

## Good Practice: SP GP2

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## "Leisure time Monitor Training"

Main features of the GP programme:

Type of programme	Type of organisation	Field of practice for organisation	Programme scope	Programme duration	Programme occurrence /frequency	Type of funding for GP
Socio laboral inclusion	Non-profit organisation	Education, youth and social sectors	Regional	3,5 months	Continuous	Private and public funding

Adult Education as a Means to Active Participatory Citizenship (EduMAP) is a Horizon 2020 research project focusing on adult education among young adults at risk of social exclusion. Particular attention is paid to educational policies and practices needed to foster active citizenship among vulnerable young people.

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## 1. What – Focus (theme, orientation)

GP2 is a leisure time monitor course yearly offered by a non-profit Catalan foundation focused on the provision of educative and leisure time activities, services and trainings for social inclusion and social transformation. It emerged in 2010 after the foundation detected a lack of training programmes for young adults aged above 18. It aims to provide youth with skills to become leisure time monitors for children and teenagers.

## 2. For whom – Target group(s)

Although GP2 targets vulnerable youth who has not completed the compulsory secondary education in Spain (ESO), they welcome other profiles too. For example, in 2017, many participants had already completed this educational level and some of them were also taking or planning to take University studies.

## 3. Requirements and access

Participants get to know GP2 by very diverse means, both online (e.g. banner ads in job search websites) and offline. Most commonly, they are derived from a Youth Guarantee referent, Social Services or other social entities, such as local youth information spots or centres, which make a first selection of youth interested in working with children and teenagers.

## 4. Elements of good practice

GP2 educational approach is based on two key ideas: 1) young people in vulnerable situations are at the centre of the programme and they are active agents of their own education and futures; and 2) educators facilitate young persons' personal processes, supporting them to develop positive values and relationships, recover self-esteem and assume responsibility for their own lives.

Learners' active participatory citizenship is pursued through the promotion of

- Social competences: emotional and values education, how to communicate well in public and create empathy, strengthen group belonging and how to socialise with diverse people.
- Political-legal competences: through youth's commitment with their social environment and participation in youth festivals and local social entities.
- Labour market competences: they encourage participants' autonomy and provide them with useful strategies to succeed in the labour market, from how to make CVs, look for jobs and have a successful job interview, to promote teamwork, leadership and adaptability to different working environments. Participants do a compulsory internship at the end of the training, mostly in summer camps and school canteens, where many have their first work experience.

GP2 practical and dynamic orientation as well as personalized attention makes apathetic participants to change their minds through teamwork and sharing learning

experiences with others who are in their same situation.

The coordinators and educator interviewed explained that participants' evaluation of GP2 is often very positive and some of them usually recommend the course to peers and even remain in touch with the organising foundation, participating in diverse activities organized to group together youth from diverse GP2 editions. Participants can express what they like or not during the course in weekly meetings with coordinators and tutors. In addition, at the end of each of the four modules that composes the training, they complete a survey to express their overall evaluation.

## 5. Perceived challenges

According to the educator interviewed, there are always things to improve in the programme, including:

- to increase the time coordinators dedicate to meet with participants in follow-up interviews
- to updated pedagogical approaches better fit to the new realities in education, such as "escuela viva", more based on learning by experiences than by theoretical knowledge
- to improve and restructure methodologies in order to become a more attractive and dynamic training (this is a work in progress by a staff member)

## 6. Testimonials

Doing this course opened me up to relate with other people I would have never been related to otherwise. It opened my mind, I could be in touch with people from Morocco, Venezuela and other cultures. We are still friends and see each other (Learner).

We built a feeling of group belonging, we felt accepted, welcomed, we could be ourselves (Learner).



## 7. More Information

EduMAP project's publications:

[Books and articles](#)

Academic publications that address key themes of the EduMAP project

[Deliverables and reports](#)

EduMAP's official deliverables, related reports and publications

[Good practice cases](#)

Key features from 40 'good practice' cases from 20 countries

[Working papers](#)

A selection of findings from desk and field research in 20 European countries

[Other resources](#)

Other types of resources made for the project (illustrations, comics etc.)