



Youth pass and the 7 proximal outcomes of Youth Work

How to associate the seven proximal outcomes of Youth Work with the different key competences of Youth Pass.

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1. What is Youth Pass?

Youthpass is the **recognition instrument** developed for the projects realised in the European youth programmes. Through the Youthpass certificate, participation in such projects **can be recognised as an educational experience and a period of non-formal and informal learning**. Youthpass foresees a process applied throughout the project life-cycle to **support the learning of participants**. It also serves as a strategy that improves the recognition of non-formal learning in Europe.

Youthpass is:

- A process of reflection that helps to define and describe learning outcomes in a youth project, leading to a certificate that documents these learning outcomes.
- A confirmation of participation by the organisers of a specific activity.
- A description of the activity where the person participated.
- An individualised description of the specific activities undertaken and of the learning outcomes.
- A certificate for people participating in the activities supported by the Erasmus+: Youth in Action programmes and the European Solidarity Corps.
- A tool which puts the Key competences for Lifelong Learning into practice.
- Firmly based on principles of non-formal education and learning.
- A way of improving visibility of learning in youth and solidarity projects.

Through the Youthpass process, reflection on learning becomes more structured and the educational value of the project is strengthened. It makes the learning of the participants more conscious. Being more aware of their competences, it gets easier for the participants to make use of them in the future. Thus, Youthpass supports the future pathways of the young people.

By putting emphasis on the learning processes and outcomes in youth work, using Youthpass helps to increase the so-called Learning to Learn competence. It raises the participants' awareness of learning in a diversity of contexts and helps them to reflect on their learning wishes and needs.



[Let's talk about Youthpass](#)



1.2 Key competences

Key competences are grouped under 8 main areas, however they are interconnected and build on each other. In a European youth project, learning of a certain participant may be relevant for all or only some of these competence areas. In the latter case, the remaining competence areas do not appear in their Youthpass. Specific competences that do not fit in this framework can be described in the »Other Specific Skills« or »Task-Specific Competences« fields on the Youthpass - depending on the certificate type.

The key competences:

