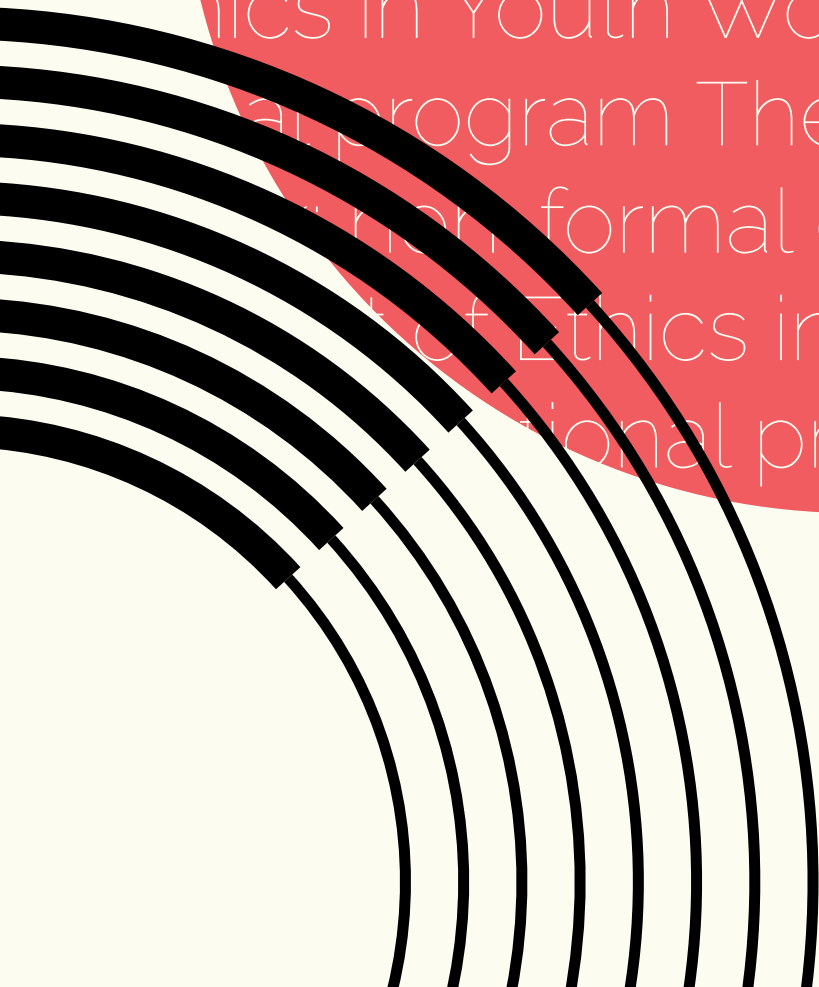


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Context



The project **The Art of Ethics in Youth Work** is a project implemented by NAPOR, Serbia with the partners being the Finnish Youth Research Society (FYRN), Finland, Victoria University, Australia, Institute for Social Research in Zagreb (ISRZ), Croatia, and the European Youth Card Association, Bulgaria. The project is supported by the ERASMUS+ programme under the KA2: Capacity building in the youth field. The project aims to improve the overall quality and recognition of youth work through the betterment of ethical frameworks in Europe and beyond. Specifically, the project aims to: raise awareness of youth workers and policy-makers on the importance of ethics for recognition of youth work; explore benefits and limitations of existing policies and supporting mechanisms in the context of ethics in youth work in Europe and beyond through evidence-based data; build capacities of youth workers by increasing competences for moral and critical reasoning; increase quality of youth work by introducing innovative supporting methods and tools related to ethics in youth work; and create synergies among European and partner countries through exchange of practice and establishing cooperation in the field of youth work. All of the partner organizations gathered around this project following similar needs and motivation to put ethics on the agenda of youth workers, educational, and research sectors. Youth work is commonly understood as a tool for personal development, social integration, and active citizenship of young people. Serving the higher purposes of inclusion and social cohesion, youth work has inherent moral elements representing a value-driven social practice which produces actions that have moral, social, and political consequences. Ethical dilemmas are therefore endemic in youth work. As an activity or social practice, youth work involves working with participants who have fewer rights than adults, are often vulnerable, lack power, and may be suggestible – hence giving scope for their exploitation, harm, or manipulation. As it is an occupation concerned with providing a service, youth work shares with a broad group of occupations, concerns about the professional integrity, trustworthiness, and honesty of its practitioners. Even though ethics is an integral part of youth work, it has never been approached systematically by any of the sectors involved in the partnership. The importance of exploration of the ethical context of youth work has been identified during the implementation of the research project on mapping education and career pathways for youth workers, coordinated by the EU-CoE Youth Partnership and involving countries of all EU partners.

