

Youth Partnership

Partnership between the European Commission
and the Council of Europe in the field of Youth



Mapping Educational and Career Paths of Youth Workers

Draft Report

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1. Executive summary

1.1 Background, context and methodology

This report provides initial results of a data collection process, launched through the EU-CoE youth partnership research initiative on mapping educational paths of youth workers and strengthening knowledge on youth work. Its main objective is to contribute to a better understanding of the nature and status of youth work in Europe and to gather and share information on the educational and career paths available to youth workers, as well as on quality assurance and the competences youth workers are expected to have.

To conduct the research and compile the report, a team of four researchers was selected. An expert group in the youth field was also convened to provide guidance and support. A questionnaire was compiled and circulated in June 2017 to the national correspondents of EKCYP (European Knowledge Centre for Youth Policy) and relevant ministries, institutions and bodies. The questionnaire sought data and information on:

- Youth policy and legislation
- Educational and training for youth workers (including opportunities offered in the fields of both formal and non-formal education and training)
- Quality assurance and competence frameworks and systems
- Associations of youth workers
- Employment opportunities and career paths for youth works and professionalisation.

The team of researchers also conducted a literature review, as well as desk research on the current youth policy context in Europe.

Completed questionnaires were received from 41 countries in all. The resulting information and data was collated and analysed and the draft report was finalised having being considered, discussed and amended by the expert group and following on further amendments and observations from EKCYP correspondents and representatives of the Member States, as well as from other stakeholders concerned with youth worker education, training, learning and career development.

1.2 Key findings

- Access to relevant, reliable and regular data and information is a prerequisite if education/training and employment/career paths for youth workers are not only to be identified but also actively promoted and supported.
- In all 41 countries surveyed there is a governmental structure responsible for youth policy and its implementation.
- 34 countries have some form of legislative or strategic policy provision for youth, at either national or regional level.
- Policy initiatives and developments in youth work are also under way in 21 countries.
- Degree level courses in youth work or related fields are provided in 17 countries.
- 39 of the countries surveyed state that they provide some level of non-formal education and training for youth workers.
- The main providers of non-formal education and training are the state, the voluntary sector, and European support programmes.
- A Central/ Northern/ Western Europe and Southern/ Eastern Europe divide is apparent in terms of education and training provision.
- 18 countries have some form of quality assurance framework or system in place.
- 20 countries also have systems or tools in place for the recognition of competences needed by youth workers.
- Associations of youth workers exist in 15 countries and most provide training for youth workers.
- 13 countries have statistics on the number of youth workers employed by the state/ public sector/ NGOs.
- 22 countries have standard occupational profiles for youth workers.
- Possible career opportunities for youth workers include: youth centres, advice provision and counselling, health services, NGOs, the voluntary sector, leisure and out-of-school activities.
- In general, there is a lack of recognition of the profession “youth worker”.

1.3 Conclusions

- Most of the 41 countries surveyed have a legal or strategic structure or framework in place with responsibility for youth policy and its implementation.
- Almost all the countries surveyed provide some level of non-formal education and training.

- In terms of formal education, the existence of some form of quality and/or competency framework or system, and identifiable employment and career paths, less than half of the countries surveyed have some level of capacity.
- A minority of the countries surveyed appear relatively proactive and strong in most categories, while a minority of others appear much less proactive and weak.
- What emerges from the survey is a variegated and complex picture of youth work across Europe.
- In a minority of countries, with a history of youth work and where it is embedded, education/training and employment pathways appear reasonably clear. In other countries surveyed, where youth work is not embedded, education/training and employment paths often appear both limited and sparse.

2. Introduction

This report is part of a research initiative entitled *Educational Paths of Youth Workers and Gathering Knowledge on Youth Work*. Its main objective is to contribute to a better understanding and sharing of information about the education and training of youth workers across Europe and what employment/ career paths it prepares them for. Under its 2017 Work Programme, the EU-CoE youth partnership proposed to develop better knowledge on youth work, to enlarge the youth work section in the European Knowledge Centre for Youth Policy and to continue to upload relevant research to the virtual library.

The aim of mapping educational and career paths for youth workers in Europe was to contribute to a better understanding and sharing of information on the ways in which youth workers are educated and trained and the implications for the quality of youth work.

An expert group was established to outline a more detailed scope of the mapping in accordance with the expectations of the partner institutions. Some elements of the proposed mapping included:

- competences youth workers are expected to have
- educational offers addressed to youth workers in the framework of vocational or tertiary education

- non-formal educational paths available for youth leaders and youth workers and their status
- career paths/ work opportunities open to youth workers depending on their educational achievements.

At their 2016 annual meeting the correspondents of EKCYP (European Knowledge Centre for Youth Policy) agreed to focus on gathering knowledge on youth work in Europe and to contribute to both of the above mentioned objectives by responding to a detailed questionnaire.

The EU-CoE youth partnership selected four researchers with relevant background and experience through an open call and tasked them to carry out the following work:

- carry out the literature review on educational paths available for youth workers
- draft a template questionnaire for the EKCYP correspondents
- draft a report concluding the findings, including an executive summary and key findings.

The work of the researchers was guided and supported by the expert group, which included representatives of the partner institutions, the Europe Goes Local project, SALTO Training and Cooperation Resource Centre, Council of Europe youth sector statutory bodies and experts involved in the drafting of the Council of Europe Recommendation CM/Rec(2017)4 on youth work. The EU-CoE youth partnership also communicated with representatives of the other initiatives (mapping on regional and local youth work by the Europe Goes Local project and the European Training Strategy coordinated by SALTO Training and Cooperation) to ensure complementarity and benefit for the youth sector across Europe.

A meeting of the expert group, including the selected researchers, was convened in late May 2017 to initiate the process and agree the framework and scope of the research as well as draft the questionnaire. Following on this meeting and completion of the questionnaire, it was issued to EKCYP correspondents in early June 2017. The questionnaire was also circulated at the same time to government representatives with responsibility for youth policy, education and training institutions, members of the Advisory Council on Youth and members of the European Youth Forum, as well as to representatives of other organisations delivering youth work.

Responses to the questionnaire were received during summer 2017 and by the end of August completed questionnaires had been received from over 30 countries. Collation and analysis of the information and data received continued over the summer and early autumn.

During the annual meeting of EKCYP correspondents in Budapest in September 2017, the researchers made a presentation on the progress of the project. A benchmarking exercise, carried out by the researchers, was also circulated to participants in advance of the meeting. The benchmarking exercise, which was based on completed questionnaires from 16 countries, was a preliminary examination of the information and data received from these countries with a view to landscaping emerging trends and issues.

Following this meeting, the report was drafted and a first version of it was presented at a second meeting of the expert group in mid-November 2017 at which additional approaches and amendments to the structure and text of the draft report were tabled. This draft report was based on the responses to questionnaires from 39 countries.

The draft final report, which included amendments suggested at the meeting of the expert group, was completed and submitted in mid-December 2017, following on which it was circulated to EKCYP correspondents to determine whether the country situation was well reflected and was also circulated to the CDEJ for its confirmation. As a result, two more countries submitted a completed questionnaire and other suggested amendments were made to the report.

While the understanding and practice of “youth work” varies widely across Europe, as evidenced in the report, to ensure a common understanding of the main terms of reference used in the questionnaire, the following definition was provided in the questionnaire, taken from the EU-CoE youth partnership Glossary on Youth and the CM Rec 4/:

Youth work is a broad term covering a wide variety of activities of a social, cultural, educational, environmental and/ or political nature by, with and for young people, in groups or individually. Youth work is delivered by paid and volunteer youth workers and is based on non-formal and informal learning processes focused on young people and on voluntary participation. Youth work is quintessentially a social practice, working with young people and the societies in which they live, facilitating young people’s active participation and inclusion in their communities and in decision-making. (Council of Europe, 2017¹).

¹ https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=0900001680717e78

Definitions set out in the questionnaire also included "youth worker", "formal learning" "non-formal learning" and "accreditation of an education programme" and are all taken from the EU-CoE youth partnership Glossary on Youth² and related sources. These definitions and others from the Glossary also underpin the data analysis in the report. The questionnaire and the nomenclature for "youth worker" used in the countries surveyed are included in the Annex 8.2.

With regard to the Tables in the Appendices, countries are not included in a Table where they do not meet, or do not provide any information or data on, any of the criteria in the Table. Where a country does not meet, or does not provide any information or data on, specific criteria in a Table, N/A is used. The maps used in the report have been configured using mapchart.net.

Other terms and terminology employed in the report, particularly those relating to qualifications, derive from the responses to the questionnaire. For the most part they are in English and, on occasion, French. However, in some instances a translation has been provided where the meaning may be less clear, as for instance "Fritidsledarutbildning" (recreation leader) in Sweden and "Barne- og ungdomsarbeiderfag" (child and youth work subjects) in Norway. The term "country" (European Cultural Convention) rather than "member state" is used throughout the report.

While a literature review was conducted as planned, the information and data resulting from the review was deemed not to be substantive enough for inclusion in the final report. Accordingly, a new chapter on "Current European Policy on promotion and development of youth work" has been included in its stead.

All the information and data included in the data analysis and tables derives solely from the responses to the questionnaire, except where other information or data is employed for illustrative or comparative purposes. Where responses to the questionnaire categorise information and data under specific headings, such as formal or non-formal education and training, quality assurance or competency-based frameworks, or occupational standards or job descriptions, these have been reported and treated as such for data analysis purposes, unless otherwise indicated. Accordingly, the report is based and reliant on the extent and quality of the responses to the questionnaire.

While the report has sought to adhere in all instances to the content and classification of the information and data supplied in the responses to the questionnaire, in some instances –particularly with regard to formal and non-formal education and training, quality assurance, competences and

² <http://pip-eu.coe.int/en/web/youth-partnership/glossary/-/glossary/All>

professional regulation – a certain amount of interpretation and judgement has been required in assessing the content and classification of the information and data provided.

3. Current European policy on promotion and development of youth work

In looking at current European policy on the promotion and development of youth work, we are able to identify some common themes underpinning the approach of the European institutions to this field. Such work helps clarify what these institutions define as youth work, providing us with a starting point for the subsequent mapping exercise as well as an important point of orientation for this report.

The policy background at European level in relation to youth work includes a number of significant developments. This includes attempting to explain what constitutes youth work. In 2009, the *Council Resolution on a renewed framework for European co-operation in the youth field* defined youth work as ‘a broad term covering a large scope of activities of a social, cultural, educational or political nature both by, with and for young people [...] and is based on non-formal learning processes and on voluntary participation’.³ This is very much a starting point of a definition rather than a comprehensive stating of everything that takes place within the youth sector, or indeed, encompassing all the areas in which youth workers are employed, extending beyond areas such as education and training and into other fields, including leisure. Key to this definition are however the fact that participation in youth work should be voluntary among young people, involve some aspect of non-formal or informal learning and support personal social development.

We can also look at the declarations of the European Youth Work Conventions. The second declaration, one of the flagship initiatives of the Belgian Chairmanship of the Committee of Ministers of the Council of Europe (November 2014-May 2015), attempts to balance, on the one hand, the idea of youth work as an ‘instrument’ for labour market preparation, and on the other, a tool for supporting personal development, empowerment, citizenship, participation, social inclusion, cultural awareness, expression, friendship and having fun.

³ This definition is attributed to the late Peter Lauritzen, former head of the Youth Department and Deputy Director at the Council of Europe's Directorate of Youth and Sport. See <http://pjp-eu.coe.int/en/web/youth-partnership/youth-work1>.

What the convention provides is a statement of renewed commitment to supporting youth work in Europe and the triggering of an institutional process towards agreement on the value and significance of youth work among the European institutions, as well as an endorsement of the work of policymakers and practitioners in the youth sector. This document essentially sets parameters in regard to what youth workers should be doing, and, as it notes in its concluding summary, youth work is a central component of a social Europe.⁴

As the Convention concedes, responsibility for youth work rests at the level of Member States, meaning that we need to establish what is happening in the youth sector in countries throughout Europe. In this report, we will therefore try to look at the extent to which the aspirations of the European institutions are being realised. One document that is key to guiding this process is the *Council of Europe Recommendation CM/Rec (2017) on Youth Work*. This includes the provision of a basic definition:

Youth work is a broad term covering a wide variety of activities of a social, cultural, educational, environmental and/or political nature by, with and for young people, in groups or individually. Youth work is delivered by paid and volunteer youth workers and is based on non-formal and informal learning processes focused on young people and on voluntary participation. Youth work is quintessentially a social practice, working with young people and the societies in which they live, facilitating young people's active participation and inclusion in their communities and in decision making.⁵

The aim of this memorandum is to encourage countries to develop their youth work policy and forms of practice, in order to support youth work at local, regional, national and European levels. Significantly, this definitional also acknowledges the importance of paid and volunteer youth workers, and the emphasis upon non-formal and informal learning processes. Hence, this document provides an important indication of means through which youth work should be practiced. Definitions of these terms, and many others, can be found in the EU-CoE youth partnership *Glossary on Youth*.⁶

4 Declaration of the 2nd European Youth Work Convention, published Brussels 27-30 April 2015. Also worth citing is Belgian Presidency's Council Resolution on youth work (2010).

5 Recommendation CM/Rec(2017)4 of the Committee of Ministers to Member States on youth work (Adopted by the Committee of Ministers on 31 May 2017 at the 1287th meeting of the Ministers' Deputies). See also Council Resolution (2009) on the renewed framework for European cooperation in the youth field (2010-2018). This document outlined two main aims: to provide more and equal opportunities for young people in education and in the labour market and to encourage young people to actively participate in society.

6 <http://pjp-eu.coe.int/en/web/youth-partnership/glossary/-/glossary/All>

In explaining what it is youth workers actually do, dedicated research on youth work in practice is limited, although a significant number of studies have emerged, bringing together insights on the work of those within the youth sector across Europe. One example is the recent Council of Europe Youth Knowledge publication: *Thinking Seriously about Youth Work* (2017), edited by Hanjo Schild, Nuala Connolly, Francine Labadie, Jan Vanhee and Howard Williamson. This book takes a transversal perspective, examining country case studies from various EU Member States and Council of Europe countries. From this work, we can in some ways fill-out a contemporary definition of youth work in terms of occupational categories, looking at people termed socio-cultural instructors, intercultural mediators, educators or *animateurs*, social workers, community workers, youth leaders, educators and trainers, cultural workers, volunteers and activists in youth organisations or youth movements. From this point of view, what we can expect to map in this report are some of the regulative frameworks, educational frameworks and career pathways open to these individuals.

