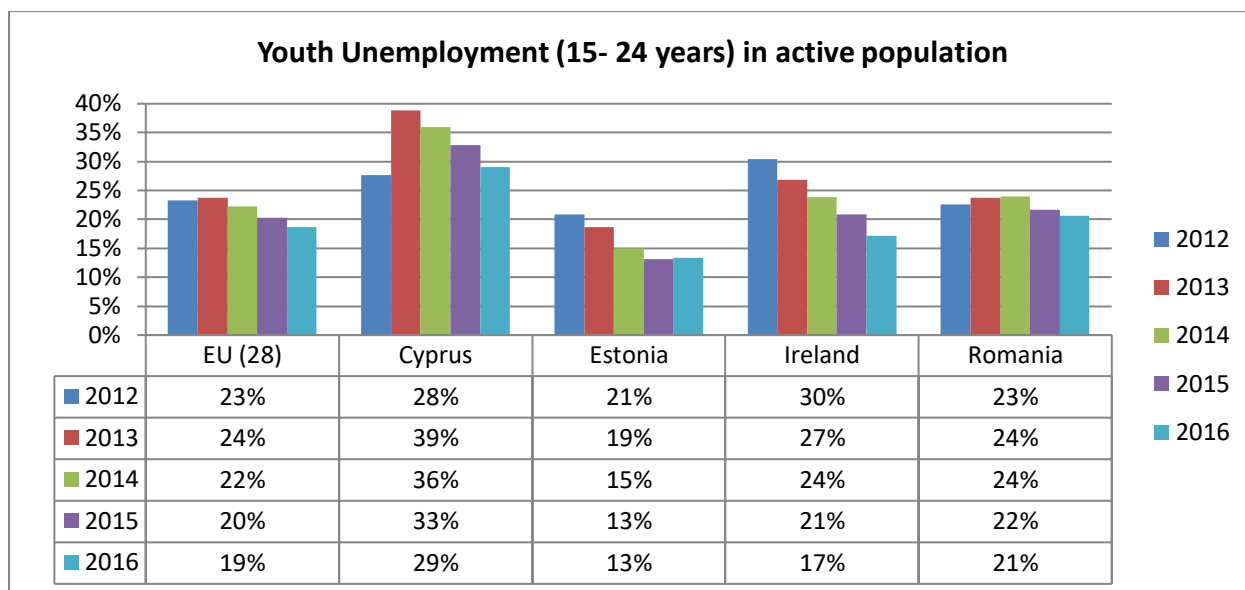
The youth workers in Estonia are expected to have completed higher education in youth work, social work, culture or education. A youth worker with secondary education should attend a youth work course. The youth workers are divided between distinct levels; obtaining the higher level requires an amount of work experience and certain education.

Most of the youth services in Ireland are staffed by volunteers who receive in-house training from the organisation. Paid employment is available but, while in the past relevant experience has been more important than a qualification, increasingly employers are asking for a recognised qualification. There are some youth work undergraduate or postgraduate courses available. However, most are full time, expensive and have specific entry requirements. The National Youth Council of Ireland provides accredited and non-accredited training designed for “youth work practitioners”, including youth workers, leaders and students, development educators, peer educators and youth work trainers.

