Youth, Development, & Rights

Improving Recognition of Non-formal Learning (NFL) for Disadvantaged Youth (DY)

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Challenges in Recognizing NFL with DY

- Accessibility & Awareness
- Impermanent Placement
- Discrimination & Privacy
- Proof & Documentation
- Self Advocacy & Inclusion
- Responsibility
“Learning which is embedded in planned activities (semi-structured) not explicitly designated as learning (in terms of learning objectives, learning time or learning support). Non-formal learning is intentional from the learner’s point of view. Outcomes may be validated and can lead to certification.”

(CEDEFO – European Centre for the Development of Vocational Training)
“Disadvantaged refers not just to economic factors, such as income poverty, or lack of experience in and poor understanding of the formal job market, but also social factors such as gender, racial, ethnic or migrant background, and geographical isolation with poor access to quality education and job opportunities.” (ILO)
Why Recognize NFL for DY?

DY are resilient, resourceful, and creative. Much of who they are and what they know comes from IFL and NFL.

- Acknowledges their experiences/existence and gives their life new meaning.
- Validates transferable competencies and skills needed in the labor market decreasing under-education and unemployment.
A Non-formal Learning Center for Girls and Young Women in Graz, Austria

www.mafalda.at
LernBOX Goals

“I have the right to live a normal life and have a CHANCE!”

- Life Long Learning and Work Life Balance
- Enable Participation and Self-Organization
- Increase Motivation and Learning Skills
- Rethink Gender Concepts and Norms
How LernBOX Goals are Achieved

- 24 week program, 5 days a week (paid)
- Ages 15 – 24
- Discussion of life topics through creative expression
  - Biographical writing, video production, art, performances, and exhibits
- Practice reading, writing, and math
- Computer and digital media training
- Career and vocational counseling
What Young Women Like About LernBOX

- Working together
- Social skill building
- Stepping out of traditional gender roles
- Learning through creative expression
- Inspiring & Fun
- Learning practical skills
- Reading, writing, and math
- Individualized attention
- Safe place to go
- Learning about self
What the Girls Have to Say

“I have become more calm, patient, and helpful. I now get up regularly and attend the course regularly. I am more motivated to learn and deal with life.”

“Here at LernBOX I have sewn dolls and built a model carousel. At an exhibit I spoke in front of an audience for the first time.”

“I have learned not to give up when it gets too difficult. This course has changed me for the better, but one still needs willpower.”
Solution: Schools, NGOs, and Gov’t Agencies need to provide:

- information
- NFL opportunities
- assistance with transportation
- conduct outreach to find DY
Solution:

- Minimize out of home placement for youth in conflict with the law or in state care.
- Create programs that allow for the continuation of community resources.
Solution:

- For adjudicated youth, adhere to Protection of Privacy of "The Beijing Rules", Section 8 (Negative labeling, protect ID, and seal or expunge juvenile records).
- Form open relationships with stakeholders (Transparency).
Solution:

- Those working with DY need to gather information on all NFL occurring outside the stewardship of schools and social services.
- In the absence of documentation (immigration or trafficking), oral, written, or physical proof must be accepted as verification.
Solution:

• To increase marketability and success, DY need to be coached on how to communicate the transferability of NFL to a school or job (behavioral interviewing – STAR).

• NFL with DY should also include non-DY to promote social inclusion.
Solution:

• DY need additional support, not just financial: social and mental and physical health (Case Management).

• To keep efforts visible and sustainable:
  • Federal and international oversight
  • Share and coordinate interventions and financial resources at all levels
Recommendations
National & International

• Accepted **definition** of NFL and DY

• **Creation of guidelines to recognize and document** NFL across member states for DY (Youthpass/Portfolio)

• **Centralized NFL Regulation/Oversight/Funding of NFL for** DY – Federal Gov’t/Ministry and/or IGOs (ILO, OECD)
Recommendations
Local & Regional

• Coordination of obtaining recognized NFL opportunities for DY by all stakeholders (Business Assns, Schools, NGOs, Gov’t Agencies)

• System of verification of NFL for DY by a centralized NFL governing body

• Provision of case management services
  Mental and physical health, social, and economic
Questions and Feedback

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References

Behavioral Interviewing (Career Counseling Center-University of Delaware)

European Portfolio for youth leaders and youth workers (Council of Europe)
http://www.coe.int/t/dg4/youth/Source/Resources/Portfolio/Portfolio_en.pdf

Global Employment Trends for Youth 2013 (Int’l Labour Organization)

Increasing the Employability of Disadvantaged Youth (Int’l Labour Organization)
References

Pathways 2.0 towards recognition of non-formal learning/education and of youth work in Europe (European Commission and the Council of Europe)


Policy Paper on Youth organisations as non-formal educators – recognising our role (Youth Forum Jeunesse)

http://umki.hr/docs/Uloga_NGO_u_edukaciji_mladih_EN.pdf

Recognition of non-formal learning in the youth field (Youth in Action Programme)


UN Standard Minimum Rules for the Administration of Juvenile Justice ("The Beijing Rules")