



## REPORT

Name of the activity	Training
Project title	The art of the ethics in youth work
Date and place	3-9.10.2022. (including travel days)
Trainers team	Aleksandar Trudić and Dejana Baltes

### Aim and objectives of the training:

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.

To develop competencies for training multiplayer's by:

1. Introducing ethical standards in youth work and supporting mechanisms for youth workers
2. Developing attitudes needed for professional practice,
3. Improving skills for mentoring and supervision in youth work.

Are the set aim and objectives full filled?

Yes, the trainers were able to deliver the whole program as planned.

Was the program changed during the realization? If yes, why and how.

Trainers planned the whole programme and develop the anticipated scenario before the training started. Two additional activities were developed also due to the possibilities of adding them. Following the group dynamics and feedback that was given each day by participants, trainers' team include this particular activity in program. That was after the feedback received from participants about finding useful to have more discussion on topic of ethical youth work.

Please list all the sessions with short description



### Day 1 Monday (3.10.) – Arrival

### Day 2 Tuesday (4.10.)

#### I 9.30 - 11.00 Introduction:

All the staff of the training introduce themselves and present the programme and aims of the TC (20 minutes).

**Magical 12 side cube-** participants will use 12 number cube to introduce themselves. They will need to throw the cube and which number is showed they need to tell that number of facts about themselves (20 minutes).

**Fears and expectations-** on two separate flipchart papers, participants should put post-it with fears and expectations for this training. They needed 5 minutes for writing and after that trainers will go through all post-its and facilitate sharing (20 minutes).

**Brainstorming ethics-** 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 discussion about what ethics really means and trainers will connect it with values in youth work (30 minutes).

#### II 11.30 - 13.00 Youthpass and Erasmus info

#### Lunch

#### III 15.00 - 16.30 Group activities and team building

1h 30 minutes

##### Round balls

Everybody is standing in a circle and the facilitator is telling them that he will pass the ball to the person who is standing across him/her and that person should pass the ball to the person who is not standing to the right or left. When the ball is in the hand every person should say his/her name out loud, and the name of the person who wants to pass the ball. The aim is the ball needs to return to the first person in the round without repeating others. Short reflection was about how important is to know the names of young people we are working with so youth workers can establish relation with young people from the start.

20 minutes

##### Mission Impossible

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

1. Photograph 3 buildings with 3 different colours.
2. Find out which cake is famous for Sremski Karlovci and the recipe from the Internet. Take a screenshot and save it on your phone.
3. Take a group selfie in front of a famous fountain in the centre of Karlovci.
4. Make a poem with three words: ethics, youth work and Erasmus.
5. Research about at least 3 edible plants in the yard of the Eco center 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 Budja is and what he likes to eat.
10. Make a toy out of paper.

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

#### **IV 17.00 - 18.30 Introduction to Ethical youth work**

1h 30 minutes

##### **1. Scaling the Ethics – 30 min**

Participants will be asked to imagine line in a working room, from 1 do 10 where 1 is lower and 10 higher grade. Facilitator will read some statements related to Ethics and ask participant to make a position regarding their relation 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?*

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

Participants first 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 by two pairs and now in a small group they come up with a common definition of Ethics. Representative from each group presents in plenary the outcome. Trainer will give some feedback and add if necessary.

##### **3. Spacing the Ethics – 15 min**

Creating a space for participants to reflect on their own 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 in which direction do they see their personal and professional development further 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?

Material: learning arrow

#### **Day 3 Wednesday (5.10.)**

1h 30 minutes

#### **I 9.30 - 11.00 Session: Ethical principles and values**

##### **Balance stones**

They will be splitted in 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, short reflection- 5 minutes.

10 minutes

##### **Barometer of attitudes:**

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 codexes 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 youth worker to fall in love with a young person.

20 minutes plus 10 minutes for additional discussion.

### **Fishbowl of ethical values**

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

They will have 10 minutes to tackle every topic.

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

Topics are:

It's OK to completely forbid youth workers to drink alcohol.

Stakeholders in my country don't know what actually youth workers are doing.

Youth workers need to learn about everything.

My colleagues don't show any solidarity toward my ethical issues in practice.

Short reflexion is about the role of boundaries in ethical practice.

30 minutes.

