



European Academy on Youth Work
Second edition

FINAL REPORT

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01

Foreword

In today's fast-changing societies, innovation plays an important role in ensuring and further developing the quality of youth work. The importance of innovation became particularly manifest during the Covid-19 pandemic, which compelled youth work to cope with disruption and uncertainty and to quickly respond to the emerging challenges.

The second European Academy on Youth Work event was held during the last waves of the pandemic, three years after the first EAYW event (May 2019). Like the first event, the second EAYW was based on the presentation of innovative practices from youth work practice, policy and research. The 31 practices, selected from over 200 applications, showcased projects that managed in an im-





pressive way to respond to the needs of young people and to initiate youth work related developments during this period.

In May 2022, it was possible again to hold the second EAYW as an international residential event. However, lingering restrictions as well as the invasion of Ukraine by Russia in February 2022 contributed to the decision to enable online participation for those who were unable to travel.

For the EAYW, the long period between the first and the second events offered the chance to move ahead conceptually and to further develop the EAYW as a platform for knowledge-building and exchange on innovation and current trends and developments, through the production of several resources, all of which formed the backbone of this event. The second EAYW offered the space to further explore the process of innovation in youth work and what is needed to support and sustain it.

This report pays attention to both facets: After analysing the different levels, topics and approaches of the presented practices, it presents the insights from discussions related to the process of innovation in youth work. Finally, it summarizes the conclusions and recommendations stemming from these exchanges and reflections.

Our appreciation goes to all the participants and contributors, the members of the Advisory Board of the EAYW, the facilitators and all others who contributed to making this second EAYW a rich, inspiring, dynamic and forward-looking event. While hoping that the conclusions and recommendations will feed into further practices as well as political frameworks for youth work development in Europe, we are looking forward to further exploring the requirements for youth work and the role of innovation in the face of current and future developments until the fourth EAYW event planned for May 2024.

Sonja Mitter Škulj
On behalf of the EAYW partnership



02

What is the European Academy on Youth Work (EAYW)

The European Academy on Youth Work (EAYW) is a strategic cooperation of National Agencies for the Erasmus+ programme, youth sector, and the European Solidarity Corps¹, and SALTO-YOUTH Resource Centres. The EAYW aims to: (i) promote the development of quality youth work; (ii) contribute to creating a common ground on youth work and youth work policy; and (iii) support innovation processes in youth work and youth work policy. As such, the EAYW offers a European platform for reflection, exchange and knowledge gathering on current and future European topics, trends and developments in and with relevance to the youth field.

In order to support the further development of youth work and youth policy in today's fast-changing societies, the EAYW provides a space to explore which conditions are needed for the successful development of innovative approaches and practices, and their subsequent implementation in response to the current challenges faced by young people across Europe.

¹ This includes the National Agencies of Austria, Belgium (FL), Cyprus, Estonia, Germany, Italy, Lithuania, the Netherlands, Portugal, Slovenia and Sweden.

The outcomes of studies and reflections and the exchange of good practices, views and debates undertaken within the framework of the EAYW should support the further development not only of youth work in Europe, but also of the political frameworks for youth work development in Europe, thus contributing to the implementation of the European Youth Work Agenda through the Bonn process.

Biennial events for 120-150 participants lie at the core of the activities organised by the EAYW. The [first edition of the EAYW](#) took place in Slovenia on 21 – 24 May 2019. The [second edition](#) was originally planned to be held in Slovenia in November 2021, but due to the Covid-19 pandemic, it was postponed to 31 May – 3 June 2022.

The EAYW also includes the production of resources on the topic of innovation as well as current trends and developments. Furthermore, as part of the second EAYW, an interactive online programme of activities, [Learning in Times](#)

[of Disruption and Change](#), was implemented in the period between November 2021 and April 2022. This included five webinars exploring different aspects relevant for the innovation process and as a response to current social challenges.

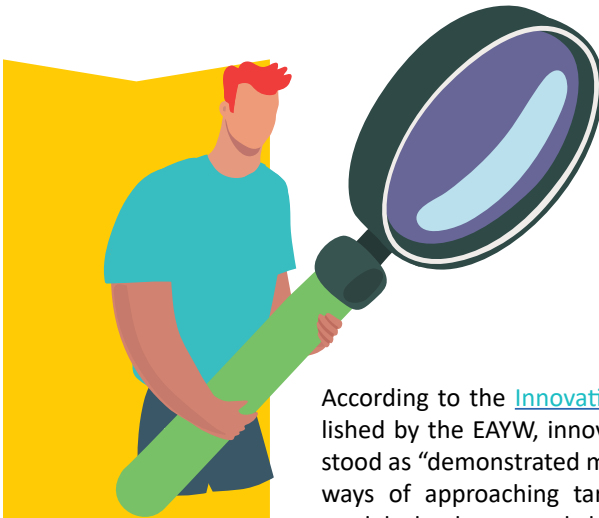
In order to find out more about how innovation in youth work functions and how it could be better supported, the EAYW partnership also initiated a [Study on Innovation in Youth Work](#). The study outcomes included a definition of innovation in youth work, a theoretical model of how innovations happen, and conclusions based on the analysis of factors that play a crucial role in supporting or hindering innovations in youth work.

The study formed an important theoretical background for discussions during the webinars as well as the second EAYW event.



03

Defining “Innovation” in Youth Work



According to the [Innovation in Youth Work](#) study, published by the EAYW, innovation in youth work is understood as “demonstrated methodologies, practices, tools, ways of approaching target groups or organisational models that have novel elements” (Atanasov, Belletti and Demicheli 2021: 20). All of these “novel elements” may be completely new to the youth field, they may be upgrades of the already existing practices, or they may be considered innovative in regard to the particular context in which they are implemented. The underlying reasoning behind these innovative practices is to enable youth work to support young people in making changes, thus positively affecting their lives and contributing to a wider social change (*Ibid*).

The innovation ecosystem is not static, but in a constant movement caused by the actions of different stakeholders, conducted jointly or independently of one another (*Ibid*: 22). In this context, the research differentiates between the triggers and conditions which put the system into motion. While the former are defined as “forces that push or motivate the process of innovation”, the latter are regarded as “factors that provide the underlying support and create a climate favourable to innovation” (*Ibid*: 8). Starting from this premise, the paper divides the triggers and conditions into three groups according to the level on which they act: individual, organisational and contextual.

A successful process of innovation is most likely to happen when the actors are driven by the triggers and supported by favourable conditions.

Innovation is neither a linear process nor does it take place in a vacuum. Moreover, it often creates a loop as one innovation leads to another. Therefore, in analysing the contributions of the second EAYW, it can be concluded that innovative projects produce new ideas (triggers) and improve the existing conditions, thus creating new and/or sustaining the current innovation cycles.



04

Conceptual Framework for the Second EAYW Event

The need to further support innovation in youth work was confirmed in December 2020 by the [3rd European Youth Work Convention](#), which underlined that “in post-pandemic Europe, youth work must seek to innovate and go further than the paths already known”.²

The second EAYW, built on the experiences of the successful first EAYW pilot edition that took place in May 2019 in Kranjska Gora, Slovenia, brought together around 170 professionals from youth work practice, research and policy, as well as institutions supporting youth work at different levels. The second EAYW event went a step further by placing emphasis on exploring the mechanisms that can spark, sustain and support innovation in youth work as a response to the challenges and the fast-changing realities faced by societies and young people in Europe today.



2 Final Declaration of the 3rd European Youth Work Convention, Signposts for the Future (Bonn, 10 December 2020) at: https://www.bonn-process.net/downloads/publications/2/89567f5ed19ce0dc9732a4415bc256fd/3rd%20EYWC_final%20Declaration.pdf (accessed: 2022-10-31).

