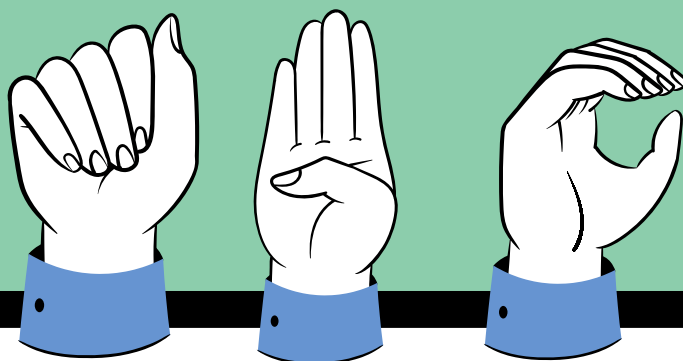


MARCH 2022

THE ABC



– The Booklet about Youth Work

OF YOUTH WORK



AGENCY FOR
MOBILITY AND
EU PROGRAMMES



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WHAT IS YOUTH

INTRODUCTION

In this section, one will find more information on what is youth, how it is defined and also the different stages that make up the youth stage in life. One will also find more information on what is youth work, what are the roles of the youth worker and also the different types of youth work out there.

WHAT IS YOUTH?

YOUTH is best understood as a period of transition from the dependence of childhood to adulthood's independence. (United Nations, 2014)

Youth is a social concept, thus making it a different concept in different societies.

The history of youth work goes back to the birth of the Industrial Revolution in the 18th century, which was the first time that young men left their own homes and cottage industries to migrate to the big towns. The result of this migration was an emergent youth culture in urban areas, which was responded to by the efforts of local people. In 1844 the first organization whose sole aim was to address the needs of young men was founded. The YMCA was set up by George Williams. Williams was from London and his goal was to create an organization that catered for the spiritual and emotional needs as well as the physical needs of the young men that he saw around him.. (White and Johanna, 2004).

WHAT ARE THE STAGES OF YOUTH?

ADOLESCENCE (FROM PUBERTY TO THE AGE OF 18)

Abstract thinking: One of the most exciting changes in adolescence is the development of a much greater capacity for abstract thought. They start questioning more as well. For example religion.

Right/wrong framework: Ideas are either right or wrong. This has been called “dualistic” thinking by William Perry and others.

The intensity of emotion: Triggered by hormones at puberty, teens are more aroused, and aroused more easily, whether by something that makes them happy, angry, or excited. It is not clear, for example, whether they argue more often with their parents, but it is clear that, when they argue, they express more anger (Aichhorn, 2018).

Sensation seeking: Teens also show a heightened desire for emotional intensity, and for the thrills, excitement, adventures, and risk-taking that are likely to generate high emotion. The ability to regulate such emotions effectively does not typically come until young adulthood, so there is often a gap of several years between the onset of the “accelerator” and the development of effective “brakes.” Or, as Pittsburgh researcher Ronald Dahl puts it, “We have a supercharged car with an unskilled driver.” (See References on the website.) Adolescence also brings hormonal changes at puberty, increased sensitivity to alcohol and other drugs, alterations in the sleep cycle, and changes in the hormones associated with mood. All of these changes interact, contributing to adolescents’ heightened vulnerability to mood disorders and other types of mental illness (Aichhorn, 2018).

YOUNG ADULthood (18-25 YEARS)

More complex thinking: As teens progress into young adulthood, they can hold and manipulate their mental “visor” not only single abstractions, but also clusters of abstractions and then systems for organizing abstract thoughts, according to Kurt Fischer, Michael Commons, and others. This assists them perhaps most visibly in mathematics and sciences but applies to thinking about all phenomena, such as ideas, values, and perspectives (Carter, 1997).

Appreciation for diverse views: This added thinking power is described by William Perry and others as a change from the “right/wrong” framework of adolescence described above to a more “multiplicitic” framework, in which young adults can “see” many points of view, value the diversity of people and perspectives, and appreciate that there can be many right answers to a problem. At first, all ideas seem to have equal value, as one embraces the full diversity of people and perspectives. Over time, one finds ways to organize this multiplicity,

to identify values and viewpoints that work better for oneself, while respecting that other viewpoints may fit better for others. Ultimately, one evolves a more “relativistic” approach and works out ways to commit personally to certain values amidst the diversity (White and Johanna, 2004).