4. Research questions, methodology and responses

Research questions

This mapping is an attempt to answer some key questions regarding the educational paths of youth workers, the professional reality in each European country, the different forms of recognition and the main challenges faced by the practitioners of youth work. For this purpose, the following research questions guided the methodology and the work done by the research team and the expert group:

- What policy and legislation exists at national level to regulate youth work as a profession?
- What educational and training opportunities are available to support the professional development of youth workers?
- What are the quality frameworks and what are the core competences of youth workers?
- What kinds of representative and support structures exist for youth workers?
- What is the employment status of youth workers and what career opportunities are available to them?

Methodology

For the purpose of this mapping, the following methods were employed to reach the stated objectives:

- Questionnaire sent to the European Knowledge Centre for Youth Policy (EKCYP) correspondents, relevant ministries, Advisory Council on Youth, European Youth Forum, and other organisations delivering youth work.
- Literature review and desk research regarding key terms, definitions of youth work and related contexts such as EU and Council of Europe youth policy and country perspectives in the field of youth work.
- Consultation with the expert group and EKCYP correspondents – three meetings were held during the mapping exercise to discuss findings, re-think the structure of the report and consider approaches to strengthen the analysis and relate it more in the data provided.
- Collation and analysis of data - the collation and analysis of data was conducted in line with the sequence of questions in the questionnaire and resulted in the main finding, emerging trends and conclusions.

Responses

Completed responses to the questionnaire were received from 41 countries. In all 49 completed questionnaires were received as some countries returned more than one and some miscellaneous material was also provided by individual countries. Almost half of the responses to the questionnaire were submitted by EKCYP correspondent and ministries, universities, government agencies and civil society organisations across Europe also submitted responses.

From the data analysis it was clear that there is a significant lack of data on youth work in many of the countries surveyed. This consequently affected the completion of the questionnaires and the expected outcomes. Differences in interpretation and understanding of the questions asked also impacted on the nature and extent of the responses received.

As a result, in conducting future mapping exercises the following approaches might be considered:

- Decide what precise data/information is needed, how it can be best accessed, who can best provide it and when is the most appropriate timescale.
- Simplify the language, clarify the terminology and streamline the format of the questionnaire.
- Have regard to size, scale and diversity of provision according to the expected outcomes.

- Employ different method for data/information gathering: focus groups, regular on-line responses, quantitative/qualitative approaches, researchers/policymakers/practitioners fora, etc.
- Have regard to the broader policy, information and research context to ensure complementarity, information sharing, mutual support and avoidance of duplication and inconsistencies.

5. Data analysis

5.1 Policy and legislation (Question 1)

In this section of the report, we will provide an overview of policy and legislation pertaining to youth work across Europe. We begin with summarising the current position in regard to national structures and legislative frameworks across different European countries. This is followed by an assessment of definitions of youth work, other forms of national recognition and current national policy initiatives. This latter issue is also illustrated with the use of a map detailing countries in which we are aware of such arrangements. A concluding note is also added, indicating that while there is some common ground across countries in relation to policy and legislation, for example, in regard to the foundational role played by national governments in regulating youth work, the current state of policy and legislation differs markedly according to national context due to factors such as different regional histories of youth work development.

5.1.1 National structures and legislative frameworks

The opening question block of the questionnaire examined policy and legislation in regard to youth work at national level. The first question concerned ‘Which national structures are responsible for creating framework for youth policy and its implementation in your country?’

Table 7.1 included in the appendix presents an overview of these institutions as described by the national correspondents, providing us with an indication of where ultimate responsibility for youth work lies. Looking at the 41 countries and regions for which we have information, all national correspondents noted that some form of governmental structure is in place within their context. The norm in regard to youth work governance is to situate responsibility at Ministerial level, with input from others parties such as youth advisory boards in a small number of countries (e.g. Bulgaria).

It is also notable that ‘Youth’ is not generally regarded as a distinct policy arena at Ministerial level but is typically conjoined with other policy fields, most prominently ‘Children’ (in Ireland, Luxembourg and Croatia) and/or interpolated within the frameworks of ‘Sport’ (Armenia, Azerbaijan, Bosnia and Herzegovina, Czech Republic, the Flemish Community of Belgium, “the former Yugoslav Republic of Macedonia”, Georgia, Malta, Republic of Moldova, Montenegro, the Netherlands, Portugal, Romania, Serbia, Slovenia, Turkey and the United Kingdom (England)) or ‘Education’ (Belarus, Czech Republic, Estonia, Finland, France, Greece, Iceland, Latvia, Luxembourg, Malta, Slovakia, Slovenia, Sweden and the United Kingdom (England)). In some

countries, such as Croatia and Finland, youth traverses different policy fields. The outstanding finding from the responses made to this question is confirming that there is a lack of dedicated structures for the governance of youth work in these countries at Ministerial level.

Moving on to consider legislation pertaining to youth work, we asked respondents if their country had a Youth Act/Law/Policy/Strategy or Youth Work Act/Law/Policy/Strategy at national and/or regional levels. Table 7.2 in the appendix provides details of this legislation, where present, including dates at which Acts came into force. In some cases, the title of the legislation has been translated into English, and elsewhere, a more general description provided. It is notable that in several national contexts, there appeared to be no such legislation: Albania, Bosnia and Herzegovina, Greece, Italy, Norway, Poland and Sweden. This does not mean that there is no legal framework in these nations only that youth work may fall within the jurisdiction of generic legislation relating to areas such as Education; for example the Education and Inspections Act (2006) in the United Kingdom (England). It is also notable that much of this legislation is relatively recent, having been formulated in the last ten years, and in some cases, the process of establishing legislation is on-going or yet to be finalised.

5.1.2 Definitions of youth work

The responses made to the question, ‘Is “youth work” or “youth worker” defined or included in any other legislation or national policy document?’ provide information about how youth work is legally defined in different countries, although in the majority of cases, no definition of ‘youth work’ or ‘youth worker’ was provided or noted as being codified in legislation. Examples of definitions included in the questionnaires were as follows:

- Estonia - youth work is defined in the Youth Work Act as the creation of conditions to promote the diverse development of young persons, which enables them to be active outside their families, formal education and work on the basis of their free will.
- Finland - youth work as defined in the Youth Act means the efforts to support the growth, independence and social inclusion of young people in the society.
- Ireland – youth work is defined in the 2001 Youth Work Act as ‘a planned programme of education designed for the purpose of aiding and enhancing the personal and social development of young people through their voluntary involvement, and which is complementary to their formal, academic or vocational education and training and provided primarily by voluntary youth work organisations’.

- “The former Yugoslav Republic of Macedonia” –the National Youth Strategy defines youth work as ‘an organised and systematic process of education and support of authentic development of young people with the aim of fulfilling their overall personal, social and civic potential. It is directly associated with the development of the local community, whereby young people not only become active participants in the process of their own development but also active participants in the life of the community.’
- Malta – a non-formal learning activity aimed at the personal, social and political development of young people (Youth Work Profession Act).
- Montenegro – youth work is defined in the Law on Youth as “activities which are conducted with young people and for young people, based on non-formal education, in line with their needs and abilities”.
- United Kingdom (Wales) - in the National Strategy for Youth Work in Wales (2014-2018), Youth Work is defined using the National Occupational Standards for Youth Work (LSIS, 2012) as work that ‘enables young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential.’

As we can observe from the above list, these definitions range from fairly literal descriptions of what is entailed in youth work and the role of the youth worker (e.g. in Armenia), to being grounded in a clear set of duties or responsibilities in institutional terms (e.g. in Ireland). There is also a strong sense of development of growth conveyed (e.g. in Serbia and the United Kingdom (Wales)), to be facilitated by a planned programme of activities (e.g. “the former Yugoslav Republic of Macedonia”), implying a systematic understanding of how youth work is to be practiced. More precisely, common features include an emphasis on non-formal learning and voluntary participation. The lack of a clear age limit is however notable in most cases (except the Flemish Community of Belgium).

While the limited number of definitions provided limits scope analysis, we can deduce that there is common concern with issues such as quality of life and linkages with a broader process of societal or communal development. Youth work is also generally situated outside structures of formal education, with associations with non-formal learning and voluntarism. In this sense, we can observe common ground with how youth work is conceptualised at European level, including the approach of institutions the European Commission and the Council of Europe, and the EU-CoE youth partnership.

5.1.3 Other forms of national recognition of youth work

Looking at the related issue of other forms of national recognition for youth work, different forms exist; for example, recognition from civil society organizations or specific training courses. Table 7.3 in the appendix collates the responses received. While information was provided in just over half the responses, we can see in many of these cases a similar answer was provided in regard to highlighting the significance of national youth agencies. Also cited is the role of European agencies, most notably Erasmus+, in providing national recognition for youth work (e.g. in Greece, Poland and Romania).

Even though we have an incomplete picture, we also know that recognition of youth work is made at national level outside government structures: through courses for youth workers and youth leaders, summer camps and other forms of training organised by voluntary organisations and NGOs. It may be that awareness of such work is limited by a lack of information or awareness. For example, in Italy it was noted that there are ‘fragmented initiatives’ taking place, supported by local administrations/municipalities. Therefore, it must be the case that much recognition is situated at local levels rather than at national level, but the diverse and undocumented nature of initiatives makes this work less visible than it might be.

5.1.4 Current national policy initiatives

One final question in this block looked at current national policy initiatives for the recognition of youth work, e.g. legislative bills and committees. Responses included:

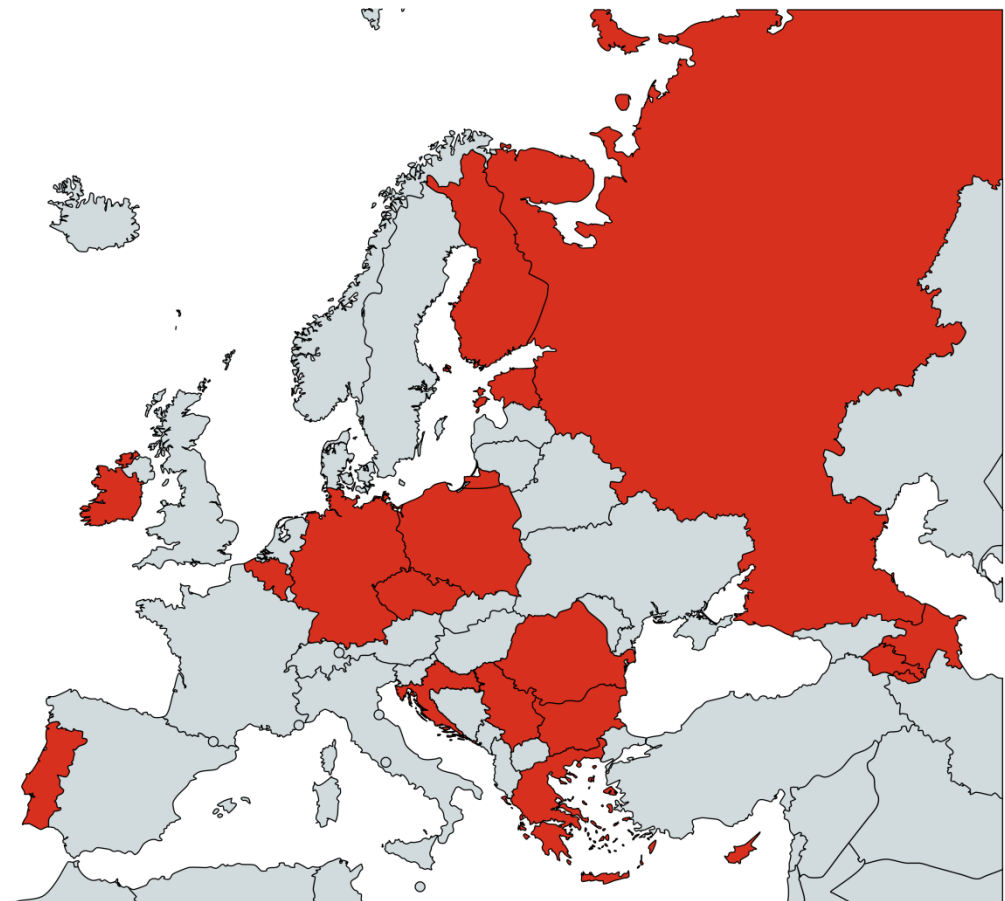
- A new law proposal on Youth Policy, including comprehensive definitions of ‘youth work’ and ‘youth worker’ has been presented to the Parliament of Azerbaijan and is currently under consideration.
- Activities of the National Youth Forum in Bulgaria.
- Ad hoc expert group on linking youth work to social work in the Czech Republic since 2015.
- Mapping exercise in Cyprus regarding the validation of non-formal and informal education.
- National expert working group in Croatia convened in 2015.
- In autumn 2017, 10-15 national youth work centres of expertise, that seek to develop and promote competence and expertise in youth-related issues on a nationwide basis, were to be selected in Finland.

- The convening of a working group in France between October 2016 and March 2017.
- The Ministry of Sport and Youth Affairs in Georgia is working with its partners to create National Professional Standards and Certification Criteria for youth workers.
- Action Alliance for Recognition in Germany.
- Translation of concepts of ‘youth work’ and ‘youth worker’ into Greek in April 2017.
- Establishment of a working group by the Ministry of Education and Science in Latvia.
- Draft Law amending the Law on Youth Policy Framework (2017) in Lithuania.
- Joint initiative for recognition of youth work in the National Qualifications Framework in “the former Yugoslav Republic of Macedonia”.
- Development of youth sector infrastructure and supporting mechanisms in assurance of quality in youth work and feasibility study on status recognition in Republic of Moldova.
- Revision of the Law on Youth in Montenegro 2017.
- Attempt to create a new National Youth Policy for 2016-2019 in Poland.
- National Policy initiative associated with Youth Technician in Portugal.
- Research on Occupational Standards in Youth Work commissioned by Ministry of Youth and Sport in 2016 in Romania.
- Revision of the Law on Youth in Serbia.
- A declaration on recognising the contribution of non-formal education in youth work in Slovakia.
- Legislative Bills on Youth and Regulations on Youth Centres presented to Ukrainian Parliament.

We can therefore see that the governance of youth work is undergoing a state of transition in many countries, with changes in laws and forms of recognition for youth workers. This is inevitably an incomplete picture, given the fluid situation in regard to the conducting on research projects and convening of committees. It is however clear that there is a general movement towards better recognition of youth work and non-formal education in general across Europe.