4.1. OBJECTIVES OF THE SECOND EAYW

The second EAYW brought together 166 professionals from the European youth work community of practice for knowledge-building through peer learning, exchange and networking. In particular, the event aimed to:

- jointly explore what are the main challenges and trends in and of relevance for youth work that are calling for and leading to new, innovative and creative approaches and developments;
- showcase and mainstream innovative practices, approaches and strategies developed in response to the afore-mentioned challenges and trends;
- find out more about how innovation evolves in youth work, and what conditions are needed by young people, youth workers, organisations working with young people and other relevant stakeholders to spark and sustain innovative and impactful approaches, practices or strategies;
- produce outcomes from the reflections/discussions during the event which can help in building knowledge and supporting further the developments related to innovation in youth work.

The EAYW aimed to be inclusive and participatory in its approach, giving a voice to contributions representing diverse levels, environments and stakeholders in youth work. Furthermore, it promoted cross-sectorial and multi-perspective approaches involving youth work practice, youth research, and youth policy. These approaches have proven vital to successfully address the identified developments and/or challenges. The Academy builds upon the unique perspectives of different stakeholders and, as such, it has helped to recognise innovative responses across various dimensions of youth work.

4.2. PROGRAMME OF THE SECOND EAYW

The second EAYW was carried out in a hybrid format. While most participants joined the residential event in Slovenia, a small group, mainly due to the restrictions imposed by the Covid-19 pandemic, took part in the event online.

At the core of the EAYW programme were presentations and discussions based on selected innovative practices in youth work, youth research and youth policy development across different levels, from local to European. They were identified through a public call published in 2021, after which a group of assessors from different countries and fields related to youth work selected 30 practices from the initially-received 200+ applications, which were then presented at the second EAYW event.

These practices were chosen because of their innovative potential considering, at the same time, diversity in terms of topics, target groups and geography.

At the end of each day, the participants had the opportunity to reflect, in smaller groups called “Learning Tribes”, on what they had learned about innovation in youth work and how it could be further supported. They also got an overview of the trends in youth work and different innovation practices through informal and fun activities, allowing them to share their views, experiment and see things from a different perspective.

Content-wise, the EAYW looked at innovation from different angles, highlighting the aspects that have been found to be essential in supporting innovative thinking and approaches, including:

- the central role of young people, both as contributors and as target groups for innovation;
- supporting a “culture of innovation”, i.e. the “cultural factors” and conditions within organisations that foster innovative thinking and the development of innovative youth work practices;
- the way youth work connects with larger trends and is supported by the wider environment which, as such, plays an important role in creating/sustaining or hindering innovations;
- digitalisation and the potential consequences of this development on the core of youth work, i.e. on its principles and values.

4.3. PILOT INITIATIVE: “Be part of the European Academy on Youth Work 2022!”

While the on-site conference was primarily aimed at professionals in youth work, an additional 50 students in youth and social work as well as social sciences from universities in Ireland, Germany, Finland and Belgium had the opportunity to attend a selected part of the Academy programme online, to: (i) gain insights into the topics and developments in European youth work; (ii) get to know actors in the field; and (iii) participate in an interactive exchange within an international setting. The students’ programme included participation in the Academy plenary session on the topic of “Digital youth work – is the core in danger?” followed by a separate reflection and practice seminar for students.

For this pilot initiative, the EAYW cooperated with departments of the following universities: MU Department of Applied Social Studies, Maynooth University, Ireland; University of Applied Sciences UCLL, Belgium; Humak University of Applied Sciences, Finland; and IU International High School Dresden, Germany.



05

Contributions to the Second EAYW



Starting from the premise outlined above that one innovation leads to another, it can be observed that the practices selected for presentation at EAYW 2022, in general, showcased innovation in youth work which can be regarded from the *policy*, *capacity-building* and *youth empowerment* aspects.

In this direction, the innovations analysed from the youth policy aspect include creating national or European frameworks for supporting youth work as well as targeted advocacy campaigns implemented by leading national and international youth organisations, especially youth umbrella organisations. One element common to all these practices is that they adopt an evidence-based approach, both within their structural framework and as a tool for influencing policymakers. However, in the absence of national funding, many of these efforts have been supported by the international donor community, especially the programmes of the European Union, the Council of Europe and the United Nations.

From a capacity-building aspect, the selected practices are predominately centred on strengthening the existing structures of youth organisations, paying particular attention to building new skills and competences of youth workers. This includes increasing the youth organisations' outreach, the quality of the services they offer to young people and/or enhancing the multiplier effect of their activities.

From the aspect of youth empowerment, the contributions aim to create meaningful societal change and address the systemic inequalities in a situation of institutional ineffectiveness and/or failure. Most of these projects and activities have been designed using a co-creation approach and include a strong participatory element.

Having said this, the analysis of these aspects is only provisional because the majority of all these contributions incorporate an interdisciplinary, multifaceted and cross-sectional approach. It is also noteworthy to mention that, as somewhat expected, particular emphasis is laid on digitalisation. This has already been a trend in youth work over the last decade, only to be rapidly exacerbated by the changed circumstances brought by the Covid-19 outbreak. Certainly, during the pandemic, with a few exceptions, all the practices had to be adapted in order to meet the targeted goals.

5.1. YOUTH POLICY ASPECT

When it comes to innovative practices that influence youth policies on an international level, **"The European Youth Work Agenda – a New Framework for Strengthening and Further Developing Youth Work in Europe"** (EYWA) is a milestone in the history of youth work in Europe. EYWA was established in 2020, in the midst of the Covid-19 crisis, when the fragility of the field had become even more evident. It was the outcome of collaboration at different institutional levels, including national institutions, the European Union and the Council of Europe. The Agenda has the potential to make future policy developments more coordinated through strategic and effective approaches to youth work at international level. On a more analytical level, **"Quality Youth Work and How to Measure it: Insight into the Revised Dashboard on EU Youth Indicators"** is one part of the "Proposal for an updated dashboard of EU Youth indicators" (DG EAC, April 2021) created by the European Commission's Expert Group on EU Youth Indicators. It aimed to encourage data exploration and comparative data analysis in the field of youth, thus enabling users to view indicators and other statistical data, allowing them to gain insights in a situation related to the youth in Europe and to develop targeted programme engagement and activities.

The contributions in this section offer opportunities for strong comparative insights. This is particularly important for the community of practice, as many innovative projects build upon one another. Additionally, from a cross-sectoral

component, comparative analysis can be a powerful advocacy tool to exhibit pressure on policy makers in order to adopt the necessary changes. This is especially the case when these types of analytical platforms are produced by respected international organisations. In that direction, the European Commission - Council of Europe Youth Partnership has created the **"Visible Value"**, a resource library on the recognition of youth work in Europe. The initiative is, at the same time, the endpoint of a project and the basis for the community of practice. Visible Value offers, in the first place, an overview of this issue in the form of an animated timeline, and then proceeds by providing the community with effective working tools, like "inspiring recognition practices", an analysis of "national situations" and a well-stocked section with "recognition resources".

Also at a European level, through utilising an evidence-based approach to both project design and advocacy campaigns, the

practice of **"Creating a European Learning Hub for Democratic Competences"** was able to develop a policy proposal on how to enhance democratic competences in the EU among all age groups, including youth. The policy proposal, grounded in a round of interviews with experts from multiple disciplines, is now the backbone of a successful advocacy campaign. In a similar direction, the report **"A New Approach to Integrated Youth Policy: Reflecting on History, Admitting Failures and Focusing on Collaborative Governance"** explores the dynamics related to the cross-sectoral youth policy approach in supporting young people's active citizenship and their transition to adulthood. The contribution puts forward a model based on the changing relationship between science and policy, the perceived nature of social problems, and the effect of increased uncertainty.