## **II 11.30 - 13.00 Case studies – Estonia, Australia, Serbia**

- 1. Energizer** – Crazy conductor: the group will move to according to showed movements from facilitator. After that they will have opportunity to do the same and short discussion about the role of power in youth work will be done and how is important to distribute that power to young people.
- 2. Trainer will make an introduction about ethical framework and standards** – 10 min
- 3. Mapping existing practices from Estonia, Serbia, Australia - group work** – 40 min

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

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

- *What are the main strenght and barriers for their implementation?*

(The Art of Ethics in Youth Work, page 30)

4. **Presentation of different group outcomes** – 20 min
5. **Closing the session, feedback and clarification** – 10 min

### Lunch

### III 15.00 - 16.30 Supporting Ethical youth worker (competences)- creative work for skills, attitudes and knowledge Good/bad youth worker

The group will have a task to write down which characteristics are for good/bad youth worker on post-it and to put it on flipchart paper on the wall which is splitted in good/bad yw sections. They will have 5 minutes to think about it and write down on post it and put it on the flip chart section.

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

- 1) Should we make remarks about someone who have certain characters 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 supportive systems in your countries for your work?
- 5) Who is responsible for work/life balance and why?

#### **Presentation about 4 philosophical approaches of ethical codexes:**

- 1) Consequentialism
- 2) Ethics of virtues
- 3) Utilitarianism
- 4) Deontology

Short discussion about how every of these approaches have the role in defining ethical codexes and practice on the field.

25 minutes

The group will be splitted in 2 smaller ones. Each will get the 2 papers-one to define ethical youth work and the other to define who are young people in general.

They will have 25 minutes to work on definitions. After that they will have 10 minutes each group to present their work and it will be facilitated discussion with these 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?

45 minutes

#### **Presentation about ETS and competences for youth workers who are working internationally**

In this presentation is important to emphasize to role of skills, knowledge and attitudes in ETS and how the ethics are integral part of the competences, especially the one which is dealing with individual and group work with young people.

20 minutes

#### **IV 17.00 - 18.30 Rules, policies and procedures**

##### **1. World cafe – 45 min**

The room will be set up in the way that we have 3 tables and on each table there will question related to the topics of rules, policies and procedures. Each group will have a facilitator on the table that will stay after the discussion and be able to introduced the outcome of 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 difference between the following – codes of ethics, codes of practise and codes of behavior?*
- *In what way general principles are transfered into guidelines for quality youth work practice?*

Presenting the outcomes of each group discussion.

##### **2. Group work- making ideal ethical codex- 45 minutes**

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 and 15 minutes for presentation and discussion.

#### **Day 4 (6.10.) Thursday**

#### **I 9.30 - 11.00 Intro to Open space sessions- for trainers and participants**

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 should be climbed „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 participants consider not enough tackled or skipped.

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

The purpose of 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 Open space event:

Free to walk- which means they can go to any self-facilitated space.

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, snacks it should be visible for participants.

Trainers should be in certain place where participants can come and ask for any advice or material but not influence their participation directly.

Value is to be free, motivated for the topic.



After explaining, trainers present the first BIG topic and put papers and pencils on the floor and ask participants to come and write down burning subtopics. Two the most frequent and different, could be written down and be separated in two self-facilitated places. After that, participants will have 1 hour for each topic to discuss. Notes should be on the rope. 30 minutes are for the reflection (if it's needed that part could be less).

Open space will tackle 3 general topics:

*Principles, attitudes and skills in working with youth*

*„How to`` - apply the principles, attitudes and skills of ethics in working with youth*

*Developing attitudes needed for professional practice*

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

**Free time in Novi Sad**

**Day 5 (7.10.) Friday**

**I and II Open space continue**

**III Improving skills for mentoring and supervision in youth work – part I and part II**

**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:**

Active listening

Leadership skills

Understanding and practical application of how to set goals

Use your leadership skills to influence and motivate others

Understanding own and other feelings

Understanding your personal strengths as (mentors), weaknesses, internal resources and most importantly, your limitations

Creative problem solving

Organizational skills

**Supervisor:**

Professional experience



Experiences as a practitioner,

Understanding the boundaries of supervision and being able to make clear and mutually negotiated contracts,

The so-called “helicopter ability” - the ability to switch perspectives.

Monitoring the development of knowledge and competences.