Policy
 ■ Other forms of national
 recognition of youth work

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5.1.5 Conclusion

The diversity of youth work regulation reflects the diversity of Europe, with different national traditions leading to the development of different frameworks. One outstanding factor is the level of government involvement in regulating youth work. As we observed, the norm is to locate this within an appropriate government ministry, usually alongside other policy fields, such as ‘children’, ‘family’ or ‘education’. Regulatory frameworks from this point diverge according to factors such as the degree of recognition awarded to youth work as a profession. In looking for reasons for divergence, we can point towards the distinct histories of the development of youth work in each country, being more established in some regions than others, also noting that in many places, youth work as a profession is still very much a work in progress. And as we shall observe in the subsequent discussion, distinct patterns emerge in regard to education, training and employment, following on from this initial point of orientation.

5.2 Formal and non-formal education and training (questions 3 and 4)

While employment and careers can be strongly influenced by issues other than education and training, firm and robust foundations in education and training in any field are necessary for good

employment prospects and successful career opportunities as well as for personal development purposes. The questions in the survey were aimed at:

- eliciting information and data on the nature and extent of formal and non-formal education and training opportunities currently available in the youth work field, and
- how these relate to the development of youth workers', and prospective youth workers', competences and how they impact on their employment and career prospects.

This section comprises two parts. The first part deals with degree and postgraduate level course available in the youth work field and also with vocational and further education courses available at sub-degree level. The second part deals with non-formal education and training for both paid and voluntary youth workers and focuses firstly on the provision, funding and accreditation of education and training and then examines the training methods and topics used to achieve relevant competences. Finally, an attempt is made at presenting some general conclusions and outlining possible challenges for the future.

5.2.1 Formal and accredited education

Courses at degree and postgraduate level

There are a wide variety of degree and postgraduate level courses available in the youth work field. Some of these courses relate specifically to youth work while others relate to associated areas such as social work. Six countries surveyed, Estonia, Finland, Ireland, Malta, the Russian Federation and the United Kingdom (England and Wales) have degree level courses specifically in youth work, while eleven including, Bulgaria, the Flemish Community of Belgium, France, Germany, Greece, Iceland, Latvia, Luxembourg, Malta, the Netherlands and Romania (Table 7.4), offer courses in related fields that are associated with and provide educational paths into youth work.

In the Russian Federation there are 42 universities providing degree level courses in “Organisation of Youth Work”. The university programme “Organisation of Youth Work” was created in 2003 by decree of the Ministry of Education and Science of the Russian Federation as an experimental interdisciplinary speciality aimed at providing for competent professionals in youth work for youth organisations, as well as for state and public bodies.

The United Kingdom, Ireland and Malta share a common approach that is mainly focused on youth and community work. The United Kingdom (England and Wales) has 36 universities and higher education colleges and institutions in England and Wales that provide 57 courses at degree, graduate diploma and master's level. While most of these courses are at primary degree level and focus on youth and community work/development, youth ministry and practical theology are also noticeable features of provision.

In Ireland, three universities and four institutes of technology provide youth/community and youth work courses to primary degree level while one university provides a post-graduate course at master's degree level. Malta provides both a primary degree and master's degree course as well as a course in Youth Ministry that entitles the bearer for a youth worker warrant. Estonia provides three graduate diplomas in applied higher education, two of which focus specifically on youth work and the other on leisure-time management and a master's degree course –that focuses on youth work management –in two universities, while Finland provides eight degree level courses in civic activities and youth work and there is also an emphasis on research and social equality.

The blurring and overlapping of the lines between youth work and other areas tend to complicate the process of identifying formal and accredited educational and training paths for youth workers. This overlapping between the role of youth workers and others working with young people is a common and recurring feature of the youth field⁷. While this may have less significance for individual countries, it does impact on any attempt at formulating a "European" approach to identifying education and training paths.

Germany, for instance, has a number of degree level courses in social work with a focus on "youth work", "child/youth work", and "youth in theory and practice of social work". Courses in social pedagogy and social work in both Germany and Austria are paths into youth work as they are in the Netherlands and the Nordic countries.

The Flemish Community of Belgium has degree level courses in "social cultural work" and "social work and social pedagogy", while France has a degree level course, Licence "Métiers de l'animation sociale, socio-éducative et socio-culturelle" in five universities. Luxembourg has a

⁷ Kovacic, M. (2017). "A critical approach to youth work categorisations." In *Thinking seriously about youth work*. Strasbourg, Council of Europe Publishing. pp. 241-248.

degree course in educational and social sciences which is also being offered on a part-time basis from 2017.

The Netherlands also provides degree level courses in "cultural and community education" and "social and pedagogical care" while Latvia has two master's degree courses in "career counsellor and youth affairs specialist". Iceland provides degree courses in "leisure studies and social education" and Bulgaria provides a master's degree course in "youth activities and sport", both of which can also be done through distance learning. Bulgaria also provides degree level courses in non-formal learning.

There are also courses in related areas associated with youth work or encompassing youth work. For example, in Germany the professional profile mainly requires studies on social work, social pedagogy, pedagogy, psychology, therapeutic education at universities of applied sciences (Fachhochschulen/Hochschule) or universities (Universitäten) or a completed vocational training as an educator/child care worker (Erzieher/ Erzieherin). The vocational training can be passed at vocational schools (Fachschulen, Fachakademien, Berufsfachschulen, Berufskollegs). The University of Applied Sciences (Fachhochschule) at Potsdam (Germany) offers a European master's degree course in childhood studies and children's rights, while the only formal course offered in Greece is a master's degree course in European youth policies and culture at the University of Macedonia.

Some countries are also initiating new more specialised programmes. The University of Applied Science (Hochschule) in Koblenz (Germany) is further developing the existing bachelor's degree in education (Bildung und Erziehung) by adding a course with a focus on youth work, while Romania has initiated a post graduate certificate in management of youth educational resources.

In two countries surveyed, Bosnia and Herzegovina and Serbia, the situation as regards the formal education of youth workers has regressed, though there now appears to be measures under way to address the issue. In Serbia, a primary degree and master's degree course in community youth work operated for only one year, 2008/09. A number of part-time courses in leadership and development youth work, operated in conjunction with Jonkoping University in Sweden, were provided over the period 2001-2007. In Montenegro, 250 youth workers gained university degrees between 2002 and 2007 under the Jonkoping University initiative. Similarly, in Bosnia and Herzegovina the course in leadership and development youth work operated from 1998 to 2008, again in co-operation with Jonkoping University. A project to initiate degree level courses in community youth work at the

University of Zenica, was also conducted between 2009 and 2012, as part of enhancing inter-regional co-operation in the countries of the Western Balkans.

Most degree and postgraduate level courses are delivered and accredited for the most part by universities or, in some instances, higher education institutions, such as the institutes of technology in Ireland. In a number of countries, Finland, Germany and the Netherlands, the courses tend to be offered by universities for applied sciences.

Vocational and further education and training courses.

In terms of vocational and further education and training, below degree level (Table 7.5), the level of course provision is both varied and wide-ranging and often tailored to meet specific needs.

The United Kingdom (England and Wales) has comprehensive provision at pre-professional level for youth support workers and there is a clear education path for youth workers from certificate level to master's degree and postgraduate level. France provides diplomas, *Carrières sociales* option animation sociale et socioculturelle, in 14 *Instituts Universitaires de Technologie* (IUT). Certificates of professional aptitude are also accredited by the relevant ministry, with a focus on youth, non-formal learning and sport. National diplomas, outside higher education, are awarded by the state (*diplômes Jeunesse et sports*), but the training is mainly provided by third sector organisations (*associations de jeunesse et d'éducation populaire*).

Finland provides a vocational (upper secondary) qualification - that can also be acquired as a competence-based qualification - in youth and leisure instruction (120 study weeks) that enables graduates to work as youth and leisure instructors. Portugal provides training for youth "technicians" at Level 4 in some 17 accredited institutions. Norway has a four-year course for training child and youth workers *Barne-og ungdomsarbeiderfag* (child and youth work subjects) comprising two years in upper secondary schools and two years in apprenticeship, while Sweden has a two-year course for *Fritidsledarutbildning* (recreation leader) which is provided by the Swedish folk high schools, and Belarus has a part-time diploma course for "specialists in youth work". The University of Rijeka and Institute for Social Research in Zagreb commenced a certificate course on "youth in contemporary society" in 2018. In Montenegro, vocational education for Youth Activists (leaders) has been accredited and a six-month course comprising three months education and three months practical placement has commenced.

Luxembourg provides a three-year course, Educator (Diplôme d'état d'éducateur), while the Netherlands provides vocational training for "pedagogical staff member in youth care" and "social-cultural worker".

The Russian Federation has a wide variety of training courses and internship opportunities for youth workers that include retraining courses for non-specialists in the youth field and courses for extra qualifications for specialists in the youth field that are provided by universities and certified vocational training organisations. The Ministry of Youth and Sports in Turkey provides training for youth leaders and youth and sports experts.

In terms of vocational training, the focus appears to be on the youth work practice, as in the case of both the United Kingdom and Ireland, as well as on particular activities such as leisure and culture, as is the case in Finland and Sweden. In the Russian Federation the focus appears to be on retraining and up-skilling. The overall course provision at vocational and further education level is uneven across the countries surveyed, with no clear connection, except in the case of the United Kingdom, France, Finland and the Russian Federation, between vocational training and degree level courses in youth work.

When compared with the third level sector, provision and accreditation in vocational education and training tends to be more diverse. In France, the relevant ministry plays a major role. In the Netherlands, Portugal and the Russian Federation, vocational training centres or institutions are to the fore, while in Norway upper second level has a role to play. Romania is one of the few instances where private sector provision is referred to.

5.2.2 Non-formal education and training

Provision, funding and accreditation.

In contrast with the formal education sector, in all but two of the countries surveyed⁸ there is some level of non-formal education and training for youth workers (Table 7.6). In general, the education and training provided can be identified and defined in three contexts:

- provided by state supported bodies or institutions
- provided by the voluntary youth sector, and
- provided by European support programmes.

⁸ For the data analysis, sub degree level courses in France and the Russian Federation have been categorised as vocational rather than non-formal education and training.

The state, either centrally, regionally or locally, and through public bodies or institutions plays a significant role in a number of countries - Belgium, the Czech Republic, Luxembourg, Germany, Malta and Ukraine. In some countries, such as Austria and Germany, the regions play an important role; while in others, such as Finland and Norway, local municipalities are to the fore. In Malta and Luxembourg state or public institutions play a defining role. In Sweden it is local government together with civil society that play a defining role in funding non-formal education and training of youth workers.

What is perhaps striking from the survey is the extent of the role played by the voluntary youth sector in the provision of non-formal education and training. In almost half of the countries surveyed, the voluntary youth sector plays a defining role, and all these countries, with the exception of Iceland, are in either Eastern or Southern Europe⁹.

Another feature is the role that Europe plays in terms of both funding and accreditation.

Some of the countries surveyed present particular challenges when accessing the data and information on non-formal education and training. In the case of the United Kingdom (England) there is the sheer size and diversity of provision; while in others, the Netherlands, Norway and Finland, the decentralised nature of much youth work and the "bottom up" approach adopted is also a problem in accessing data. All of these countries have an active and well supported youth work sector but, because of the factors outlined, much of youth work may be "below the horizon" in terms of accessing information and data on a country basis. Similarly, difficulties in accessing relevant information and data on youth NGOs can also mean that much of the work they do remains "below the horizon".

In those countries where the state plays a defining role in terms of provision, funding and recognition, some significant features and variations emerge from the survey. In both Austria and Germany, the role of the regions is paramount. In Austria, training institutes run by the federal regions - Vienna (IFP), Salzburg (Akzente), and in Upper Austria - offer basic and further courses for youth workers, sometimes in cooperation with tertiary education institutions. In Germany, a vast number of courses for specialists in child and youth services are provided by regional youth offices,

⁹ Albania, Azerbaijan, Belarus, Bosnia, Bulgaria, Croatia, Estonia, Georgia, Greece, Italy, Latvia, "the former Yugoslav Republic of Macedonia", Montenegro, Poland, Portugal, Romania, Serbia and Slovakia.

socio-pedagogical further education institutions, youth organisations and associations and there were approximately 32,000 Juleica (national standardised card for voluntary youth workers) card holders in 2016.

The National Youth Work Foundation in Lichtenstein and the National Youth Service in Luxembourg provide courses on an annual basis, which are obligatory for professional youth workers. In the Flemish Community of Belgium, the Ministry of Culture, Youth and Media issues youth worker certificates after completion of an approved training programme "Kadervorming". In the Czech Republic, the National Institute for Further Education provides courses annually for youth workers. The Swedish Agency for Youth and Civil Society (MUCF) provides training courses annually for youth workers, in collaboration with different university colleges. A National Education Programme "Youth Worker" is provided at both national and regional level in the Ukraine; while in Malta, Aġenzija Żgħażaġh, the national youth agency, is the main provider of training. In Ireland, while the state is the main funder, the voluntary youth sector is the main provider.

In addition to the central role of the state and the voluntary youth sector, European and other supports are also in evidence. EU funding (Erasmus+, ESF) and consequent accreditation (Europass, Youthpass) are evidenced in a number of countries, including Belgium, the Czech Republic, Germany, Lithuania and Malta. In Ukraine, financial support for training is provided by the United Nations Development Programme (UNDP) and UNICEF. In Armenia, the central state's role is supported in terms of both provision and funding by the Kasa Foundation, a Swiss humanitarian foundation, while civil society organisations (CSOs) in Sweden train their voluntary leaders and Fritidsforum (an association for recreation centres and youth clubs) offers training to youth leaders in open recreational/leisure activities. In Austria, fees are reimbursed on course completion, while in Flemish Community of Belgium certain municipalities refund part of the participation fee.

In most instances, accreditation is provided by the state, or public bodies or institutions, and incorporated into the national qualifications framework, as in Austria and Germany and on occasion, as in Sweden, where courses provided in collaboration with university colleges can sometimes result in university credits.

Of those countries where voluntary youth organisations play the defining role in providing training, the nomenclature tends to vary. In most instances, non-government organisations (NGOs) are

referred to; in some countries, such as Republic of Moldova and Montenegro, CSOs (civil society organisations) are indicated, while in Portugal reference is made to youth associations. In Italy, third sector organisations, including faith-based and political ones, are indicated. In some instances, particular youth organisations are identified as playing a central role. In Azerbaijan, the National Assembly of the Youth Organisations (National Youth Council) is indicated as playing such a role. In Croatia the Youth Network (National Youth Council) provides a youth studies programme. Training courses are organised in Serbia by NAPOR – the national association of youth workers, which comprises 68 member organisations delivering youth work and services for young people. In Bulgaria, the National Youth Academy provides training for youth leaders and youth workers organised by the National Youth Forum.