As a follow-up, one of the analytic papers dealt with Ethical standards in youth work, pinpointing the main considerations for implementa-

tion of the ethical standards in supporting a better quality of youth work practice and policy. This paper helped partners in realizing the potential of creating a synergy approach by joining expertise from three different sectors in order to put the spotlight on the following challenges related to Ethics in youth work: evidence-based data that can feed both policy and practical levels are missing; the interplay between the ethical framework, youth work quality, and youth work recognition needs to be closely examined; there is a need to create supporting mechanisms for youth workers to assist quality implementation of existing ethical codes/procedures/rules; a need for building youth workers competences through education, supervision and debate with colleagues exists. One of the project outputs is a curriculum for a non-formal course on ethics in youth work together with the proposed methodology for one of the modalities.

Aims of the training programme

Youth work is a specific work environment because of the influence that youth workers have on young people. This is especially the case in non-formal education, where the strict boundaries of formality are erased and young people learn from the friendly atmosphere created by youth workers. Despite the relaxed and friendly atmosphere, setting certain boundaries is imperative for quality work with young people and for creating opportunities for the greatest possible absorption of knowledge. Creating a friendly but learning atmosphere for all the young people involved will become an increasing challenge. The awareness that borders help young people as much as people who work with young people is extremely important for the further development of the sector. We are aware that when it comes to ethics in youth work, we cannot offer concrete solutions to the situations in which youth workers will find themselves. That is why it is extremely important for youth workers to be aware of the importance of continuous education in the field of ethics while working with young people. Only regularly educated youth workers can be ready to deal with new challenges, and think about the needs of young people and about their own reactions to those needs.

In order to set boundaries, clarify questionable situations, and ensure that every person who works with young people is aware of the framework within which they work, the training "Ethics in Youth Work" was creat-

ed. The main **aim of this training is to encourage participants to apply the principles of ethics in working with youth in their own practices of working with youth.** Being aware of the different levels of youth workers, this curriculum offers three levels of education depending on the opportunities and prerequisites of youth workers. Each level corresponds to the specific needs of the learners and consists of a theoretical and practical level in order to adopt the expected skills, knowledge, and attitudes to the greatest extent possible.

At the end of the training, we want youth workers to be familiar with theoretical knowledge about ethics in working (based on the Western models of ethics in youth work) with young people, but also to be aware of the importance of discussing this topic. As a society, for the past few years, we have been noticing an increasing radicalization of young people, an increasing need for young people to talk about mental health, as well as an earlier and earlier onset of engaging in antisocial behaviour (use of alcohol, cigarettes, drugs but also extreme consuming of social media). This is only part of the issues that youth workers will have to deal with in their future work, and that is why it is extremely important that they become aware of their own limits, the limits of young people, but also that they start working on common ethical standards.

Specific objectives of the training

1. Basic curriculum: a one-day workshop
 - ⊙ Introducing the main terminology of ethics in youth work
 - ⊙ Developing critical reflection on theoretical models in youth work
2. Medium curriculum: a four-day training course
 - ⊙ Introducing the main terminology of ethics in youth work
 - ⊙ Developing critical reflection on theoretical models in youth work
 - ⊙ Encouraging youth workers to design their own solutions during working with youth
3. Advanced/modular curriculum: three modules

- ⦿ Introducing the main terminology of ethics in youth work
- ⦿ Developing critical reflection on the theoretical models in youth work
- ⦿ Encouraging youth workers to design their own solutions during working with youth
- ⦿ Developing awareness about different practices regarding ethics in the youth work field
- ⦿ Encouraging youth workers to design methodological solutions for the development of critical thinking skills on ethical topics
- ⦿ Encouraging awareness of the importance of implementing an ethical approach at the youth policy level

Learning outcomes

1. Basic curriculum: a one-day workshop

- ⦿ Participants will know the main terms of working with young people, principles, and values
- ⦿ Participants will be able to critically reflect on the main theoretical models of ethics in youth work
- ⦿ Participants will be able to analyze and compare ethical codes of work with young people from different levels (international, national, institutional)
- ⦿ Participants will be able to design solutions for the purpose of strengthening their own practice of working with young people

2. Medium curriculum: a four-day training course

- ⦿ Participants will know the main terms of working with young people, principles, and values
- ⦿ Participants will be able to critically reflect on the main theoretical models of ethics in youth work

- ⦿ Participants will be able to analyze and compare ethical codes of work with young people from different levels (international, national, institutional)
- ⦿ Participants will be able to design solutions for the purpose of strengthening their own practice of working with young people
- ⦿ Participants will be able to apply knowledge about the application of the code of ethics to their own practice of working with young people

