



"The international youth leader education has given me the possibility of creating "sport for ALL" activities where everybody can participate, and that is really needed."

Helge Pajula, Estonia

Participant profile

Candidates that would like to apply for the programme should fulfil the criteria listed below.

Overall criteria:

The applicants must:

- ✦ be between 18 and 30
- ✦ be highly motivated
- ✦ communicate well in English, both spoken and written
- ✦ be interested in co-operating in international teams
- ✦ play an active role in an NGO at a local, regional or national level, preferably with leadership experience
- ✦ want to develop own social qualifications in an international context
- ✦ take an interest in civil society development
- ✦ be interested and preferably active within sports and culture organisations
- ✦ be committed to the social development of young people
- ✦ be committed to the course for the full duration

Methodology

Theoretical

Non-formal education practice is the fundament of education within voluntary youth organisations. Non-formal education is the instrument of developing youth leaders in voluntary associations and it is the instrument of reaching and involving thousands of young people in activities organised by youth leaders.

The training modules are based on the principles and practice of non-formal education in youth leader training, as developed and implemented by ISCA and a number of Danish Folk High Schools as well as in other training contexts. The modules:

- ✦ are based on the motivation of the learner
- ✦ are learner-centred and based on the experiences of participants
- ✦ are based on personal responsibility for learning, supported by a strong group dimension and a collective approach
- ✦ enable participants to apply and transfer their new knowledge and experiences to their youth work practice
- ✦ take into account the needs and motivation of participants
- ✦ are documented to achieve a high multiplying effect

The teaching methods within the non-formal education idea are based on dialogue, meaning that everybody should contribute to the learning process. The course alternates between theoretical and practical sessions. Some of the practical lessons can be conducted when the students take over teaching in local schools, clubs or at international youth gatherings. It also includes discussions and visits.

Although we are in the field of social, sports and cultural activities, we see that more and more educational activities can benefit from using Information Technology. The instruments of the Internet and e-mail are very useful in many projects and evident for youth leaders.

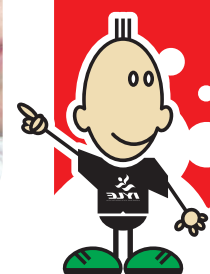
Some of the students are very familiar with IT, others are not. We estimate that we have to include IT more in future projects to ensure that those who are not familiar with IT learn how to use it, and that those who are very skilled users get new challenges.

Forms of teaching

- ✦ On-site training
- ✦ E-learning
- ✦ Community learning
- ✦ Individual and collective project work
- ✦ Networking
- ✦ In-service education community
- ✦ Practical experience in clubs

Evaluation

Students and educational partners are involved in the evaluation process of the International Youth Leader Education. In practice, students carry out an oral and written evaluation. The evaluation is conducted together with the educational partners at an evaluation meeting: Along with written reports, the evaluation focuses on the general performance of the group and the achievement of the individual learning objectives.



Location of the courses

The International Youth Leader Education is located at a number Danish Folk High Schools.

The Danish Folk High Schools are independent residential schools, outside the formal school system whose board and staff have the freedom to offer the curriculum that each school deems important and relevant. Since the Folk High School movement started approximately 150 years ago, they have been the educational basis of voluntary associational life in Denmark.

The intention of the schools is to help students to grow wiser – to learn more about themselves and about the world. Only when individuals become their true selves, they can fully enter into a living democratic human community.

The educational team of the course will mainly consist of the teachers from the Folk High Schools. These teachers are experienced in training young people using various pedagogical means.

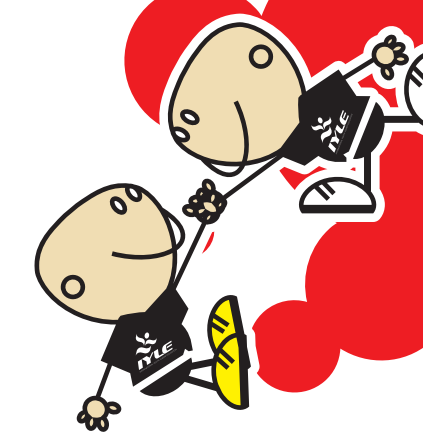
The Folk High School concept is a typical feature of Danish cultural tradition. The schools are folk academies or popular universities with no exams as priority is given to holistic education. "School for life" was the idea of the Danish poet, priest and politician, N.F.S. Grundtvig. He formulated the philosophy that led to the Folk High Schools. In contrast to other mentors in the beginning of the 19th century, he treated his students as independent persons with whom even mentors could engage in mutually fruitful conversations. In his opinion, the exchange of ideas that takes place during a conversation was the most important principle of education.