Mutuality in relationships: Young adults are better able to consider different points of view at the same time, that is, to hold multiple perspectives on their mental visor. This allows them to form relationships with peers based on observing that they care about the same things and loyalties to institutions based on observing that they share the same values. They can also understand constructive criticism, appreciating that the other person is intending to be helpful, even if the effect is painful at the moment. Moving from the “instrumental” described above to a more “socializable” orientation, in Robert Kegan’s terms (See References on the website), young adults are more likely to operate from a principle like the Golden Rule, “Do unto others as you would have them do unto you” (White and Johanna, 2004).

Emotional regulation: Critical to their safety, young adults acquire a significantly greater capacity for integration of thought and emotion. With the ability to hold the present and the future on their mental visor at the same time, they can weigh immediate rewards against future consequences, putting more effective “brakes” on the emotional intensity and sensation-seeking heightened since puberty (Carter, 1997).

Risk-taking and decision-making: With this greater capacity for thinking about future consequences and regulating emotions, young adults have an easier time modulating risk-taking and making decisions about the future, including choices about health, relationships, education, and careers. They can also weigh the impact of their choices on others more effectively, in actions as simple as showing up for appointments on time or as complex decisions like budgeting and planning on their future (Carter, 1997).

LATER ADULTHOOD (25 AND OLDER)

On an even less predictable timetable, powerful changes continue after young adulthood, which cumulatively can lead to sophisticated thought and behavior significantly more complex than that of young adulthood. Employers, parents, peers, and others often sense this evolution subjectively, noticing that someone in or after their mid-20s is somehow more “mature,” more fully an adult. Elements that are part of this growth include:

- new levels of abstract analysis,
- more complex problem-solving,
- enhanced leadership capacity,
- greater capacity for self-evaluation,
- internal commitments in work and relationships.

WHAT IS YOUTH WORK?

What is youth work? Youth work is commonly understood as a tool for the personal development, social integration, and active citizenship of young people. Youth work is a 'keyword' for all kinds of activities with, for and by young people of social, cultural, educational or political nature. It belongs to the domain of 'out-of-school' education, most commonly referred to as either non-formal or informal learning. The main objective of youth work is to create opportunities for young people to shape their future. The range of themes that youth work covers is just as diverse as the types of people and organizations involved. Political activism, street work, sports activities, social enterprises and leisure-time activities can all be termed 'youth work' (Spence, 2008).

WHAT IS YOUTH WORK FOR?



Purpose of Youth Work: Effective youth work helps young people to learn about themselves, others, and society through non-formal educational activities which involve enjoyment, challenge, and learning (Spence, 2008).

The purpose of youth work is to achieve the following with young people:

- build their self-esteem and self-confidence,
- develop their ability to manage personal and social relationships,
- create learning opportunities and develop new skills,
- encourage positive group atmospheres,
- build the capacity of young people to consider risk, make reasoned decisions, and take control,
- develop a 'world view' which widens horizons and invites social commitment.

Youth work characteristics:

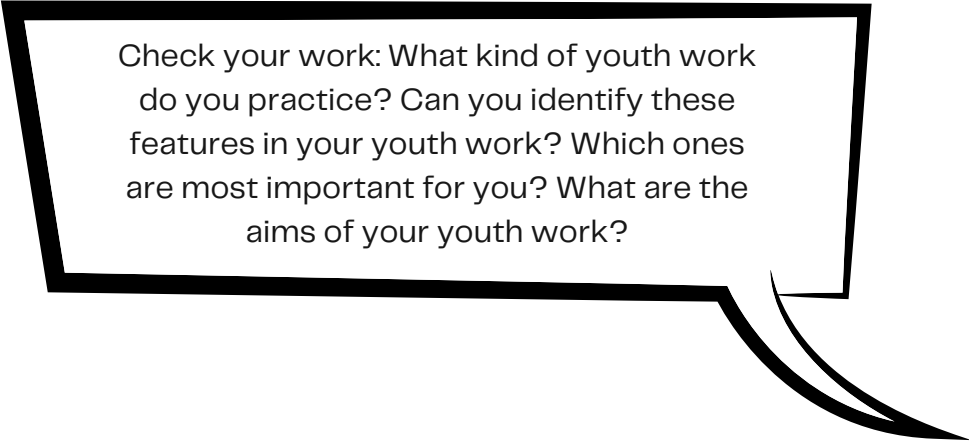
Youth work usually has the following characteristics:

- Value-driven: youth work tries to serve the higher purposes of inclusion and social cohesion
- Youth-centric: youth work fits key needs and aspirations of youth, identified by young people themselves
- Voluntary: youth work is not obligatory, and relies on the voluntary participation of young people
- Developmental: youth work aims at the personal, social, and ethical development of young people
- Self-reflective and critical: youth work tries to make sure it is doing its best to live up to its mission
- Relational: youth work seeks authentic communication with young people and contributes to sustaining viable communities

Youth work is diverse around Europe

Youth work around Europe is conducted by a large number of different institutions and organizations and by many different people, individually and in teams. It is very diverse, taking many different forms. Some countries have long traditions of professional youth work (qualified staff working with young people through local and national authority-funded programs and institutions). Other countries have long-established voluntary youth work structures (activities provided by voluntary organizations). Yet other countries have established youth work as part of social welfare provision, with youth work practices being put to the service of employability, social inclusion, and social assistance. And, in some countries, youth work takes place without the existence of a recognized “profession” of youth work, and the people doing youth work are volunteer leaders (ORD, 2016).

Ask Yourself:



Check your work: What kind of youth work do you practice? Can you identify these features in your youth work? Which ones are most important for you? What are the aims of your youth work?

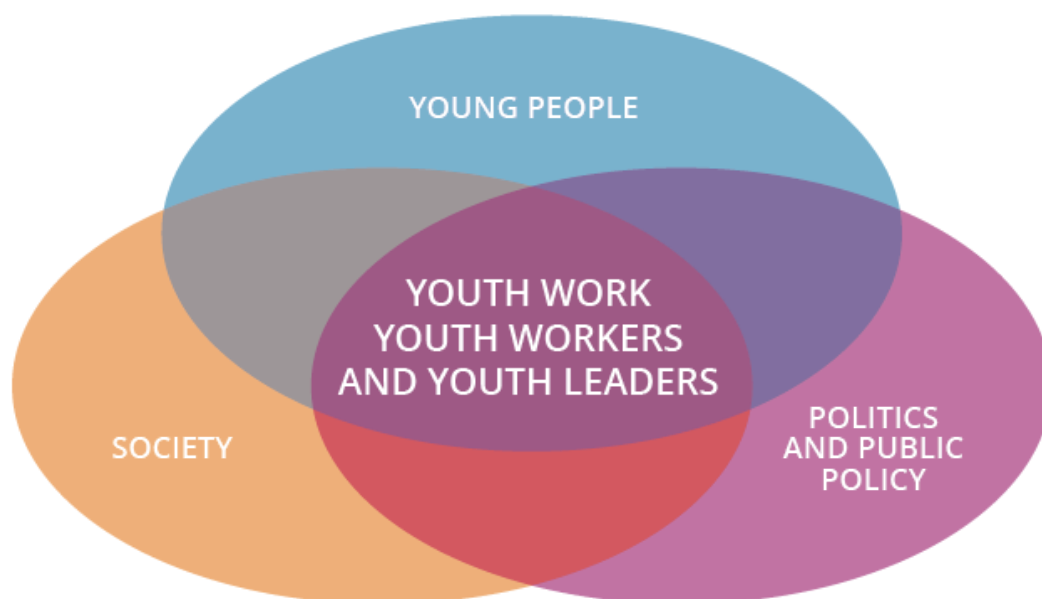
Youth Work and youth policies

Youth work is also about the place of young people and their concerns in society and the public sphere. It is also about influencing society, politics and power relations, especially if these position young people at a disadvantage, marginalize them or exclude them.

Ask Yourself:

Check the realities: How do the realities of the young people you work with influence your work? How do you find out about the needs and concerns of young people? In what ways do politics and policy influence the way you do your work? How do you see your role concerning the wider political and social context where youth work takes place?

Source: Council of Europe “Youth work essentials”– <http://www.coe.int/en/web/youth-portfolio/youthwork-essential>



DIFFERENT TYPES OF YOUTH WORK:

There are different types of youth work that are specific to different realities and for different types of young people. As a youth worker, you have to assess the realities that you have in front of you and then see which type of youth work would you make use of.

DETACHED YOUTH WORK:

Definition: Detached youth work is youth work that takes place out on the streets, parks, and other public areas in the communities where the young people are i.e. the young people's turf. Detached youth workers do not have a building where they work from. Detached youth work is not about getting young people off the streets and signposting young people into youth clubs (Whelan, 2010).

