



BADU

CATALOGUE OF GOOD PRACTICES ON BADU OPEN BADGES

Strategic Partnership Project for Innovation - YOUTH
Project Reference Nr.: 2016-3-DE04-KA205-014598



Erasmus+



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Chapter 1.

BADU OPEN BADGES and WHY to use them?

BADU fosters the use of Open Badges for the validation of youth workers' competences in the areas of youth mobility and non-formal learning.

The need for an Open Badge system to recognise and validate youth workers' competences arose from the direct experience of partners and the analysis of policy documents produced by the European Commission.

The European Commission wants to support the recognition and validation of youth work. The European Youth Strategy (2009) points out the need 'to equip youth workers with professional skills and promote their validation through the appropriate European instruments (Europass, EQF, ECVET)'. The 2010 Brussels Resolution on youth work invites the Commission to develop '**instruments for the documentation of competences of youth workers and youth leaders which would help**

recognise and evaluate the quality of youth work in Europe.'

Youth organisations can use Open Badges to validate competences or achievements, for example learning or mastering specific tasks, developing work-related basic and transversal skills, mentoring peers to support their learning, etc.

Youth workers and volunteers who work in the youth sector can use Open Badges to validate certain competences which cannot be certified by formal education. Open Badges can be collected from different sources and can be stored in a virtual portfolio. **The more Open Badges you collect, the more competences you acquire, proving your experience in youth work!**

The BADU Open Badges are based on the principles of gamification- the application of game-design elements and game principles in educational and work contexts to improve user engagement, flow and learning. If you manage to obtain all the Open Badges that comprise a Key Competence – a Metabadge, then you have succeeded in unlocking the Metabadge which shows that you have moved to a higher level.

LIST OF METABDGES & EXAMPLE

The BADU Open Badges project includes 11 Key Competences known as Metabadges; which are the following:

- 1) Group & Individual Trainer (Trainer & Mentor Expert)
- 2) Youth Work Expert
- 3) Civic Participation Master
- 4) Media Expert
- 5) Voluntary Project Expert
- 6) Intercultural Moderator (or Mediator)
- 7) English Pro
- 8) Europe Specialist
- 9) Project Manager
- 10) Communication Wizard
- 11) Youth Exchange Guru

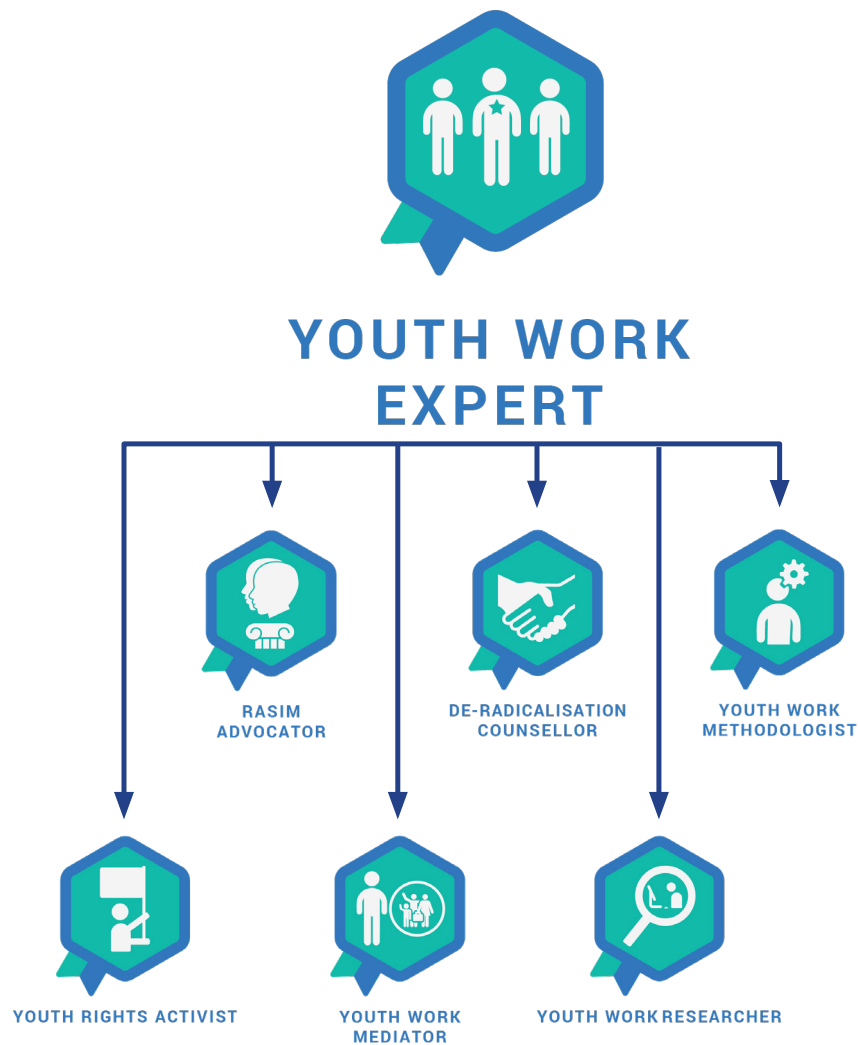
Each Key Competence - Metabadge, comprises more than one (sub)competences, which are the Open Badges. When a youth worker/volunteer obtains a Metabadge, it means that he has obtained before all the Open Badges that comprise the Metabadge. For example, the Metabadge **Group & Individual Trainer**, comprises the following Open Badges:

- Non-violent Communicator
- Conflict Manager
- Active Listener
- Risk-Manager
- Non-verbal Communicator
- Inclusion Strategist
- Group Facilitator
- NFL Programme Designer
- Effective Evaluator

When you manage to obtain all the above Open Badges, the Metabadge Group & Individual Trainer, is unlocked which shows that you have acquired 1 Key Competence!

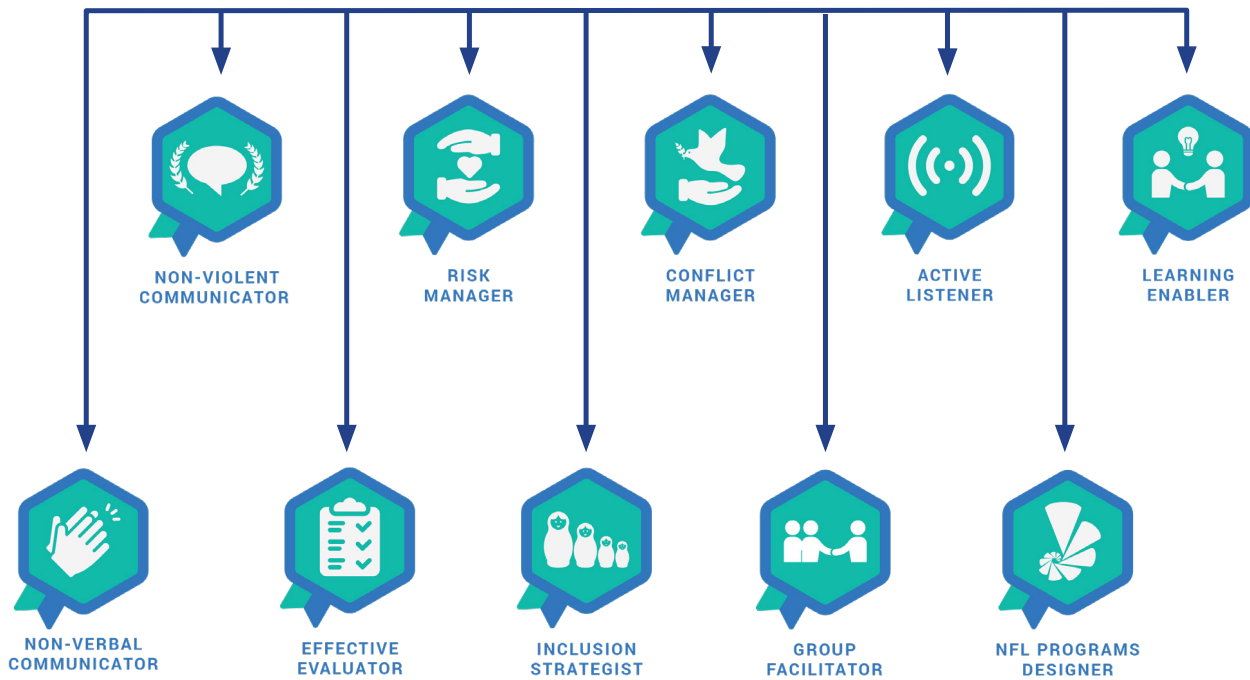
DIAGRAMS – METABADGES/ OPEN BADGES

Below you can find diagrams of all the Metabadges that consist of Open Badges.