On a national level, the **"Development and Implementation of a New Youth Policy for Malta"** has been created by the



national Youth Agency, which is working towards the implementation of a holistic set of youth policies for the country. The action, with its strong focus on youth work, aims to support young people, both as individuals and as citizens. On the other hand, the scarcity of support for youth work in Moldova has been tackled by **“Supporting Youth Work Development at the Local Level through the Youth Centres”**. This scheme has not only produced a much-needed administrative tool that provides guidance and methodological support to youth workers, but it has also developed into a best practice able to affect the way youth work policies in the country can be developed in the future.

The tendency to merge the analytical approach and targeted advocacy campaigns aiming to engage the local and national authorities is visible in the **“City for Youth Certificate”**. This is the result of an open and fruitful collaboration between policy makers, academia and youth organisations in Croatia. The project output is a tool that allows local governments to assess the quality and quantity of their youth policies, therefore helping them to qualify their strategic goals. The same tool helps civil society organisations and youth councils to form a clear picture of the state of play in order to make their advocacy more effective. The certification, i.e., the rewards offered by the system, further motivates local communities to improve their situations, for the benefit of all local stakeholders.





5.2. CAPACITY-BUILDING ASPECT

The second set of contributions are analysed from the aspect of how they strengthen the capacities of youth organisations and the youth sector in general, including the development of new skills and competences for their staff members. The evident pattern here is that their design relies on a strong research component and the aim of providing institutional support/recognition for youth work. In that direction, **“The Impact of Youth Work”** is based on a study implemented by the De Ambrassade and the University College Leuven-Limburg, focusing on the impact of youth work in Flanders, Belgium. The project not only clarifies what ‘impact’ in youth work means, but also provides the youth workers with a set of recommendations on how to increase both the impact and visibility of the activities they implement, thus supporting the process of creating a learning community.

Another practice that incorporates theoretical reflection is the **“Participation Resource Pool”**, which is aimed predominantly at practitioners. It enables youth workers, youth leaders and trainers/educators to have access to the most up-to-date online tools for fostering young people’s critical thinking as an important pre-condition for increasing the level of meaningful youth participation. As such, it focuses on four topics and the way they intersect: youth participation; media, information and critical thinking; digital transformation; and youth outreach. In a similar direction, research and needs analysis, the latest digital technologies, user friendliness and feedback are the foundations of **“StreetSmart: Game-changing Tools for Youth Workers”**. The project addresses the issue of the professionalisation of youth work by developing technological tools that are both attractive and effective. It suffices to consider StreetSmart Wheels, a trans-

portable blackboard on wheels combined with 300 educational panels to bring non-formal education to the street – to mention but one of the many highly innovative tools produced by this project.

In addition to this, quality information is the subject on another important contribution in this section, as the way youth information is organised and implemented varies considerably across countries. **“The European Competence Framework for Youth Information Workers”**, an initiative developed by Eurodesk and ERYICA, has provided the first comprehensive competence framework for youth workers from the information services at a European level. The project goes beyond institutional and legal differences, and has become an important reference point, while at the same time supporting advocacy actions for a full recognition of the sector.

Finally, the last set of practices covered in this section demonstrates the trend of adopting new approaches and perspectives on training for youth workers, either facilitating knowledge transfer from different sectors to the youth sector or blending tools of formal and non-formal education. For example, the contribution **“It Takes a Whole System to Develop a Youth Worker”** is based upon the YOCOMO Systemic Training courses for youth workers. The practice explores the value of approaching competence development in a systemic way. In this way it underlines the importance of acquiring 'systemic skills' for youth workers. The YOCOMO Systemic Training is part of the European Training Strategy.

Additionally, the **“MOOC: Innovation Tools for Youth workers and Organisations active in the Youth Field”** intends to offer a set of resources on innovation, all tailor-made for the youth work sector. Taking stock of the scarcity of ready-made, free and specific resources, the project provides ideation tools, innovation management systems and examples of future-oriented organisational cultures. Last, but not least, building on collaboration between experts in higher education and the youth sector, **“FOCUS learning”** addresses the quality of learning processes in youth work. The project output, a website populated by a rich choice of material and formats, pinpoints the need for systematic collaboration between formal and non-formal education and training.



5.3. EMPOWERMENT ASPECT

When it comes to the set of contributions in this section, the empowerment of young people goes hand in hand with building a healthy, just and democratic society. One noticeable pattern exhibited here is the greater agency of young people, which is facilitated by the innovative efforts made by youth organisations and youth workers to address the shortcoming of national institutions, be it in relation to human rights protection, health and wellbeing, social welfare and/or social inclusion.

In this context, the **“Academy of Activism”** is one example of a practice that aims to empower young people by providing them with the tools and knowledge necessary to create and implement their own social projects. Through several different phases, the academy accompanies the individual from the creation of intra-group cohesion, to training on human rights and activism and, finally, to the creation of its own initiative.

The need to offer young people the tools to become influential members of their communities was also the starting point of the **“Youth Pool”** and **“Žinau, ką renku’ Youth Watchdogging Network”**.

The first **“Youth Pool”** is a virtual space where young people can develop, share and practice their own ideas for change. The participants have the opportunity to explore the challenges of their local environment, discuss and advocate their rights while, at the same time, virtually meeting other young people from all over the world. This appealing and engaging

exercise is effective in both supporting the sense of purpose and autonomy of youths, as well as for creating a democratic culture for society at large. The second, **“Žinau, ką renku’ Youth Watchdogging Network”** seeks to answer the questions about how to set up and cultivate a grass-root movement. The initiative gathered young people from all around Lithuania to organise political debates before the elections and has successfully managed to engage and give voice to young people during the electoral processes.

Three initiatives address specific societal issues, namely the impact of different aspects of collective memory on society, the rights of the LGBTQIA+ community and those of displaced persons and asylum seekers.

In practice, **“Beyond youth work: a holistic and participatory based approach to addressing young people’s unmet needs”** describes a pilot project dealing with the issue of homelessness and housing exclusion of a specific vulnerable group: LGBTQIA+ youths. The action builds on community development approaches and mobilises groups of community members in supporting LGBTQIA+ youths at risk. On the other hand, **“iSave”** provides a space for inclusive self-advocacy for young displaced persons, refugees and asylum seekers. Thanks to a co-creation approach, the project takes care of the needs of both young refugees and the youth workers that support them. Finally, the **“STAR project”**, through exploring racial microaggressions, including invisible racism, raises young people’s awareness about the level in which racism is embedded into our societies, the harmful con-

sequences it has on minorities, and the need for proactive measures to eliminate it.³

While the concept of inclusion is an important feature in most of the contributions, it is particularly evident in “The New Life of an Old City Bus” and “Pay it forward, be a Social Entrepreneur”. The first one, **“The New Life of an Old City Bus”** – is an answer to the lack of programmes and spaces for young people in Ljubljana, but also to the dichotomy centre-periphery. The mobile youth centre hosted in the bus can address the needs of young people when traditional premises are not available and, while doing it, can also connect central and periphery neighbourhoods, and therefore provide all corners of the city with a sense of belonging. The second proposal, **“Pay it forward, be a Social Entrepreneur (PIFBASE)”** involves underrepresented groups of young people in entrepreneurship and personal development through a 3-stage-entrepreneurial process in which a youth fulfils the dream of a peer. In this way, Awesome People is able to involve subjects who otherwise would not have been engaged.

When talking about empowerment, digital skills and digital tools are increasingly taking the centre stage. This is an element that brings about important opportunities, but it also has its own challenges and limitations, and as such has acquired a new importance due to the Covid-19 crisis.