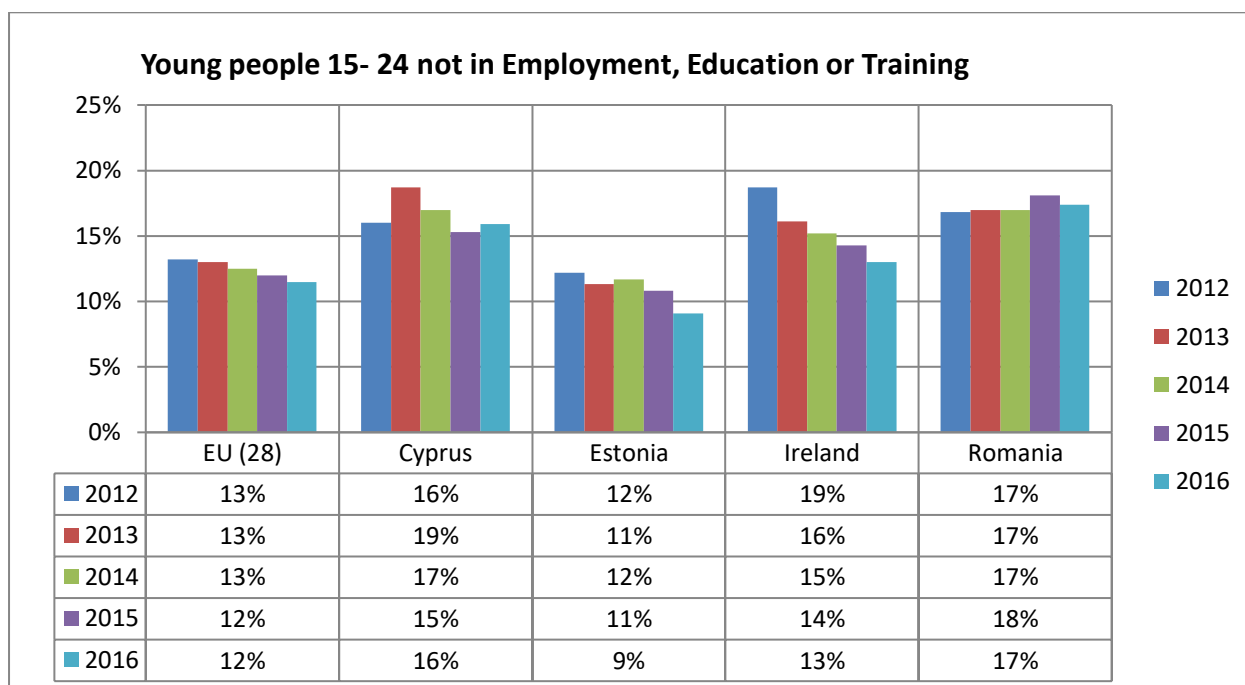
Statistical overview of youth unemployment and disadvantaged youth

All the partners provided particularly valuable data describing the conditions faced by youth in their countries in their Country Research Reports. However, not all the countries measure the same social issues or follow the same statistical methods. In order to be able to make comparisons between the countries and the European Union of 28 countries, we extracted related data from EUROSTAT in June 2017.

Unemployment of the young people (15-24 years old) concerns all the partners’ countries. Cyprus is in the worse position with a rate higher than the European (28 countries) average. Youth unemployment was at 8% in Cyprus in 2008, reached a record high of 39% in 2013 after the collapse of the banks in the same year and is still close to 30%. In the period 2012-2016, Estonia and Ireland show a decline tendency while Romania remains relatively stable. While the labour market situation of young people in the EU remains preoccupying, the data presented here contain some hopeful news.