GROUP AND INDIVIDUAL TRAINER





PROJECT MANAGER



PROJECT PLANNER



PROJECT EXECUTION
EXPERT



STRATEGY DEVELOPER



TEAM MANAGER



INTERCULTURAL MODERATOR



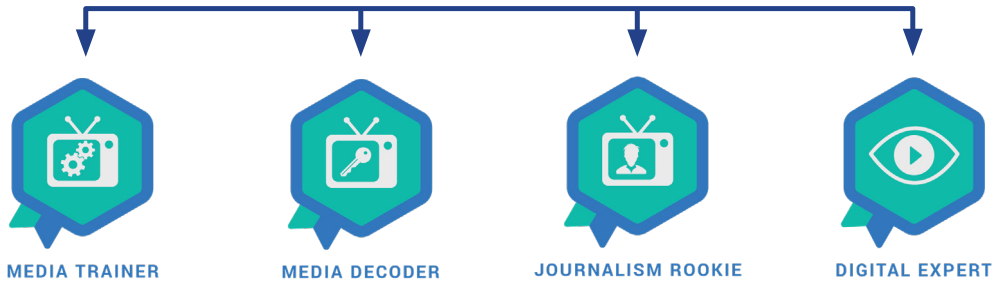
CULTURAL IDENTITY
EXPERT



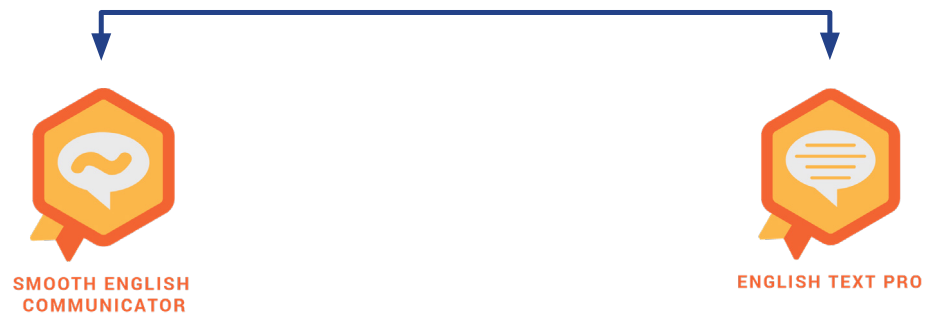
INTERCULTURAL
COMMUNICATOR



MEDIA EXPERT

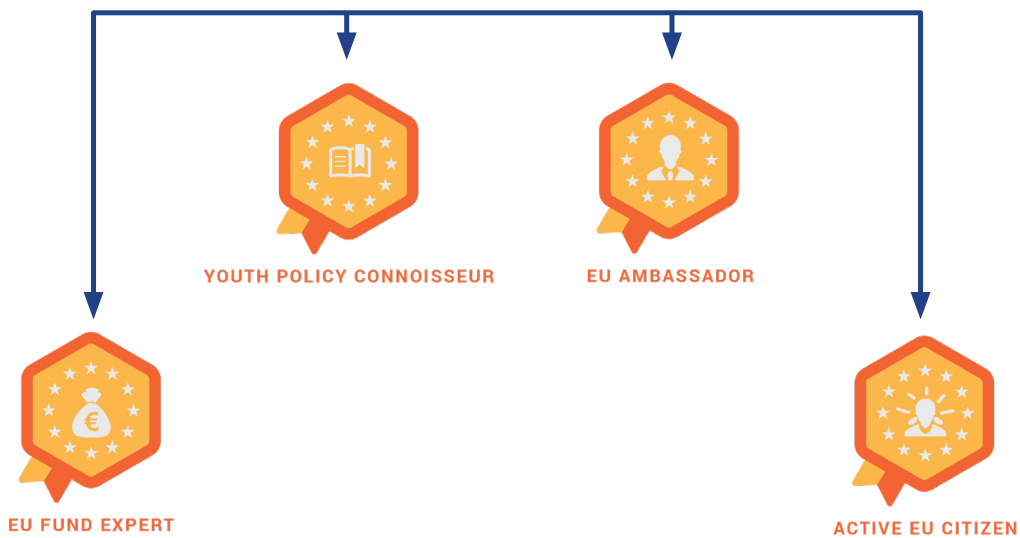


ENGLISH PRO





EUROPE SPECIALIST





VOLUNTARY PROJECT EXPERT



VOLUNTARY PROJECT
COORDINATOR



VOLUNTEERS' TUTOR



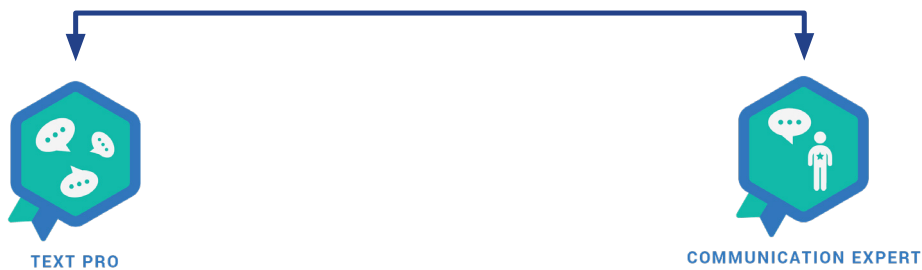
VOLUNTEERS'
COMPETENCE ADVISOR



CIVIC PARTICIPATION MASTER



COMMUNICATION WIZARD





YOUTH EXCHANGE GURU



VOLUNTARY PROJECT
COORDINATOR



YOUTH EXCHANGE
PROJECT MANAGER



YOUTH EXCHANGE
PARTICIPATION ENABLER



YOUTH EXCHANGE
PROJECT DEVELOPER

THE CATALOGUE OF GOOD PRACTICES

The Catalogue of Good Practices includes 25 good practices of selected youth workers, youth leaders and volunteers from Germany, Italy, Latvia and Spain that used the BADU Open Badges and benefited from this experience. The youth workers/volunteers explain from their point of view what the advantages of BADU Open Badges are for youth workers at personal and professional level, regarding the validation of certain competences they have acquired in their day-to-day work.

The Catalogue of Good Practices serves as a source of information and inspiration for youth workers and youth organisations to discover the possibilities that BADU Open Badges and the online platform offer them in youth mobility projects and non-formal learning. Some general information about youth work in Germany, Italy, Latvia and Spain is also included so that the reader can understand the different contexts and frameworks that exist in youth work in the countries involved in the BADU project.

While the Catalogue focuses on youth workers' experiences, it also fosters the quality of youth work by motivating youth workers, youth leaders and volunteers to continue learning and developing their personal, social and professional skills and therefore, acquire more BADU Open Badges. Personal and professional development of youth workers leads consequently to the youth organisations' growth as well as the quality development of youth work in Europe.

