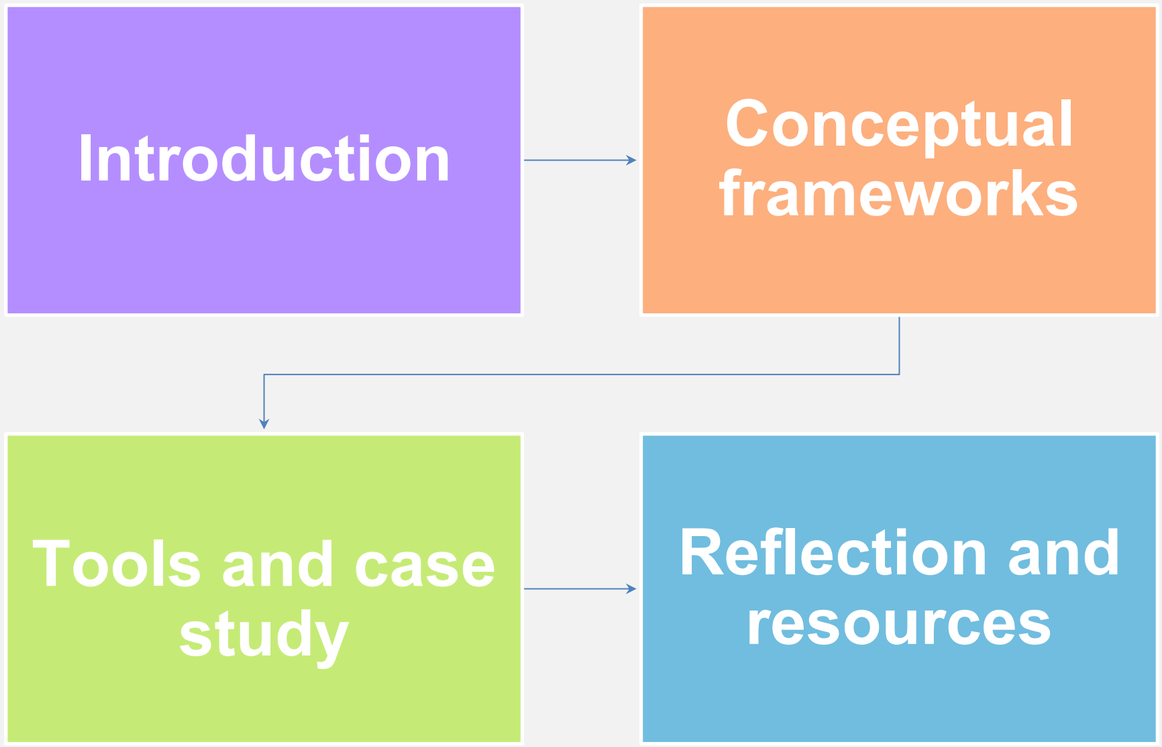
YOUTH in ROUTE

Routes for fostering sense of initiative and active citizenship among disaffiliated youth

Level 2/Session 2 – Creative and Non-Formal Education Methodologies

Co-funded by the European Union 2024-2-BE04-KA220-YOU-00276965

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About the Youth in Route Training Programme

Youth in Route is an Erasmus+ project equipping youth workers to understand and address youth disaffiliation across Belgium, France, Portugal and Serbia. Grounded in Robert Castel's theory, the training has 3 progressive levels:

- L1 Foundation – Theory & concepts of disaffiliation
- L2 Application – Practical tools & methodologies → **YOU ARE HERE**

Position of Module 2 within Level 2

Module 2 builds directly on M1's outreach skills. Having established first contact, youth workers now need creative, non-formal tools to sustain engagement and stimulate participation.

- Follows L2 Module 1 (Engaging Disaffiliated Youth in Real Contexts)
- Leads into L2 Module 3 (Trauma-Informed Youth Work)

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Learning outcomes

By the end of this module, participants will be able to :

- **Knowledge**: Identify core principles of non-formal education and why creative methods engage disaffiliated youth.
- **Skills:** Design and facilitate an arts-based or participatory activity adapted to vulnerable young people.
- **Attitudes:** Embrace creative uncertainty and value youth's lived experience as a learning resource.



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Key concept

5 key concepts for this module:

1. **Non-Formal Education (NFE)**: Intentional, structured learning outside formal systems; learner-centred, process-oriented, and based on experience.
2. **Participatory Methods**: Approaches where young people actively co-create the learning process rather than passively receiving content
3. **Arts-Based Tools**: Creative mediums (visual art, theatre, photography, music) used to express, reflect, and communicate beyond verbal language
4. **Safe Learning Space**: A physical and emotional environment built on trust, predictability, and respect for each participant's pace and boundaries
5. **Debriefing**: The structured facilitation process after an activity that transforms experience into learning and insight.