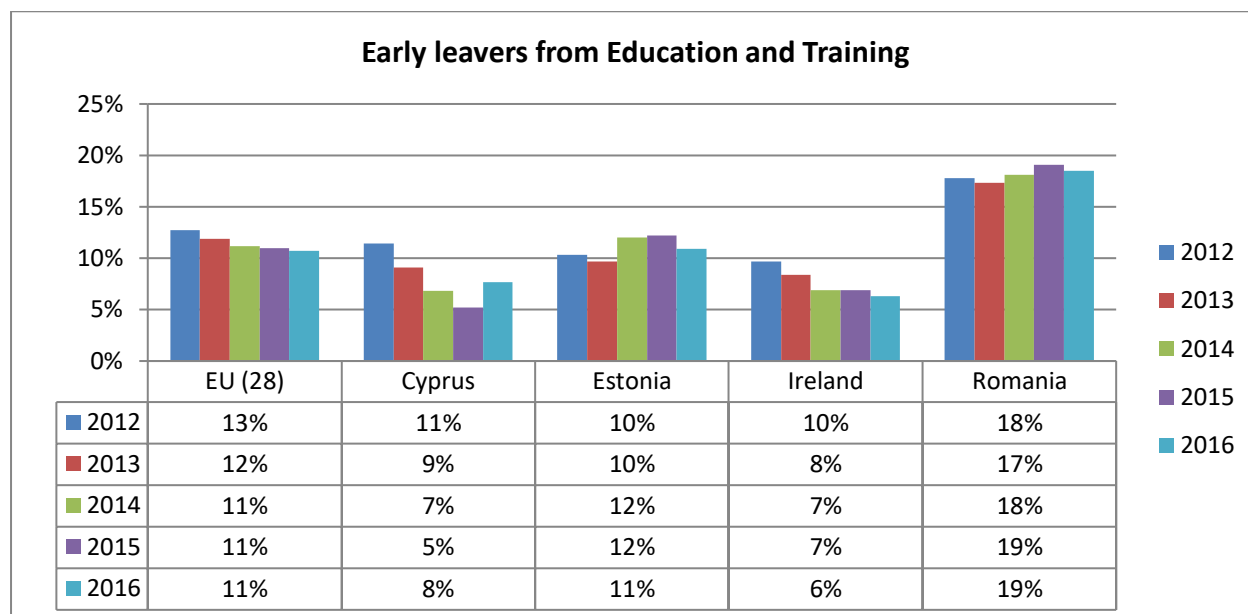


Over the last 5 years, the rate of the group of Young People (15-24) not in Employment, Education or Training (NEET) in EU 28 is considered flat but the level and the trend vary by country. A declined trend has been reported in Estonia and Ireland. Regarding the structure of NEETs by gender (EUROSTAT data for 2013) in all the partners' countries, female NEETs are more than the male with the biggest difference in Estonia where the female constitute 60.5%. The percentage is 50.4% in Ireland, 51.9% in Cyprus, and 57.4% in Romania.

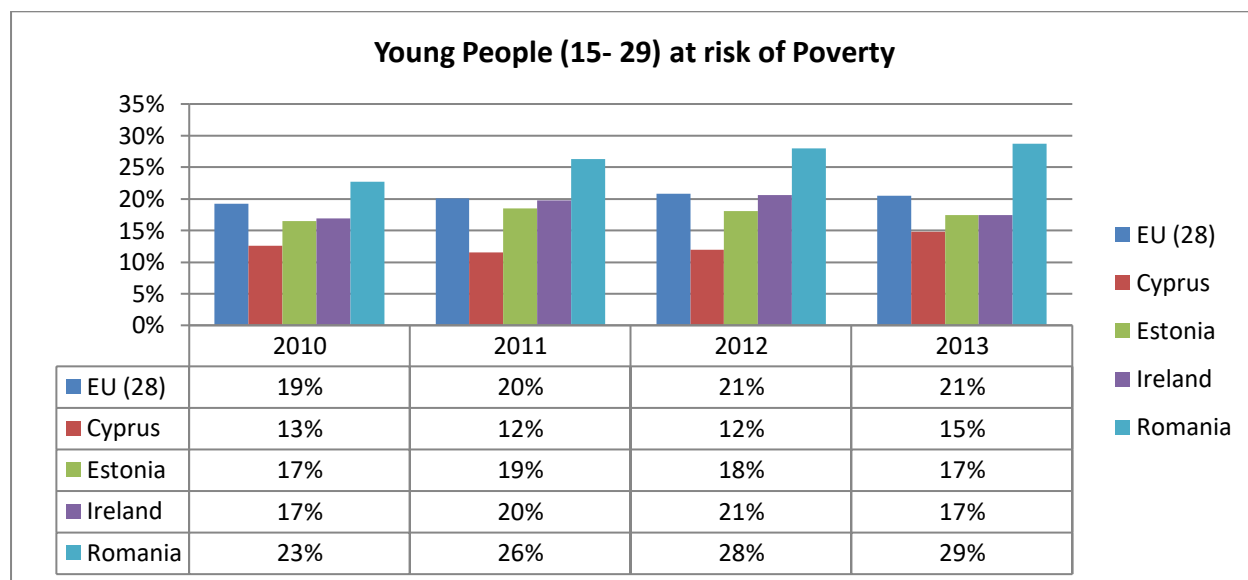


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The Europe 2020 strategy sets out a target of “reducing the share of early leavers of education and training to less than 10 % by 2020”. Cyprus and Ireland have reached the target and Estonia is very close to do the same. Romania is almost 2 times above the target.