BADU Open Badges project consortium

Jugend- & Kulturprojekt e.V. – Dresden, Germany – Coordinator of the BADU Project

EduMoby – Cagliari, Italy – Partner

GoEurope – Valencia, Spain – Partner

Zemgale NGO Centre – Riga, Latvia – Partner & Coordinator of the Catalogue of Good Practices

YOUTH WORK IN GERMANY



An insight into youth work in Germany

Youth work has a long tradition in Germany. The beginning of the industrialisation brought the challenge of ‘youth’ into society. At first, youth work was mainly taken up by charitable church groups: communities and volunteers ran shelters for impoverished children and adolescents as well as orphanages. The beginning of institutionalised youth work in Germany dates back to the beginning of the 20th century.

During National Socialism, independent youth work associations were mostly destroyed, and youth work had to serve the National Socialist ideology. After the Second World War, youth work in Germany experienced a strong upswing as the Allies recognised the importance of investing in youth facilities and youth work in order to turn German children and adolescents towards democratic thinking (“re-education”).

The independent youth home associations, set up in the 1970s in West Germany and still active in many places today, aimed at politically engaging young people. Since the 1980s, youth work has taken on more social policy functions and acts as a support structure for disadvantaged young people. It is seen as an important part of the communal social service infrastructure, providing space for youth development through self-organised leisure activities and cultural youth events.

Youth work or social work is a collective term used for pedagogical methods which are not used, planned or implemented by parents or families.

Youth work is beyond formal school education and is offered by public and non-governmental providers.

Youth legislation is shaped first and foremost by Germany's Social Code – Volume 8 (SGB VIII), which deals specifically with child and youth welfare services, and more recently by the 2011 Protection of Young People Act. Framed by the above legislation, youth policy is currently implemented at federal level through the Federal Child and Youth Plan (KJP). Additionally, the government has recently developed a new federal framework for an independent youth policy (launched in July 2015) that acts for a youth-adequate society.

The Social Code SGB VIII (Sozialgesetzbuch 8, Kinder- und Jugendhilfe) defines youth work as follows: “Youth work offers young people support for their development by picking up their interests allowing co-determination, fostering self-definition and encouraging social responsibility and participation.”

In order to become a youth worker in Germany you need to have a university degree of social work or social pedagogy or an educator degree from a technical college. The profession is officially recognised, but it is usually referred to as social worker or social pedagogue as opposed to youth worker.

GERMANY - YOUTH WORKERS & VOLUNTEERS' TESTIMONIALS AND FEEDBACK ABOUT THE BADU OPEN BADGES

“The digital badges are ‘cool’, because they cover different areas of competences and validate what I have learned in informal and non-formal contexts.”

“I think it is an interesting and useful platform and it would be interesting if it grows, so it needs support and dissemination.”

“The BADU online platform looks clear and professional. I like being able to share my competences on social media.”

“I think that the idea is good, but to integrate this idea in the NGO world could be very difficult. However, well done!”

FAMOUS QUOTE

"People need education, but the education which is guaranteed to them institutionally (school education) is not enough to satisfy their educational needs"

(Mollenhauer, Professor of Pedagogy, 1964)



Good Practice by Lidvina Kadenbach

"The open BADU badge helped me on the one hand to evaluate myself and to see what my own strengths are and what I have already learned. On the other hand, it helps me to pinpoint what I can still improve. At the same time, it is a great chance to verify my personal skills and to show my organisation as well as others what I already know or the practical skills I have and get the acknowledgement for it. In the nearest future I would like to obtain the Non-violent Communicator badge, because solving problems in a non-violent way is very important to me and one of the key aspects in my field of work".

Lidvina Kadenbach is a social worker at the youth centre Bummi, Merseburg, Germany. Lidvina has obtained the **Intercultural Communicator** badge. This badge demonstrates the ability to understand different cultures, including one's own, and to use this understanding to communicate with people from other cultures successfully. Lidvina completed two intercultural volunteer services, one in Romania and one in India. In both countries she adjusted very well to the different cultures. She had the chance to get another perspective and has been promoting intercultural communication and understanding both professionally and privately.

She also gained experience and improved her intercultural competences working in a German youth centre which was cooperating with a refugee centre nearby, so her work there has been strongly influenced by intercultural dialogue and finding ways of making social integration work.

“Being awarded this badge, I realised how much experience I have gained and how much the way I listen to young people and to my colleagues has changed over time. I feel that now I have found the golden mean between not showing too many emotions of my own and still appearing empathetic and helpful at the same time. I am glad to have this competence acknowledged, as it is essential to my work. As I have been very involved in environmental protection in my free time and would love to integrate these aspects in my work, I believe the Community Ecology Advisor badge is what I would like to receive in the future”.



Good Practice by Sinja Wirth

■ **Sinja Wirth** is a youth worker and student of social work. She works at the Wohn- und Lebensgemeinschaft für Menschen mit Behinderung Elstertal (Residential community for young people with disabilities) in Leipzig, Germany. Sinja has obtained the **Active Listener** badge. This badge demonstrates the ability to use active listening techniques to encourage the group or individual to reach their own resolutions by providing a neutral and non-judgemental space to speak in. Sinja has worked in different social organisations offering counselling to people in difficult circumstances, e.g. young people from difficult family backgrounds,

physically incapacitated and mentally diseased people and people diagnosed with sexually transmitted diseases, just to name a few. Although Sinja studies social work and has had some formal education in communication techniques, the non-formal knowledge she acquired during these work experiences has helped her to grow professionally and to be able to communicate and to create neutral spaces to speak in.



Good practice by Veronika Zenker

"The Project Execution Expert badge has shown me that I am getting closer to my goal of becoming a professional project manager, as project execution is one of the fundamentals of project management. Being awarded this badge I can see the competences I have already acquired and the progress I have made. Furthermore, the recognition of my supervisors, who has recognised this competence in me, was very reaffirming. I feel more confident now to take up more responsibility and to coordinate my own projects".

■ **Veronika Zenker** studies on post-graduate level Cultural Management and at the same she works part-time for Jugend- & Kulturprojekt e.V. in Dresden, Germany. So far, Veronika has obtained the **Project Execution Expert** badge. This badge demonstrates the ability to complete the activities defined in a project plan, coordinate resources and produce the project deliverables within the set time frame.

Jugend- & Kulturprojekt e.V., designs and implements projects and events on social and cultural topics that promote diversity, inclusion, active participation and civic engagement. Being

responsible for the activities and outputs of different projects at the same time, Veronika coordinates the tasks that need to be done in each project in order to achieve the desired results on time.

Although Veronika studies cultural management and has learned during her studies the basics in project management mainly at theoretical level, during her part-time work at Jugend- & Kulturprojekt e.V. she has acquired a lot of experience in executing projects making her able to prioritise her tasks and work effectively.

"The Digital Expert badge validated my work, gave me a lot of confidence in myself and made me realise the skills I have gained over these three months working for Jugend-& Kulturprojekt e.V. The badge motivated me to continue doing research on new methods and ways to use multimedia tools, so that we can enrich the methods that we use to connect with young people and to share knowledge and experiences. In the future I will go for the Media Trainer badge".



**Good practice by
Muhamer Mustafa**

■ **Muhamer Mustafa** is a film editor/cinematographer at Jugend- & Kulturprojekt e.V. Dresden, Germany. So far, Muhamer has obtained the **Digital Expert** badge. This badge demonstrates the ability to adjust to the continuously changing ICT and multimedia sector and the ability to apply different multimedia tools to teaching and learning. Muhamer works in different projects using media and visual arts as an approach to reach out to young people with diverse cultural and social backgrounds. In the organisation, he is responsible for the visibility, the documentation and the dissemination of the different activities and therefore, he must be up

to date with the young people's preferred social networks, media and habits. Muhamer uses different digital tools to connect with young people and to give them a low-threshold access to learning. After completing his studies in film editing and TV and attending several courses in 2D animation and sound design, he has learned at JKPeV how to use his knowledge for media education and how to design and implement workshops and other learning activities with and for young people, which is validated by this badge



Good practice by Mandy Gessner

"The media trainer badge helped me to become aware of the skills and knowledge I acquired over the last years. I love to work with my students and sensitise them for the importance and relevance of media in young people's future professional lives. As my studies included all areas of social work, it is great to have this badge to specifically show my abilities in media education. Receiving this badge motivated me to earn more badges, not only to prove my skills but also to learn new things." I would like to earn the Digital Expert badge, but I'm also interested in the badges that deal with intercultural competences".