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| <p>Multilingual competence.</p> | <p>Multilingual competence is the ability to use different languages for communication and to understand and express thoughts, feelings and facts orally or in writing. One would need to know the grammar and vocabulary of a certain language. The ability to learn a language in various ways is also important. Appreciation of cultural diversity and curiosity for intercultural communication are attitudes connected to this competence.</p> <p>European youth projects involve interactions with people from different countries, who speak different languages. For many participants, communicating in a foreign language is of crucial importance. A European project offers the perfect environment to practice this. Especially in longer-term projects, this competence area is among the ones that the participants develop to the greatest extent.</p> |
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| <p>Personal, social and learning to learn competence.</p> | <p>Personal, social and learning to learn competence is the ability to learn to learn, to manage one's own learning and to reflect on oneself. It is about time and information management. Social competences include working with others in a constructive way and managing conflicts in a supportive way. Personal competences include resilience, the ability to cope with uncertainty and complexity and to show empathy. Ability to support physical and emotional well-being is also relevant for this competence area.</p> <p>European projects often rely on group interactions which can be intensive where one is confronted with own attitudes. Reflecting on the self, the relation with others and one's own role in the group is therefore essential. Working together with others in a meaningful and constructive way plays a big role. Learning to learn is crucial to improve oneself in all remaining competence areas. It is about being aware of one's own learning and taking responsibility for it. European projects offer the possibility to choose own learning paths and to decide what to get from a project.</p> <p>It is about setting learning objectives, reflecting on learning strengths and weaknesses and the ways one learns the best. It involves organizing own learning, self-motivation, assessing and monitoring the development, collecting outcomes and acknowledging the changes that one has gone through.</p> |
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| <p>Citizenship competence.</p> | <p>Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts as well as global developments and sustainability.</p> <p>In many projects, participants are directly or indirectly involved in a civil society organisation or they work on a locally or globally relevant social or environmental theme. They reflect on values, laws, human rights, make comparisons between practices, problems and needs in different realities in Europe. They may discuss what Europe and its core values are and how they are experienced in different contexts and from different perspectives.</p> <p>They may also reflect on their own understanding and experience of being an active citizen.</p> |
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| <p>Entrepreneurship competence.</p> | <p>Entrepreneurship competence refers to the capacity to act upon opportunities and to turn ideas into action that has value for others. It includes taking initiative, creativity, innovation, critical thinking and problem solving. It requires the ability to work collaboratively and to plan projects of cultural, social or financial value. European projects are about turning ideas into reality, about being creative, and trying out new things that might also be risky. The project has to be managed in different contexts.</p> <p>Participants have different possibilities to develop talents, discover passions, try out new roles and get inspired to turn their ideas into action. In a volunteering or youth exchange project, if a participant wishes, then planning, preparation, management and evaluation of the project is done together with them. This is even more valid for a solidarity project or a youth initiative.</p> |
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| <p>Competence in cultural awareness and expression.</p> | <p>Competence in cultural awareness and expression is the understanding of how ideas are creatively expressed in different cultures, through different arts. It involves developing and expressing own ideas. It requires the knowledge of local, European and global cultures and the ability to express ideas and emotions in different artistic and cultural forms. Openness and curiosity are important attitudes.</p> <p>Young people often develop creative forms of expression to make contact with others or to reflect on experiences. Either organisations offer an opportunity to develop cultural aspects during the project or the participants use this form of expression based on their own initiative. All forms of creativity and media can find their place in youth work. Increasing cultural awareness can prepare the ground for effective intercultural learning. It can also serve to raise awareness about dealing with ambiguity.</p> |
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| <p>Digital competence.</p> | <p>Digital competence involves the responsible use of digital technologies; communication and collaboration, media literacy, digital content creation, safety, intellectual property related questions, problem solving and critical thinking. It includes the ability to use information via a range of digital technologies, to question available information; curiosity and open-minded attitude.</p> <p>Participants in youth projects can be involved in creating content for blogs, websites, social media platforms, etc to share their projects. They can also create audio-visuals (videos, podcasts etc) to communicate their impressions with</p> |
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| | others. In some projects, they may specifically work on the impact of media and media literacy |
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| <p>Mathematical competence and competence in science, technology, engineering.</p> | <p>Mathematical competence and competence in science, technology, engineering (STEM) is the ability to use mathematical thinking to solve problems in everyday situations. Competence in science refers to the ability to use knowledge; to identify questions and to base opinions on evidence. It includes the ability to use logical and critical thinking, to handle technological tools and to communicate conclusions and reasoning behind them.</p> <p>In a youth project, participants can improve this competence in thematic work (such as leading science labs or helping children with their homework). However, even in projects that do not directly work on scientific topics, participants can improve their problem solving and analytical thinking skills by being involved in decision-making processes regarding the management of different aspects of their project.</p> |
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| <p>Literacy Competence.</p> | <p>Literacy competence is the ability to understand and express thoughts, feelings and facts orally, in writing or in other forms, and to interact with others. It is the basis for further learning. The openness to critical and constructive dialogue and the awareness on the impact of language on others are important elements of this competence.</p> <p>In a youth project, a participant may need to create various types of written material for different target groups (social media posts, petition texts, official letters, newsletter articles, activity reports, etc.). They also get to know new terminology – even in their own language – on the topic of the project. They are likely to be in contact with different people (children, parents, teachers, decision-makers, foreigners living in the host country, journalists etc.) and need to adapt their communication to the context.</p> |
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2.7 Proximal outcomes of Youth Work

The capabilities are grouped into seven interrelated findings, each of which is supported by an evidence base demonstrating its importance.