In the period 2010- 2013, for which there are available data, one every 5 young people between 15 and 29 in EU28 was at risk of poverty. Cyprus was below the EU28 average while Estonia and Ireland were close to the EU28 average. The picture is considerably worse for Romania and the rate was rising.



Needs Analysis

The partners have conducted desk research in their countries, Cyprus, Estonia, Ireland and Romania but also at the European level.

Best practices in the design, development and provision of train-the-trainer programmes for youth professionals

In our research for best practices we have identified three projects of international character which were implemented with the support of Erasmus+ in Cyprus:

The project [ACE](#) aims to strengthen the competencies of Adult Educators supplying them with innovative and attractive training material and ICT tools based on Lifestyle entrepreneurship (LSE) approach. The methodology of the project is based on the blended learning approach using the reversed/ flipped training method, ICT tools, Open Educational Resources.

[EntrInno](#) is addressing the need for optimizing the development of entrepreneurship and innovation in Europe and has developed an interactive online game which is accessible online and offline, and can be adapted to fit various contexts.

The [STEER](#) project (*Supporting the Transition from Education to Employment of youth at Risk*) aimed to design, develop, deliver and test a comprehensive training programme for youth workers in transition planning. Part of the project is training for youth workers on how to develop and deliver comprehensive and tailor made transition planning to the target group.

Two practices from Ireland attracted our attention: The full-time course **ArtsTrain** by Youth Theatre Ireland. The course provides training in drama facilitation and youth arts, giving participants an understanding of good youth theatre practice. Learning takes place through workshops which are dependent on trainees' active participation, observation, dialogue and analysis. As part of the programme, participants undertake a range of modules including creating drama, drama facilitation theory and practice and improvisation.

The Sanctuary offers a facilitator training course to experienced teachers and youth workers. This course provides them with the tools and resources to facilitate "The Sanctuary Mindful Warrior Programme"; *"a course for young people who require an alternative, experiential-led approach to their development"*. Participants are given the pedagogic tools and provided with a range of alternative techniques to best support the core learning of young people they are working with. This is primarily experiential training but is supported by a course manual, facilitator's notes on each lesson, a PowerPoint slideshow of each lesson and references to audio and video clips.

Two valuable programs are coming from Estonia:

Long term international development program "**LEVEL UP! Learning in Youth Work**".

LEVEL UP! is a long-term experimental programme starting in May 2015 for youth workers and youth leaders from Latvia and Estonia. The focus is on facilitation and recognition of learning processes of young people in youth work – based on Youthpass concept.

Developmental programme **Skilful Helper** helps youth workers to develop their role as helpers, learning about the psychology of the youth, the available tools, learning skills for better communication and preventing dangers and burnout.

In Romania we have spotted the Project **Comunitati 3D**; is a training for 10-30 teachers in the use of non-formal education with the purpose of raising the employability of young people.

Best practice in the design of blended learning curricula and e-learning environments

All the best practices we have identified regarding the design of blended learning curricula and e-learning environment in Cyprus have been developed in the framework of European Programmes:

BLearning produced an online Toolkit to assist schools in applying blended learning practices. The tools consisted of the following components: Professional Development Program (PDP), guidelines for PDP for trainers, course materials for PDP, self-evaluation tool for school teams, and guidelines for school teams.

VALUE provided learners in schools with tools and practices (innovative interactive teaching techniques, ICT, digital storytelling) to use both the language of instructions and the language of origin at different levels of competences.

COMEET+ developed a pilot training experience in each of the 6 participating countries and two people from each country had the chance of participating in an international blended training in Italy.

EnYouthTeacher created a platform where the user can take a test to identify his entrepreneurial profile and a set of modules that one can attend online.

Under My Wing designed and provided a set of training courses and online modules to support competence development of unemployed or underemployed young people.

Learning Tiger 2008-2013 was a large scale programme in Estonia which trained school workers to use information and communication technology in everyday lessons. Different forms of active learning and software were taught to the approx. 60% of all Estonian teachers and school managers who participated.