■ **Mandy Gessner** has a diploma in pedagogy (social work & welfare studies) from the TU Dresden Institute of Education. Mandy was in charge of coordinating the project "Chaos macht Schule", which is focused on media education in schools and addresses teachers, students and parents. Till now she has obtained the **Media Trainer** badge. This badge demonstrates a basic understanding of the role of media in young people's lives and the capacity to help young people interact and utilise media resources in a responsible way. Mandy works with students in the field of teaching and social pedagogy. She teaches media education

by holding lectures and doing media projects with them. In her work and when she volunteers, she organises discussions, workshops and informal meetings for propagators (e.g. pre-school teachers, teachers, parents). Her field of studies (social work) was versatile and didn't certify her media education and media literacy skills. This badge validates these competences and proves her abilities.

"For me the badge is not only a good tool for self-reflection on the competences I have and the progress I made, but also on what I can still improve. This badge confirms what I have learned so far and gives me confidence to actively bring in these skills in the work I am doing. I would like to obtain in the future the Youth Work Mediator badge and the Non-violent Communicator badge".

Good practice by Maria Mackert

■ **Maria Mackert** is from Leipzig and is a social worker at Caritas, Project KOMPASS. Maria Mackert studied Social Work at the University of Applied Sciences in Merseburg. She has obtained the **Youth Work Methodologist** badge. The **Youth Work Methodologist** badge demonstrates the ability to use different methods which foster personal and social development as well as the inclusion of young people from different backgrounds. Maria has worked in different organisations dealing with young people from various backgrounds and age groups in difficult situations. She is now working for an organisation helping youth offenders

reintegrating in society, offering them counselling as well as help with their daily tasks. Within her work she got a chance to deepen her knowledge about the scope, objectives and actors of youth work but also gained an overview on the legal situation the work is based on and how to identify the youth's needs and implement activities accordingly.

YOUTH WORK IN ITALY



An insight into youth work in Italy

There is no definition of youth work in Italy, and there are no national laws regarding both youth work and youth. All the laws dealing with this issue, both at national and regional level, have different concepts of what “youth” are, and the age range of youth is not officially defined. Youth programmes address different age ranges according to their specific target group.

While the Erasmus+ programme involves young people between 13 and 30 years old, other national and local initiatives target young people of different age ranges. According to the Italian National Institute for Statistics, the age range of youth is 14-35 years old. The terms that seem to match more closely to the definitions of youth work and youth worker adopted in Europe, are: “animazione socio-educativa”, a translation provided by the European Commission in 2009, and “operatore giovanile” (the professional profile that can be associated with the profile of youth worker), which is the translation provided by the Italian National Youth Council.

Youth work in Italy is seen as a summary of expressions shaped by different traditions and frameworks covering a wide range of activities. Extremely different organisations are involved in youth work and it is difficult to determine exactly when “youth work” activities were introduced. Youth work “tradition” started at the beginning of the 1990s as a result of

EU-funded projects. In 2006, for the first time in Italy, a Ministry of Youth and Sport was created and through the enforcement of Law No. 248 of 4 August 2006, titled “Urgent measures for economic recovery”, the National Fund for Youth Policies was set up, aimed at supporting, among others, culture, vocational training and social integration.

However, in general the regulation of the sector is delegated to the regional and local level. Only in a few cases youth workers are formally defined, e.g. in the Campania Region in the Regional Law No. 38 from 29 December 2017. Between 2004 and 2008, a group of regions, such as Emilia Romagna, Piedmont and Lombardy, signed an agreement stating that regional laws recognise the value of youth work within the implementation of youth policies and the role played by youth workers. A good example is the Regional law implemented in Piedmont in 2004 (i.e. regional Law No. 1/2004) which defines the minimum standards required to be considered a youth worker, the professional profile and access to the profession.

Regarding the main trends in youth work over the last decade, we can say that the vast majority of youth work activities are delivered by the civil society rather than public institutions. Currently the emphasis is more on employment and education for young people. Furthermore, funds allocated

to youth work activities have been decreasing over the last decade, due to the fact that the government’s priority is to tackle the emergencies currently faced by young people in the labour market and the problems related to the formal education sector.

In Italy, as youth work is intended as a non-formal learning process aimed at promoting active citizenship among youth and solidarity among generations, the activities are implemented mainly outside formal education. The organisations delivering youth work share broad values which include: youth work should not be seen only as a way to provide instruments for the labour market, youth workers do not have to work only with problematic young people, but they have to accompany and support all the young people in exploiting their potential and youth workers have to support the active participation of youth in the activities carried out at local level.

The majority of youth workers are volunteers, trained through short courses or learning by doing. In recent years the increased co-operation between formal educational institutions and youth associations has resulted in a common project aimed at promoting a more holistic approach to education - that is based on a mix of formal, non-formal and informal aspects. The aim is to facilitate the development of transversal skills among young people.

The socio-educational workers in Italy come from very different training backgrounds, they have different degrees, qualifications and experiences, and range from the social and educational, to the psychological, sports and artistic fields. Furthermore, it has to be noted that most people involved in youth work are volunteers and therefore, many of them do not have any formal educational background in youth work activities.

The need to introduce more specific training opportunities and specific paths is the subject of today's debate among different actors in the field. What emerges from the analysis of European trends and the Italian context seems to be a growing interest in the identification

and the definition of the specific elements of this sector. The debate on professionalisation and the recognition of the youth worker profession is crucial in determining the future of youth work. It would be relevant to introduce rules, aiming to recognise the skills and the professional profile of youth workers and to develop minimum standards of qualification.

ITALY - YOUTH WORKERS AND VOLUNTEERS' FEEDBACK & TESTIMONIALS ABOUT THE BADU OPEN BADGES

"Good way to collect and recognise and share competences which are not known outside the field of non-formal education."

"At least now my friend will understand what kind of work I do."

FAMOUS QUOTE

“Educating is like sowing: the fruit is not guaranteed, and it is not immediate, but if you do not sow it is certain that there will be no harvest”

(Carlo Maria Martini, Archbishop,
Academic Professor of Theology and Writer)



Good Practice by Alessandro Scotto

"My voluntary experience at Informagiovani helped me realize how many new skills I gained in only one year. Being a student of political sciences, I am very interested in public policies and their implementation. However, I did not acquire any practical experience in this field through my studies. Informagiovani helped me to put into practice all these academic notions I had learned about at the university and, develop new skills. I am delighted to get this recognition, it means that I have acquired certain knowledge which I successfully applied in my work. I strongly believe in the European Union and in its values such as solidarity, freedom, rule of law and equality. I took part in several events and projects related to the European Union, and therefore, I would like to get the EU Ambassador badge in the future".

Alessandro Scotto is a youth worker/national service volunteer at Informagiovani del Comune di Sassari (Youth infopoint of Municipality Sassari), Italy. So far Alessandro has obtained the **Youth Policy Connoisseur** badge. This badge demonstrates a clear understanding of how youth policy is designed and implemented and the ability to use participation tools in order to influence policy making. Alessandro has acquired knowledge of how the public policy's planning, implementation and evaluation processes work, especially those regarding youth. He studied public policy and governance, acquiring a strong

academic knowledge, but he did not have any practical experience in public administration.

Working for the municipality helped him understand how public policies are implemented and how the decisions are made. Furthermore, he was able to involve more than 50 young people in a film project and present it to several policy makers, both at regional and European level.

"I am very glad to receive such an open badge and, above all, I am happy to have demonstrated what the environment means to me. It is not important only for me, it is important for all of us. This badge helped me grow personally as well as professionally. Currently I am involved in projects related to refugees, asylum seekers and migrants, so I would like to receive the RASIM Advocator metabadge (Refugees, Asylum Seekers, Immigrants, Migrants Advocator) in the future".