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SUPPORTED BY:

International Sport and Culture Association
International Academy of Sports for All
Council of Europe
Youth Programme of the EU Community



INTERNATIONAL YOUTH LEADER EDUCATION

A comprehensive youth training programme

International youth leader education

The International Youth Leader Education (IYLE) is a non-formal education programme which aims at contributing to the educational process of young people from all over the world to be youth leaders in voluntary associations. It is a 4- to 9-month course with focus on voluntary leadership, democracy and intercultural understanding as a tool for social change, community based activities and citizenship.

The International Youth Leader Education alternates between theoretical education and practical, social, sports and cultural activities. Both parts focus on the main objective; developing youth leaders who are capable of using sport, social and youth activities as a tool for community development and social integration.

The programme takes place at "Folk High Schools" in Denmark. These boarding schools are run according to the Scandinavian tradition of non-formal continuing education based on the ideas of N.F.S. Grundtvig. The focus is on discussion, participation, forming contacts, project management, and planning a project or an event ready to be carried out after the return of the student.

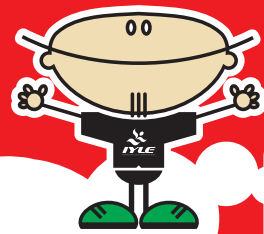


"one of the most important characteristics of the IYLE programme is the opportunity to learn about different cultures and their particularities, without passing judgment about what is 'best' or 'worst' - just learning to respect them."

Daniel de Brito Mata, Brazil

"The IYLE experience - it was a time for self-development and a new feeling of being integrated into another society."

Ausra Nesteroviene, Lithuania



non-formal education

The notion of non-formal education has been a significant feature of policy debates around education for the last three decades. It has drawn attention to the importance and potential of education, learning and training that take place outside recognized educational institutions. If we look at the vast impact of non-formal education on political change, then the last three decades can certainly be described as the decades of non-formal education.

Non-formal education includes any organised educational activity placed outside the established formal system and intended to serve identifiable learning clientele and learning objectives.

In the programmes and initiatives for young people sponsored by the Council of Europe and the European Union, the term 'non-formal education' also implies a community added value. Indeed, the international dimension of these projects is guaranteed by the involvement of partners of different origins and cultures. In addition to values like teamwork and practical knowledge related to the type of project in question, the political foundations inherent in modern society – democracy, human rights, tolerance and solidarity — are very much present. The participation of numerous young people in voluntary projects in other countries reinforces young people's commitment to and involvement in building inclusive and participative societies. The thousands of personal contacts made across the countries involved in the programmes contribute significantly to the foundation of a human world rich with interpersonal contacts that go well beyond cultural differences.

"taking part in the IYLE programme opened many doors; culturally, professionally and socially."

David Cullen, Scotland

aim

The aim of the International Youth Leader Education is to support the personal development of youth leaders by extending their competences to use IYLE elements in their projects and support their role as multipliers among young people.

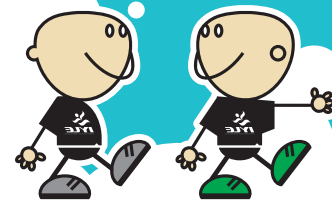
The learning objective is to develop a sense of space and place in contemporary global society, the skills required to be active agents for change and development, and the knowledge required to make informed choices within this context.