3. Advanced/modular curriculum: three modules

- ⦿ Participants will know the main terms of work with young people, principles and principles
- ⦿ Participants will know the socioeconomic context of young people at the local, national and European levels
- ⦿ Participants will be able to distinguish the different roles of youth workers to understand the importance of boundaries in youth work
- ⦿ Participants will know the main ideas of dominant moral theories
- ⦿ Participants will be able to critically reflect on the main theoretical models of ethics in youth work
- ⦿ Participants will be able to analyze and compare ethical codes of work with young people from different levels (international, national, institutional)
- ⦿ Participants will be able to design solutions for the purpose of strengthening one's own practice of working with young people (protocol, code)
- ⦿ Participants will be able to apply knowledge about the application of the code of ethics to their own practice of working with young people
- ⦿ Participants will be able to critically evaluate the youth work practices concerning ethics in working with young people

- ⦿ Participants will be able to design didactic-methodical solutions for the purpose of promoting young people's critical reflection on ethical topics.
- ⦿ Participants will understand the importance of personal and professional development and networking in youth work
- ⦿ Participants will understand the importance of ethics in the wider context as one of the important cornerstones of the professionalization of youth work
- ⦿ Participants will support and advocate for a more ethical approach in youth work practices
- ⦿ Participants will be able to advocate for implementing an ethical approach at the youth policy level

Achieving the above-mentioned

...participants will develop the following competences (inspired by ETS: A Competence Model for Youth Workers to Work Internationally):

1. Knowledge

- ⦿ Knowledge of the principles of methodologies used in the field of youth
- ⦿ Knowledge of the values and key principles of non-formal learning
- ⦿ Knowledge about value systems and related mechanisms
- ⦿ Knowledge about the main ideas of dominant moral theories
- ⦿ Knowledge of the socio-political and economic contexts of young people
- ⦿ Knowledge about youth policy & youth work in one's own context (community, region, etc.)

2. Skills

- ⦿ The skill of working with and on values in youth work

- ⦿ Being able to critically reflect on the main theoretical models of ethics in youth work
- ⦿ Being able to analyze and compare ethical codes of work with young people from different levels
- ⦿ The skill of creating a code of conduct applicable to their everyday work and local realities
- ⦿ Being able to distinguish the different roles of youth workers and act accordingly
- ⦿ The skill of taking the socio-political and economic contexts of the young people into account and from this deriving an appropriate educational approach
- ⦿ The skill of enabling individual and/or group reflection on ethical issues
- ⦿ Designing didactic-methodical solutions for the purpose of promoting young people's critical reflection on ethical topics
- ⦿ Being able to identify relevant partners in different environments (especially in an international setting)
- ⦿ Being able to identify and name the European/international dimension in one's work
- ⦿ Ability to network with a variety of external systems and actors
- ⦿ Skill to advocate for ethics in youth work practice and youth work policy

3. Attitudes and behaviours

- ⦿ Considers and applies the principles of non-formal learning when designing the programme
- ⦿ Readiness to challenge the values behind one's own youth work practice
- ⦿ Willingness to challenge the values behind the programmes
- ⦿ Recognition of ethics as one of the key elements of quality youth work and professionalization of the field

- ⦿ Respect towards ethical boundaries when working with (the group of) young people
- ⦿ Willingness to change and adapt one's own behaviours according to the ethical framework
- ⦿ Readiness to allow being confronted with other views and work approaches
- ⦿ Willingness to address ethical issues as a source of learning about and from others
- ⦿ Willingness to collaborate with other actors and stakeholders
- ⦿ Awareness of one's own competences and resources
- ⦿ Understanding the importance of personal and professional development

Methodology

The training proposed through the „Ethics in Youth Work“ curriculum is designed to ensure that the learners gain a variety of knowledge and skills, including theory and practice. Its main objective is to ensure that the learners gain knowledge, skills, and attitudes which they can later apply in their everyday work with and for young people, and to share the aforementioned within their community of practice. The methodology designed within this curriculum puts a strong accent on non-formal education as a key approach that brings a natural and lasting change in an individual's reasoning and ability to understand the importance of ethics in youth work. Designing training based on the principles of non-formal education also facilitates learners to investigate their own considerations and thoughts, and makes them ready to express them in various shapes.

The training curriculum proposes three different methodology approaches (basic, medium, and advanced/modular), each depending on the specific needs of the learners, expected objectives to achieve, and timely manner and resources at disposition. Each approach consists of theoretical and practical parts to be implemented through non-formal education, and by using a diversity of tools and methods for its implementation. It is important to state that the trainers who carry out this curriculum have experience in delivering training, understand the relevance of ethics

and youth work, understand group dynamics and the group learning process, and can carry out quality reflection and debriefing.