Aims of detached Youth Work:

- to make contact and be available to young people in the settings of their choosing,
- to work with young people through programs of personal and social education, which help them gain knowledge and recognize new opportunities in the world around them,
- to build effective and meaningful relationships with young people through regular contact, mutual trust, respect, and understanding,
- to identify and respond to the needs and agendas of individuals and groups of young people by developing appropriate strategies for action which are both educational and fun,
- to support and challenge young people's attitudes and actions towards issues such as unemployment, drugs, poverty, racism, sexism, disability, health, sexuality, criminality, peer, parental and community pressure,
- to enable young people to take more control over their lives and create experiences with them that enable them to make informed choices,
- to support appropriate actions that young people take resulting from their own ideas and suggestions,
- to bridge the gaps in understanding between the local community and young people,
- to highlight issues affecting young people and advocate for and with them in the broader community and world (Whelan, 2010).

Strengths/Advantages of Detached Youth Work:

- young people are more at ease in the space of their choice, even though they might act more territorial when it comes to it,

- there are **certain roles of youthwork we don't have to fulfill** – like the caretaker of the space or entertainer, the space takes care of this, and we can focus on the conversation, and the activities already happening and not be distracted by building management,
- it is **cheap**. Pay for me or someone to do some training, and it can be done with few resources,
- it can be **flexible**, establishing patterns for being on the streets is good, but it can vary week by week depending on what is discovered in the observations, where young people are likely to be, and how often volunteers are available. It is not a club that has to be open every week, at the same time,
- it focuses on **Young people as the primary reason** for being in the space. They are, with maybe only deliberate informality, the reason for being there,
- it gives **the opportunity to see young people behaving in their chosen context**, and so, outside of establishment control, they may be very different, a powerful leader, but shy at school, someone with resources, who is said to lack resilience. It may help us build a different picture,
- young people can **make the decision to accept or reject us**. Unlike other forced provisions or services, we know that they may choose to opt-out, and that is fine. It is up to them to do so when they know what might be on offer,
- it helps **us to do the youth work without buildings, programs**, numbers, or targets and gets it back to the pure stuff of meeting young people, valuing them in their community, discovering and learning with and from them, and building something new that they can participate in its emergence (Tiffany, 2013).

Skills that a detached youth worker should have:

Some qualities that a detached youth worker can have to include:

- engaged,
- present/perceptive,
- open; active listening,
- responding to needs,
- friendly body language,
- meets young people where they are.

Meets all criteria of the National Youth Work Induction (Whelan, 2010).

How to prepare for the Experience:

Before you deliver detached youth work it is important to find out more about the area you will be working in. You may want to:

- talk to local stakeholders (e.g. Police, shopkeepers, community residents),
- talk to local young people and ask them what the issues are in their area concerning them and their peers,
- ask what local people think the issues are in their area concerning young people,
- map the area (what are the facilities like, are there barriers to young people engaging? Are there any areas of interest, identify 'hot spots' where local young people gather, identify and note behavioural evidence e.g. graffiti, tagging, alcohol or drug usage?,
- find out trends—e.g. seasonal areas, local events,
- crime stats etc.

Go and talk with the stakeholders and also go and observe.



Out Reach Youth Work: Similar to detached youth work, outreach is a form of youth work that takes place on young people's territory and is a method of work that supports and compliments new and existing centre/project-based youth work. Primarily used to inform young people of services that exist in their area and to encourage them to use such services, Outreach can also seek to identify, through consultation with young people, any gaps that exist in services aimed at meeting their needs. As opposed to Detached Youth Work, Outreach is seen as an extension of centre-based work, Outreach work takes place when workers, who are usually centre-based, go onto the streets with an agenda of their own to pursue, usually to encourage young people to attend their club (Mäkelä, Kalle, Mertanen & Brunila, 2021).

CENTRE-BASED YOUTH WORK:

This youth work is carried out at dedicated premises, which may include facilities such as drop-in coffee bars, sports facilities, and advice centers. Most youth clubs fall under this fairly wide category. It is reliant on young people choosing to come to the center, but in some cases may be linked with outreach or school-based youth work (Mikhail & Nemeth, 2016).

Aim of Centre-Based Youth Work: The aim of center-based youth work is to provide a safe environment where young people have access to informal learning opportunities, information, and guidance around a whole range of issues – meaning that they are better informed about life choices and the opportunities that are available to them (Mikhail & Nemeth, 2016).