The **“Skills at Stake – Progress”** contribution tries to answer to two important questions: how to foster non-formal education in a formal setting and how to promote effective digital health campaigns aimed at young people. The project has successfully trained a set of high school students on how to design health and wellbeing campaigns for their peers, combining in-presence activities and digital tools. It is noteworthy that Skill at Stake – Progress was able to provide young people with support and information during the lockdown and the hardest moments of the Covid-19 pandemic. **“Maker Education: Learning by Doing”** targets the section of youths with limited access to digital technologies. The aim of the action is to allow young people from all social backgrounds to access technology and STEM careers. The practice is of paramount importance, because, while promoting inclusion, it gives young people the tools, skills and opportunities for professional success from an early age. The rationale behind **“Digital Learning Factory Dortmund - Rethinking (Digital) Education”** is a result of the reflection on the human-technology interaction and the individual and societal changes brought by the rapid pace of technological progress. The Digital Learning Factory is sited in a large, decommissioned coal mine where innovative forms of education, training and career orientation based on digitalisation and digitality can be tested and practiced.

3 A fourth practice in this group that was selected but could not be presented was “Memory Walks”. Designed like a treasure hunt, the project encourages the exploration of forgotten memory locations in Istanbul and the reflection on how their stories influence every-day life. The practice is an example of how to make a non-formal rights-based youth work method attractive.



When analysing the increasing trend towards digitalisation, one has to be aware that it has its own shortcomings. In that direction, the contribution **“Inclusion and Diversity in Digital Youth Work”** builds on the evidence that traditional disadvantages, whether economic, cultural, physical and/or psychological, persist in the sphere of digital youth work as well. However, technological innovation allows for new solutions to be created to address these issues. Through its website, the project offers a wide range of carefully selected materials in a plurality of formats, all aimed at increasing digital inclusion for youths, addressing diversity in online activities, enhancing digital youth competences, creating adequate support frameworks and encouraging inclusive policies.⁴

When applied to artistic production, new and innovative tools can have unexpected

outputs. Namely, the contribution **“Behind Bars: Hip-hop as Youth Empowerment Tool”** sees hip-hop as both an art form and a tool that has the capacity to empower youth work. The project was able to engage young people from different social and cultural backgrounds, and showcasing that innovative initiatives and collaboration can be established and funding can be obtained from different types of donors. Also, **“Hybrid Projects in Practice: Examples, Potential and Perspectives”** focusses on how the latest technological possibilities can be used to foster collaboration between young artists in physically separate locations in real-time. The project was initiated in response to the Covid-19 pandemic, and it enabled continued international dialogue and artistic exchanges in a situation involving imposed lockdowns/restrictions.

⁴ Two practices that could not be presented during the EAYW event included a project involving digital youth work. “Mythnet Sardinia: a case of “unaware” digital youth work” builds on a volunteering project aimed at collecting rural legends, and then editing and preserving them in a digital, interactive, and multimedia-rich format. The contribution picks up the overarching question of where is the threshold to defining youth work as being “digital”, and what are the core digital youth work ideas and principles.

5.4. OBSERVATIONS AND FURTHER QUESTIONS

Considering the contributions presented at the EAYW 2022, the following observations can be made:

- youth policy changes are predominantly initiated by large European networks of youth NGOs and supported by international organisations;
- youth research leads to creating evidence-based initiatives on changes in youth policy and, at the same time, it can be used as a powerful advocacy tool for influencing national and international institutions;
- national and, especially, international collaboration are important elements fostering innovative projects as the youth sector, especially youth NGOs, exchange ideas, lessons learnt and provide mutual support during all phases of the implementation process;
- many practices have been developed by using youth research in order to assess specific youth needs and devise targeted actions that optimise the expected outcome;
- comparative analysis of best practices can also inspire innovation because innovative practices often build on one another, provided that the specific local context is taken into consideration;
- the Covid-19 pandemic placed a strong emphasis on digitalisation in youth work and prompted the youth sector to develop new and innovative tools in order to be able to continue its activities during the period of national restrictions and lockdowns;
- there is a proliferating number of initiatives that focus on providing youth workers with new skills and competences in order to increase the inclusivity and effectiveness of the activities they implement;
- there is an emerging trend of knowledge transfer from other sectors, especially business, to the youth sector as well as blending different tools/approaches of formal and non-formal education;
- there is increased emphasis on peer-to-peer education;
- using new forms of creative expression can lead to reaching wider, more diverse audience, and keep it engaged;
- the innovative practices in youth empowerment are initiated as the first and necessary step towards addressing systemic discrimination and creating a meaningful societal change;
- the contributions show the stronger agency of young people who, supported by youth workers and youth organisations, are addressing the failure and/or underperformance of the national institutions regarding

human rights protection, health and wellbeing, social welfare and/or social inclusion.

These preliminary observations open three important questions and sets of sub-questions, which were further discussed at the EAYW 2022:

- **Which are the fundamental factors for starting and upscaling an innovative process?**

More specifically, what means are needed to mainstream and scale innovative solutions? What factors are needed to sustain innovative responses?

- **What skills and competences do we need to create and support innovation?**

More specifically in this context, what are the relevant knowledge/skills/attitudes? What needs to shift in one's mind-set? How do crises (like Covid-19) affect our capacity to innovate?

- **What is a culture of innovation and how do we create and sustain it?**

More specifically, what is the influence of the wider cultural and geographical environments on innovation in youth work? How do we recognise a culture of innovation in the behaviour of teams/organisations? What recommendations can we give for creating policies that encourage innovation?

Starting from the analysis of the selected contributions and going forward with extensive discussions during the event's forum, the discussions at the EYWA 2022 provided some answers to these questions.



06

Factors for Innovation: From Ideas to Actions

The EAYW programme was carefully designed to allow the participants to reflect on the question of what initiates and drives innovation forward. Within that context, and inspired by the presentation of the EAYW research conducted by [Atanasov, Belletti and Demicheli](#) in 2021, they first discussed the triggers and conditions that spark innovation. In this instance, they had the opportunity to reflect on their personal experiences and juxtapose them with the theoretical input provided by the research. Building upon this, they continued to analyse the factors necessary for maintaining and sustaining the innovation process.



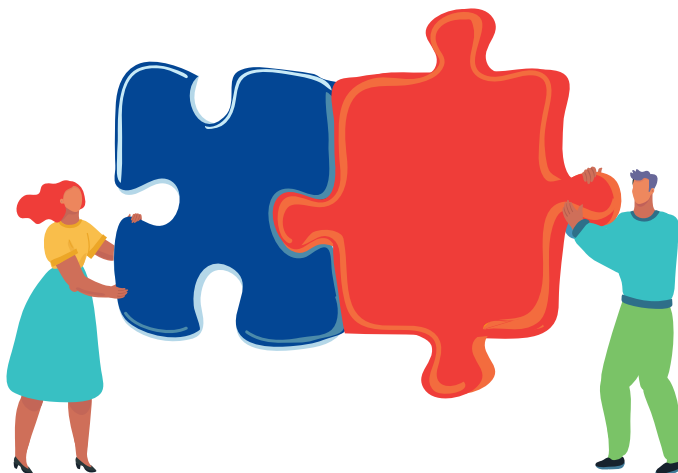
In this context, it was reiterated that youth workers need to remember that innovation is neither linear and nor does it take place in a social or political vacuum. In other words, it is very rarely that innovation is planned as such. More frequently, innovation takes place at different stages of an existing process – be it in the youth work implemented on a regular basis or during a larger scale policy-driven project. Moreover, exogenous impacts and changing conditions can affect the development and delivery of innovative practices. Considering this, it was concluded that “innovation comes naturally when the right triggers and conditions overlap” and, as such, “it cannot be forced”. This conjecture highlights the fundamental factors we can track at the three general levels where innovation takes place: (i) at the individual level; (ii) at the level of a single organisation or institution implementing youth work; and (iii) at a policy level.