In Ireland, **Digital Latin Quarter** produced an innovative training programme in digital media production for youth workers coupled with bespoke support learning resources; the production of a series of TV programmes led by young people; a Curriculum for use when working with young people; a range of media-based, interactive, guidance resources and the creation of DLQ-TV for youth engaged in the project.

Sheherazade, 1001 Stories for Adult Learning in Ireland introduced storytelling as an educational strategy and a pedagogical tool in formal and non-formal adult learning by

focusing on the linguistic, interactive, performing, social and cultural aspects of stories and storytelling.

Prototype tools that use different artistic disciplines to support the key competence acquisition process

All the partners have identified with very interesting tools that use different artistic disciplines to support the key competence acquisition process such as:

- **[TABLO](#)**, a European project for creating a vocational training course that integrates arts therapy into the daily routines of those working with people with long-term conditions (Cyprus).
- **Digital Latin Quarter** (see previous section) (Ireland).
- **Creativity, Resilience & Global Citizenship: Activity Toolkit** developed through the **Fast Forward** training where one of the tools used was Theatre of the Oppressed (Ireland).
- **Roleplay** (drama, storytelling), **Kodu (Home) Game Lab** (digital media, storytelling) and **Robotics** (digital media); all with students as a target- group (Estonia).
- **Drama** is used in non-formal education in Romania through tools like: forum theatre, labyrinth the tre, and street theatre.
- **Graphic facilitation is used with the help of digital media in non-formal education in Romania.**
- **Music.** The Association for Autism ANCAR-from Pitesti designed a program using music therapy for their highly functional beneficiaries; to improve concentration and enhance social skills.

Best practices in Europe

The partners conducted extended research among formerly implemented projects in Europe in order to avoid repetition of their efforts. The research revealed a number of projects in the field of Erasmus+/ Lifelong Learning based on alternative teaching styles, approaches and materials which focus however in a sub target- group of our own project; namely the early school leavers. Indicators: (1) Alternatyvusis Ugdymas in Lithuania aiming to create the conditions to support the development of alternative education to reduce the number of drop-outs and entice those already outside the system back to education; (2) Frequenza 200 in Italy which has been widely adopted to tackle early school-leaving and uses alternative teaching methods, learning laboratories and a whole range of different learning activities.

In the field of Erasmus+/ Youth, we have studied the results of several projects on Competence Development for youth professionals. Indicators:

(1) "P.L.A.Y: Passion, Love, Active Participation, Employability" in Italy for youth workers who deal with young people with special needs e. g. early school leavers, having low self – esteem, unemployed young people, etc.; (2) The project "IntegrArtMus" in Spain where the

participants learned about art and music as integration tools; (3) The training course "Youth and Cultural Movement in Europe, crossing borders and Empower" in Spain, was about the use of culture as an element of social cohesion.

Conclusions

Primary Research- Survey Questionnaire

The field-based research in the partners' countries revealed that the youth professionals who participated in the survey are not particularly acquainted with the four artistic disciplines proposed by our project. Less than one third of the respondents use Drama in their practice. Less than one fourth are working with Digital Media and Music and only one every five work with Storytelling. An 8% does not use any of the above disciplines in their practice.

Moreover, only 26% of the professional working with one or more of the above four disciplines has attended a related train-the-trainer program. The vast majority (74%) are self-educated. The most usual means they have resorted to were "the internet" (YouTube, Google, articles, tutorials).

Our project is going to provide them with a face to face training opportunity but also with tools that can be used online and can be studied on their own time and pace.

Regarding their target groups, all but one youth practitioners work with young people with disadvantaged backgrounds and/ or fewer opportunities. The most common obstacles they face are the social ones (22%). The second type of obstacles are the cultural differences (18%) faced by immigrants and refugees/ asylum seekers and ethnic minorities like Roma in Romania.

These obstacles are going to be taken into account when designing the train-the-trainer curriculum so as to make it really corresponding to the needs of the target groups.