Basic curriculum: a one-day workshop (1 day of residential work; 8 hours)

The proposed basic curriculum has an objective to provide learners with the basic knowledge and understanding of ethics in youth work. It is destined for the youth workers who require an introduction to the basic concepts and understanding of youth work, and who require a basic understanding of ethics and ethical dilemmas in youth work.

Topics and or/sessions proposed by the Basic curriculum:

- Introduction and cross-section of experience;
- Youth work: what it is and what it is not;
- Ethical theories in youth work;
- Ethical dilemmas in youth work;
- Code of ethics: what it is and making a draft;
- Reflection as an integral part of the learning process.

Medium curriculum: a four-day training course (4 days of residential work, can be combined for on-site and online work; 32 hours altogether)

The main objective of the medium curriculum is to understand the main terms and principles of youth work, just as to understand and critically reflect on the main theoretical (Western) models of ethics in youth work. It should also empower youth workers to understand their (various) roles when working with young people, provide them with the tools needed to build a relationship of trust with young people, understand the importance of boundaries in youth work, and offer them to understand potential ethical dilemmas in youth work, and to introduce youth workers to the mechanisms of support when facing potential ethical challenges in their everyday work.

Topics and or/sessions proposed by the Basic curriculum on Day 1:

- ⦿ Building group cohesion: getting to know the participants and organizations, experiences with the topic, expectations;
- ⦿ (Introduction to) youth work: what is youth work, how is it defined, what is and/or is not youth work, who are youth workers;
- ⦿ Principles in youth work;
- ⦿ Values in youth work: what universal values guide us in working with young people, why are values important;
- ⦿ The socio-economic context of young people: young people as a heterogeneous group and young people in today's society - what characterizes them and what challenges characterize today's generation of young people.

⦿ Topics and or/sessions proposed by the Basic curriculum on Day 2:

- ⦿ Introduction to ethics: the definition of ethics as a social humanistic discipline and the definition of ethics in the context of work with young people;
- ⦿ Ethical theories in working with young people: deontology, consequentialism, ethics of virtue, utilitarianism;
- ⦿ Ethical principles in working with young people: the importance and role of ethical principles in youth work, and practical examples of not defining ethical principles in youth work (from the position of a youth worker);
- ⦿ Ethical dilemmas in working with young people: a combined approach of theory and practical examples - connecting ethical theories with examples from everyday work and life.

⦿ Topics and or/sessions proposed by the Basic curriculum on Day 3:

- ⦿ Roles in youth work - youth worker, friend, mentor or authority: an introductory part to the analysis of the role of a youth worker;
- ⦿ Relationship of trust in youth work: tools for building a relationship of trust and the importance of ethical principles;

- ⦿ Personal boundaries in working with young people: how to become aware of your own boundaries and how to set them in everyday practice, taking into account different work contexts;
- ⦿ What do we react to - examples of situations from practice and how we approach them.
- ⦿ Topics and or/sessions proposed by the Basic curriculum on Day 4:
- ⦿ Protocols for working with young people: examples of protocols of youth organizations, as well as practical creation of an organizational protocol for working with young people;
- ⦿ Code of ethics in youth work: practical examples of the code of ethics in youth work and practical creation of one's own code of ethics as one of the most important outputs of the program.
- ⦿ Mechanisms of support: analysis of the support system and who to contact in case of violation of ethical principles in youth work;
- ⦿ Reflection and evaluation of the training course.

Advanced/modular curriculum: three modules (each module lasts a minimum of 3 consecutive days, a minimum of 72 hours of residential or online work. The modules are followed by specific tasks for learners.)

The proposed advanced/modular curriculum has an objective to provide learners with deep knowledge and understanding of youth work and ethics in youth work. Its main objectives are to thoroughly understand the main terms, principles, and values in youth work and understand how to apply them in everyday work; to deeply understand ethical models (western), principles, and dilemmas in youth work; and to introduce learners to relevant international and national ethical codes and guidelines in youth work, and empower learners for the ethical evaluation of different forms of youth work, and public measures and public programme policies that deal with young people. This curriculum is designed mostly for experienced youth workers who need to deepen their knowledge and find solutions to certain ethical challenges they are facing in everyday work.

The modules proposed by the advanced curriculum are:

- ⦿ **Module 1:** Theory of youth work and ethics in youth work
- ⦿ **Module 2:** From theory to practice
- ⦿ **Module 3:** Advocating for a change

Topics and or/sessions proposed by **Module 1:**

- ⦿ Introduction to youth work: what youth work is and what it is not;
- ⦿ Principles and values in youth work;
- ⦿ Socioeconomic context of today's generation of youth;
- ⦿ Introduction to ethics;
- ⦿ Ethical theories and principles;
- ⦿ Ethics in youth work;
- ⦿ Ethical issues as a source of learning;
- ⦿ Independent work between modules: exploring needs and practices.