When it comes to the **individual level**, it was argued that youth workers have to be continually aware of the relation between their practices and the changing environment. During the set of forum discussions “What is the Role of Young People in Innovation” it was argued that “circumstances push youth workers to innovate”. Namely, they have to “develop and maintain consistency in supporting young people” while working with “limited resources available”. Therefore, they have to work with what they have and, quite often, give these available resources a completely new purpose. For example, as it was pointed out during several forum discussions, the digitalisation of youth work during the Covid-19 pandemic de-

termined the potential survival of institutions implementing youth work, especially youth NGOs with insecure sources of funding. In other words, these youth organisations were, in a way, “forced” to innovate in order to adapt to the new circumstances. This resulted in an unprecedented number of activities using digital tools in a new and highly creative manner. Certainly, this was also determined by: (i) the fact whether the youth workers in these organisations were provided with adequate technical equipment/resources and (ii) the overall support that they received, both internally (i.e., within their respective organisations) and externally (i.e., from the institutions in charge of youth policy implementation).

In considering this, when it comes to the **organisational level**, it was pointed out that since youth institutions and organisations have to work according to financial and time constraints, developing an innovative practice could also be disruptive to the previously-set planning and expected dynamics. Hence, it is not sufficient that only youth workers, as individuals, maintain an innovative approach, but that they also gain support from their respective institutions and organisations. In other words, innovation seldom occurs in institutions and organisations where youth workers are afraid of being penalised for doing something “outside the box”.

This corresponds at an institutional level as well. When innovation takes place within a non-innovation driven public policy or programme, outcomes might not correspond to the original plan. Considering the generally inelastic nature of bureaucratic youth support structures,



this might end up forcing the innovators to exist within a conservative regime that, in fact, prevents any initiative for radically different activities, i.e., original projects.

From a **contextual aspect**, the participants discussed the conditions leading to innovative practices in youth work as an intersection between the implemented youth/public policies and the received organisational support. In that regard, it was highlighted that many national youth policies are all too often designed on the basis of adult experience when, in fact, they should take into account the specific characteristics of the youth perspective. The youth perspective is usually overlooked either due to the scant presence of young people in the decision-making mechanisms or disregarding the recommendations made by the youth participatory bodies.

The question whether the “the historically-determined youth structures” (i.e.,

the youth structures that we have today and that, as such, have been shaped over time) still meet youth priorities was discussed in more detail during a set of panel sessions: “Culture and Innovation: between the Old and the New”. It was proposed that a new co-management and co-creation approach should be streamlined across all levels of the youth policy creation and implementation process, and that valuable conclusions can be drawn from analysing the failures of previous youth policies and projects. In this instance, it was also highlighted that “the lack of inspiring objectives and the focus solely on the implementation process has resulted into a general disregard for the emergent issues relevant to youths”. The participants also had the chance to learn and reflect on different concepts, such as “collaborative management”, “shared governance” and “youth proofing”, as implemented in different European countries. Particular attention was placed on the latter, a more comprehensive form

of youth mainstreaming, already being implemented in Malta. This encompasses the fact that any policy adopted by the different ministries has to pass through a body of young people, which ensures that the youth perspective is adequately included.

Finally, one of the main conclusions made at the EAYW was that innovation is essential for the overall sustainability of the youth sector. Youth workers will be able to attract more beneficiaries and ensure their active and continuous participation only if they implement innovative projects. The effects of this will be threefold. First, it will empower young people with applicable skills and competences to initiate societal change. Second, it will create a trickledown effect among their peers, significantly enlarging the indirect beneficiaries. Third, it will make the profession of youth worker more attractive and encourage other young people to join the

sector. Therefore, the youth sector will have to continually change and adapt in order to allow young people to grow.

In this context, during the “Young People as Experts of Innovation in their Lives” plenary panel discussion, illustrating the personal transformations that youth work can bring, one young leader stated that at the beginning, they “did it for fun”. Later on, through discovering different activities that enabled them to develop personally, they developed an “automatic reaction” to be proactive and supportive when it comes to helping other people who are in need. This session centred on the notion that young people are at the centre of innovation processes. They should not be regarded only as beneficiaries, but as active stakeholders who, together with youth workers, can trigger these processes in the first place.



07

Skills and Competences for Creating and Supporting Innovation: Individual Perspectives and Group Dynamics



When it comes to the question about the skills and competences needed to create and support the innovation process, the overall conclusion drawn across the EAYW plenary and forum discussions was that since innovation is disruptive by default, as previously argued, it requires individual as much as systemic competences.

There is no consensus on which skills and competences are the most critical in youth work; however, at the individual level, one of the core aptitudes leading to innovation is the capacity to face what is unexpected and uncommon, process it without internal prejudice, and address the root causes in the most effective manner.

The capacity to be constantly aware of the (often changing) conditions and contexts is clearly a corollary to this point. It has to be underlined here that innovation rarely happens, as one participant put it, by “playing it safe” and staying “in a bubble”. In order to make this cognitive hazard possible, youth workers have to benefit from receiving *ad hoc* training on creative methodologies. In this context, various approaches generated over time by Design Thinking were discussed at length at one of the forums. In addition, it was concluded that it is essential that youth workers feel supported by their organisations, especially when there is a risk of failure.

Moreover, and as pointed out by a number of participants, the vastness of the possible issues to be addressed and the choice of best approaches on how to tackle them can be, at times, overwhelming for the youth worker. The ability to focus on the main goal then becomes something that can keep on track not only the project itself, but also the youth worker implementing a particular activity. Nonetheless, flexibility and an interdisciplinary methodology can lead to surprisingly effective outcomes: a lot can be learned from bringing solutions from other sectors and transferring them to the field of choice.

Leadership and the capacity to communicate and to establish collaborations with other youth workers involve skills that, throughout the forum debates, emerged as central to any collaborative activity. As stated by one forum presenter, communication is not a one-way street. The feedback from the target groups should be assessed at any time during the imple-

mentation of the youth work, rather than only at the end of a particular project. In this instance, the capacity to be receptive allows the youth worker to maintain a realistic view of the ongoing process and, where needed, to intervene by adjusting the approach in order to keep the set objective.

Overall, a set of competences have been underlined as being instrumental to the successful deployment of innovative practices, which could be divided into soft and hard competences.

In the first set, the participants included personal approaches and attitudes as particularly important, such as: (i) maintaining personal motivation; (ii) coping with frustration and failure and (iii) fostering resilience or personal growth leading to accepting and learning from mistakes. At the level of their organisations, social competences were regarded as an important pre-condition necessary for establishing: (i) effective collaboration between the co-workers, especially when it comes to maintaining motivation and team spirit, and (ii) meaningful partnerships with the beneficiaries, other youth workers in the field and youth policymakers, including the funding bodies.

When it comes to hard competences, as underlined in one of the panels, youth workers can benefit if they apply knowledge transfer from other sectors, especially the business sector. The organisations/ institutions providing youth work can learn from business administration about the new organisational models, particularly when it comes to implementing cross-sectoral and non-hierarchical approaches. However, in order for this to

happen, youth institutions and organisations should be open to change.