Good Practice by Alessia Pintus

■ **Alessia Pintus** is a youth worker at the Informagiovani del Comune di Sassari, Italy. Alessia has so far obtained the **Community Ecology Advisor** badge. This badge demonstrates excellent environmental knowledge and the ability to advise others on environmental issues in order to promote environmentally friendly behaviour and sustainable living.

Alessia has demonstrated a strong environment-friendly attitude since the very beginning after coming to our organisation. In our organisation, she has paid attention to and has drawn everybody's attention to environmental

issues. She has raised young people's awareness on paper recycling and behavioural attitudes towards waste prevention. Furthermore, Alessia has a talent in arts. She designed some art pieces from recycled materials. According to Alessia, ecology is one of the most important issues people should deal with.



Good Practice by Simone Sanna

"With Informagiovani I had the chance to be involved in projects relating interculturalism to what I studied at the university. This period and these projects helped me, improve my professional skills. Furthermore, this recognition allows me to inspire confidence in the people I meet every day in my work. Being involved in projects with groups of young people, I would be delighted to get badges such as the Non-Violent Communicator and the Non-Verbal Communicator badge".

■ **Simone Sanna** is a youth worker at Informagiovani del Comune di Sassari Italy. So far Simone has obtained the **Intercultural Communicator** badge. This badge demonstrates the ability to understand different cultures, including one's own, and to use this understanding to communicate with people from other cultures successfully. Simone demonstrated to be both a good communicator and an intercultural expert. Simone has carried out and facilitated intercultural projects demonstrating his ability to communicate in a positive way with people from other cultures.

"With Informagiovani-Eurodesk Iglesias I had the chance to organize several activities in schools and seminars engaging young people, teachers and youth workers. I had the opportunity to improve my communication skills in formal and informal contexts. This badge allows me to inspire confidence in the people I meet every day in my work. I would be delighted to get the Youth Exchange Project Manager badge in future".



Good Practice by Susanna Diana

- **Susanna Diana** is a youth worker at Informagiovani-Eurodesk Iglesias, Italy. So far Susanna has obtained the **Communication Expert** badge. This badge demonstrates the ability to communicate in different social and cultural contexts in one's mother tongue. In 2018, Susanna has held more than 50 workshops and seminars informing young people, teachers and youth workers about learning mobility opportunities. She has demonstrated the ability to communicate effectively and appropriately, adapting the communication to the requirements of the situation and listening and learning from others.



Good Practice by Mattia Uldanck

"The abilities I have gained with Informagiovani helped me grow personally and professionally, allowing me to put in practice all the academic knowledge gained from my studies at the university. The Journalism Rookie badge proves my knowledge and experience in providing news and information using mainly digital media. In the future, I would like to obtain the Media Expert metabadge, which could be useful for my career in the future".

- **Mattia Uldanck** is a youth worker at the Informagiovani del Comune di Sassari, Italy. So far Mattia has obtained the **Journalism Rookie** badge. This badge demonstrates the ability to interact with and reshape news content by providing one's own information, comments or perspectives, using digital media.

Mattia is a strong communicator and during the whole period he has been working with us, he has demonstrated his skills in journalism – including its implications for society – and in social media, having managed, more and better than others, our social media channels.

"Understanding the EU nowadays is fundamental and having the ability to recognize and comprehend what is happening today in Europe at political, economic and social level, inspires me to participate more actively in the civic society and be updated. I strongly believe that communication and specifically speaking eloquently is the best way to start a constructive discussion; being concise and comprehensive when presenting and explaining complex concepts, is very important in order to communicate one's ideas and messages. For this reason, I would like to earn the Communication Expert badge".



**Good practice by
Giulia Foddai**

■ **Giulia Foddai** is a student and she volunteers for Informagiovani del Comune di Sassari in Sardinia. Despite the fact she is only 18 years old, Giulia strives to foster the idea of a United Europe, to spread and promote European values and inform her local community about the possibilities that the EU offers to young people regarding education, mobilities, internships/traineeships and volunteering. Moreover, Giulia participates actively in all the workshops, projects and trainings organized by Informagiovani which are focused on fostering active EU citizenship. Giulia has obtained the **Active EU Citizen** badge. The **Active EU Citizen** badge demonstrates an understanding

of the main EU institutions and bodies and the capacity to participate in democratic processes and to enhance civic empowerment at EU level. Giulia has been very eager to increase her knowledge concerning the European Union and all its aspects.

YOUTH WORK IN SPAIN



An insight into youth work in Spain

The concept of youth work in Spain is wide, so it is not clearly limited and defined. The lack of a specific term for youth work or the lack of a translation of the concept into Spanish does not mean that youth work does not exist in the country. At national level, the Youth Institute coordinates and promotes policies, but it does not govern youth policy. In the Socio-economic Scope of Youth Work in Europe, the following definition of youth work in Spain is provided: “Activities of a social, cultural, educational or political nature with and for young people” (The Socio-economic Scope of Youth Work in Europe, 2008).

Social work in Spain follows the international definition of social work and is more regulated. The difference is that social workers work with people of all ages while youth work only focuses on young people.

There is no specific law regulating youth work in Spain at national level. The responsibility for youth work lies with the autonomous communities. However, although no specific law exists, the article 48 of the Spanish Constitution states that “the public authorities shall promote the conditions for free and effective participation of youth in their political, social, economic and cultural development”.

Youth work is mainly implemented by two sectors: the public and the civil sector. Each

sector is responsible for certain tasks. For example, public youth services concentrate on raising awareness and publicity campaigns, individual provision of information, advice and guidance as well as establishing online information and advice centres. The civil sector is divided into 2 categories: i) youth associations where young people are the leaders and managers of their own projects, and ii) NGOs and youth clubs that provide group activities as well as individual advice and support. However, the difference between them is not always clear. There are qualified youth workers in the third sector and there are volunteers collaborating with the state services.

Youth work is not an officially recognised occupation in Spain. Some aspects of youth work are carried out by a broader professional group (social workers, social educators or cultural animators). The requirement of a specific certification depends on the employer. There are no minimum qualification standards for youth work in Spain and youth work still does not exist as an academic subject in formal education. Therefore, youth workers in Spain are trained through other professions.

Vocational training schools offer 2-year courses to become higher technician for social services and socio-cultural animator. The courses include the following: management and coordination of educational leisure

activities for children and young people; stimulation of educational leisure activities for children and young people and youth informer.

Soft skills are an extremely important asset in Spain. Much research has been conducted by universities in Spain, elaborating ways to introduce soft skills in the academic curricula. The initiatives do not only appear in the academic context, but also in companies, where trainings on soft skills are organised.

SPAIN - YOUTH WORKERS AND VOLUNTEERS' FEEDBACK & TESTIMONIALS ABOUT THE BADU OPEN BADGES

"At last, I can show and prove to everyone my accomplishments and skills acquired through non-formal learning!"

"I was looking for innovative ways to add personal and social competences to my resume and thanks to the BADU badges I can finally add certain competences I have obtained through volunteering and non-formal learning which are not certified by formal education. Besides, my resume looks colourful and more attractive."

"Volunteers and participants in our training programmes are always demanding new forms of certification and validation of their non-formal and informal skills. Thanks to the BADU badges we can now validate their achievements."

FAMOUS QUOTE

“Educate for co-existence. Educate to become aware of justice. Educate in equality, so that not a single talent is lost due to lack of opportunities.”

(Josefina Aldecoa, 1926-2011,
Spanish writer and teacher)



Good Practice by Javier Milan Lopez

"The badge helped me realise my skills when working with groups of youth workers and young people. It is a way to highlight my strengths. At the same time, it motivates to work on my weak points, one of which is coordinating different groups. I think it is a very good tool to promote self-reflection processes and personal and professional development. I am working in the field of European projects, so in the future I would like to obtain the EU Fund Expert badge. I think it is a way to recognise my field of expertise within youth work at local and national level."