Most of these countries are heavily reliant on European funding programmes and in some, Bulgaria, Cyprus, Greece, Latvia and Romania, the National Agencies for Erasmus+ are the main funders of training. In other countries, Belarus, Croatia, Italy, Lithuania, Poland and Slovakia, the state does provide some funding at either central or local level. In Belarus, some funding is provided by the Union State of the Russian Federation and Belarus, the Commonwealth of Independent States and private donations, in addition to that provided by the state and European support programmes. Montenegro and Slovakia also receive funding from other international donors including the United Nations and the East Europe Foundation, as well as from individual countries such as Norway and private sector donors.

Where European funds are provided, Youthpass and Europass are commonly in use, particularly where no state accreditation is available. In some instances, courses are integrated into the national qualifications framework, as in Belarus, Estonia and Poland; but relatively few referred to employing the Council of Europe Youth Work Portfolio. Some NGOs provide certificates of participation as in Romania, while NAPOR in Serbia issues its own certificates which are both recognised by its member organisations and the relevant ministry. NGOs in Iceland have their own systems of recognition.

Methods, themes and competences.

As is evident from Table 7.7, the settings, methods and tools employed in non-formal education and training, the themes/topics focused on and the competences promoted are both wide-ranging and diverse. Settings, methods and tools employed include courses, seminars, projects, exchanges, peer learning, group work, networks, exchange of good practices and conferences.

The themes and topics addressed are equally wide-ranging and diverse and include: human rights, social inclusion, intercultural awareness, communication, information, counselling, participation and advocacy; as well as conflict management, migration, radicalisation, safety and protection, drug prevention and unemployment.

The competencies that such training seeks to develop are primarily personal, interpersonal and group related and include leadership, empathy, communication skills and intercultural skills as well as organisational and managerial skills.

While in some of the countries surveyed there does not appear to be a seamless connection between methods employed, themes addressed and competences promoted, and their obvious relevance for youth workers, this is not the case in others. In some countries, the focus appears to be less on specific methods, themes and competences and more on developing effective and coherent youth work practice. In the United Kingdom (England)

Youth work training seeks to combine learning around theory and practice. Introductory level training tends to be more focused on basic principles of youth work and reflective practice whereas higher levels introduce managerial skills and knowledge;

while the aim in Malta is

Continuous professional development of youth workers, youth leaders and volunteers to increase and strengthen their understanding and capacity to implement different youth work methodologies, approaches and practices.

In other countries, where the state, either centrally, regionally or locally, or through public bodies or institutions, is involved, then the structures for connecting methods, themes and competences appear more coherent.

In the Flemish Community of Belgium for instance, the 'Kadervorming', effectively sets the themes and topics while the Flemish government has defined the competences to be achieved. In the Czech Republic, standardised themes and related competences are in place under the National Institute for Further Education. Estonia also has a structured process involving integrated methods and themes that aim to achieve competences as defined by the national occupational standards for youth workers.

In some other countries, particularly those where the voluntary youth sector is to the fore, European support programmes and initiatives undertaken by voluntary organisations themselves provide the necessary structures. In Cyprus and Romania, Erasmus+ provides the necessary structures in terms of methods, themes, and competences; while in Serbia, NAPOR has developed a vocational based programme for the training of youth workers which sets out specific topics and their related competences.

5.2.3 Conclusions

When considering formal and accredited education paths for youth workers across the countries surveyed, a number of over-riding issues emerge and their consequent challenges.

The relatively small number of courses available in formal education and vocational training in youth work, except in the case of a minority of the countries surveyed, and the disconnect between the two, may be an impediment for those seeking employment or a career in the field. This is the case for both paid youth workers and for those voluntary youth workers who wish to pursue employment or a career in youth work.

Limited formal education in youth work also has implications for the recognition of youth work as a profession. While only a minority of the countries surveyed appear to meet the requirements for professional recognition, lack of professional status may be a broader long-term issue for youth work. The European Union's Directive¹⁰ on regulated professions, which also includes EEA countries and Switzerland, does not include a single entry on youth work - the minimum qualification requirement is generally a three to four year post-second level diploma. Conversely, teaching has 161 entries, covering all levels from kindergarten to university, while social work has 17 entries. Lack of parity of qualification and professional recognition with those working in related fields, such as teaching and social work, may result in lack of professional parity, poor pay, lack of pay-parity and job security.

The issue of providing adequate formal and accredited education and training paths for youth workers is not only a "youth work" issue, but a broader education issue dependent on the policies, provision and priorities of individual countries.

¹⁰ Directive 2005/36/EC.

The blurring of the lines between youth work and other related fields is a complicating factor as it also tends to blur education/training and career paths. The extent to which qualifications in related areas such as social work and social pedagogy render people with such qualifications as "qualified" to meet the requirements of youth work as defined by the Council of Europe¹¹, is another matter. The nomenclature associated with youth work - social worker, youth specialist, pedagogical worker, leisure-time based educator, animateur, éducateur, animatore socio-educativo, youth technician, youth affairs specialist - further complicates the issue.

Such related fields as education, social work and social pedagogy appear, in general, to have clearer education and career paths than youth workers and greater professional recognition. When social workers do youth work, they retain their professional status as social workers. To what extent, on the other hand, are youth workers accorded the same professional recognition and rewards when they do social work? The blurring of the lines between youth work and other related fields may not necessarily mean a two-way street in terms of professional recognition.

To what extent the various terms used in youth work, as regards both nomenclature and qualifications, could be further clarified and streamlined for policy purposes is a task that may be easy or complex depending on the situation in individual countries. It may be the case that nomenclature and qualifications are less important than the type of work done and where it is done. However, if "youth workers" could be identified, regardless of the nomenclature, in countries and what education and training renders them "qualified" as youth workers, it might help bring greater clarity in understanding the diversity of education and career paths for youth workers across Europe.

Non-formal education and training across the countries surveyed is wide-ranging, multi-layered, diverse and uneven and our data on, and knowledge of it, is still very limited. Given these factors, over-arching structures that ensure some level of provision, funding and accreditation and that align methods, themes and competences would appear desirable.

The survey indicates that there are three main providers of these over-arching structures: the state, either centrally, regionally or locally, through public funded bodies or institutions; European support programmes; and the voluntary youth sector itself. In some countries, one or more of these

¹¹ Recommendation CM/Rec(2017)4 of the Committee of Ministers to member States on youth work. Retrieved from https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=0900001680717e78

may be the main players, their capacities may not always be proportionate, but they can all be mutually supportive. How to further strengthen and co-ordinate these capacities will largely determine the efficacy and potential of non-formal education and training.

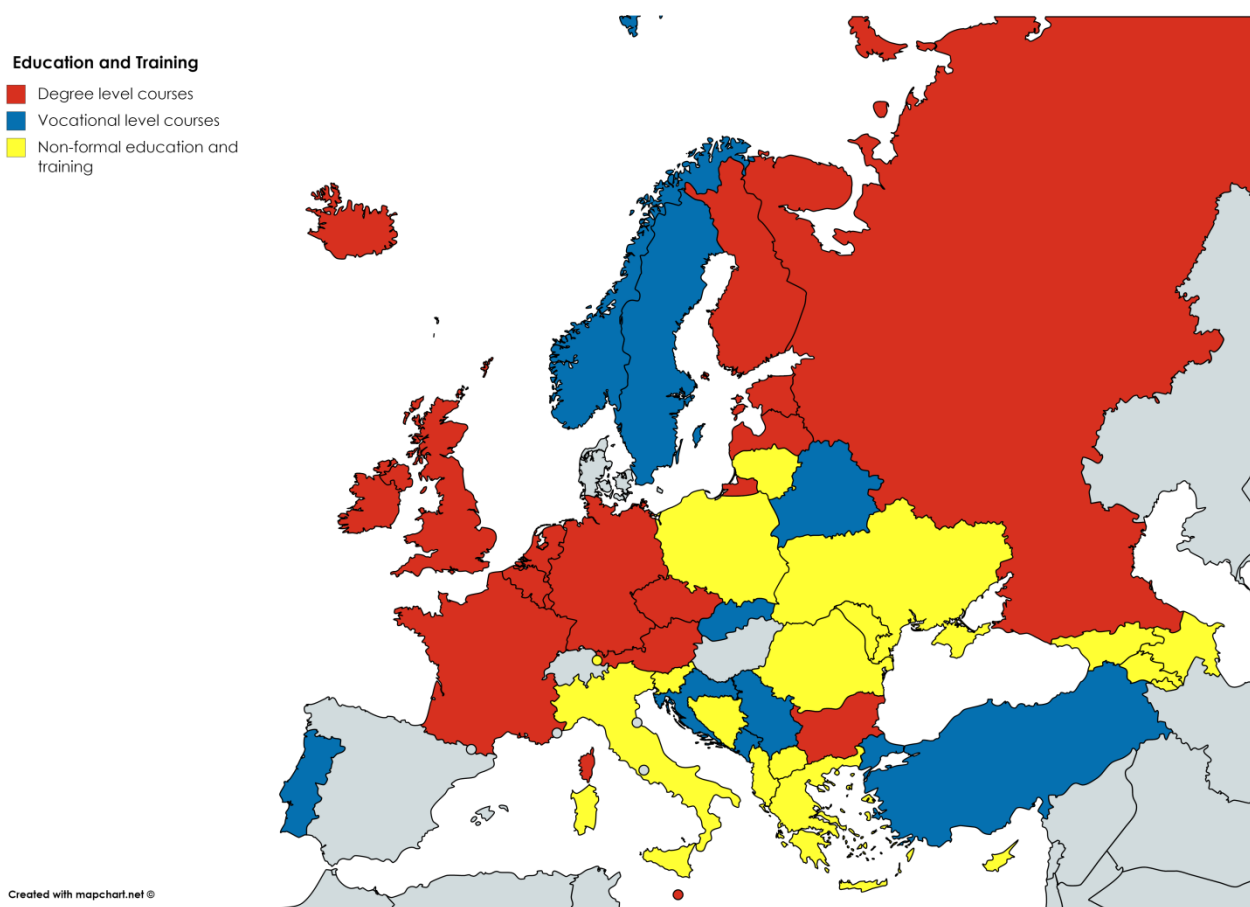
While sources of funding, other than those of individual countries and Europe, are indicated on occasion, as for instance the role of educational foundations in the United Kingdom (England) and Armenia, the private or corporate sector - a possible source of additional funding for NGOs - appears to remain largely untapped. There are also a number of innovative practices identified. In the Flemish Community of Belgium, "Oscar" is an online portfolio to recognise the competences of young volunteers, while "[Certificat](#)" an online tool in Luxembourg gives non-profit organisations the opportunity to award their participants a certificate of competences. Apart from these and a number of other initiatives, there appears to be little evidence of innovative practices particularly in the field of e-learning and new media.

Apart from European support programmes, there is also little evidence of bilateral partnerships between countries with developed systems of youth work and those with less developed systems. Such bilateral initiatives as Jonkoping University's support for the development of formal education in youth work in Western Balkan countries in the first decade of the century does not appear to have been widely followed.

What also emerges from the survey is a centre/north/west and south/east divide in Europe as regards the provision of both formal and non-formal education and training. Countries in central, northern and western Europe have, for the most part, identifiable paths for the education and training of youth workers and the state plays a central role in terms of provision and/or funding, regardless of how youth work is perceived and regulated and at what level it operates and is funded by individual countries. For most of the countries in Southern and Eastern Europe, with the exception of Malta, Turkey and the Russian Federation, the voluntary youth sector largely bears the burden of provision, while Europe largely bears the burden of funding. The state is not entirely absent, but its role appears only intermittent and in some instances peripheral.

This divide has important policy implications, not only for education and training paths for youth workers but for youth work itself. A single all-embracing policy approach at European level may not be enough. The policy issues in those countries where youth work is well established may not necessarily be the same as those in countries where youth work is still being developed. European

youth work policy and its implementation may also need to take account of and address these differences.



5.3 Quality and competences (Question 5)

The quality of the work delivered as well as the professional competences of its representatives play a crucial role not only for the establishment of a profession, but also for its recognition and appreciation by society in general. In view of this, it is important to explore these aspects of the profession of youth worker, in order to create a clear picture of the level of its development across Europe. This chapter aims to explore the regulation of youth work in terms of quality assurance and competency requirements for youth workers in different European countries, and to arrive at some conclusions on the competences needed by youth workers and to what extent they reflect and correspond with the competences at European level, such as those in the Council of Europe Youth Work Portfolio.

5.3.1 Quality assurance of youth work

Respondents from 18 of the 41 countries surveyed, mention some kind of quality assurance for youth work in their countries (Table 7.8). In 13 of them (Austria, Belgium, Czech Republic, Estonia, France, Germany, Ireland, Luxembourg, the Russian Federation, Serbia, Slovakia, Turkey and the United Kingdom (England and Wales)), the quality assurance framework is supported by documents at national level; in one (Iceland), it is organised on local or municipal level; and in four others (Belarus, Finland, Liechtenstein and Sweden) it is mainly organised as internal quality control techniques within the organisations delivering youth work or within a network of such organisations. In Azerbaijan and Georgia, the national quality assurance frameworks for youth work are currently being developed by the ministries in charge of youth policy.

Before proceeding to the analysis, it should be noted that the majority of the examples provided in the questionnaires could not be defined as frameworks as such, but rather as different approaches and methods of assuring quality in youth work. The information gathered is valuable as it provides different perspectives on youth work regulation in the countries surveyed. However, the divergence between the question asked and the variety of responses received might be based on two possible explanations – the lack of developed quality assurance frameworks or systems in some of the countries surveyed, or it might reflect the need for a greater understanding of what “quality frameworks/ systems” actually are.

Another important point to note is that the existence of some method of quality assurance in a particular country does not always mean that it is necessary or compulsory for the youth workers to comply with it.. For instance, while the accreditation of training courses for youth workers is compulsory for all the training providers in France, the “aufZAQ” certification (in Austria and in the Autonomous Province of Bozen/ Bolzano – South Tyrol) is voluntary and the training organisations can apply for it if they so wish. The same applies when quality assurance is included in the conditions for financial support for youth organisations (by the government or by municipalities) – only those organisations, who apply for such funding, are required to implement the necessary quality assurance provisions.

Approaches to quality assurance frameworks/ techniques vary widely from national quality marks or occupational standards through certification of the training providers, to evaluation of youth organisations.