Digital skills and competences concern the individual as much as the group. The use of digital tools does not make the project innovative *per se*, although an awareness of technological options can allow new models of expression, communication and possibilities in reaching wider groups of beneficiaries. This became evident during the Covid-19 crisis. This was analysed at length at the plenary panel session “Youth Work in the Digital Work - Is the Core in Danger” and the subsequent set of “Going Digital, Staying Human” forums. A number of participants explained that forced isolation was at the roots of the most impressive shift in social dynamics, something that was made possible by the rapid development and adoption of ICT tools. On the other hand, the participants warned against the overuse of digital platforms and the replacement of direct interaction, arguing in favour of finding a balance between the two.

In addition to this, one of the forums assessed whether competence growth should not only be regarded through the individual perspective, but also from a systemic point of view. In that regard, it was highlighted that the systemic nature of youth work needs to be recognised. This would imply investing more in the development of systemic skills and the systemic stance. In other words, a shift is

needed from thinking about the notion of competence as a hyper-individualised activity to designing support processes that encompass the entire system.

In reflecting on an organisational level, it was concluded that youth workers have to maintain a difficult balance between “one-on-one and group dynamics”. This is certainly easier said than done, but as underlined by one of the presenters, youth workers could achieve better results and develop more innovative projects if they “zoomed out” and envisaged the desired trajectory of youth development instead of simply one-off and short-term activities.



08

Creating a Culture of Innovation: Organisational to Policy Levels



Innovation is not a new notion in youth work. In fact, youth work and innovation are intrinsically intertwined. As stressed by one EAYW participant, youth workers often have to “innovate on the spot” in order to attract more young people, reach marginalised groups or react to an abrupt change in circumstances. As a result, as it was pointed out, this combination of flexibility and adaptability can often result in the creation of innovative new solutions. The question that emerges, however, is whether the complementarity between the youth work and the innovation processes is also supported by the existing youth policies at the local, national and international levels.

This issue has been extensively discussed within the EAYW forums. The overall conclusion was that the local, national and international funding programmes, as they are currently established, can often unintentionally hinder the innovation process in youth work. In this direction, two particular observations were emphasised. First, the existing project application schemes are structured in a way that they focus predominately on short-term results. Second, the monitoring process relies on key performance indicators almost entirely defined from a quantitative aspect. It was further argued that, in this context, “outputs” and “outcomes” are often regarded as synonyms, even though they are not. Moreover, priority is usually given to the former rather than the latter. As

a result, there is pressure on youth workers to stick within the pre-existing frameworks and only repeat “what works” because doing otherwise would deem their project unsuccessful in the eyes of the donors. This effectively restricts innovation. In contrast, many innovative practices emerge unexpectedly, i.e., out of experimentation or necessity.

Therefore, as emphasised by one of the participants, the “outcomes” have to be seen as an “impact that is considered on the level of the entire youth sector”. In this direction, long-term strategies that foster innovation are necessary. They should create safety nets for youth workers and youth organisations, allowing them to learn and grow through a “trial and error” process, assessing the overall effect created by the youth work and the youth sector in general. However, it was pointed out that this is “easier said than done” since it was concluded by the majority of the participants that the youth policies, including donor policies and existing funding schemes, need restructuring.

One of the methods to do this, it was argued on the forums set up to assess this issue, was to develop evidence-based youth policies and projects. This trend is already emerging because large international organisations and networks have started to put more attention on youth research. This practice needs to be further stimulated. Still, it was stressed that more funds need to be dedicated to research projects. This is the optimal approach to develop targeted activities/actions that tackle new issues in a most cost-effective manner, but this does not mean that it should be expected that all

youth workers should become researchers as well. As one of the participants directly put it, they already have “too much on their plate”. Nonetheless, the relations between youth workers and researchers can be developed in two aspects. First, youth workers should be encouraged to retrieve relevant data and consult youth research and, when necessary, even liaise with youth researchers. Second, youth workers can be trained to collect data and information that can be further used by researchers for producing new analyses. In other words, creating a partnership approach and increasing cooperation is necessary to emphasise the complementarity between youth work and youth research.

In addition to this, it was also underlined by a presenter at one of the workshops that, while the needs of today’s youth are not new, what changes is the manner in which young people try to meet those needs as well as the challenges they experience along this way. These challenges, as underlined by another conference presenter, are “neither few nor easy”, exacerbating the “feeling of insecurity and overall anxiety” among young people. The rapidly accelerating climate change, the war in Ukraine, the still ongoing pandemic and increasing inflation are just few examples of global trends and events that inevitably affect the youth. As a result, the fear that young people experience grows exponentially as they find the fulfilment of their needs more difficult, if not almost impossible to achieve.

Therefore, youth workers need to initiate creative new models that can assist young people in meeting their needs in this con-

stantly changing environment. In this context, as discussed at one of the forums, if organisations incorporate co-creative practices as their *modus operandi* when drafting and adopting their programmatic activities, it would be more likely that they can come up with innovative new approaches on how to address these issues. In this context, it was concluded that organisations should apply analytical approaches to assess the existing/emerging challenges and the future trends if they were to become more successful in developing targeted and more effective actions.

In this context, particularly thought provoking was the presentation by Professor Gary Pollock from Manchester Metropolitan University and the “What are the Seeds of Future Today” plenary session panel held at the beginning and the end of the Academy respectively. The former focussed on using the methodologies of strategic planning as a tool in youth policy development. In this direction, attention was given to the role that young people and the youth sector can play as signal spotters. The latter discussed how to recognise future trends and, based on them, develop innovative responsive policies. Additionally, an important point of discussion was on how to create innovation ecosystems at the local level. This entails several steps, of which “creating a new mind-set around youth work” was indicated as being instrumental.

On an organisational level, this also entails finding new tools and methods to reach wider and more diverse target groups. In this context, a vivid discussion emerged whether youth workers should focus more on reaching the target groups



in their own space or develop interesting activities that would bring these target groups to the youth centres/organisations. While it was mutually agreed that one of the approaches does not exclude the other, and that they indeed go hand-in hand, it was also concluded that youth workers should not be afraid of stepping out of their “comfort zone”. This means that they should not be afraid to go out of the youth centres/organisations to places where young people gather and also to develop “out-of-the-box” projects that would get their interest. Several of the selected contributions actually showcased these kinds of practices, allowing the participants to ask questions and exchange ideas.

In these efforts, to create partnerships with active young people, (in)formal groups and other organisations becomes extremely useful and important. For this purpose, knowledge and experience-sharing among youth workers and organisations can facilitate the exchange of ideas which lead to implementing successful practices. Certainly, these can be successfully done only if these practices/activities are carefully adapted within the local context. For this purpose, the EAYW allowed plenty of space for formal and informal experience sharing.

09

Main Conclusions from the EAYW 2022



- Innovation is neither linear nor does it take place in a social or political vacuum. In other words, it is very rare that innovation is planned as such. More frequently, innovation takes place at different stages of an already existing process. In addition to this, innovation occurs when the right triggers and conditions overlap and, although it can be encouraged through different initiatives and policies, it cannot be “forced”.
- Innovation is essential for the overall sustainability of the youth sector. Youth workers will be able to attract more beneficiaries and ensure their active and continuous participation only if they implement innovative projects. This will also lead to further dissemination of the results and, moreover, encourage young people to become youth workers as it will make the profession more attractive.