Strengths/Advantages of center-based youth work:

- safe Space where to meet your peers,
- build a relationship with adults,
- get a sense of teamwork as they work in teams,
- multiculturalism as usually they are young people from various different cultures,
- get specific skills, through the workshops that are done,
- create a sense of identity (In addition to the 'concrete' benefits of youth clubs, children will also benefit from the general atmosphere. Youth clubs are designed to help children who perhaps struggle to feel part of a wider community or have been disadvantaged by an adverse family situation or a lack of opportunities (Mikhail & Nemeth, 2016).

Skills that a center-based youth worker should have:

- creative,
- attentive to the needs of the youth,
- good social skills,
- ready to adapt,
- commitment to young people and an understanding of the factors affecting their lives,
- the ability to act with integrity in times of stress,
- interpersonal skills, with the ability to establish good relationships with a range of people,
- patience, tolerance, and flexibility.



SCHOOL-BASED YOUTH WORK:

Youth Work at Schools is based on a model originating from Rovaniemi where youth workers collaborate closely with the schools. Youth Work at Schools forms a section of the youth work conducted in the area. Therefore, youth workers can be found in schools in addition to more traditional youth spaces (Mitra, 2009).

Aim of school-based Youth Work: Youth Work at Schools strides to support youth development at different stages of young people's lives. The ultimate goal is to give young people the feeling that they are not alone, and that support is available to help them through whatever difficulties they are experiencing. Youth well-being is best supported when schools and youth work professionals work together towards a common goal (Mitra, 2009).

Strengths/advantages of school-based youth work:

- work with the multidisciplinary team,
- work with the youth to help in their professional development,
- assist in formal education and make it more interesting through non-formal methods.

Skills that a center-based youth worker should have:

- creative,
- attentive to the needs of the youth,
- good social skills,
- ready to adapt,
- commitment to young people and an understanding of the factors affecting their lives,
- the ability to act with integrity in times of stress,
- interpersonal skills, with the ability to establish good relationships with a range of people,
- patience, tolerance, and flexibility.



FAITH BASED YOUTH WORK:

This youth work is carried out from a foundation of religious morals and can share or engender religious views. In the Christian church, the main purpose of faith-based youth work may be derived from the biblical commandment to "love your neighbor." In many faith-based situations, the main agenda or purpose of youth work is aligned with the spiritual goals of the religion or the perceived progress of a young person toward these goals. In Northern Ireland, 64% of youth work is faith-based (Graham et al, 2018).

TARGETED YOUTH WORK, FOCUSING ON SPECIFIC GROUPS:

In this youth work, we see youth workers, working with specific groups of young people that may need a more specific type of youth work style. There are more specific target groups that attend these youth groups. For example, people with Down syndrome or people with Autism. This is done as certain target groups need certain environments or certain types of youth activities (Aaltonen, Sanna, and Antti Kivijärvi, 2019).

Aim of targeted youth work, focusing on specific groups: The aim is to offer youth activities to specific groups in a safe environment for them where they feel safe and included and also where they are not distracted. Youth workers are more trained to work with such specific young people.

Skills that a Targeted youth work, focusing on specific groups should have:

- creative,
- attentive to the needs of the youth,
- good social skills,
- ready to adapt,
- commitment to young people and an understanding of the factors affecting their lives,

- the ability to act with integrity in times of stress,
- interpersonal skills, with the ability to establish good relationships with a range of people,
- patience, tolerance, and flexibility,
- be prepared for the target groups, so get training in that area that the target group forms part of.

OUTDOOR YOUTH WORKER / WILDERNESS THERAPY

Wilderness therapy is a mental health treatment strategy for adolescents with maladaptive behaviors. Wilderness programs combine therapy with challenging experiences in an outdoor wilderness environment to “kinetically engage clients on cognitive, affective, and behavioral levels”.

Aim of Outdoor youth worker / Wilderness Therapy:

- build independence,
- learn leadership and communication skills,
- greater awareness of others,
- increased confidence,
- find a passion for new activities,
- learn hard skills: building a campfire, cooking, etc.

Skills that an Outdoor youth worker/wilderness therapy youth worker should have:

- risk taker,
- physically fit,
- adventurous.



APPROACHES TO YOUTH WORK

The specific nature of youth work activities is not necessarily the key to understanding what youth work is; engaging young people in organizing a sports and games summer camp can serve the same aims as having them run a cinema youth club throughout the year.

Nevertheless, youth work activities can be grouped into some broad categories:

- awareness raising and campaigning,
- information and counseling,
- international development and civic volunteering,
- leisure-based courses and activities,
- project activities (self-organized),
- street work and outreach work.
-

These activities can be in many different fields ranging from culture and arts, crafts, environment, cultural and historical heritage, and sports to aspects such as politics, citizenship, human rights, and issues around health, safety, or crime.