The purpose of the programme is many-sided:

- ✦ To give future youth leaders the opportunity to draw inspiration transferable to activities under local conditions.
- ✦ To empower and support the work of international associations through specific training activities, thereby contributing to increased democratisation and social involvement in international relations.
- ✦ To stimulate the international co-operation within the field of youth training.
- ✦ To use sport and cultural activities as tools for social change.
- ✦ To support all activities and actions of the European "YOUTH" programme.
- ✦ To acquire a feeling and an understanding for group processes.
- ✦ To build effective learning environments by using interactive methods and experimental learning.
- ✦ To be able to design and implement the methods necessary for national and international training activities for youth leaders.
- ✦ To acquire social competences.

target group

The thousands of young voluntary association leaders who are engaged in leisure, sport, youth, culture and social activities are the target group of the International Youth Leader Education. The diversity of their personality and background is the strength of the programme.



content

The education employs youth, cultural and sports activities for developing the personal skills of the youth leaders. The International Youth Leader Education programme provides youth leaders both with an overall education and a diverse leader education in sports and youth activities at an international level.

The programme includes some of the following elements:

- ✦ **Intercultural learning**
Developing awareness of personal and cultural identity. Getting to know different cultures and developing empathy, critical thinking, and intercultural communication skills
- ✦ **Social inclusion and fight against discrimination**
Recognising prejudices and stereotypes and confronting prejudice and discrimination in all forms. Developing inclusive ways of behaviour
- ✦ **Education through sport**
Using sport as an instrument to address subjects that are relevant to society and developing strategies to use sport as a tool for social change
- ✦ **Project planning and management**
Developing project management skills and developing concrete projects individually and in teams
- ✦ **Environmental awareness raising**
Raising awareness about environmental issues and developing strategies how sport can contribute to environmental protection
- ✦ **Democracy and civil society**
Learning about the culture of democracy and democratic involvement in civil society
- ✦ **Physiology and training**
Learning about anatomy and getting theoretical and practical information on health issues related to training
- ✦ **Cultural and social activities**
Taking part in cultural and social activities in the schools and the local environment

after-course skills

The International Youth Leader Education empowers participants to:

- ✦ Take pro-active initiatives in their local community
- ✦ Organise and lead youth activities
- ✦ Be youth experts in their organisations
- ✦ Make international contacts
- ✦ Co-operate within the international youth and sports field
- ✦ Use sports and cultural activities as tools for social change
- ✦ Acquire a feeling and understanding for group processes
- ✦ Transfer social competences

The majority of former students mention in their evaluation that it has been an experience for life. They have received and contributed to an education far different from previous experiences. They have developed as human beings, taken responsibility for themselves and their fellow students and learned how to use sports and cultural activities to initiate local community activities as well as international cooperation.

certification

A certificate of attendance will detail the activities in the school and the personal development of student; exams as such are not part of the programme.

international youth leader network

After the International Youth Leader Education programme has ended, the students join the International Youth Leader Network for youth leaders from all over the world. In this way, the students can keep in contact with one another and discuss new ideas and projects. Further, students receive information from ISCA about international projects and possibilities of cooperation and participation.

financial conditions

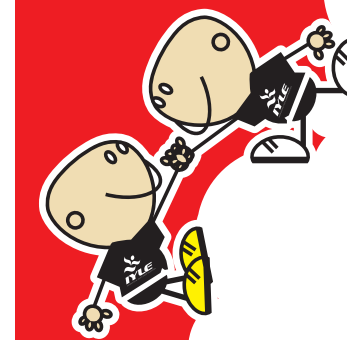
The cost of the IYLE programme is about 3.000€ for a 4-month course. Candidates can apply for a scholarship, which includes classes, free lodging and food. These scholarships are mainly dedicated to applicants with less financial means. Students will have to provide for their own travel expenses and pocket money. Travel expenses also include domestic transport in Denmark.

international sport and culture association

The International Sport and Culture Association is an international association with member organisations from five continents: Africa, Asia, Europe, Latin America and North America, representing more than 22 million individual members. The International Sport and Culture Association is open to all interested and relevant entities, primarily non-governmental organisations.

The objectives of ISCA are primarily:

- ✦ to promote an understanding between people across borders through sports and cultural activities.
- ✦ to stress the view of sport as a bearer of local, regional or national cultural identity and thereby placing it at the centre of international exchanges of ideas, views and cultural expressions.
- ✦ to encourage the broadest possible participation in sporting and cultural activities among all affiliated members.



"diversity is the strength!"

Miguel Vargas Chang, Peru