1. Certification of courses/ course providers for youth workers

- The “aufZAQ” is a certification of training courses for people active in youth work. It is provided by the Austrian Federal Ministry of Families and Youth, the Youth Departments of the Federal States of Austria and the Youth Work Department of the Autonomous Province of Bozen/ Bolzano – South Tyrol and it has been certifying the quality of trainings since 2003 and has thus been contributing actively to the recognition of non-formal education in the field of youth work. The certification procedure takes place, as follows: in order to certify a training course, the applicant submits the curriculum of the training course to the aufZAQ Office. If the submission fulfils all formal criteria, the aufZAQ Advisory Board assigns an independent expert of the relevant pedagogical field to examine the quality of the training course on the basis of the submitted curriculum. If considered necessary, the expert can demand additional information and/or amendments of the curriculum. Based on the expert’s report, the aufZAQ Advisory Board decides on the certification of the submitted training course. To assure continuity of quality, training providers commit themselves to sending a report to the aufZAQ Office for each conducted training cycle. In addition, any adaptations to the curriculum have to be reported to aufZAQ. In this case, the aufZAQ Advisory Board decides if the certification remains valid or if the provider has to apply for the certification anew.¹²
- In France and the French Community of Belgium, organisations providing courses for youth workers should have an accreditation by the responsible institution (Youth Service - French Community of Belgium) or the Ministry in charge of Vocational Training and the Ministry in charge of National Education (France).
- In Ireland, the North South Education and Training Standards Committee for Youth Work (NSETS) provides for the professional endorsement of youth work programmes on the island of Ireland. NSETS works to ensure and promote quality standards in the education and training of youth workers through an endorsement process based on a rigorous assessment of all aspects of programme content and delivery.

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2. Evaluation of youth workers

¹² The aufZAQ official web-site: <http://www.aufzaq.at/english/>

- The Youth Decree of the German-speaking Community of Belgium makes provision for a compulsory analysis of the work of youth workers every five years (social space analysis for professional youth workers and a SWOT analysis for volunteer youth workers) and, based on the analysis, a concept of their work for the next five years. In addition to this, each six months, they have to explain their youth work practice to a monitoring committee consisting of staff members of the government, the ministry, the municipality and the associations of youth organisations.
- In Finland, some organisations delivering youth work, have their own internal quality assurance frameworks. Besides that, peer evaluation is also conducted and it “provides not only evaluative information but also a possibility for mutual understanding and learning”¹³.

3. Evaluation of youth organisations

- The title “NGO recognised by the Ministry for providing quality youth work” in the Czech Republic can be awarded to those youth organisations, which meet 15 requirements concerning the organisation itself, its activities and professional staff (minimum 60 % of educational staff must have a certificate of attending accredited training courses). The title is awarded for a four year period and brings to the organisations holding it certain benefits, such as the guarantee of getting annual financial support from the government for long-term youth work projects, decreasing the administrative burden when applying for funding or the opportunity to present their activities on the ministerial web page.
- In Liechtenstein, as a measure of quality assurance, the Annual Reports and Financial Statements of the Youth Work Foundation are submitted to the board of trustees and the municipalities.
- In Iceland, in one municipality (Reykjavik), there are guidelines for quality youth work in afterschool programmes for children and youth clubs for teenagers.

4. National standard documents, which can vary in nature (quality frameworks or occupational/ educational standards), in terms of scope (defining youth work as a whole, or defining just some of its areas), and by their origin (some of them are developed by the respective ministries, others by youth work centres/ associations).

- In Estonia, there is an occupational standard for youth workers, developed by the Estonian Youth Work Centre. In addition, there is also a quality framework, developed and coordinated by the Estonian Youth Work Centre, to assess youth work at municipal level.

¹³ “Youth Work Quality Assessment - The Self and Peer Assessment Model”, Taija Nöjd & Lasse Siurala, (2015, 22)

- In the Russian Federation, there is an educational standard for the bachelor and masters' degree programmes in "Organisation of Youth Work" (approved by the Ministry of Education and Science) defining the way specialists of youth work should gain a degree in this speciality. In addition, a professional standard for youth workers is being discussed.
- Quality assurance catalogues for different areas of youth work, such as Youth information, Eurodesk Germany Quality Catalogue, National Quality Standards to qualify for JULEICA (Juleica (Jugendleiter/-in Card) for youth leaders - a national standardised card for voluntary youth workers) are in force in Germany.
- Ireland has adopted the National Quality Standards Framework for Youth Work (NQSF) (2010) and the National Quality Standards for Volunteer-led Youth Groups (2013) that focus on the quality of youth work provision.
- In Luxembourg, there is a Quality Framework for Institutions Providing Non-formal Learning Opportunities (e.g. regional and local youth centres) which defines specific objectives and outcomes to be evaluated on a regular basis. It was introduced by the revised 2008 Youth Law which was adopted in 2016.
- Serbian National Association of Youth Workers (NAPOR) has introduced a National quality assurance framework.
- The Ministry of Youth and Sports in Turkey has Directives on Procedures and Principles for Youth Leaders' and Sports Experts' Training, Development and Working.
- In the United Kingdom (England and Wales) there are Quality Marks for Youth Workers.

5. Funding requirements

- In Slovakia, the quality of organisation and work with youth is an application criterion for government funding.
- All youth organisations financially supported by the Flemish Community of Belgium must submit an annual progress report which includes a financial report and an activity report (Decree from 20 January 2012 on a Revised Youth and Children's Rights Policy Plan).

6. Combination of methods

- In Belarus the quality assurance for youth workers is determined by employment agreements between employers and youth workers as well as by local job regulations documents.
- In Sweden, there is a common training plan/ curriculum that is followed by all Folk High Schools that provide a two year study programme (fritidsledarutbildning), leading to a diploma in leading leisure time activities. In addition to this, there is a network, "Quality and

competence in cooperation, KEKS” (Kvalitet och kompetens i samverkan, KEKS) for youth work. It has existed since 2005 and is built on common goals and a common system of quality assurance. The network has developed a quality system that is used by all members in order to develop youth work. This is done both by benchmarking, peer learning, exchange of best practices and other forms of cooperation within KEKS.

Looking at the variety of methods for ensuring the quality of youth work, it may be concluded that so far there is no universal approach to this matter.

5.3.2 Competences of youth workers

While quality assurance standards appear to exist in only 18 of the countries surveyed, the process of defining the competences needed by youth workers is at the development stage in another 20 of the countries surveyed (Austria, Belarus, the French Community of Belgium, Czech Republic, Estonia, France, Ireland, Italy, Liechtenstein, Lithuania, Malta, the Netherlands, Poland, Portugal, Romania, the Russian Federation, Serbia, Slovakia, Slovenia and the United Kingdom (England and Wales)). These countries have either developed a competency-based framework or have described competencies needed for youth workers.

In two other countries (Azerbaijan and Georgia), such competency-based frameworks are in drafting process, and in the German-speaking Community of Belgium a competency descriptor is expected to be completed in 2018.

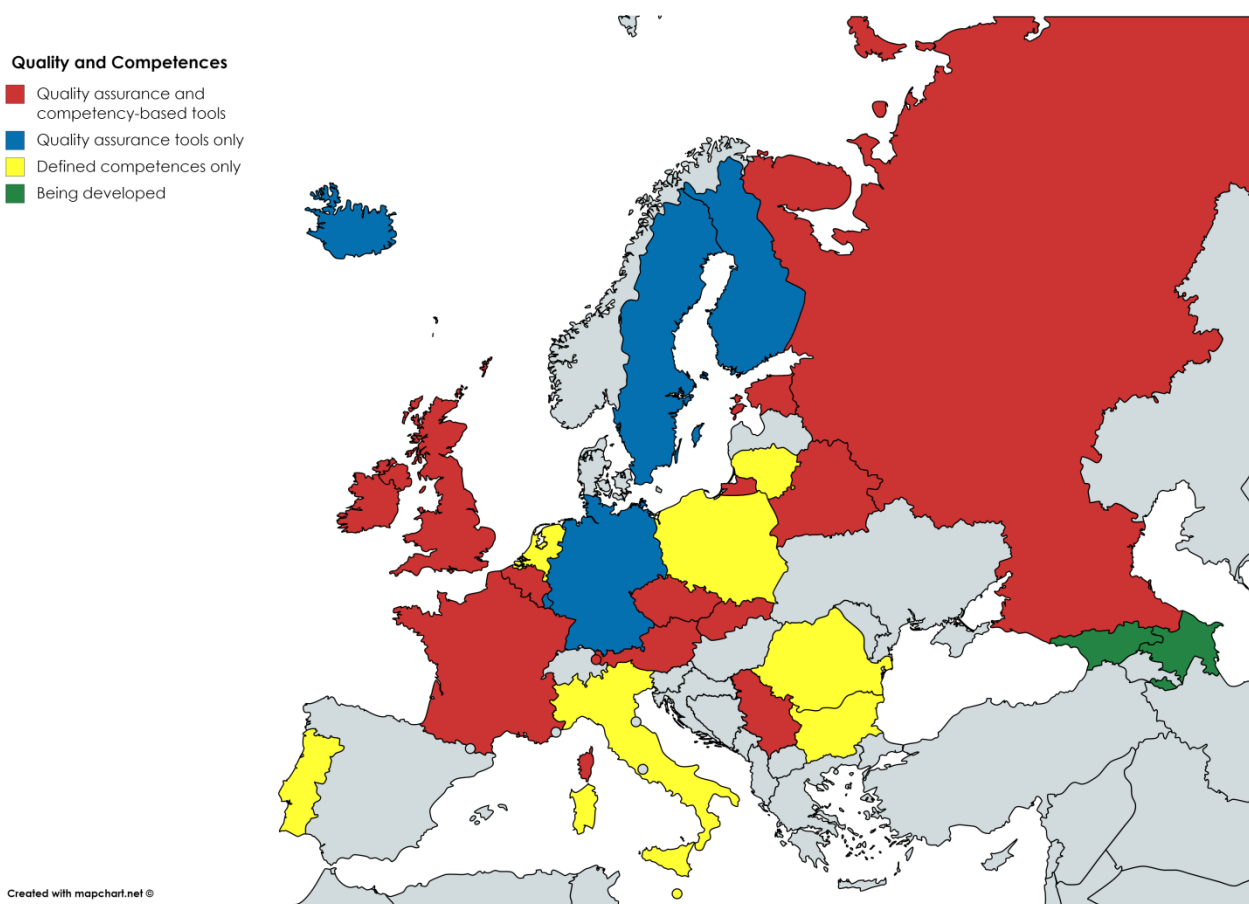
In Bulgaria, a set of competences for youth workers is suggested by the National Youth Forum, but is still not validated by any official or legislative document.

Competency-based frameworks are regulated on a national level in most of the countries surveyed, except Italy and Liechtenstein. In Italy the competencies are defined on regional level – each of the regions has its own repertory of professions, with their own competency descriptors. However, as in Italy the youth work profession is still not defined by law, other professions, such as educators and social/ cultural animators, can deliver youth work. In Liechtenstein, the competences youth workers require (as well as the quality of the youth work delivered) is defined by agreements between the Youth Work Association and the municipalities. The remaining countries define the competences on a national level through occupational standards (Estonia, Ireland, Lithuania, Romania, the United

Kingdom (England and Wales), catalogue of professions (Portugal), passport of competences (Serbia) or educational standards (the Russian Federation and Belarus).

Exploring the sets of competences needed by youth workers, it is possible to observe two approaches. The first focuses on the way competences are acquired through setting educational standards for professional education and training at degree level (Ireland, the Russian Federation), or specific content of training programmes (France, the French Community of Belgium, Serbia, Slovenia) or certifying the courses for youth workers (Austria). The second focuses on the way competences are performed through defining professional/ occupational/ quality standards (Czech Republic, Estonia, Italy, Lithuania, Malta, the Netherlands, Portugal, Romania, Slovakia, the United Kingdom (England and Wales), or setting requirements for the results of youth work in a law (like in Poland, where the 2011 Law on supporting family and the foster care system defines a very general criteria for the staff of day care centres), or through other methods (as in Liechtenstein, where the competences of youth workers are defined in agreements between the municipalities and the Youth Work Foundation)

As is apparent from the examples given, a great variety of responses to this aspect of the questionnaire were received. Not all responses were in accord with standard definitions of competences. In addition, the understanding of “competence” tends to vary from country to country and some of the competences included in responses, were more akin to “skills”. However, the information collected is of great value in helping to understand the knowledge/ skills/ abilities/ competences youth workers need to ensure the quality and impact of their work with young people.



5.3.3 The most common competences and skills in 10 countries surveyed¹⁴

In addition to defining the competences needed by youth workers, another interesting detail to explore is the particular set of competences, required for youth workers as professionals. Table 7.10 provides samples of the competence profiles of youth workers in ten countries.

From the examples provided it is evident that some of the “competences” listed as such in national standards differ from the Council of Europe definition that “in youth work, competence is understood as having three interlinked dimensions: Knowledge, Skills and Attitudes and values”¹⁵.

In order to explore what are the most common competences/ skills for youth workers, they were classified into several groups and then, tracing the (occupational and educational) standards provided, were ranked in accordance with how frequently they were mentioned. The competences with frequency four and higher were included in the Table.

¹⁴ The list of competencies observed are from National documents from the following countries: Austria, Belarus, Bulgaria, Czech Republic, Estonia, the Russian Federation, Serbia, Slovakia, Slovenia, and UK.