YOUTH LEAD ACTIVITIES

“Young people’s participation cannot be discussed without considering power relations and the struggle for equal rights. All young people must have the opportunity to learn to participate in programs that directly affect their lives. This is especially so for disadvantaged children because, through participation with others, such children learn that fighting against discrimination and repression and fighting for their equal rights in solidarity with others is a fundamental democratic right.... The highest possible degree of citizenship in my view is when we, children or adults, not only feel that we can initiate some change ourselves but when we also recognize that it is sometimes appropriate also to invite others to join us because of their rights and because it affects them too, as fellow-citizens.” (Andrea, et al 2004).

HART'S LEADER OF PARTICIPATION



MULTIPLE INTELLIGENCES

Every parent dream of a successful realization for their children and every teacher strives to convey their experience to their students so that they become independent, successful, and excel in what they do. For this to happen, however, we need to teach, develop and raise our children, taking into account their characteristics like temperament, interests, natural talents, and not the least, their type of intelligence. It is necessary to observe children, analyze the observations and understand their strengths. People acquire knowledge in different ways and everyone has their unique mental abilities and talents. We in the role of teachers or parents must comply with this. In his book "Theory of Multiple Intelligence" (1983) the American psychologist Howard Gardner refutes the traditional understanding of psychometric intelligence. According to him, there is no single intelligence that can be measured by standard IQ tests. Instead, there are multiple intelligences, which are independent of one another. According to the author, all human beings possess all types of intelligence, but to varying degrees. Gardner originally stated seven types of intelligence and later on added two more: Linguistic – includes the ability to operate with words verbally (storytellers, speakers, politicians) as well as in writing (poets, writers, playwrights, journalists, editors). The established nowadays pedagogical practice requires above all the development of this type of intelligence. At school students listen, write, read, and speak. Children who belong to this type from an early age love order, they are systematic and feel better with rules and structure, and can think logically. They love to listen and learn at an early age to speak, write and read properly. They have a good memory, so they remember easily and with pleasure. They don't feel embarrassed in front of an audience and willingly recite verses. They quickly learn foreign languages and the best way to train them is through stories – stories, debates, and discussions for the youngest fairy tales and for the youths (Armstrong, 2009).

Logical-mathematical – this is the ability to operate with numbers (mathematicians, accountants, statisticians) and think rationally (scientists, computer programmers, logicians). This intelligence is also actively presented in school curricula. If your child has this kind of intelligence, you will quickly notice that it loves above all accuracy, is amazingly organized, has abstract thinking, and likes maths. Children from an early age show interest in computers and easily do logical experiments to solve problems. They also deal successfully with physics and chemistry – subjects that require precision, and logic and develop a special mindset. To attract their interest, you have to give them various tasks and use visualized charts and tables, to offer them various experiments and mathematical games (Armstrong, 2009).

Musical – this is the ability to perceive and evaluate music (musical critic), to create and transform (composer) and to perform (actor, singer). One, who has developed musical intelligence, easily remembers melodies and can reproduce them. Such people are also very receptive to the rhythm. In children, this is manifested by their interest in the sounds. They are sensitive to sound tones, rhythm and tempo and perceive music very emotionally. Even from an early age, they are able to understand complex musical forms. They are very emotional and have developed intuition, so it is better to use their favourite music in the learning process for this type of child. Also, pay attention to the rhythm of your speech. Good understanding and retention depend not only on what you say but also on how exactly your words sound.

Body – kinaesthetic – It includes the ability to use one's body to express themselves, to communicate feelings and emotions through movement (athlete, dancer, actor) to use their hands to transform various objects (craftsman, sculptor, engineer, surgeon). Such people are very skilful and quick in their actions. Children with this type of intelligence are characterized by good coordination – they have very accurate control of their bodies and feel the rhythm very well. They have quick reactions, well-developed body reactions and quickly learn to handle objects and tools. After all, such children love to act, to move, they are in a hurry to touch everything and best not through visualizations but by touching and even tasting. They remain indifferent to the pictures and visual images and perceive the world through tactile sensations so they remember what they have done, not what they have heard or read. They learn better when they act and play with objects while listening to information. They quickly switch their attention as a result of which concentration problems that parents often take for laziness, forgetfulness and unwillingness to focus appear. It would be better for the children to receive the information using movements (as in rap), and to use visual models that can be touched and played with. These children need frequent breaks during which to play, jog or do some exercise (Armstrong, 2009).