The youth professionals believe that the most important competences for their target group(s) are the social & civic competences followed by learning to learn, communication in the mother tongue, cultural awareness and expression, and sense of initiative and entrepreneurship.

On the subject of methodology, we saw that the youth professionals are using a wide range of methods and techniques in their practice. This led us to the conclusion that although the prototype tools we will create should be based not only on the methods they use more often (like "work as a team", "brainstorming", "setting of rules", "team building", "dialogue"), but also on those they use less often (like "debates", "problem solving games", "case studies" and "simulation games"). This way we will support them to enrich their toolbox.

In our quest to learn more about the quality of the work of the youth professionals, we have discovered that the professional competence they feel more confident about is awareness of

social issues such as equality, diversity and disability. With the prototype tools we will create, we will try to employ their strong competences but we will also build on the weaker ones which are designing educational and other interventions for competence building of the young people, evaluating these interventions and reporting about them.

Secondary Research- Desk Research

From the desk-research activities conducted, it is clear that youth work is developed at different levels in each of the partners' countries. This fact should not affect the quality of ARTSQUAD project whatsoever; the partners should ensure that development work is of a high standard and that the required learning outcomes are addressed.

With our project, we will address the detected lack of specifically tailored continuous professional development supports for youth professionals. Moreover, after the ARTSQUAD partners evaluated the work in their native countries, they concluded that there is a scarcity of specialized literature in the field of work with Digital Media, Storytelling, Drama and Music, towards the social inclusion of young people with fewer opportunities.

Project partners were fully aware of the development work that had to be done before and built on the good practices of former projects with the aim to add something different and significant to the youth development landscape through the project ARTSQUAD.

Our research for projects that created curricula, material and interactive resources to support Youth Trainers and Youth Workers to use Digital Media, Storytelling, Drama and Music proved that:

- Digital Media are almost always associated with computer skills for office use while we are going to use them as creative artistic means.
- Drama & music are used relatively often in non- formal education but mainly in Youth Exchanges.
- Storytelling is not common in youth work- we have found only the Grundtvig "Stranger" project (Norway) which challenged xenophobia and social exclusion in Europe by exploring storytelling as a method for improving dialogue between the majority population and ethnic minorities.

Most of the projects we have explored in the field of Erasmus+/ Youth included short- term mobility activities while we want to develop certain intellectual outputs which demand a much longer project life. Moreover, these projects offer the opportunity for professional development only to a small number of participants from each country while we are planning to benefit bigger numbers of youth professionals in the partners' countries.

Main issues to be addressed in the proposed curriculum

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Based on the research, the curriculum to be built around the four proposed artistic disciplines (Digital Media, Storytelling, Drama and Music) should focus on the acquisition of social and civic competence, digital competence, cultural awareness and expression, entrepreneurship and critical thinking. The curriculum should address a range of issues such as equality, diversity and disability in the context of current legislation with regard to training provision and be able to show how the use of alternative teaching resources improves the learning experience for those who might have experienced inequality or discrimination on previous occasions.

Regarding quality, the partners should ensure that development work is of a high standard and that the required learning outcomes are addressed.

Recognition of non-formal learning, youth training and youth work should be at the core of the curriculum.

Regarding the content of the resource tools to be created, they will include activities suitable for front line youth professionals who have little or no knowledge of the subjects as was indicated by the research report. Effort will be paid to develop them so they can be used as stand-alone workshops which can also complement each other. The digital tools will be better to be accompanied by a written guide also.

Epilogue

While most youth professionals are qualified to academic standards many of the educational interventions that form such an important part of their daily work are based on intuitive learning.

ARTSQUAD aspires to support youth professionals in developing and sharing effective methods in reaching out to disadvantaged young people and in promoting social inclusion. Through its innovative integrated approach, the project will provide the people working directly with the youth with practical tools to use in their work.

Publication

The partners wish this report to comprise the evidence base for future development actions by other organisations and professionals. The Summary Research Report is available in all partner languages for download from the Resources part of the project website www.artsquad.eu along with the four Desk Research Reports which are available in English. We have also posted about the release of these publications on the project Facebook page <https://www.facebook.com/ArtsquadEU/>



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