### **Role plays for mentoring and supervision**

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

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

When the exercises were done, they will have opportunity to work on 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 (you are seeing them for the first time) how they are drinking beer. You were thinking yesterday that you need to expand your group with new members from the local community. What will you do?
- 2) Your volunteers are feeling exhausted on youth exchange after 2 hours of helping cleaning the backyard. You see that there is a lot of work which 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 the faculty studies after 6 months. What will you tell her/him?
- 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 in pairs or triads for exercising plays and 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





improving- what could be different in their solutions.

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

**Day 6 Saturday (8.10.)**

**I 9.30 - 11.00 Summary of learning and what's next- personal action plans (24/7/1month)**

**Flower of terms**

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

25 minutes.

**Making personal action plans**

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 goes on presenting them and discussion.  
1h

**II 11.30 - 13.00 Youth Pass- fulfilling with learning outcomes**

**Closing the TC:**

**Dixit reflection:**

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

1. One that is reflecting their learning experience
2. Second, that will reflect 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.

**Group building the one picture related to inner peace**

For final closure, trainers will go through fears, expectations and everything they done on the training (10 minutes) and 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).

**Day 7 Sunday (9.10.) Departure**



What was your observation during the training regarding the learning and involvement of participants?

Although the group was smaller in size, this did not affect the participants' motivation to learn and share their experience. There was high motivation among participants. There were participants with a lot of experience and participants with less experience. At the beginning of the program, trainers opened the space for the exchange to take place, even though someone may not have that much experience in youth work. It was important to emphasize that everyone can contribute to learning and experience comes from many areas. This greatly influenced the group to relax and during the duration of the program they shared experiences and knowledge in the best possible environment.

How did you evaluate the training? (attach the results)

Evaluation was done in two ways: through oral discussions on the training, with the aim to check learning needs and possible changes in the program according to dynamics and methodology and through Google form questionnaire with 10 attitudes with scaling from 1 (strongly disagree) and 5 (strongly agree) with optional sub questions for elaboration. Oral feedback was done and mostly trainers facilitated answers for active listening and giving support to each other's learning. In the most of answers on the spot, participants told the trainers that they felt safe in terms of learning; they felt openness for deep discussions and participations. If participants felt that connection between sessions were unclear, trainers syntheses the learning next morning just to remind participants about the aims of the training and particular sessions in general. Regarding written evaluation the results are following:

1. Training was realized according to topic. Average mark: **4.85**
2. Training helped me to understand ethics in youth work. Average mark: **5.00**

Participants wrote mostly that training fulfilled their expectations in mix between knowing more about the ethics, terms in ethics, ethical situations and Codes of ethics from different countries.

3. I learned to seek support when I have ethical issues in practice. Average mark: **4.57**

Participants wrote that the most significant part is to seek advise from colleagues in the practice.

4. I questioned my previous youth work practice. Average mark: **3.57**

In elaboration, we can see that some of the participants hadn't had any previous youth work practice so they didn't have a reference framework to reflect but learned content will help them in the future.

5. Methodology of the training was suitable for the topic. Average mark: **4.71**

Participants emphasized that every activity was suitable and balanced (theory and practice) for the topic and even energizers were related to it.

6. Trainers supported me in learning process on this training. Average mark: **4.85**

Participants said that trainers were open and encouraged whole group for discussions.

7. Documents were suitable for the training. Average mark: **4.57**
8. I'm motivated to explore ethics more in the future. Average mark: **4.57**

Most of the participants wrote that they will explore ethics in the future because of the importance in future practice they will have, and because some of them will come on seminar in November.

9. Food and accommodation were pleasant. Average mark: **4.85**
10. Logistic part of TC was proper for the venue. Average mark: **5.00**

Participants were satisfied with accommodation and food and logistic and they were thankful for the opportunity.

Did you had some challenges and how did you overcome them?

The organization and communication between the coaches went without challenges. The only challenge was reflected in the number of participants, and the countries they come from.



#### How was cooperation with NAPOR

Communication with NAPOR was very satisfactory. The trainers had all the necessary information about the participants, the venue, and the program. Technical support from the NAPOR team was provided throughout the duration of the training.

#### Additional remarks

Due to the non-arrival of participants from Finland and Australia, there is a failure to share examples of good practice on the spot. However, in spite of this, the trainers tried to touch upon the exchange of good practices and the recognition of some elements of ethical youth work in countries that were not present, through case studies and other activities.

Please if you have sessions plans attach them to the report.

Session plan of the TC is listed above.