Topics and or/sessions proposed by **Module 2:**

- ⦿ Presentation of independent work of learners;
- ⦿ Analysis of existing ethics practices in youth work;
- ⦿ Values in youth work;
- ⦿ Roles and responsibilities of youth workers;
- ⦿ Ethical dilemmas in youth work;
- ⦿ Codes of ethics (local, national, international, institutional);
- ⦿ Creation of ethical codes;
- ⦿ Preparation for independent work: the creation of the ethical code of the organization.

Topics and or/sessions proposed by **Module 3**:

- ⦿ Public policies and ethics in youth work;
- ⦿ Advocacy for ethics youth work;
- ⦿ Support mechanism and networking of youth workers;
- ⦿ Collaboration and networking in youth work
- ⦿ Personal development for ethics and self-care in youth work;
- ⦿ Reflection and evaluation.

All of the above-proposed curriculums, topics, and/or sessions are designed to work residentially, but are adaptable to online learning.

Target group

The target group is youth workers and/or youth leaders who work with young people on an everyday basis, or who work with young people occasionally. Regardless of their experience in working with young people, they should have prior basic knowledge of youth work, and the needs of young people. Generally, the target group includes:

- ⦿ Youth workers
- ⦿ Youth leaders
- ⦿ Representatives of organizations who directly or indirectly work with young people.

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The



proposed



methodology



The proposed methodology was tested during the training in Sremski Karlovci.

Trainers: Aleksandar Trudic and Dejana Bibić

Title of the session:

Duration:

Introduction

90 minutes

Title of the activity:

Duration:

20 minutes

Let's get started!

Materials:

In the beginning, all the staff of the training introduce themselves, aims of this activity from an organizational angle. Then the trainers present the programme and what participants can expect in the following days

Title of the activity:

Duration:

20 minutes

The Magic 12-sided Die

Materials:

a 12-sided die

Participants will use a 12-sided die to introduce themselves. They will need to roll the die and based on the rolled number, they need to tell that number of facts about themselves.

Title of the activity:

Duration:

25 minutes

Fears and expectations

Materials:

flip chart paper,
post-it notes, pens

On two separate flipchart papers, participants should put post-it notes with fears and expectations for this training. They need 5 minutes for writing and after that trainers will go through all the post-its and facilitate sharing.

Title of the activity:	Duration:	25 minutes
Brainstorming ethics	Materials:	flip chart paper, markers
<p>One trainer will write the word “ethics” on the flipchart and ask participants to give associations to that word, anything that comes to their mind. After that, there will be a discussion about what ethics really means and the trainers will connect it with values in youth work.</p>		

Title of the session:	Duration:
Group activities and team building	90 minutes

Title of the activity:	Duration:	20 minutes
Round balls	Materials:	a ball
<p>Everybody is standing in a circle and the facilitator is telling them that he will pass the ball to the person who is standing opposite him/her and that person should pass the ball to the person who is not standing to the right or left. When someone holds the ball in their hands, that person should say his/her name out loud, and the name of the person who wants to pass the ball. The aim is to return the ball to the first person in the round without repeating others. There is a short reflection about how important it is to know the names of young people one is working with so that youth workers can establish relationships with young people from the start.</p>		

Title of the activity:	Duration:	70 minutes
Mission Impossible	Materials:	

The group will be split into 3 smaller groups (5 minutes) and they need to do tasks from the list presented on the flipchart:

NOTE: This list is based on the delivered training and is given as an example. Depending on the needs and venue, this list can be changed and adapted.

1. Photograph 3 buildings with 3 different colours.
2. Find out which cake is famous for Sremski Karlovci and get the recipe from the Internet. Take a screenshot and save it on your phone.
3. Take a group selfie in front of the famous fountain in the centre of Sremski Karlovci.
4. Make a poem with three words: ethics, youth work, and Erasmus.
5. Research at least 3 edible plants in the yard of the venue and tell us what they are used for.
6. Make a motivational message.
7. Find out from your colleagues which bedtime stories they liked when they were kids and why?
8. Share about ethical experience/documents in your organizations.
9. Find out who the important person from the venue is and what they like to eat.
10. Make a toy out of paper.

They will have 40 minutes to do the tasks. After that, the group will reflect on: team building, the role and ethics of working in teams (25 minutes).

Title of the session:	Duration:
Introduction to Ethical youth work	90 minutes

Title of the activity:	Duration:	90 minutes
Scaling the Ethics	Materials:	learning arrow

Participants will be asked to imagine a line in a working room, from 1 to 10 where 1 is lower and 10 higher grade. The facilitator will read some statements related to Ethics and ask the participants to take a position in relation to their identification with the statement.