¹⁵ [https://www.coe.int/en/web/youth-portfolio/youth-work-competence#{"9802689": \[7\]}](https://www.coe.int/en/web/youth-portfolio/youth-work-competence#{) last accessed 03.12.2017

From the analysis of the information in the Table, it is possible to highlight the most common groups of competences and skills of youth workers in the 10 countries surveyed¹⁶:

1. Communication/ presentation/ PR skills (this includes skills needed to successfully communicate not only with young people, but also with various different stakeholders within or outside the organisations: colleagues, partner and funding organisations, policy makers).
2. Organisational skills/ project management – in the case of nine countries, it is required that youth workers can organise events, information campaign for youth or organise and implement own projects within the organisation.
3. Facilitating learning – in the case of seven countries, youth workers play an important role in the learning experiences of the young people they work with. In some of the standards (e.g. Serbia) youth workers are expected to organise and deliver trainings for young people.
4. Ability to analyse youth (group) needs – in the case of seven countries, youth workers should be able to analyse correctly the (social, educational) needs of the young people/ or youth groups in order to be able to organise and deliver relevant youth programmes and activities.
5. Problem solving/ conflict management – important for youth work with young people with fewer opportunities or simply solving problems in teams.
6. Information management – in some countries, an important task of the youth worker is providing information about different opportunities for young people.
7. Facilitating the personal development of young people – this includes not only fostering learning, but also helping young people to develop self-esteem and chose career options.
8. Encouraging the participation/ socialisation/ active citizenship of young people
9. Leadership/ ability to motivate young people
10. Economic/ financial skills – this refers to management of resources (as an element of project management), but also understanding the economic processes in the country (Russia and Belarus).
11. Risk assessment/ management.
12. Teamwork – this skill has two dimensions – ability to work together with colleagues and peers, but also to cooperate with young people or mentor/ coordinate youth teams.
13. Knowledge of the legislation – this refers to the legislative environment, where youth work takes place (special rules/ permissions for work with some youth groups), or to the

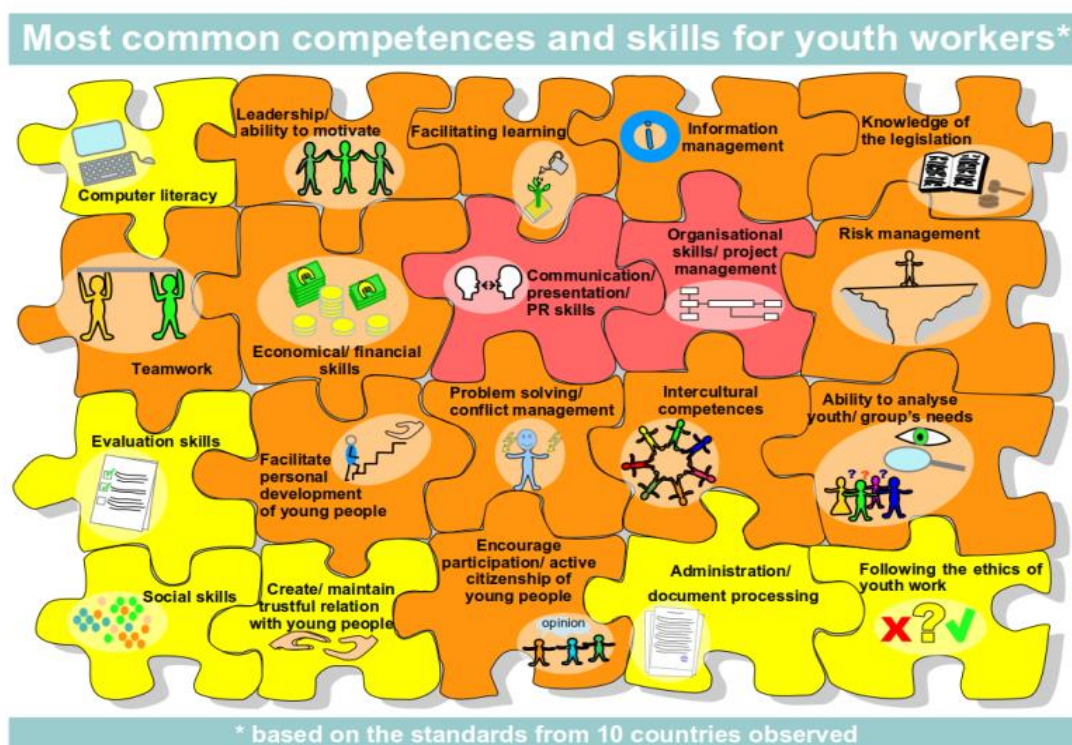
¹⁶ For further details see table 8.3.3

legislative framework of the national youth policies and the need to involve young people in the policy-making process.

14. Intercultural skills – not only in the context of international youth projects, but also in youth work in multinational countries (e. g. the Russian Federation)
15. Computer literacy – in some countries there are specific requirements for the level of computer literacy of youth workers (Estonia).
16. Social skills (understand/ analyse/ evaluate/ interact with the society) – while it is difficult to define it under one skill, in five of the countries surveyed, it is mentioned that youth workers should be able to analyse and predict social processes (Belarus), know principles of citizenship society (Estonia), or “knowing the historical development of the society in order to form civil attitude” and “the ability to interact with various social structures and institutions of the society on the creation and implementation of youth policy” (the Russian Federation).
17. Administration/ document processing – in the case of four countries, youth workers have particular administrative functions.
18. Ability to create and maintain purposeful/ trustful relationships with young people.
19. Evaluation skills - youth workers are expected to conduct evaluations – it may be learning methods or processes (Austria), current youth policies (Belarus) or activities (the United Kingdom).
20. Following the ethics of youth work or ethical behaviour is mentioned by three countries (Estonia, Serbia and the United Kingdom).

It is interesting to note that the first two and most mentioned groups of competences/ skills in the above list are generic competencies for many professions. The seven groups of competences needed particularly for working with young people in the list are 3, 4, 7, 8, 9, 18 and 20.

When comparing the list above with the [Council of Europe Youth Work Portfolio](#) it becomes apparent that most of the competences included in the portfolio are to some extent mentioned in the national documents of the countries surveyed. What is interesting is that the competences suggested at European level, which are connected with facilitating/ encouraging learning (function 2) and personal development of young people (function 3), intercultural skills (function 4) and project management (function 8) are fully reflected on a national level by the 10 countries surveyed. The competences listed in fist¹⁷ and the fifth¹⁸ groups of the portfolio are covered to a lesser extend (for instance, only the competences 1.3 “Involve young people in the planning, delivery and evaluation of youth work using participatory methods, as suitable”, 1.4 “Relate to young people as equals” and 5.4 “Stay up-to-date on the latest youth research on the situation and needs of the young people” are partially referred to in the 10 countries surveyed). And finally, the competences from the sixth¹⁹



and the seventh 20 group of the portfolio are covered on a very small scale in the 10 countries surveyed.

17 Function 1: Address the needs and aspirations of young people

18 Function 5. Actively practise evaluation to improve the quality of the youth work conducted

19 Function 6. Support collective learning in teams

20 Function 7. Contribute to the development of their organisation and to making policies / programmes work better for young people

5.3.4 Conclusion

Less than a half of the countries surveyed have some form of quality assurance for youth work in place or a way of defining the competences needed by youth workers. While there is a wide range of approaches to quality assurance in evidence, they do not all meet accepted or standard concepts of quality assurance. Nonetheless, the variety is evidence of interest and experimentation in providing quality youth work for young people and the need for youth workers to have the necessary competences. Competences for the youth workers emerge from the survey as being largely evident at national level and provide a platform for future European cooperation in the field particularly through exchange of good practices and mutual support among all relevant stakeholders.

5.4 Associations and networking (Question 6)

The research question was an attempt to understand what structures, through association or networking, exist to represent youth workers, their capacity and their contribution to the professional development of both professional and voluntary youth workers. From the responses to the questionnaires and for the purposes of data analysis, youth workers are considered in both their professional and voluntary capacity.

Table 7.11 show the distribution of associations per country, including:

- Associations of youth workers
- Associations representing professionals/volunteers providing youth work
- Other structures supporting training opportunities for youth workers/ providing youth work.

5.4.1 Associations of Youth Workers

As we can see from Table 7.11, 15 of the 41 countries surveyed have associations that specifically represent youth workers and the majority of these provide training opportunities. Eleven of the countries surveyed also identify networks of youth organisations and centres. It is part of their missions to provide initiatives to contribute to the development of the field, to promote career paths and the recognition of the work provided by youth work practitioners. Among the organisations that provide training opportunities for youth workers, the Slovenian National Youth Network MaMa has developed a programme consisting of a number of different training courses for members, including:

- Basic youth worker's skills
- Monitoring youth work

- Evaluation of youth work
- Project management
- International youth work
- P.R and communication
- Peer to peer information process
- Youth worker as mentor and instructor
- Active participation and social inclusion
- Social competences.

Besides providing training opportunities, other important tasks of those organisations include gatherings of youth workers for mutual support, creating conditions for developing professional competences, raising the prestige of their work and improving the social status of youth workers, protection of rights and youth and community workers interests of Association members (Belarus) or supporting the Ministry of Sports and Youth Affairs who are working to create National Professional Standards and Certification Criteria for Youth Workers and to develop Qualifications Courses for Youth Workers (Georgia).

In addition, the majority of the associations listed in the Table are non-governmental organisations, while in the United Kingdom (England), a trade union organisation with a membership specifically for full-time and part-time youth workers promotes the public service and professional status of youth workers.

Most of these associations represent members working locally and regionally in youth work and adopt different approaches to promoting the status and future of the youth work profession and its representation in influencing state policies and legislation.

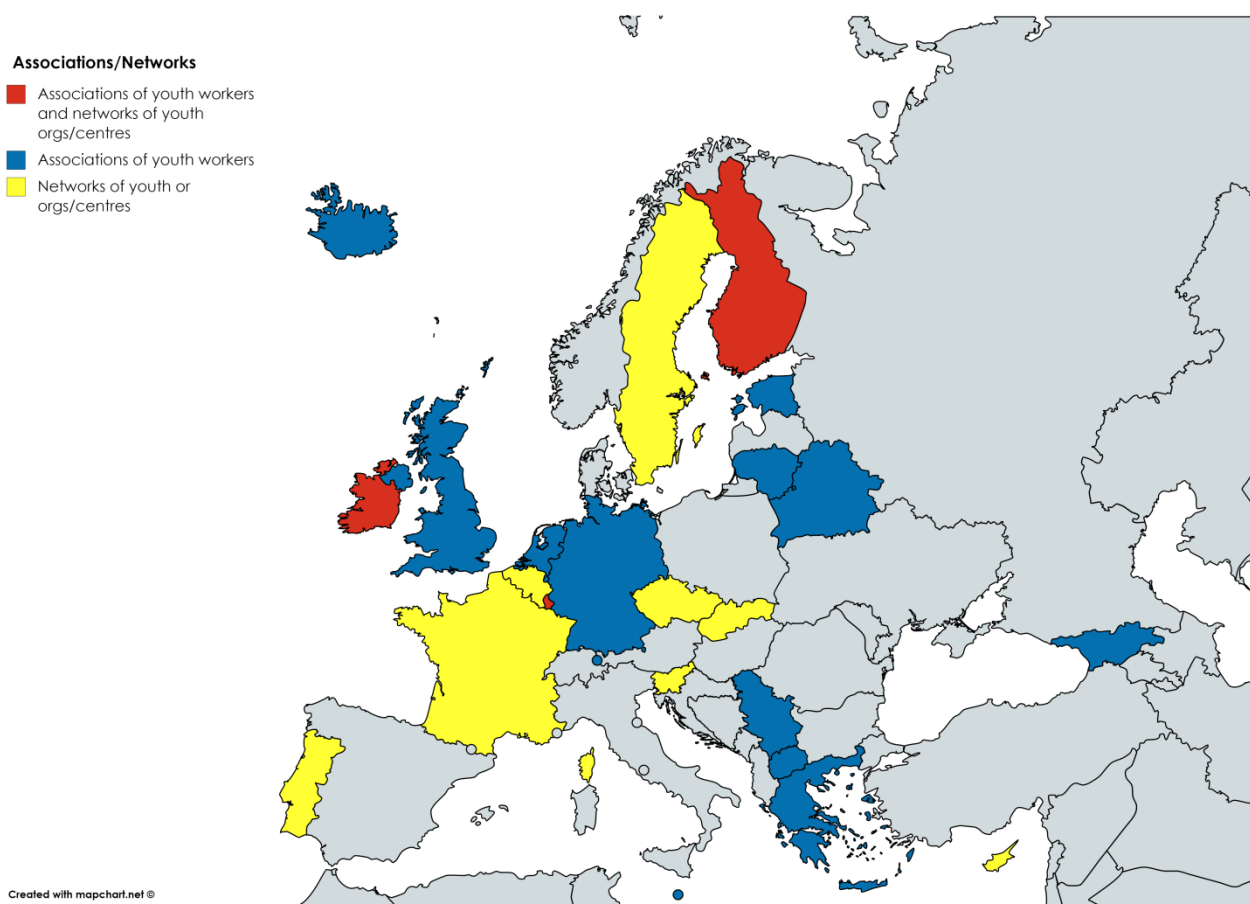
5.4.2 Associations representing professionals/volunteers providing youth work

From the Table, we can see that just four out of the 41 countries surveyed have organisations that represent youth work and develop initiatives to contribute to its further recognition. They are not focused on representing the professionals/practitioners in the field but rather work for the improvement of working conditions, for investment in career development and recognition of qualifications. In the case of France, for example there are member organizations of [CNAJEP](#) who

provide the opportunity for the *Animateur/Educateur* to participate in training opportunities to get a recognized certificate - BAFA. Other organisations mentioned in the Table may represent other practitioners in the field.

5.4.3 Other structures supporting training opportunities for youth workers/ providing youth work

In some organisations, there is a peer learning culture where education and learning is developed through initiatives that are supported by different programs (for example Erasmus+) with the aim of improving professional competence, enhancing youth work structures and systems and benefiting the end users - youth people. Other organisations, such as the national youth councils, for example, contribute to legislative initiatives and have close contacts with policy makers and institutions in the field. Such organisations, while diverse in nature and often in aim, have an important role to play in not only promoting youth work as a profession but also in providing clearer employment and career prospects for both professional and volunteer youth workers.



5.5 Employment, career paths and professionalisation (Questions 7, 8 and 2)

The issue of employment, extending to mapping career paths and the professionalisation of youth work, presents a challenge in regard to establishing an accurate picture of the range of opportunities open to those seeking to become youth workers and the possibilities for advancement among those within the profession. As this part of our discussion will reveal, this situation is attributable to various factors, most prominently the lack of recognition that the job category of youth worker receives from national governments (and perhaps other parties, including the public) in some countries, extending to a perceived lack of a visible career path and/or insufficient levels of financial support for those who do enter the profession.

We did not look specifically at the issue of voluntary youth work, since the focus was upon employment and professionalisation, other than requesting statistics on the number of voluntary youth workers in each country. We are however aware that moving between voluntary and paid youth work is an actual experience in many regions although we are not able to establish, for instance, a comprehensive perspective on how voluntary youth workers move into paid positions due to a lack of pertinent information. There is also the relationship between youth work and social work to consider. In some countries, a degree of continuity exists between these professions, with individuals passing from social work into youth work, and vice versa. This means that there is a degree of overlap in terms of issues like certification and career pathways, making a distinct youth work career trajectory difficult to isolate.

5.5.1 Youth work as a profession

Looking at the issue of regulation of youth work as a profession, Table 7.12 in the appendix presents an overview of responses received from the national correspondents, illustrating the extent to which there is a standard occupational profile for youth work as a profession, a legal/regulatory authority in place and a professional register of youth workers. The extent to which there is a standard occupational profile is also illustrated in the following map. We can see that such a profile is the exception rather than the norm.