Javier Milan Lopez is a youth worker and trainer at the Intercultural Association of Europa - GoEurope Valencia, Spain. Javier has obtained the **Group Facilitator** badge. This badge demonstrates the ability to facilitate the learning process of groups by providing guidance when necessary, without overly influencing the group dynamics. Javier is a certified trainer from the Council of Europe and youth worker, specialised in youth and social entrepreneurship, human rights education, social inclusion and international development. He holds a degree in political sciences from the University of Valencia and a Master's degree in international cooperation and project management from the Polytechnic University of Valencia. Javier worked

in the Cooperation and Development sector at national and international level (Egypt, Romania and Spain) gaining a lot of experience in designing and implementing NFL programmes in mobility projects, which entails working with group dynamics.

Last October, he was in charge of coordinating and facilitating the "FAKE OFF" Erasmus+ Training Course. The aim of the course was to equip participants (youth workers, teachers and mentors) with methods and tools to teach young people about data literacy and fake news. Javier demonstrated his capacity to deal with group dynamics, participants' needs as well as with different roles of group members.

"I've been learning and practicing English informally during the past 15 years at least, but I've never received a formal recognition for that. The Smooth English Communicator badge provides me with a certified competence that I can finally be proud of and, by adding it to my resume, it will surely help me with my professional development. As I've gained plenty of experience in facilitating groups in international trainings during the past three years, I'm aiming at being awarded the Group Facilitator badge next year."



Good Practice by Belén Mañogil Sáez

■ **Belén Mañogil Sáez** is a EU project manager/ youth worker and trainer at FyG Consultores Valencia, Spain. So far, Belén has obtained the **Smooth English Communicator** badge. This badge demonstrates the ability to communicate clearly in English in different social and cultural contexts. Belén graduated in international Business from the University of Valencia and holds a Master's degree in development cooperation issued by the Polytechnic University of Valencia. After completing her internship in Nigeria, she is currently working as a European project manager and youth worker/ trainer at FyG Consultores.

Even though she has gathered some valuable experience by studying and working abroad over the last three years, her fluency in the English language has not been formally recognised before. She communicated in English during her internship at FyG in Nigeria. She took part in and held international meetings, training courses, seminars and workshops where the English language was the main communication language. Therefore, she was awarded with the Smooth English Communicator badge.



Good Practice by Nieves Verdejo Llopis

After being awarded this badge I have become more aware of the level of experience I gained during these last two years and my confidence level has also increased as I can now display my accomplishments, knowledge and skills through an open badge that can help me achieve my future professional goals. I would like to get the Project Planner badge, as it demonstrates the ability to establish the steps required to define the project's objectives and its scope. It also includes the process of identifying partners and relevant stakeholders, which is already part of my daily work.

■ **Nieves Verdejo Llopis** is a youth worker/EU project expert at Valencia InnoHub, Spain. So far Nieves has obtained the **EU Fund Expert** badge. This badge demonstrates knowledge of different EU funds and programmes available to the youth sector as well as the skills necessary for designing project proposals. Nieves Verdejo Llopis got a degree in international Business from the University of Valencia in 2016, and a master's degree in talent management, obtained from the University of Valencia in 2017. Since 2016, she has been working for the Spanish NGO Valencia InnoHub and for another local consulting company in the management of European projects and

business support for internationalisation, as well as training youth in the areas of internationalisation and entrepreneurship.

After taking part in a workshop on EU funds management, as part of the in-house training offer, Nieves has significantly expanded her knowledge of European tenders not only in terms of drafting project proposals, but also in running such projects when it comes to their implementation. These projects are all focused on the youth field.

Through the NFL Programme Designer badge, I can prove my experience and competences in this field of youth work. I would like to get the Volunteer Tutor badge as I think that motivating young people to get to know our work, so that they are encouraged to take actions, is very crucial. Moreover, I would like to get the badge of the Voluntary Project Coordinator in the future. I would like to apply for funding through Baobab in order to implement projects about urban planning and sustainability in schools and high schools, and other educational centres too.



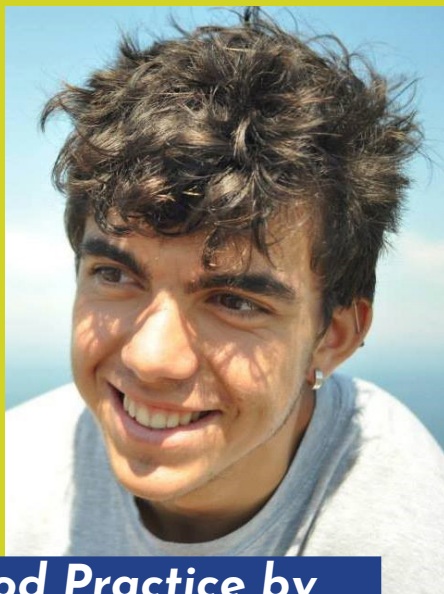
Good Practice by Elena Brocalero Camacho

■ **Elena Brocalero Camacho** is a Youth worker at Baobab Espai Comunitari Valencia, Spain. So far, she has obtained the badge of the **NFL Programme Designer**. This badge demonstrates the ability to create, implement and manage effective non-formal learning programmes.

Elena is an architect and is specialised in sustainable materials and construction, as well as in international cooperation. In 2014, she was in Guayaquil (Ecuador) working with an NGO to build sustainable and accessible houses in an underdeveloped area. Once she came back to Valencia, she has been involved in different initiatives related to non-formal education, sustainability and youth work.

Elena has developed, together with other 2 colleagues, a local initiative to promote non-formal

education and environmental sustainability among children and young people: Baobab Espai Comunitari. Elena developed a non-formal learning programme based on a set of workshops under the title “What is your city?”. This activity fostered the creativity of participants when reflecting on their dream city (location, population, public services, etc.). The young participants built a map with recycled materials. On the map, they included all their dreams about their cities. After that, they all came together to discuss the different elements of the cities they have created. The development of this social initiative and educational programme entails the knowledge and use of different didactic methods, the ability to work with groups dynamics and the application of tools for learning purposes.



Good Practice by Carles Vera Gómez

"Up till now my pedagogical skills were not recognised either formally or informally, so I'm extremely glad to be able to prove my non-formal training skills and my capacity to design specific training paths for my students, as I've been putting them into practice literally every day since 2014. Since I am professionally involved in youth work and I have been always doing my best together with my colleagues to come up with new and more innovative training methodologies, I would like to get the Youth Work Methodologist badge in the future."

■ **Carles Vera Gómez** is a youth worker/parkour and street art trainer at Valencia Movement in Valencia, Spain. So far Carles has obtained the **NFL Program Designer** badge. This badge demonstrates the ability to effectively create, implement and manage non-formal educational programmes. Carles studied Political Science and Public Administration at the University of Valencia and participated in the Erasmus student exchange programme at the Institute of Political Sciences of Lyon, in France. He has been practicing parkour for more than eleven years. In 2014 he started teaching parkour to young people and since 2015 he has been the President of the Parkour Movement Association

of Valencia, as well as the co-founder of the parkour school R-evolution, based in Valencia. As a youth worker and parkour/street art trainer, Carles has gained plenty of experience in designing non-formal learning activities for youngsters, but he never received an actual recognition for this competence. Since he shared his experience in a workshop on non-formal education applied to parkour and street art, co-organised in Valencia by Valencia Movement and GoEurope, he has been finally awarded the NFL Programme Designer badge.

"After being awarded this badge, I was happy to be able to demonstrate the actual experience I gained through my daily tasks as a youth worker as well as throughout the training I've received and I'm now more and more motivated to keep the quality standards of each mobility project high and I feel more confident when it comes to managing potential risks or conflicts that may arise. I'm looking forward to improving my existing knowledge on EU tenders and mobility projects, including volunteering and international cooperation programmes. That is why the next badge I'm aiming to obtain is the EU Funds Expert badge."