Example:

1. I feel competent in working with young people, even though I don't have all the answers.
2. The code of ethics in my organization is seen as a youth protection system.
3. In my organization, ethical problems and dilemmas are openly discussed
4. How strongly does ethics mean to you in working with young people? Why?
5. I feel competent to make the right decision when I have an ethical dilemma. How?

1. Defining the Ethics (1 - 2 - 4) – 45 min

First, the participants work individually in order to define the word Ethics. After that, they pair up and come up with a joint definition. When they do that, the participants get together in two pairs and, now being in a small group, they come up with a common definition of Ethics. A representative from each group presents the outcome in the plenary. The trainer will give some feedback and add something if necessary.

2. Spacing the Ethics – 15 min

Creating a space for participants to reflect on their personal journey related to Ethical youth work. Participants will be asked to reflect on their practice in working with young people, challenges, and dilemmas related to Ethics that they had during their work. They will reflect on what is the perceived further direction of their personal and professional development when it comes to ethics in youth work. What do they need to develop further; where do they see space for improvement? What specifically do they need on a personal and professional level?

Title of the session:

Duration:

Ethical principles and values

90 minutes

Title of the activity:

Duration:

10 minutes

Balance stones

Materials:

balance stones

They will be split into 3 groups and they will have boxes with balance stones in front of them. They will need to make balanced stones for the tallest building. They will have 5 minutes. After that, there is a short reflection - 5 minutes.

Title of the activity:	Duration:	20 minutes plus 10 minutes for additional discussion
Barometer of attitudes	Materials:	prepared barometer field

Ask the group to stand up. Put a written barometer field (Completely agree, not sure, and completely disagree) to different places in the room. After that, ask the group to relocate according to their opinion to a certain place of agreement. Start reading attitudes and facilitate the process.

- ⊙ Some YW methods are ethically questionable.
- ⊙ I need support for my practice.
- ⊙ Ethical codices should be written in clear language.
- ⊙ Procedures in my organization helped me a lot of time for my practice.
- ⊙ Youth workers should share their problems with the community.
- ⊙ It's OK for a youth worker to fall in love with a young person.

Title of the activity:	Duration:	30 minutes
Fishbowl of ethical values	Materials:	chairs, papers with written topics

Make 3 chairs in the centre of the room. Explain to the group that is the fishbowl of ethical values and it's a safe place to tackle the topics which will be given to participants in the centre of the room.

Topics are written on a small piece of paper and should be a surprise for those in the centre. If someone wants to start, give them a piece of paper and ask them to discuss the topic. If someone from the external circle wants to enter, just do that silently by tapping the shoulder (if chairs are full, if not, just sit on an empty chair).

The topics include:

- ⦿ It's OK to completely forbid youth workers to drink alcohol.
- ⦿ The stakeholders in my country don't know what youth workers are actually doing.
- ⦿ Youth workers need to learn about everything.
- ⦿ My colleagues don't show any solidarity toward my ethical issues in practice.
- ⦿ A short reflection is about the role of boundaries in ethical practice.

Title of the session:	Duration:
Ethical principles and values	90 minutes

Title of the activity:	Duration:	90 minutes
State of the game	Materials:	printed documents

1. Energizer: Crazy conductor; the group will move according to the movements shown by the facilitator. After that, they will have the opportunity to do the same and there will be a short discussion about the role of power in youth work and how it is important to distribute that power to young people.

2. The trainer will make an introduction about ethical framework and standards – 10 min

3. Mapping existing practices from Estonia, Serbia, and Australia - group work – 40 min

Participants are divided into small groups and each group has the same 3 questions as a guide to map existing practices. Each group has the document (The Art of Ethics in Youth Work) as a source that can rely on when exploring.

- ⦿ What ethical frameworks and standards (rules, policies, and procedures) are identified in ethical codes of conduct supporting youth work practice/policy in the following countries: Estonia, Serbia, and Australia?
- ⦿ What support mechanisms are in place for the implementation of the ethical codes?
- ⦿ What are their main strengths and barriers to their implementation?

4. Presentation of different group outcomes – 20 min

5. Closing the session, feedback and clarification – 10 min

Title of the session:

Duration:

Supporting Ethical youth worker (competences) - creative work for skills, attitudes, and knowledge

90 minutes

Title of the activity:

Duration:

70 minutes

Good/bad youth worker

Materials:

The group will have a task to write down the features of a good/bad youth worker on a post-it note and put it on the flipchart paper on the wall which is divided into the sections good/bad YW. They will have 5 minutes to think about it and write down on a post-it and put it on the flip chart section.