The responses made to other questions on this topic also illustrate a somewhat mixed picture in terms of regulation, with many countries lacking regulatory frameworks. This is a situation that can have consequences for the mapping of career pathways since such frameworks would in theory support professionalisation. As such, we have to acknowledge this deficit as a significant factor in the lack of recognition perceived by many youth workers at policy level, an issue explored later in this section. Relatively few nations also appear to comprehensibly monitor numbers of

professionally registered youth workers: this is reported as taking place in only ten of the reported on countries/regions, limiting what we can establish about the dimensions of the European youth worker population.

5.5.2 Youth worker employment

Further questions examined the more specific issue of youth worker employment. The information collated in Table 7.13 in the appendix suggests that limited documentation of this issue exists due to a lack of recording mechanisms. For example, in only 13 of the national situations reported on were numbers provided on youth workers employed by state/public sector/NGOs. These totals nevertheless demonstrate considerable diversity in terms of scale: from 576,310 in Germany and 113,396 in France to 100 in “the former Yugoslav Republic of Macedonia” and 25 in Cyprus.²¹

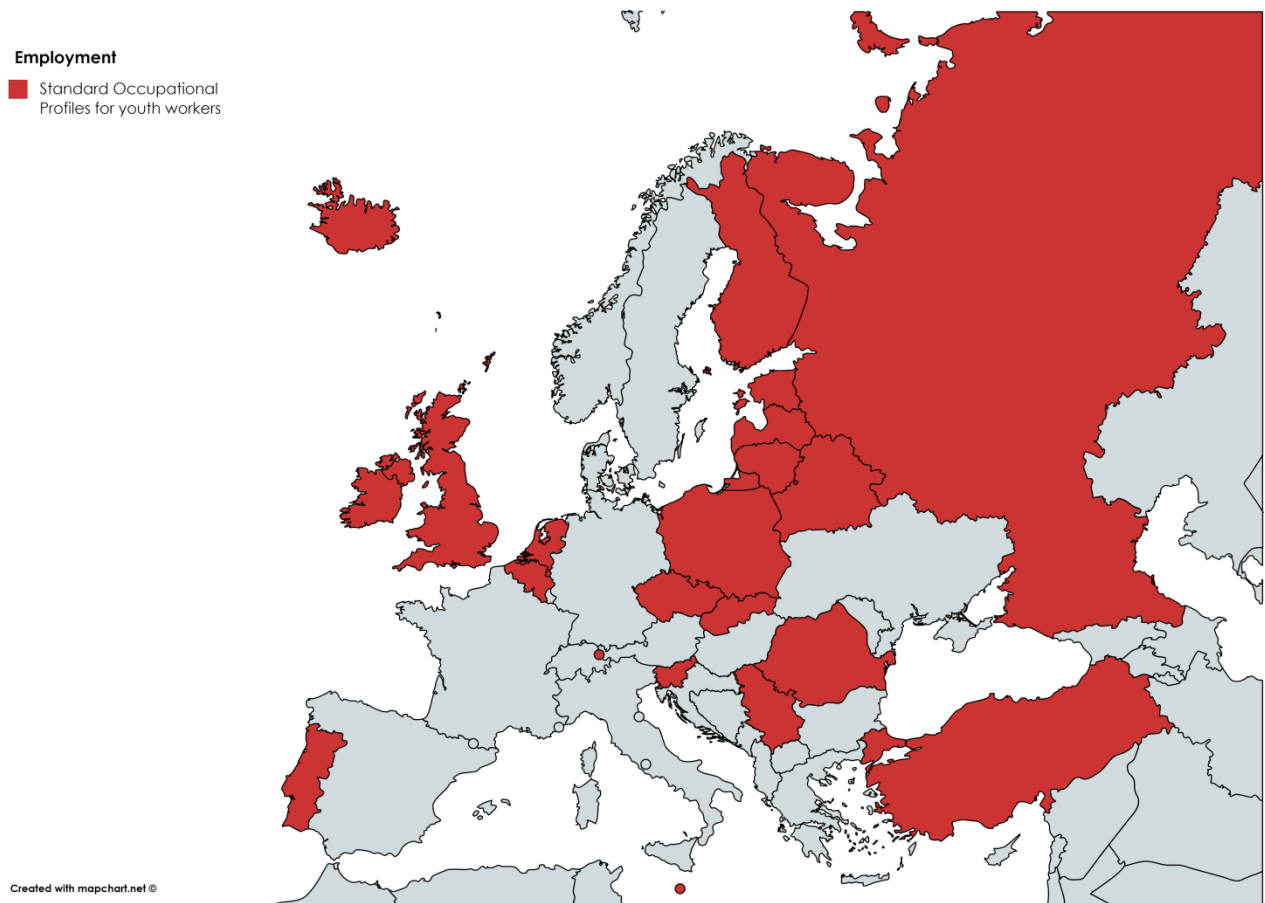
Even taking into account differentials in population size, and missing information, this picture suggests a major disparity in the scale of youth worker employment across Europe, with a divide between a small number of core central European countries and smaller, perhaps more geographically peripheral, nations. Eleven national correspondents also reported on numbers of youth workers in NGOs/voluntary organisations, again demonstrating possible diversity in size of populations, ranging from 170,000 in Austria and 200,000 in France to 80 in “the former Yugoslav Republic of Macedonia” and 25 in Cyprus.

²¹

The figure for Germany includes all voluntary employees in the pedagogical sector not just youth workers.

Employment

Standard Occupational Profiles for youth workers



5.5.3 Career paths and employment opportunities

One other issue on this theme relates to career paths and employment opportunities for youth workers. Table 7.14 in the appendix provides an overview of main employment opportunities, challenges accessing jobs, identifiable career paths, other occupational fields and the existence of impact studies. Many of these careers are quite obvious in regard to their engagement with the youth population, for example, working in:

- Youth Centres;
- advice provision;
- young people's health services;
- NGOs;
- voluntary sector;
- leisure.

Some of these categories are, we might add, quite broad. For example NGOs working with young people encompass a wide range of areas, including civic and political participation, and various

aspects of social inclusion. The voluntary sector is also diverse, and in some countries, for example, Ireland, fulfils many of the functions that in other nations are supported by state supported agencies.

Looking at identifiable careers, a large range of employment fields have been identified by the national correspondents, many of which are self-evident, extending to areas such as afterschool support. More novel suggestions relate to issues of particular national significance; for example, tourism in Iceland and the Russian Federation or refugee projects in the United Kingdom (Wales). We do not however know from this information just how many youth workers are being employed in these various establishments, the nature of tenure enjoyed or indeed of the means through which jobs are found and career trajectories pursued.

That there may be challenges in accessing jobs is clear and we know what some of the main issues are from the information provided. Particularly outstanding is the question of recognition for youth worker as a profession. This was in fact cited in some form or other by 20 respondents.

Other prominent barriers related to working conditions: instability of tenure, lack of funding, low pay, long hours, off-peak work and a lack of career structure being some of the most pressing issues. These are all serious issues that have a detrimental impact on the lives of youth workers and no doubt have a considerable bearing in defining the status of the profession. Societal factors also matter; for instance, austerity in the United Kingdom (Wales) and an aging population in Portugal.

Given what appears to be a negative situation, it was not surprising that few countries were able to identify viable career paths from education and training or out of and into other professions. It does however appear to be the case that in a number of countries, youth workers start in the voluntary sector, then progress towards employment in state agencies or NGOs (e.g. this was cited by our Romanian correspondent as an important career path and may be happening elsewhere). And in considering trajectories, we also need to note the significance of European level projects in professionalising youth work, with international agencies also offering alternate career paths.

We cannot however say that there is no diversity of employment in the youth sector. Important fields identified include health, education and the broad field of civic society organisations. It may therefore be the case that we have to look beyond the core areas of services specifically tailored for young people and consider other occupational fields that engage with youth as one group among many in order to fully appreciate the range of opportunities open to youth workers.

5.5.4 Conclusions

The picture of youth work employment painted by this overview cannot realistically be described as encouraging, at least in regard to working in dedicated services for young people. The career paths revealed are on the whole quite precarious, characterised by poor working conditions and perhaps limited prospects for advancement. Most of these pathways are also quite familiar, basically involving working for state agencies, NGOs or even private sector organisations that have young people as their client group. As noted above, this extends to areas such as education and health, and also leisure. In looking for originality, linking youth work with tourism provides a surprise although whether this field can sustain employing a substantial number of youth workers is questionable. The current state of youth work employment pathways in most European countries does however seem to be characterised by limited options and limited quality in working conditions, leaving much room for development.

6. Main findings, emerging trends and conclusions

This chapter attempts to summarise the main findings and emerging trends resulting from the descriptive data analysis carried out in the preceding chapters. Each of the chapters on policy and legislation, formal and non-formal education and training, quality and competences, associations and networking, and employment, career paths and professionalisation are treated sequentially and are preceded by an over-arching section on information and data that considers some of the issues resulting from the responses to the questionnaire. Finally, an attempt is made at arriving at some overall conclusions resulting from the survey.

Information and data.

Access to reliable and up-to-date data and information is a prerequisite if education/training and employment/career paths for youth workers are not only to be identified but also actively promoted and supported. The information and data gaps in the responses to the questionnaire, of which there are many, may, at least in part, be a result not of lack of information and data but the time and capacity to organise and collect it.

However, there are other aspects of information and data collection that are no less challenging. Some of the countries surveyed present particular challenges. In some of the larger countries, there is the sheer size and diversity of provision; while in others, the decentralised nature of youth work and the "bottom up" approach adopted poses problems. Where central government plays a defined

role in youth work there tends to be a clearer picture of the nature of youth work and the available supports. Where, however, the state's role is at regional, municipal or local level, the picture is less clear and less information is readily available. Accessing information and data on the voluntary youth sector and NGOs and specific areas, such as employment and career options, also pose their own challenges. Because of these factors, much of youth work may be "below the horizon" in terms of accessing information and data on a country and European wide basis.

In seeking relevant information and data, responses to the questionnaire would tend to suggest that greater clarity is needed not only with respect to the questions asked and of whom, but also with regard to the terms and terminology employed, such as "formal and non-formal education", "accredited and no-accredited education", "quality assurance", "competences" and "professionalisation".

Policy and legislation.

All of the 41 countries surveyed have some form of structure or framework in place, either at national or regional level, for youth policy and its implementation. Responsibility for youth policy and its implementation usually rests with the relevant ministry. Generally, "youth" tends not to be regarded as a distinct policy field but conjoined or associated with other related policy fields. There does, however, appear to be a general lack of dedicated structures specifically for youth work policy itself and its implementation.

All but seven of the countries surveyed have some form of legislative or strategic policy provision for youth, at either national or regional level. This does not mean that there is no legal or policy framework for youth in these eight countries but rather that responsibility for youth falls under the remit of a related policy field, such as education. It is also notable that much of this legislation is relatively recent, having been formulated in the last ten years, and in some cases, the process of establishing legislation is on-going or yet to be finalised.

Only a small minority of countries surveyed provide definitions of "youth work" or "youth worker" as embodied in legislation or national policy documents. Common features in defining "youth work" include an emphasis on non-formal learning and voluntary participation and shared concerns with issues such as quality of life and societal and communal development. Youth work is generally situated outside structures of formal education.

Policy initiatives and developments in youth work are also under way in 21 of the countries surveyed, which would indicate that youth work is undergoing a period of transition in many countries, with changes in laws and forms of recognition for youth workers.

Formal and non-formal education and training.

Six of the countries surveyed have degree level courses specifically in youth work, while 11 others offer courses in related fields that are associated with and provide educational paths into youth work. Vocational and further education and training for youth workers are also provided by 17 countries, while eight countries provide both degree and vocational courses.

The relatively small number of courses available in formal education and vocational training in youth work, except in the case of a minority of the countries surveyed, and the relative disconnection between the two, may be an impediment for those seeking employment or a career in the field. The issue of providing adequate formal and accredited education and training paths for youth workers is not only a "youth work" issue, but a broader education issue dependent on the policies, provision and priorities of individual countries.

The blurring of the lines and overlap between youth work and other related fields is a complicating factor as it also tends to blur education/training and career paths. In this context, if "youth workers" could be identified, regardless of the nomenclature employed in different countries, and what education and training renders them "qualified" as youth workers, it might help bring greater clarity in understanding the diversity of education and career paths for youth workers across Europe.

In contrast to the formal education sector, in 39 of the countries surveyed there is some level of non-formal education and training for youth workers. In general, the education and training provided can be identified and defined in three contexts: that provided through state supported bodies or institutions, that provided by the voluntary youth sector, and that provided by European support programmes.

What is perhaps striking from the survey is the extent of the role played by the voluntary youth sector in the provision of non-formal education and training. In almost half of the countries surveyed, the voluntary youth sector plays a defining role and most of these countries are in either Eastern or Southern Europe. Another feature is the role that Europe plays in terms of both funding and accreditation of these countries.

Non-formal education and training across the countries surveyed is wide-ranging, multi-layered, diverse and uneven. Given these factors, over-arching structures, whether provided through state support, the voluntary youth sector or European support programmes that ensure some level of provision, funding and accreditation and that align methods, themes and competences would appear desirable.

A centre/north/west and south/east divide in Europe as regards the provision of both formal and non-formal education and training is also evident from the survey. Countries in Central, Northern and Western Europe have, for the most part, identifiable paths for the education and training of youth workers while for most of the countries in Southern and Eastern Europe, the voluntary youth sector largely bears the burden of provision, while Europe largely bears the burden of funding.

Quality and competences.

Of the countries surveyed, 18 have some form of quality assurance framework or system in place. In 13 of these, the framework is at national level while in the remaining five it is at local or organisational level, while two other countries are in the process of developing such frameworks.

The approaches to developing and implementing quality assurance frameworks, systems or standards varies widely across the countries surveyed, from certification of training providers, through evaluation of youth organisations, to national quality marks or occupational standards and include: certification of providers and youth workers, evaluation of youth workers, evaluation of youth organisations, national standards, and funding requirements.

Of the countries surveyed, 20 also have competency-based frameworks or competency descriptors for youth workers. These competency-based frameworks are regulated on a national level in most of the countries surveyed, while in some others competences are defined through occupational standards, catalogues of professions or educational standards.

The responses to the questionnaire also tended to conflate quality assurance with other processes such as course certification, evaluation of youth workers and youth organisations, and funding requirements. Similarly, with competences there was a tendency in the responses to conflate them with skills, educational standards, and occupational standards. Consequently, a clear and definitive picture of both quality and competences did not emerge from the survey.