Visual-spatial – this is the gift to perceive the world visually and to analyse this information (hunter, scout, guide), as well as to transform space (architect, artist, inventor, interior designer). People with this type of intelligence are receptive to colours, shapes, lines and relationships between objects in space. They can graphically express their ideas. If you notice that the child thinks in pictures, creates visual images, and remembers better, precisely with the help of pictures, then it is typical for this type of intelligence. Such children often use metaphors in their stories, easily read maps, tables and charts, and are sensitive to the colours and shapes of the surrounding objects. They show interest in the visual arts, so to stimulate their interest it is better to use illustrations of the studied material. Thanks to the visual images children will more easily consolidate their knowledge and will remember what is otherwise difficult to perceive through logic (Gardner, Howard & Hatch 1989).

Interpersonal – the ability to detect moods, motivations, intentions, and emotions of other people. This is also the ability to communicate, i.e. exchange information with other people in a verbal and nonverbal way by sign language, music, and speech (salespeople, politicians, managers, teachers, social workers). Children of this type of intelligence can talk and negotiate from an early age, and love being among people. When they grow up, they acquire the ability to recognize other people's thoughts and planning, thus they often begin to manipulate people. Such children have many friends, show activity among people, and prefer to mediate disputes and conflicts. Given the joy of communicating with people, this type of child best perceives knowledge namely in the team, so do not try to keep it home with the hope that it will focus and learn lessons better. Teach them by involving them in group work, discussions, and disputes, and give them the opportunity to express their views. Encourage these children by giving them an opportunity to take part in additional classes (Gardner, Howard & Hatch 1989).

Intrapersonal – raised awareness and sensitivity about self, understanding one's strengths and weaknesses, limiting beliefs, motivations, attitudes, desires, and emotions. Such people also have high levels of self-control, self-understanding, and self-esteem (psychologist, psychiatrist, and philosopher). This type of intelligence is manifested through other types defined by Gardner. Children with this kind of intuitive intelligence are inclined to self-knowledge, even self-examination. These introverted by nature children deeply feel their strengths and weaknesses, and better understand their mental turmoil. From an early age, they have their own values and purpose in life. Their actions are guided by a strong intuition, self-motivation, and desire to excel. Their inner harmony is sometimes disturbed by the constant running of deep analysis of personal experiences. Educating them you have to provide these children with the opportunity for a self-organized learning process. They do not need control, they are organized enough themselves. Such children should not be forced, because that will only strengthen their resistance and their desire to close even more in themselves and this will not lead to anything good (Armstrong, 2009).

Naturalistic – naturalists have the ability to understand nature and detect regularities; navigate among many living organisms (botanists, veterinarians, foresters). They are also sensitive and care about certain features of the world around them (meteorologists, geologists, archaeologists). These children love to be outside and their learning process is most effective during trips, green schools, and other forms where they will have the opportunity to explore things that excite them.