After that, there will be a discussion for 20 minutes about:

1. Should we make remarks about someone who has certain features as "bad" or "good"?
2. How are we treating mistakes in our ethical practice?
3. Which virtues are connected to youth work as a profession?
4. Do you have support systems in your country for your work?
5. Who is responsible for work/life balance and why?

A presentation about 4 philosophical approaches of ethical codices:

1. Consequentialism
2. Ethics of virtues
3. Utilitarianism
4. Deontology

A short discussion about how each of these approaches has a role in defining ethical codices and practice on the field.

The group will be split into 2 smaller ones. Each will get 2 sheets of paper - one to define ethical youth work and the other to define who young people are in general.

They will have 25 minutes to work on definitions. After that, each group will have 10 minutes to present their work and the discussion will be facilitated with the following questions:

1. Why is important to define ethical practice in youth work?
2. How we can relate ethical practice to certain competences?
3. How ETS could help us in our work to be more ethical?

Title of the activity:	Duration:	20 minutes
ETS competences for youth worker	Materials:	printed ETS competences or projector and laptop
A presentation about ETS and competences for youth workers working internationally		
<p>In this presentation is important to emphasize the role of skills, knowledge, and attitudes in ETS and how ethics are an integral part of the competences, especially the one which is dealing with individual and group work with young people.</p>		

Title of the session:	Duration:
Rules, policies, and procedures	90 minutes

Title of the activity:	Duration:	45 minutes
World Cafe	Materials:	

The room will be set up in such a way that there are 3 tables; at each table, there will be a question related to the topics of rules, policies, and procedures. Each group will have a facilitator at the table that will stay after the discussion and be able to present the outcome of the discussion to the following group. Each group will rotate after 15 min and have some time to discuss the topic.

Questions:

- ⦿ In what way rules, policies, and procedures can be useful for youth workers?
- ⦿ What are the differences between the following – codes of ethics, codes of practice, and codes of behaviour?
- ⦿ In what way are general principles transferred into guidelines for quality youth work practice?

Presenting the outcomes of each group discussion.

Title of the activity:	Duration:	45 minutes
Group work – making the ideal ethical codex	Materials:	flip chart papers, markers

Participants will have a task to make an ideal ethical codex as a result of learning from previous sessions.

They will have 30 minutes for work where the participants can discuss previous sessions, their experience and knowledge, and more importantly their views on what the ideal ethical code in youth work should look like. After group work, all the participants will gather and they will have 15 minutes for presentation and discussion in the plenary with all the participants.

Title of the session:

Duration:

**Intro to Open space sessions:
for trainers and participants**

90 minutes

Preparation and facilitation for this training:

Space - each topic should have a self-facilitated space with 7 chairs (at least two which will gather interested groups to talk about anything they consider important) with chairs and flipchart papers and small papers with "Notes", post-its and pencils. In a separate section (wall or visible part of space), there should be one rope where one should hang the "Notes" from those small self-facilitated spaces. If some topic isn't tackled enough, there will be one flipchart paper on the wall with General Notes regarding anything that the participants consider insufficiently covered or skipped.

In the beginning, the trainers present the purpose of the Open Space, its rules and values.

The purpose of the Open Space is to tackle important and burning questions regarding any topic and to let people be relaxed to talk even about some unpleasant issue.

Two main rules are applied for the Open Space event:

1. Free to walk - which means they can go to any self-facilitated space.
2. Focus - which means they need to be dedicated to the topics for a certain amount of time (up to 1 hour each and 30 minutes for reflection). If there is a possibility for food or snacks, it should be visible to participants.

The trainers should be positioned in certain places where participants can come and ask for any advice or material, but they will not influence their participation directly.

The value is to be free and motivated for the topic.

After explaining, the trainers present the first BIG topic and put papers and pencils on the floor, and ask the participants to come and write down burning subtopics. Two of the most frequent and different subtopics could be written down and separated into two self-facilitated areas. After that, the participants will have 1 hour for discussing each topic. The notes should be on the rope. The allocated time for reflection is 30 minutes (if necessary, that part could be shorter).

The Open Space will tackle 3 general topics:

1. Principles, attitudes, and skills in working with youth
2. "How to" - apply the principles, attitudes, and skills of ethics in working with youth
3. Developing attitudes needed for professional practice

When the topic session is over, the trainer will do a check-up with the notes and reflect shortly for each self-facilitated space.

Title of the session:

Duration:

Open space continue

90 minutes

Intro mentoring

In small groups participants get the description of competences and they need to separate and recognize which one is for mentor or supervisor. After they separate, each group will present the outcome and discuss the process.