| 7 Proximal outcomes | |
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| Communication Skills | Explaining; listening; expressing; questioning; using different ways of communicating... |
| Confidence & Agency | Self-reliance; self-esteem; self-efficacy; self-belief; ability to shape your own life and the world around you. |
| Planning & Problem Solving | Organising; setting and achieving goals; decision making; critical thinking; questioning & challenging; managing risks. |
| Relationships | Establishing positive relationships; managing conflict; empathizing; motivating others; valuing teamwork. |
| Creativity & Imagination | Open to new ideas; imagining others ways of doing things; applying learning. |
| Resilience & Determination | Self-motivation; self-discipline; sense of purpose; persistent; self-control; concentrating. |
| Emotional Intelligence | Self-awareness; reflecting; self-accepting; self-regulating. |

<https://crosscareyouthinfo.ie/wp-content/uploads/2021/09/Youth-Work-Model-of-Service-Delivery-2017.pdf>

The indicators on the right outline some of the behaviours, attitudes and skills that would be evident in young people if they were improving in these seven areas. While some of the language used for the seven outcomes may be new to youth workers, many of the indicators will be very familiar. Supporting young people to establish positive relationships, improve decision making and be able to express themselves, have long been at the core of youth work aims and objectives.



3. Relationship of the 7 proximal outcomes with the key competences.

We can relate the 7 upcoming results to the key competences of YouthPass. In the next table we will see which key competence is related to the proximal outcome and why.

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| <p>Communication Skills.</p> | <ul style="list-style-type: none"> - Multilingual competence. - Digital competence. - Mathematical competence and competence in science, technology, engineering. | <ul style="list-style-type: none"> - Multilingual competence: Communication skills are fundamental to multilingual competence, as they involve the ability to express oneself effectively in different languages, understand and interpret messages in multiple languages, and adapt to different cultural contexts. Effective communication in multiple languages is crucial in an increasingly globalized and multicultural world. - Digital competence: Communication skills are essential in the digital context. They involve the ability to convey messages clearly and effectively through digital media, such as emails, social networks, video conferencing, etc. Digital competence also includes the ability to understand and use digital tools and technologies to communicate effectively. - Mathematics and science, technology, engineering, and mathematics proficiency: In STEM fields, communication skills are vital for sharing discoveries, collaborating on projects, presenting research, and persuading audiences about the importance and relevance of scientific findings. and technological. The ability to communicate clearly is also essential for working as a team and solving complex problems in these fields. |
| <p>Confidence & Agency</p> | <ul style="list-style-type: none"> - Personal, social and learning to learn competence. - Citizenship competence. | <ul style="list-style-type: none"> - Personal and social skills: Confidence in oneself and others is essential for the development of personal and social skills. Self-confidence enables people to face challenges, make decisions, and assume responsibilities, while trust in |



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| | | <p>others fosters healthy, collaborative interpersonal relationships. On the other hand, agency, understood as the ability to act autonomously and take control of one's life, is closely related to the development of social skills, such as empathy, effective communication and conflict resolution.</p> <ul style="list-style-type: none"> - Citizen competence: Trust and agency are also relevant in the context of citizen competence, which implies active and responsible participation in society. Trust in democratic institutions, in decision-making processes and in the ability to influence social change promotes committed and participatory citizenship. Citizen agency, on the other hand, is manifested in the ability of individuals to exercise their rights, take initiatives and contribute to the common well-being. |
| <p>Planning & Problem Solving</p> | <ul style="list-style-type: none"> - Personal, social and learning to learn competence. - Digital competence. - Mathematical competence and competence in science, technology, engineering. | <ul style="list-style-type: none"> - Personal, social and learning-to-learn skills: Planning involves the ability to set goals, organize resources, and develop strategies to achieve specific objectives. This is closely related to the competence of learning to learn, since planning is essential to acquire new skills and knowledge effectively. Problem solving requires critical thinking, creativity, and communication skills. These skills are not only important for solving problems individually, but also for collaborating with others and working as a team, which contributes to social competences. - Digital competence: Both planning and problem solving can greatly benefit from the effective use of digital tools and technologies. Digital competence involves the ability to use these tools efficiently to plan, collect information, analyze data and solve problems collaboratively. Technology can also facilitate communication and collaboration in problem-solving, strengthening personal and social competences. - Mathematical and science, technology, engineering competence: Both planning and problem solving are fundamental skills in the fields of mathematics |