Good Practice by Arantxa Carrasco

■ **Arantxa Carrasco** is a youth worker/EU project expert at Valencia Innohub, Spain. So far, Arantxa has obtained the **Risk Manager** badge. This badge demonstrates the ability to identify and manage risks (or potential dangers) that may affect young people, youth workers, the youth work organisation and the community you work in. Arantxa studied Law at the University of Castilla-La Mancha, and currently, she is finishing her master's degree in human rights and immigration. As a youth worker/EU project expert at Valencia Innohub, she receives in-house training on specific topics of her choice that can be helpful for her professional development. This year Arantxa selected a week-long training on quality assurance

and risk management applied to international projects, as it's one of the main components of her daily job. After successfully completing the course she was awarded the Risk Manager badge.

YOUTH WORK IN LATVIA



An Insight in youth work in Latvia

The Ministry of Education and Sciences of the Republic of Latvia Youth Policy Analytical Report (2017) states that at the beginning of 2017, 250.741 young people have continuously lived in Latvia, which is almost two times less than in 1990 when 480.600 young people lived in Latvia. The number of young people has fallen most rapidly over the past 10 years - between 2007 and 2017, the number of young people has fallen by 178 262.

In Latvia the Saeima (The Parliament of the Republic of Latvia) has adopted and the President has proclaimed the Youth Law that is in force since January 1st, 2009. The purpose of the Youth Law is to improve the life quality of young people by promoting their initiatives, participation in decision-making and social life, as well as by supporting youth work. The Youth Law determines the persons involved in the implementation of the youth policy and the competence thereof in the field of youth policy, youth participation in the development and implementation of youth policy, as well as the basic principles for financing youth initiatives, for participation in decision-making and social life and for youth work. State youth policy is implemented by government institutions and local authorities according to their competence. In Latvia, the Ministry of Education and Science ensures the development and the coordinated implementation of the single State policy in the field of youth. Youth work takes place in various ministries, municipalities and non-governmental organisations. However,

the budget of The Program of National Youth Policy in 2018 was 682 484.00 EUR, which is only 2.72 EUR per one Latvian young person a year. And this amount of funding is not a stable unit in the state budget. In order to ensure the legal status of the persons who plan and carry out the work with the youth, professional standards for Youth Affairs specialist and youth worker were developed, which set out their duties and responsibilities as well as the requirements for their professional competences.

The National Program for Youth Policy has several important goals and objectives.

Martins Steins, the board member of Youth Council of Latvia and also activists in the youth field, who was running youth civil society organisation in small village and then, when became student continued his activities on the nation level believe, that youth policy and the programmes should ensure, that youth engagement is successful through active promotion of the development of youth organisations, strengthening their capacity and promotion of the emergence of new and capable organisations, engaging youth. He thinks that the current funding is insufficient to bring about significant changes in the field. It would also be essential to raise the quality of youth policy and prioritize it among the fields of activity of the Ministry of Education and Science of Republic of Latvia. There are 36 registered youth organisations in Latvia, consisting of not less than 300 members

each. The registration serves as precondition to receive states funding, but there are many more organisations of young people which are not registered. In Latvia there is basic infrastructure to work with youth, consisting of network of youth affairs specialists, youth workers, youth centres in each municipality, youth council and consultative commission of the municipality. The system of youth work in municipalities and Youth centers provides the possibility to reach young people around the whole country.

LATVIA - YOUTH WORKERS AND VOLUNTEERS' FEEDBACK & TESTIMONIALS ABOUT THE BADU OPEN BADGES

It is an innovative way to recognise our expertise within youth work at local, national level and international level and gives me the possibility to share the badges I have acquired on social media (e.g. linkedin, facebook, twitter).

Discussions to recognize knowledge gained through non-formal activities have gone on for many decades, but now, we have a real tool to validate our competences.

The BADU open badges recognise my experience as a youth worker even if I haven't studied youth/social work.

FAMOUS QUOTE

“As long as you live, you learn”.



Old Latvian proverb



**Good practice by
Agnese Līva Gilnere**

“The Volunteer Tutor badge recognizes my qualities and competences as a mentor, as well as validates my expertise. This badge proves the work I have done all these years and now it is visible in different networks. I really like the fact that I can share the Open Badge I have obtained on social media as many people including future employers can check and see that I have certain competences that are necessary for a specific job position. The next badge I would like to obtain is the Voluntary Project Coordinator badge”.

Agnese Līva Gilnere from Jelgava, Latvia is a student of Food Sciences (Agricultural Studies). Beside her studies, Liva has been active in several civil society organisations such as the Young farmers club In Jelgava and Zemgales NGO center and she has been a mentor for young volunteers through the European Voluntary Service programme. Therefore, Agnese has obtained the badge of Volunteer tutor. The **Volunteer Tutor** badge demonstrates the ability to provide on-going personal support to young volunteers on an emotional, social and cultural level throughout the duration of their stay. Agnese has been mentoring for several years now the first-year university students supporting them in getting

familiar with the new environment of the university and the studying process itself. She has gained new experiences by mentoring youth people/ students and she has realized that her own attitude towards these young people plays an important role in my relationship with them and in building trust. As a mentor, she respects all young people/ students equally and steps into their shoes, even if these young people are complete strangers to her. *“Every human being has his/her own personality and it is essential that the mentor is open and treats everyone equally”.* Being a mentor for several years now, she has learned quite a lot of things about this field which has helped her evolve at personal and professional level.

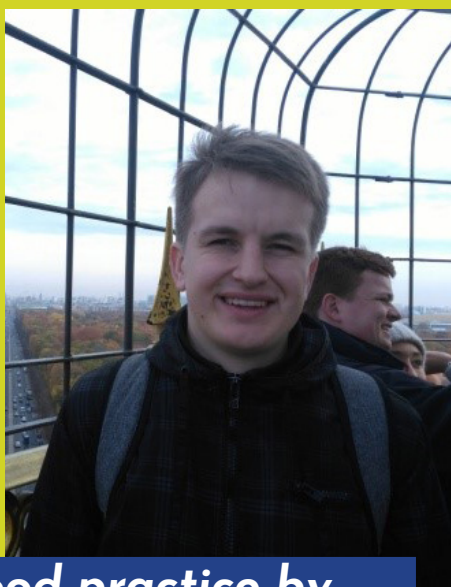
In my opinion, the Group Facilitator badge describes perfectly the knowledge I have acquired regarding the facilitation of groups. I take responsibility very seriously and I usually see the “whole picture” when working with different groups as well as I encourage participants to cooperate with each other. It is very important to boost the team spirit of children, young people and adults, at school, the university, in their professional and personal life. In the future, I would like to get the Digital Expert badge as nowadays, digital technologies are developing so fast that I feel that should improve my digital and ICT skills in order to be updated”.



Good practice by Liene Eksa

■ **Liene Eksa** is the CEO of the NGO Latvian Young Farmers Club Jelgava, Latvia. Liene has obtained the badge of **Group Facilitator**. The **Group Facilitator** badge demonstrates the ability to facilitate the learning process of groups by providing guidance when necessary without overly influencing the group dynamic. Liene has facilitated groups on local, national and international level. She has worked with volunteers from Latvia and Romania, acting as a host for International volunteers’ week. She organizes and holds workshops for children that live in the Romanian countryside. The Young Farmers Club organizes an annual youth forum for young people that live in rural areas. In this event Liene manages both the organizers team and the participants. The

workshops she coordinates are focused on the following topics: inclusion, non-formal education, cultural diversity, language, European Voluntary Service, violence prevention and personal development.