- Innovation comes out of necessity. Youth workers have to be continually aware of the relation between their practice and the changing environment, and offer creative new solutions that adequately and meaningfully address the needs of young people. For this purpose, they have to work with what they have at hand and, quite often, give these available resources a completely new purpose. The practice illustrates that youth work and innovation are intrinsically intertwined.
- The local, national and international funding programmes, as they are currently established, can often unintentionally hinder the innovation process in youth work. In this direction, two particular observations are important. First, the existing project application schemes are structured in a way that they focus predominately on short-term results. Second, the monitoring process relies on key performance indicators almost entirely defined from a quantitative aspect. Considering this, long-term strategies that can foster innovation are necessary. They should create safety nets for both youth workers and youth organisations, allowing them to learn and grow through a “trial and error” process, assessing the overall effect created by the youth work and the youth sector in general.
- Developing evidence-based youth policies and projects can lead to targeted activities/actions that tackle new issues in a cost-effective manner. Considering this, youth research has to be further stimulated and more funding needs to be allocated to research projects. This does not mean that it should be expected that all youth workers become researchers as well, but that they should explore different avenues for working with youth researchers.
- Applying analytical approaches to assess the existing/emerging challenges and the future trends can help organisations to become more successful in developing targeted and more effective actions.
- If organisations incorporate co-creative practices as their *modus operandi* when drafting and adopting their programmatic activities, i.e., if they include the specific characteristics of the youth perspective, it is more probable that they can come up with innovative new approaches on how to address these issues. This equally applies to the policymakers when it comes to overall support for the innovation process.
- It is essential that youth workers feel supported by their organisation, especially when there is a risk of failure. In other words, innovation rarely occurs in institutions and organisations where youth workers are afraid for being penalised for doing something “outside the box”.

- Creating a new mind-set around youth work is instrumental in developing and sustaining innovation practices. In this context, particularly important are personal approaches and attitudes, such as: (i) maintaining personal motivation; (ii) coping with frustration and failure and (iii) fostering resilience or personal growth leading to accepting and learning from mistakes. At the level of their organisations, social competences were regarded as an important pre-condition necessary for establishing: (i) effective collaboration between the co-workers, especially when it comes to maintaining motivation and team spirit, and (ii) meaningful partnerships with the beneficiaries, other youth workers in the field and youth policymakers, including the funding bodies.
- The use of digital tools does not make a project innovative by default. However, an awareness of the technological options may allow new models of expression, communication and possibilities of reaching wider groups of beneficiaries. This was instrumental during the Covid-19 pandemic. On the other hand, the overuse of digital platforms and the replacement of direct interaction can sometimes have an adverse reaction, thus it is important to achieve a balance between the two.
- Creating partnerships with active young people, (in)formal groups and other organisations is extremely important and useful for the innovation process. For this purpose, knowledge and experience-sharing among youth workers and organisations can facilitate the exchange of ideas which then lead to implementing successful practices. Certainly, these can be successfully done only if these practices/activities are carefully adapted within the local context.
- The feedback from the target groups should be assessed at any time during the implementation of the youth work and not only at the end of a particular project. It allows the youth worker to maintain a realistic view of the ongoing process and, where needed, intervene by adjusting the approach in order to keep the set objective.
- In order to develop innovative practice, youth workers can benefit from knowledge transfer from other sectors, especially the business sector. The organisations/institutions providing youth work can learn from business administration about new organisational models and approaches.



ANNEX:

Overview of the Practices

presented during the Second EAYW

More information about all practices with links to further information can be found at www.eayw.net/xxx (exact link will be added here)

| Name of contributor | Country of residence | Title of the practice | Institution/organisation supporting the practice example |
|---|----------------------|--|---|
| Group 1: What is the role of young people in innovation? | | | |
| Mateja Morić | Slovenia | Beyond Youth Work: Holistic and Participatory Based Approach to Addressing Young People's Unmet Needs | Ljubljana Pride Association |
| Ramatoula Kaloga | Ireland | ISAVE Inclusive Self-Advocacy Education and Empowerment for Young Refugees and Asylum Seekers living in temporary accommodations, Erasmus Plus project | Partners: The Gaiety School of Acting (Ireland), The Scoop Foundation (Ireland), IGAM (Turkey), Greek Forum of Refugees (Greece), Freiwilligen-Zentrum Augsburg (Germany) |
| Mario Žuliček | Croatia | City for Youth | Association of Cities of the Republic of Croatia |
| Ion Donea | Republic of Moldova | Supporting the development of Youth Work at the local level through Youth Centers | UNFPA Moldova, Ministry of Education, Culture and Research of the Republic of Moldova, Swiss Agency for Development and Cooperation |
| Jessica Alexandra Sousa Soares | Portugal | Academia de Ativismo (Academy of Activism) | Animar- Associação Portuguesa para o Desenvolvimento Local (Portuguese Network for Local Development) in partnership with Instituto Marquês Valle Flôr \ FES Portugal \ EcoGerminar |
| Aušrinė Diržinskaitė-Kazlauskienė | Lithuania | From initiative to network: how to seed and cultivate youth grass-roots movement? | Europos namai (House of Europe) |
| Aga Byrczek | Spain | Tools and approaches for working with young people against (invisible) racism and other micro-aggressions. | STAR project |
| Akin Fatih De Vos | Belgium | "Beastig" - hip hop boot camps for Belgium's disadvantaged youth | Graffiti zw |
| Ksenja Perko | Slovenia | The transformation of unusable city bus into a mobile youth centre | Public institute Mladi zmaji |



| Name of contributor | Country of residence | Title of the practice | Institution/organisation supporting the practice example |
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Group 2: Cultures of Innovation: between the old and the new

| | | | |
|---|----------------------|---|--|
| Etch Kalala Mabuluki & Lasse Siurala | France/ Finland | A new approach to integrated youth policy- Reflecting on history, admitting failures and focusing on collaborative governance | University of Rennes and Tallinn University |
| Simon Schembri | Malta | Development and Implementation of a new Youth Policy for Malta | Agenzija Zghazagh- The Maltese Youth Agency |
| Timmy Boutsen | Belgium | Research project on the impact of youth work | "De Ambrassade vzw", expertise centrum on Youth Work, Youth Policy & Youth Information Belgium-FL, in collaboration with "University College Leuven-Limburg (UCLL)", expertise center Inclusive Society. |
| Alicia Holzschuh & Laszlo Milutinovits | Germany/ France | The European Youth Work Agenda – a new framework for strengthening and further developing youth work in Europe! | Jugend für Europa (German National Agency for Erasmus+, youth field, and the European Solidarity Corps) and Council of Europe-European Commission Youth Partnership |
| Susanne Zels | Germany | Creating a European learning hub for democratic competences | Values Unite |
| Karolina Kosowska & Imre Simon | Brussels/ Luxembourg | A European Competence Framework for Youth Information Workers | Eurodesk and ERYICA |
| Michael Herkendell | Germany | Digital Learning Factory Dortmund- Rethinking (Digital) Education | Business Development Dortmund, Chamber of Crafts Dortmund, Neighbourhood management, Schools, various companies, Youth social work services |
| Darko Marković | Serbia | 'It takes a whole system to 'develop' a youth worker' – a systemic approach as an innovative way to support youth workers' competence development | SALTO Training and Cooperation |



| Name of contributor | Country of residence | Title of the practice | Institution/organisation supporting the practice example |
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Group 3: Going digital, staying human?