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| | | <p>and science, as well as in disciplines related to technology and engineering. Planning is necessary to address complex problems and design experiments or solutions, while problem solving involves applying mathematical and scientific concepts creatively and effectively.</p> <p>These competences also require logical thinking skills, data analysis, and the ability to work with specialized technology and tools.</p> |
| <p>Relationships</p> | <ul style="list-style-type: none"> - Personal, social and learning to learn competence. - Citizenship competence. | <ul style="list-style-type: none"> - Personal, social and learning to learn competence: Relationship skills are essential components of personal and social competence. The ability to establish healthy relationships involves a deep understanding of one's own emotions and needs, as well as the ability to understand and respect the emotions and needs of others. Empathy, effective communication, conflict resolution and collaboration are crucial aspects of this competency. By developing skills in these areas, people can interact more effectively in different social contexts and continually learn through interaction with others. - Citizen competence: Healthy and respectful relationships are essential for active and engaged citizenship. Citizenship involves participating in civic life and contributing to the well-being of the community and society in general. The ability to establish positive and constructive relationships with people of diverse backgrounds and points of view is crucial to working collaboratively toward common goals, solving social problems, and promoting inclusion and diversity in the community. Additionally, communication and conflict resolution skills are important to address differences of opinion constructively and find solutions that benefit all members of society. |
| <p>Creativity & Imagination</p> | <ul style="list-style-type: none"> - Entrepreneurship competence. - Competence in cultural awareness and expression. | <p>Entrepreneurial competence: Creativity and imagination are fundamental to the entrepreneurial spirit. Successful entrepreneurs are those capable of identifying opportunities, developing innovative solutions and creating value in changing and competitive environments. The ability to think creatively allows entrepreneurs to generate disruptive ideas and find new ways to address problems and meet market needs. In addition, imagination plays an important role in visualizing future scenarios and developing strategic plans to carry out</p> |



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| | | <p>business projects.</p> <p>Competence in cultural awareness and expression: Creativity and imagination are manifestations of cultural diversity and personal expression. Competence in cultural awareness and expression involves understanding and valuing cultural diversity, as well as expressing one's ideas and emotions in an authentic and respectful manner. Creativity can manifest itself in various artistic and cultural forms, such as music, literature, visual arts, film and dance. These cultural expressions reflect the experiences, beliefs and values of different communities and contribute to enriching global cultural heritage. Likewise, imagination plays a crucial role in the creation of artistic and cultural works, allowing individuals to explore new concepts, perspectives and narratives that expand our understanding of the world and encourage intercultural dialogue.</p> |
| <p>Resilience & Determination</p> | <ul style="list-style-type: none"> - Personal, social and learning to learn competence. | <p>Resilience and determination are essential components of personal competence. They involve the ability to regulate emotions, manage stress and maintain a positive attitude in the face of difficulties. Resilience helps people recover quickly from adverse experiences and adapt to changing situations. This allows them to face challenges effectively and move forward towards their goals. Determination is key to maintaining momentum and motivation over time, especially when faced with obstacles or failures. People with high determination are able to persevere in achieving their goals despite the difficulties that may arise along the way. Furthermore, resilience and determination are important aspects of social competence. They foster healthy relationships by promoting the ability to work as a team, resolve conflict constructively, and provide emotional support to others.</p> |
| <p>Emotional Intelligence</p> | <ul style="list-style-type: none"> - Personal, social and learning to learn competence. - Literacy Competence. | <p>Personal, social and learning to learn competence: Emotional intelligence is essential for the development of personal and social competence. It involves the ability to regulate one's emotions effectively, which contributes to emotional well-being and self-knowledge. Understanding your own and other people's emotions is essential for establishing healthy relationships and effective communication. People with high emotional intelligence are</p> |