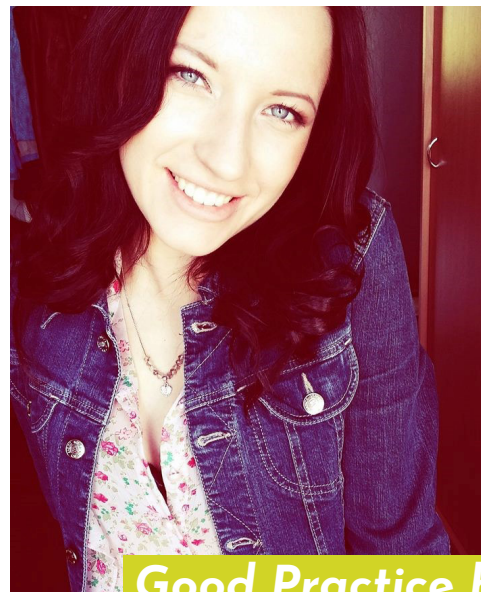


Good practice by Valters Kalvis Vitte

"I create homepages, which are interlinked to the social media networks, because social media networks are our new reality. People spend a lot of their free time on different social media networks. I like searching for new technologies, helping people to make their daily life easier through new digital technologies. The Digital Expert badge recognizes the knowledge I have acquired so far and validates my skills. As I am a very active member of civil society organisations and I am very much interested in understanding political governance systems and use public participation tools, I would be very glad to get the Democracy expert badge".

■ **Valters Kalvis Vitte** is the member of the German culture association in Dobeles, Latvia. So far, Valters has obtained the badge of **Digital Expert**. This badge demonstrates the ability to adjust to the continuously changing ICT and multimedia sector and the ability to apply different multimedia tools to teaching and learning. Valters is familiar with the principles of new technologies as he studies ICT systems and Computer Sciences. Valters has learned programming, creating data bases, Computer Security and Privacy, making animation films.

"It is important to engage youth in the civic society and the public policy processes so that they become active citizens and decision makers in the future. It is even more essential for young people to know their rights and possibilities. Young people should be supported and motivated in order to reach their goals. In the future, I would like to obtain the badge of Youth Work Mediator since I would like to provide them counselling regarding institutional infrastructure and legal issues".



Good Practice by Liene Rotberga

- **Liene Rotberga** is from Bauska, Latvia and works as a youth co-ordinator at the Municipality of Bauskas region. So far, she has obtained the badge of **Youth Work Activist**. This badge demonstrates the ability to empower young people to stand up for their rights and to advocate for youth policies on local, national and EU level. Liene is a youth specialist in Bauska, a city in the south of Latvia, near the border with Lithuania. She works daily with other youth specialists, young people and youth organisations. She organizes and coordinates events and activities for the youth of the region, trying to engage them in the civic life. Her aim is to create bridges between young people and the community of the region, to raise the interest of young people for their region and their country.



Good Practice by Paul Jaks

"Being a non-violent communicator can be very useful in almost every situation where dialogue, conflict and negotiation are involved. We all have the need of expressing our opinions and many times people don't share the same opinions and ideas. Therefore, it is important to lead a constructive, peaceful and meaningful conversation between the participating sides. In the future, I would like to obtain badge of Risk Manager as I want to identify and manage risks (or potential dangers) that may affect young people and the youth organisation I work for."

Pauls Jaks is a youth Project coordinator in Zemgales NGO Centre Jelgava, Latvia. So far, he has obtained the badge of **Non-violent Communicator**. This badge demonstrates the ability to use effective techniques which facilitate cooperation, self-reflection and learning while working with individuals and groups. He has gained a lot of experience in this field, while being a Chairman of the Student Fraternity board. He showed ability to lead a group and to resolve conflicts in situations that seemed as irresolvable. He also uses non-formal and informal learning methods when working in groups of young people which he has acquired through his participation in a big number of youth projects on local and international level.

Pauls has also obtained the badge of **Digital Expert**. Besides having knowledge of standard

software programmes such as MS office, he has experience in many other software programmes for music production (Logic 8/9, Cubebase, FL Studio), accountancy (Horizonte), digital design (Adobe Illustrator, Canva) etc. Pauls considers himself as a proficient user in the aforementioned software programmes, as he has used them at work and during his studies. He actively follows trends and developments of digital technologies and is willing to learn and use them in his daily life to maximise the results of his work.

"I would say that it's impossible to imagine my life without being able to use the benefit of digital technologies. In the future, I would like to obtain the badge of Media Trainer as I could then be able to transfer my knowledge to young people and adults".

Do you also want to verify your competences?

Register on the BADU project website:
<https://www.badge-badu.eu/> and start getting BADU Open Badges!

For more information on how to register and gain recognition of your competences at European level, please read the BADU GUIDEBOOK which you can find on the website of the BADU Open Badges project.

If you want to share your best practices with the BADU team, you can contact us via email through the BADU Open Badges website!



BADU



Rasma Pipike

Coordinator of the Catalogue of Good Practices,
BADU Project

Zemgale NGO Centre

PROJECT PARTNERS



**JUGEND- &
KULTURPROJEKT E.V.**

Jugend- & Kulturprojekt e.V. (JKPeV) was founded in 2004 in Dresden and is dedicated to Education, Culture and Art striving to promote cultural diversity, acceptance, understanding and social values on local, regional and international level. The main goal of the association is to design and implement projects that have a social impact, promote diversity and inclusion, and that foster active participation and civic engagement. To achieve this goal, JKPeV carries out educational, creative and cultural activities locally and abroad which foster cross-sectoral and interdisciplinary cooperation. Through educational activities and trainings, JKPeV aims to develop young people's and adults' soft and professional skills, to stimulate entrepreneurial initiative and to boost their creativity by means of non-formal learning methods. Youth work constitutes a large part of the association's work and thus the concept of the BADU open badges helps address the issue of youth work recognition and validation.



EduMoby is a not-for-profit social enterprise, founded in 2012 and active in the field of transnational mobility for education. EduMobY, with the support of institutional, national and international partners, has achieved a significant experience in young people's self- and professional development through traineeships abroad. EduMobY has developed an innovative training path, helping young people to develop skills and knowledge they need in a working and social context abroad. The standard model developed by EduMobY refers to the management of training experiences and comprises a guidance, training and evaluation activity of the experience abroad, in order to enhance the employment opportunities for the participant. EduMoby is certified UNI EN ISO 9001:2008 for the EA: 37 and 39 sectors - UNI EN 14804:2005 for "Language and training courses in Italy and abroad" Sector EA.



The European Intercultural Association Go Europe was founded in Valencia with the aim of promoting an international spirit aligned with the common European cultural objectives. The association promotes intercultural dialogue, exchange of knowledge and European awareness through the active participation of young people, organisations and companies, in projects involving mobility, entrepreneurial education, professional and personal growth. Our goal is to promote lifelong learning and initiatives of transnational mobility especially addressed to youth learners and professionals, with the ultimate vision of developing innovation by sharing knowledge and fostering strategic collaborations among partners all over Europe and thus contribute actively to the development of a European Area of Skills and Qualifications. Finally, the Association provides non-formal education trainings to young people focused on boosting transversal skills, above all entrepreneurial, digital, creativity and language learning in order to increase their employability as well as self-employment potential of its youth audience.



Zemgale NGO Centre was established in 1998 with aim to promote the development of the civic society. The organisation is a resource centre for more than 600 NGOs (non-profit organisations), 4000 information network users. Our regular activities include consultations on fundraising, information, education & technical assistance for non-profit organisations. Local and international voluntary projects are being implemented in cooperation with organisations from Europe, Jordan, Nicaragua & Brazil, Georgia, Russia and we have started cooperating with Ukraine, Armenia. Zemgale NGO Centre is also a language training center for Latvian, English, German, Russian, Spanish, Italian and French languages. The association has developed youth support measures through youth exchanges and trainings, volunteering and internship opportunities as well as by offering language courses.



A teal speech bubble graphic with a dark teal outline and a lighter teal fill. It has a tail pointing towards the bottom-left.

www.badge-badu.eu