Mentor:

1. Active listening
2. Leadership skills
3. Understanding and practical application of how to set goals
4. Use your leadership skills to influence and motivate others
5. Understanding one's own and other people's feelings
6. Understanding your personal strengths as (mentors), weaknesses, internal resources and, most importantly, your limitations
7. Creative problem solving
8. Organizational skills

Supervisor:

1. Professional experience
2. Experiences as a practitioner,
3. Understanding the boundaries of supervision and being able to make clear and mutually negotiated contracts,
4. The so-called "helicopter ability" - the ability to switch perspectives.
5. Monitoring the development of knowledge and competences.

Title of the session:	Duration:
Mentoring and supervision	90 minutes

Title of the activity:	Duration:	90 minutes
Role plays for mentoring and supervision	Materials:	

Impro theatre exercises – warm-up activities to prepare for the role play, relax and connect the group for further process.

- ⦿ Walking through space and being aware of every person and object in the room (5 minutes).
- ⦿ Mirroring exercise- they need to repeat what the person in front of them is doing and then switch places (5 minutes)
- ⦿ Laughter yoga exercises - they need to find a pair and argue with that person but laugh all the time (5 minutes).

When the exercises are done, they will have the opportunity to work on the next scenes which are connected to ethical practice in youth work from the field:

1. You see in front of the youth club a small group of young people drinking beer (you see them for the first time). You were thinking yesterday that you need to expand your group with some new members from the local community. What will you do?
2. Your volunteers are feeling exhausted on youth exchange after 2 hours of helping clean the backyard. You see that there is a lot of work that needs to be finished, but you are all returning home tomorrow night. What will you do?
3. One young person approaches you when you are alone in the office and tells you that he/she is in love with you. What will you tell her/him?
4. One young person tells you that he/she wants to change his/her university studies after 6 months. What will you tell him/her?

5. One young person from abroad is coming to you crying after 2 months of volunteering in your organization that she/he is unhappy and wants to return home. What will you tell her/him?

6. You saw on the football game you organized that one young person has a big bruise on the neck behind. What will you do?

They will be separated into pairs or groups of three to exercise their roles. After each role-play, they will reflect and support each other in feedback for improving mentoring and ethics-related skills.

Input for feedback should be written on one flipchart paper - when you feedback, remember to: first tell what was good in the solution. We are not evaluating acting skills; we are learning from ethical situations. Then, remark on the space for improvement - what could be different in their solutions.

After the second session, they need to return to reality. Breathing exercises are done for de-rolling.

Title of the session:

Duration:

Summary of learning and what's next - personal action plans (24/7/1month)

100 minutes

Title of the activity:

Duration:

25 minutes

Flower of terms

Materials:

flipchart paper, markers

There will be a flower drawn on the flipchart and the participants will have the task to think about 3 key terms which will be connected to their learning and put them on the flower: if something is considered most important, it can be placed in the centre of the flower, less important to the petals, and the least important closer to the roots. They will have 5 minutes to do it. After that, the facilitators will have a discussion on the terms, 20 minutes.

Title of the activity:

Duration:

75 minutes

Making personal action plans

Materials:

printed table for each participant

Participants will have individual work to do regarding personal action plans in this form:

What I can do after training in 24h	What I can do after training after 7 days	What I can do after training after 1 year	Resources I need	Who can support me

They will have 15 minutes to work on them, and the rest of the time is for presentation and discussion. 1h

Title of the session:	Duration:
Closing the TC	105 minutes

Title of the activity:	Duration:	45 minutes
Dixit reflection	Materials:	Dixit cards

Display two decks of the Dixit cards on the floor. Ask the group to approach and choose just two cards for 5 minutes:

1. One card that is reflecting their learning experience
2. Another card, reflecting their emotional state now and here.
3. What could be done differently

When they choose the cards, ask them to share their cards and facilitate the process within the group. 40 minutes.

Title of the activity:	Duration:	60 minutes
Group building the one picture related to inner peace	Materials:	

For final closure, trainers will go through fears, expectations and everything they have done during the training (10 minutes) and the participants' task is to draw on two jointed flipchart paper the one picture that reflects the inner peace in a mindful way to close the process (1 hour).

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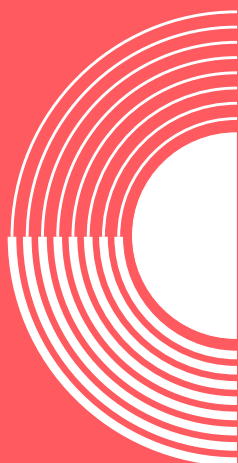
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FINNISH YOUTH RESEARCH SOCIETY
FINNISH YOUTH RESEARCH NETWORK





The Art
of Ethics
in Youth
Work