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| | | <p>able to empathize with others, understand their points of view and resolve conflicts constructively.</p> <p>Furthermore, emotional intelligence is closely related to the competence of learning to learn. The ability to recognize and manage one's own and others' emotions improves the ability to concentrate, motivation, and the ability to face challenges effectively in the learning process.</p> <p>Literacy competency:</p> <p>Emotional intelligence is also related to literacy competence, especially with regard to reading comprehension and interpretation of texts, and communicative comprehension. Emotions play an important role in how we interpret information and how we relate to the texts we read and what we hear.</p> <p>The ability to understand emotions expressed in written texts, as well as to express our own emotions clearly and effectively in written and oral communication, is essential for emotional literacy.</p> |
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4. Evaluation tool

The proposed evaluation tool offers an effective way to evaluate the key competences and proximal outcomes that are fundamental in today's world and that will be carried out in the project. By providing a systematic assessment of these competences, this tool makes it possible to identify areas of strength and areas for improvement in the personal and social development of individuals. In addition, it facilitates informed decision-making about the implementation of development strategies that promote the success and comprehensive well-being of individuals.

Mark with an X if you think that the statement is true or you consider that it has been fulfilled.

Multilingual competence (Communication):

Ability to communicate in more than one language.

Ability to understand and produce texts in different languages.

Personal, social and learning to learn competence (Confidence and agency, planning and problem solving, relationships, resilience and determination, emotional intelligence):

Problem solving skills.

Effective communication skills and empathy.

Self-regulation of learning and adaptability.

Citizenship competence (Confidence and agency, relationships):

Active participation in civic and community activities.

Respect for the rights and opinions of others.

Contribution to the well-being of society.

Entrepreneurship competence (Creativity and imagination):

Identification of opportunities and development of innovative ideas.

Initiative and willingness to take risks.

Ability to plan and execute projects.

Competence in cultural awareness and expression (Creativity and imagination):

Understanding and respect for cultural diversity.

Authentic expression of one's own cultural identity.

Participation in cultural activities and openness to intercultural learning.

Digital competence (Communication skills, planning and problem solving):

Skills to use digital tools and technologies.

Ability to search, evaluate and use information in digital environments.

Communicate and collaborate online safely and responsibly.



Mathematical and science, technology, engineering competence (Communication skills, planning and problem solving):

Application of mathematical and scientific concepts in problem solving.

Effective use of STEM-related tools and technologies.

Literacy competence (Emotional intelligence):

Active listening skills and oral comprehension of information.

Clear, coherent and effective expression of ideas and emotions verbally.



5. Annex

Youthpass tools:

- Presentation:

<https://view.genial.ly/65ea0abfca361e001422ac92/presentation-youthpass-introduction>

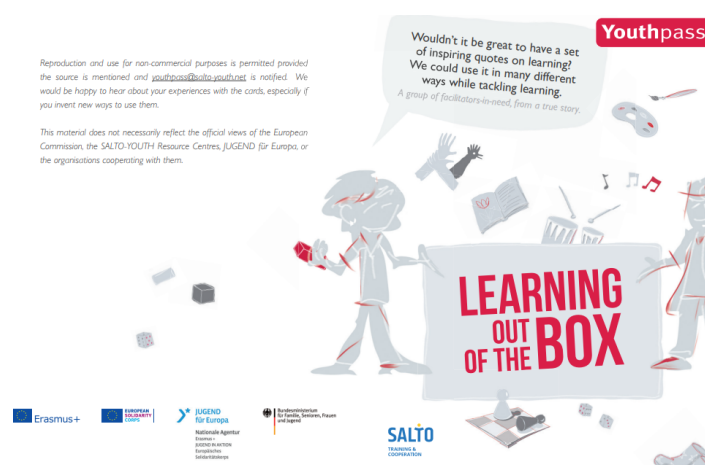
- Youthpass video:

https://www.youtube.com/watch?v=rnQWZKStM7c&ab_channel=SALTOTrainingandCooperationResourceCentre

- Key competences framework - How is it used on youthpass?

<https://www.youthpass.eu/en/help/faqs/keycompetences/>

- How to create certificates: <https://www.youthpass.eu/en/help/step-by-step/>



- Learn about key competences with Learning out of the box, game:

<https://www.youthpass.eu/en/publications/card-game/>