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Interactive questions

Discuss in pairs after reading each scenario:

Scenario 1 – Brussels: 8 disaffiliated youth (16–22) refused all verbal workshops. You have a room, art supplies, and a camera.
→ What activity do you design? How do you open the space?

Scenario 2 – Liege: A photovoice image reveals a difficult home situation. The group wants to discuss it publicly.
→ How do you facilitate without exposing the participant?

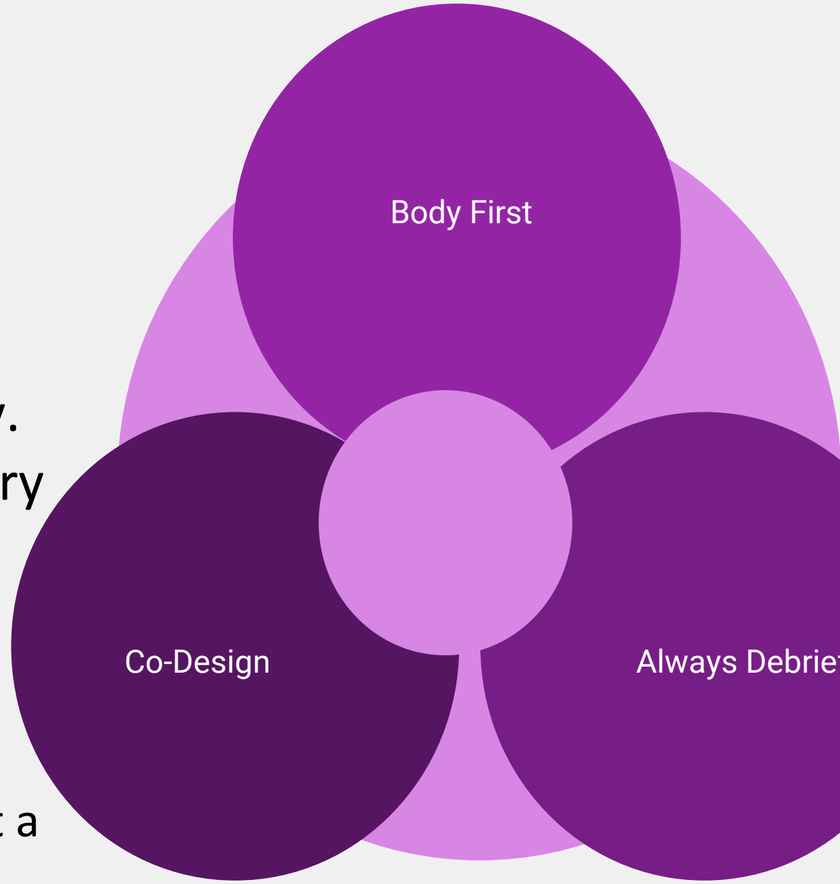


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Practical tips and field tools

Start With the Body, Not the Brain



A facilitation principle rooted in somatic and trauma-informed pedagogy. The core idea is that for disaffiliated young people — many of whom carry chronic stress, trauma, or hypervigilance — the thinking mind is not the most available entry point when they first arrive in a space. The body, however, is always present.

Example: A group of eight young people (16–22) arrives for a creative workshop at a Brussels youth centre. Several are tense; two haven't spoken yet. Before any explanation of the session's theme, the facilitator puts on a 90-second instrumental track and says: *"Draw your mood right now — not a picture, just shapes, lines, pressure. You have 90 seconds, go."* No explanation of meaning, no sharing required. At the end, the facilitator simply asks: *"How does your hand feel?"* — not *"How do you feel?"*

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Case Study: Photovoice in Charleroi – Giving Voice Through Images

- A youth association in Charleroi ran a 6-week photovoice programme with young NEET women (17–24). Participants were given disposable cameras to document their daily lives, then used images as a basis for group discussion and community exhibition.
- Full case study: “CS-L2-M2-Photovoice-Charleroi-BE” | Key result: 85% of participants reported increased sense of self-worth; 6 continued into a digital skills programme.



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Reflection



1. Think of a creative activity you've used or observed. What made it work – or not – with disaffiliated youth?

2. How do you distinguish between a well-facilitated creative session and one that is just "fun but purposeless"?

3. What is your own relationship to creativity? How does it shape your confidence as a facilitator?

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Additional resources

1. VIDEO: “What is Non-Formal Education?” – Salto Youth (6 min, EN subtitles)
2. ARTICLE: Council of Europe – “Arts-Based Methods in Youth Work” (5 min read)
3. REPORT: Photovoice Europe – “Youth Participation Through Visual Methods” (advanced)
4. QUIZ: “NFE Principles & Creative Facilitation” (Kahoot, 8 questions)
5. TOOLKIT: Compass – Human Rights Education Manual, Chapter on Participation Methods (coe.int)

See facilitator notes for platform links and access instructions

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CEPORA
CENTER FOR POSITIVE YOUTH DEVELOPMENT

Louis Lumière Chelles
Lycée des métiers du Commerce et des Environnements Connectés

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