| | | | |
|--|----------------------------------|---|--|
| Amerissa Giannouli | Greece | Youth Pool- Supporting youth spaces for participation of young people | Inter Alia |
| Karin Wouda | Sweden | Pay it Forward Be A Social Entrepreneur (PiFbase) | Awesome People |
| Amanda Milan & Michele di Paolo | Italy | SKILLS AT STAKE – progress | "De Ambrassade vzw", expertise centrum on Youth Work, Youth Policy & Youth Information Belgium-FL, in collaboration with "University College Leuven-Limburg (UCLL)", expertise center Inclusive Society. |
| Digital transformation of a peer-education youth work practice | Spazio Giovani social enterprise | The European Youth Work Agenda – a new framework for strengthening and further developing youth work in Europe! | Jugend für Europa (German National Agency for Erasmus+, youth field, and the European Solidarity Corps) and Council of Europe-European Commission Youth Partnership |
| Peter Mitchell | Germany | Hybrid Projects (and how they can be really cool) – a:part-Berlin-Poltava | Lernlabor |
| Alejandra Forero | France | Maker Education: learning by doing and learning to learn | Digijeunes |
| Rob Sweldens | Belgium | StreetSmart: Game-changing tools for youth workers | Mobile School vzw |



| Name of contributor | Country of residence | Title of the practice | Institution/organisation supporting the practice example |
|---------------------|----------------------|-----------------------|--|
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Group 4: Resources for supporting innovation and quality in youth work

| | | | |
|---------------------|------------|---|---|
| Anita Silva | Portugal | MOOC: Innovation tools for youth workers and organisations active in the youth field | Team Mais |
| Henrique Goncalves | Belgium | Web platform called "Inclusion and Diversity in Digital Youth Work" | SALTO Inclusion and Diversity |
| Veronika Stefan | Estonia | Participation Resource Pool – Dive into the best practices & tools for Youth Participation! | SALTO Participation |
| Nik Paddison | Germany | FOCUS: Learning | Jugend für Europa (German National Agency for Erasmus+, youth field, and the European Solidarity Corps) |
| Laszlo Milutinovits | France | Visible Value library on recognition of youth work in Europe | Council of Europe- European Commission Youth Partnership |
| Sladjana Petković | Montenegro | Quality Youth Work and how to measure it? Insight in the revised Dashboard on EU Youth Indicators | European Commission |

More information



Second EAYW

Day-to-day programme

Presented practices

Webinars

Study on Innovation in Youth Work

<https://www.eayw.net/activities/eayw-the-2nd-edition-2021-2022/2nd-eayw-2022/>



EAYW Facebook page

<https://www.facebook.com/EAoYW>



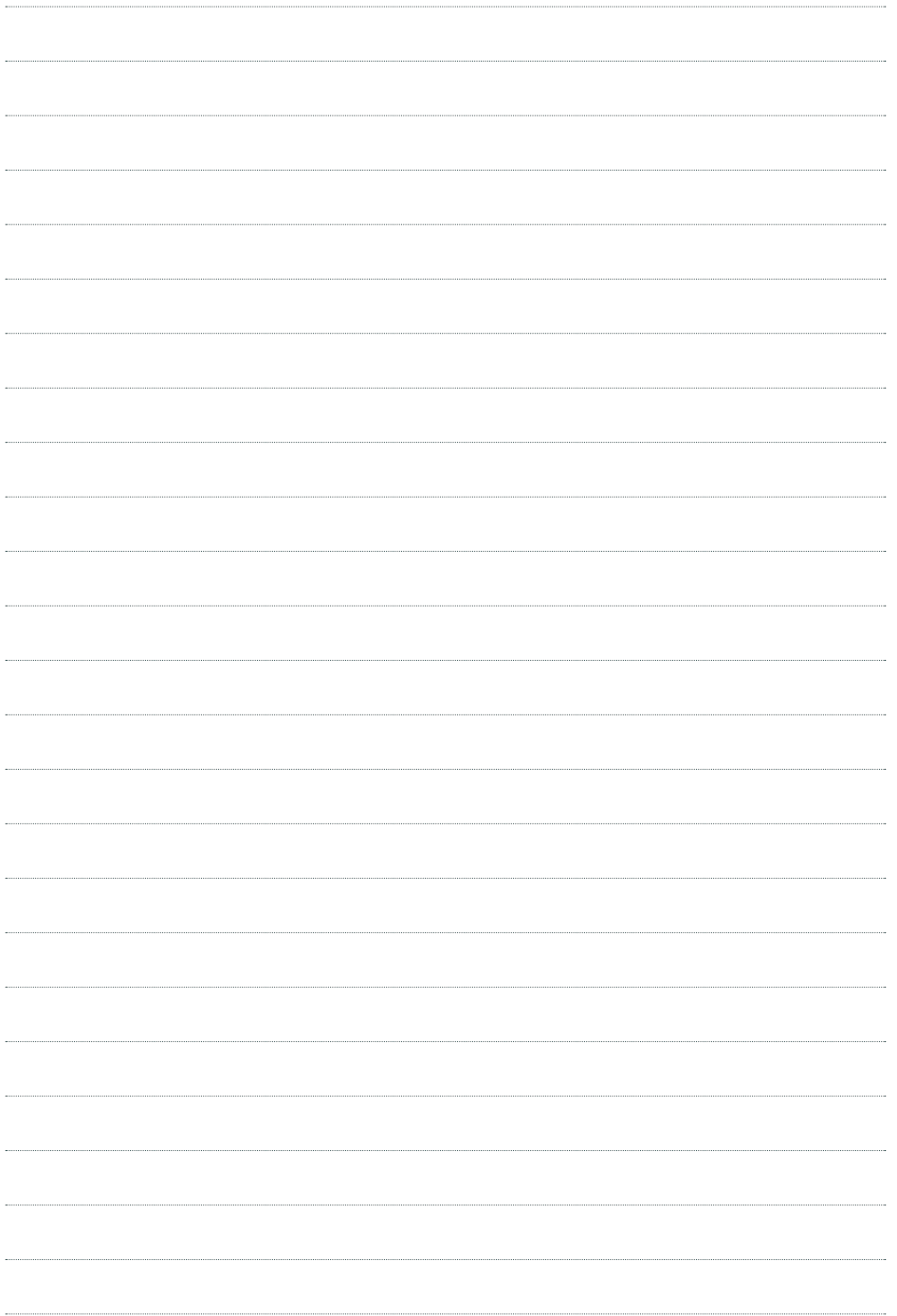
EAYW YouTube channel

<https://www.youtube.com/channel/UC57N-KhEZGsUw-wu5qG-6XIQ>



EAYW Resources

<https://www.eayw.net/resources/>



MOVIT has been the Slovenian National Agency for EU programmes in the field of youth, currently Erasmus+: Youth in Action and the European Solidarity Corps, since May 1999. In this role, MOVIT manages indirectly centralised EU budget funds and supports different forms of learning mobility activities in youth work. It also runs activities to promote the development of youth work and non-formal education, in particular activities contributing to strengthening European cooperation in the field of youth. Since 2018, the European Solidarity Corps has extended these fields also to other spheres and actors organising solidarity activities as a means to contribute to strengthening cohesion, solidarity, democracy and citizenship in Europe.

Along with its role as a National Agency, MOVIT also serves as an office of Eurodesk, the European Commission's info service offering EU-related information to young people (www.eurodesk.si). In 2002, MOVIT took over the SALTO South East Europe Resource Centre (SALTO SEE), which promotes cooperation with the Programmes' Western Balkan partner countries within the Erasmus+: Youth in Action programme and the European Solidarity Corps, through training and partner-finding activities and various other support measures, tools and resources (www.salto-youth.net/see). SALTO SEE belongs to the network of SALTO Resource Centres (www.salto-youth.net).

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About this publication

The European Academy on Youth Work aims to promote the development of quality youth work, to support its capacity to react to current and future developments, and to contribute to creating a common ground on youth work and youth work policy. To this end, it focuses on supporting innovation in youth work, as a response to the trends, challenges and uncertainties faced by young people in today's fast-changing societies. The EAYW offers a platform for reflection, exchange and knowledge gathering on trends and developments in and with relevance to the youth field in Europe, and on innovative youth work responses to these trends and developments. This report presents the findings of the Second European Academy on Youth Work Event, which was held from 31 May to 3 June 2022 in Kranjska Gora, Slovenia.



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