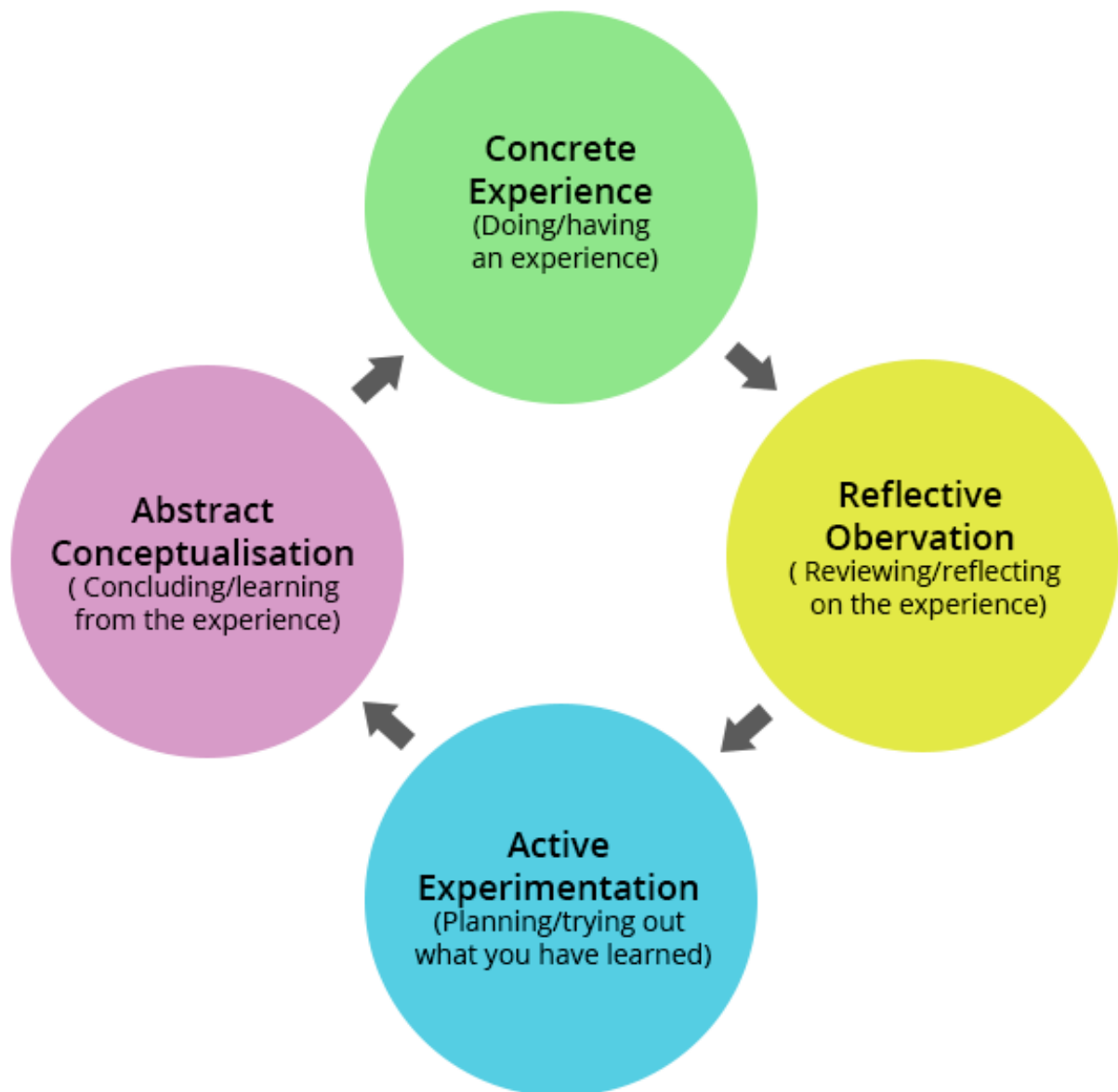
Existential – the ability and willingness to formulate questions about life, death, and other existential questions. The approach to social learning of Albert Bandura complements the social learning theory of Rotter. Bandura explains how people acquire a variety of complex behaviors in a social environment. His main idea is learning by observation.

Basic concepts – Bandura believes that there is a reciprocal relationship between the

behavior, personality variables, and variables of the environment. People are not just driven by internal forces, nor are they pawns in the hands of some phenomena of the environment. We are being influenced, but in turn, we also exert influence. Bandura says that the vast majority of learning in humans includes modeling, observation, and imitation. He argues that a huge part of human learning happens without the usual backup, which requires the principles of operant and classical conditioning. People can learn also in the absence of rewards and punishments. This does not mean that the backup is irrelevant. Once the behavior is learned, backup is very important in determining whether it will appear.

EXPERIENTIAL LEARNING IN YOUTH WORK

Experiential learning and reflection are an important part of youth work. David Kolb publishes his model of learning styles in 1984 after years of preparation, research, and development. Apart from the learning styles model the study also includes the Theory of Experiential Learning. In his publications, mostly in the book “Experiential Learning: Experience as the Source of Learning and Development” Kolb praises the earlier work on experiential learning of Rogers, Jung, Paige (1900). Today Kolb’s Learning Styles Model (MLS) and the Theory of Experiential Learning (TEL) are recognized by academicians, teachers, managers, and trainers as the most essential and founding achievements in the field and as fundamental concepts for understanding and explaining the human behavior during learning and when helping the others to learn. Kolb sets the learning cycle as the main principle in his TEL. The cycle consists of 4 stages: 1. Concrete experience 2. Reflective observation 3. Forming abstract concepts 4. Testing the application of the concept in a new situation. The explanation goes like this: The concrete or direct experiences provide materials for observation and thought. These observations and thoughts lead to the realization and formation of abstract concepts. The abstract concepts in their turn can be actively used in new environments and thus create experiences. [In the most ideal case, the student faces all stages – experience, reflection, consideration, and application. [The learning cycle can start at any of the stages [The cycle can be open (a continuous spiral).



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