The wide variety of approaches and methods employed in developing and implementing quality and competency frameworks, systems and standards across the countries surveyed presents a complex mosaic where innovation and experimentation are a defining feature.

Associations and networking.

In 15 of the countries surveyed, associations of youth workers are in existence that specifically represent youth workers and most of these associations also provide training opportunities for youth workers. Eleven of the countries surveyed also identify networks of youth organisations and centres. Besides providing training opportunities, other important features of these associations include, creating conditions for developing professional competence, raising the profile of youth work and promoting the professional status of youth workers.

In a number of countries surveyed there are other organisations undertaking the role of youth workers' association, such as umbrella organisations of youth centres, trade or professional unions, and networks of municipalities.

Employment, career paths and professionalisation.

In only 13 of the countries surveyed were numbers provided on youth workers employed by the state, public sector or NGOs. These numbers demonstrate considerable diversity in terms of scale from country to country. Even taking into account differentials in population size, and lack of detailed information, this picture suggests a major disparity in the scale of youth worker employment across Europe. Eleven countries also reported on numbers of youth workers in NGOs/voluntary organisations, again demonstrating diversity in term of population size. However, the lack of comprehensive data means that we cannot draw conclusions about numbers of youth workers employed across Europe.

In terms of the professional recognition of youth workers, the countries surveyed present a somewhat mixed picture, with many countries lacking regulatory frameworks, a situation that has consequences for the mapping of career pathways. While 20 of the countries surveyed have some form of legal or regulatory authority for youth work, only 10 appear to comprehensively monitor the numbers of professionally registered youth workers.

Looking at career options, a wide range of employment fields have been identified by the countries surveyed, including youth centres, advice and counselling, health services, NGOs, leisure and after and out-of-school voluntary activities. We do not know however from the information provided just

how many youth workers are being employed in these various fields or indeed of the means through which jobs were accessed and career options pursued.

The lack of identifiable employment and career paths for youth workers can be attributed to a number of factors, most prominently the lack of recognition that the job category of youth worker receives from governments in some countries, extending to a perceived lack of a visible career path and/or insufficient levels of financial support for those who do enter the profession. It does however appear to be the case that in a number of countries, youth workers start in the voluntary sector, then progress towards employment in state agencies or NGOs. European projects in professionalising youth work and international agencies also offer alternate career paths.

There is also the overlap between youth work, social work and other related fields: in some countries, a degree of continuity exists between these, with individuals passing from one to the other and vice versa. This means that there is overlap in terms of issues like certification and career pathways, making a distinct youth work career trajectory difficult to isolate.

Conclusions

In all of the countries surveyed, some form of structure or framework is in place, at either national or regional level, with responsibility for youth policy and its implementation. A large majority of countries also have some form of legislative or strategic provision for youth, at either national or regional level. Almost all the countries surveyed provide some level of non-formal education and training. However, when it comes to the provision of formal education, the existence of some form of quality and/or competency framework or system, and identifiable employment and career paths, less than half of the countries surveyed appear to have some level of capacity.

Some countries appear relatively proactive and strong in some areas, such as policy and legislation, while relatively weak in others, such as provision of formal education. A minority of countries surveyed appear relatively proactive and strong in most categories, while a minority of others appear much less proactive and weak. To what extent the responses to the questionnaire adequately reflect the underlying reality of youth work across Europe is another matter. To what extent do policies, legislation, and quality/ competency frameworks underpin, promote and support youth workers and youth work practice on the ground? Can youth workers have realistic employment and career prospects without formal qualifications comparable with other professions? What competences do youth workers need to maximise the social benefits of youth work? Relevant,

reliable and regular information and data on youth work can go some way in attempting to answer these questions.

What emerges from the survey is a variegated, complex, on occasion stark, and at times contradictory picture of youth work across Europe. In a minority of countries, with a history of youth work and where it is embedded, education/training and employment pathways appear reasonably clear - career paths perhaps less so - regardless as to how youth work is defined and operates. In other countries surveyed, where youth work is not embedded, education/training and employment paths often appear both limited and sparse.

7. Appendices

Table 7.1. National structures responsible for creating a framework for youth policy and its implementation

Country	National Structures
Albania	Directory for Coordination of Youth Policy Ministry of Social Welfare and Youth
Armenia	Ministry of Sport and Youth Affairs
Austria	Austrian Federal Ministry for Families and Youth
Azerbaijan	Ministry of Youth and Sports of the Republic of Azerbaijan Local departments working on issues of youth and sports Youth Centres Youth Foundation under the President of the Republic of Azerbaijan and Nakhchivan
Belarus	Directorate General of Educational Work and Youth Policy, Ministry of Education of the Republic of Belarus
Belgium (Flemish)	Ministry of Culture, Youth and Media
Belgium (French)	Ministry of Culture, Youth Service
Belgium (German-speaking)	Ministry for Culture, Youth and Employment
Bosnia and Herzegovina	Commission for the Coordination of Youth Affairs Ministry of Civil Affairs Ministry of Family, Youth and Sport, Republic of Srpska Federal Ministry of Culture and Sport Department for Professional and Administrative Affairs, Brcko District
Bulgaria	Ministry of Youth and Sport National Youth Advisory Council
Croatia	Ministry for Demography, Family, Youth and Social Policy
Cyprus	Youth Board of Cyprus
Czech Republic	Youth Department, Ministry of Education, Youth and Sports
Estonia	Ministry of Education and Research Estonian Youth Work Centre
Finland	Ministry of Education and Culture
France	Ministry of National Education Inter-Ministerial Committee on Youth Organising Council of Youth Policy
Georgia	Ministry of Sport and Youth Affairs of Georgia
Germany	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth Federal Youth Advisory Board German Federal Youth Council Child and Youth Welfare Association
Greece	Youth Department General Secretariat for Lifelong Learning and Youth Greek Ministry of Education, Research and Religious Affairs
Iceland	The Ministry for Education and Culture
Ireland	Department of Children and Youth Affairs
Italy	Department of Youth and National Civil Service President of the Council of the Ministry
Latvia	The Ministry of Education and Science of Latvia
Liechtenstein	Government/Ministry for Social Affairs
Lithuania	Department of Youth Affairs, Ministry of Social Security and Labour
Luxembourg	Youth Department, Ministry of Education, Children and Youth National Youth Service
“The former Yugoslav Republic of Macedonia”	Agency of Youth and Sports
Malta	Parliamentary Secretariat for Youth, Sport and Voluntary Organisations, Ministry for Education and Employment AgenzijaZghazagh
Republic of Moldova	Ministry of Youth and Sports

Montenegro	Directorate for Youth, Ministry of Sport
The Netherlands	Ministry of Health, Welfare and Sports Ministry of Justice and Safety
Norway	Norwegian Directorate for Children, Youth and Family Affairs Norwegian Ministry for Children and Equality
Poland	Ministry of Family, Labour and Social Policy, Dept. of Social Economy and Public Benefit
Portugal	Ministry of Education Secretary of State for Youth and Sport Portuguese Institute of Sport and Youth Erasmus+ Youth in Action Agency
Romania	Ministry of Youth and Sport National Authority for Youth Counties' Structures on Youth and Sports
Russian Federation	Federal Agency of Youth Matters, Ministry of Education and Science
Serbia	Ministry of Youth and Sports
Slovakia	Ministry of Education, Science, Research and Sport of the Slovak Republic JUVENTA - Slovak Youth Institute
Slovenia	Ministry of Education, Science and Sport, Office for Youth Council of the Government of the Republic of Slovenia for Youth
Sweden	Ministry of Education and Research Division for Youth Policy Swedish Agency for Youth and Civil Society
Turkey	Ministry for Youth and Sports
Ukraine	Ministry for Youth and Sports
United Kingdom (England)	Department of Culture, Media and Sport Department for Education, Work and Pensions Department for Health
United Kingdom (Wales)	Ministry for Lifelong Learning and the Welsh Language Youth Engagement Branch (Education Directorate)

Table 7.2 National/Regional legislation on Youth Work

Country	National/Regional Legislation
Armenia	Concept of State Youth Policy of the Republic of Armenia (2014) Regulations of the Youth Workers' Institution (2015) Youth Workers' Training Programme (2015)
Azerbaijan	Youth Policy of Azerbaijan Republic (2002, amended 2005 & 2007) Azerbaijani Youth 2017-2021 State Programme
Austria	Federal Youth Promotion Act (2000)
Belarus	On the Foundations of State Youth Policy (2009)
Belgium (Flemish)	Flemish Parliament Act (2012)
Belgium (French)	Decree on the Conditions of Approval and Funding for Youth Organisations (2009) Decree on the Conditions of Approval and Funding for Youth Houses, Meeting and Accommodation Centres, Information Centres for Young People and their Federations (2000) Decree establishing the Youth Council in French Community (2008)
Belgium (German-speaking)	Youth Decree (2011)
Bulgaria	Youth Law (2012) National Youth Strategy (2012-2020)
Croatia	National Youth Programme 2014-2017
Cyprus	National Youth Strategy 2017-2022
Czech Republic	National Youth Strategy 2014-2020
Estonia	Youth Work Act (2010)
Finland	Youth Act (2016) Government Decree on Youth Work and Youth Policy (2017)
France	Priority to Youth 2012-2017
Georgia	National Youth Policy of Georgia (2014)

Germany	Child and Youth Services Act (1991)
Iceland	National Law on Youth Affairs (2007)
Ireland	Youth Work Act (2001) National Policy Framework for Children and Young People 2014-2020
Latvia	Youth Law (2009) Youth Policy Implementation Plan 2016-2020
Liechtenstein	Child and Youth Act (2008) Ordinance on the Contributions to the Child and Youth Promotion (2009)
Lithuania	Law on Youth Policy Framework(2003) National Youth Policy Development Programme (2011-2019)
Luxembourg	Law on Youth (2008, 2016) Youth Pact (2012, 2017)
“The former Yugoslav Republic of Macedonia”	National Youth Strategy 2016-2025
Malta	Youth Work Profession Act (2014)
Republic of Moldova	National Strategy of Youth Sector Development 2020 (2014) Law on Youth (2016)
Montenegro	National Youth Strategy 2017-2021 Law on Youth
The Netherlands	Youth Act (2015) Social Support Act
Portugal	Organic Law 123/2014 Organic Law 98/2011 Statutes - Ordinance no. 231/2015 Statutes - Ordinance no. 11/2012 CNQ ²² Qualification no. 761337 http://www.catalogo.anqep.gov.pt/Qualificacoes/Referenciais/1582
Romania	Youth Law (2006) National Youth Policy Strategy 2015-2020
Russian Federation	Decision of the Supreme Council of the Russian Federation ‘On the Main Directions of the State Youth Policy of the Russian Federation’ (1993) Federal Law ‘On governmental support of youth and children’s associations’ (1995) ‘Fundamentals of the State Youth Policy of the Russian Federation until 2025’ (2014) ‘A plan of activities for implementation the Fundamentals of State Youth Policy of the Russian Federation till 2025’ (2015)
Serbia	Law on Youth (2011) National Youth Strategy 2015-2025 Action Plan for its Implementation 2015-2017
Slovakia	Act no. 282/2008 Youth Strategy of the Slovak Republic 2014-2020 The Concept of Youth Work for 2016-2020 National Action Plan for Children
Slovenia	Act on Public Interest in Youth Sector (2010) National Youth Programme
Turkey	Decree Law on the Organisation and Duties of the Ministry of Youth and Sports (2011)
Ukraine	Concept State Target Social Programme “Youth of Ukraine” for 2016 – 2020
United Kingdom (Wales)	National Strategy for Youth Work in Wales 2014-2018

²² CNQ – Catálogo Nacional de Qualificações or National Catalog of Qualifications.

Table 7.3 Other Forms of National Recognition for Youth Work

Country	Form of Recognition
Armenia	Armenian Youth Citizens programme
Azerbaijan	Civil society and youth organizations
Belgium (Flemish)	Flemish Youth Council Youth Work Commission is a Commission of the Flemish Youth Council The Ambrassade
Belgium (French)	Youth Work department within the General Administration of Culture
Belgium (German-speaking)	Youth Office
Bulgaria	Official Statement of the Bulgarian National Youth Forum on Youth Work and Youth Worker Definition in the Official List of Occupations
Croatia	Expert group - Ministry for Demography, Family, Youth and Social Policy
Cyprus	N/A
Czech Republic	National ESF project Keys for Life -Developing Key Competences in Leisure-Time-Based and Non-Formal Education
Estonia	Estonian Youth Work Centre
Finland	State Youth Council Assessment and State Aid Commission
Germany	Juleica card
Greece	Erasmus+/SATLO
Ireland	National Youth Council of Ireland North-South Education Training Standards Committee for Youth Work (NSETS)
Poland	Youth in Action/Erasmus+
Portugal	Now Us programme Youth Technician The Project Youth Pass, recognition of learning developed in cases of non-formal education, according to the Ordinance no. 336/2017 of 7 November, as well as the youth worker professional RVCC, as contained in the CNQ http://www.catalogo.angep.gov.pt/Qualificacoes/Referenciais/1582
Romania	National Agency for Community Programmes in the Field of Education and Training (Erasmus+)
Russian Federation	Educational Standards in university programmes Unified Qualification Catalogue of Positions of Directors, Specialists and Employees Professional standard for specialists in youth work
Serbia	National Association of Youth Workers

Table 7.4 Degree and postgraduate level courses in youth work and related fields

Country	Qualification	Provider	Course Title	Duration - FT or PT	Number of Graduates
Belgium (Flemish)	B.A.	University colleges in Flanders	Social cultural work	3 years - FT&PT	N/A
	M.Sc.	University Ghent	Social work	1 year	N/A
Bulgaria	M.A.	National Sports Academy	Youth activities and sport	1 year - FT & PT (opportunity for distance learning)	Commenced in 2011/2012
	B.A.	Sofia University	Non-formal education	4 years - FT &PT	Commenced in 2008/2009
	M.A.	Sofia	Non-formal education	2/3 semesters	N.A.

		University		- PT.	
Czech Republic	M.A.	University of South Bohemia	Education specialised in health education	2 years	N/A
	Bc	Masaryk University, Brno	Social pedagogy and leisure time	3 years	N/A
	Bc	Masaryk University, Brno	Education – leisure-time based education	3 years	N/A
	Bc	Charles University Prague	Leisure-time based education	3 years	N/A
	Bc	Palacky University Olomouc	Special pedagogy	3 years	N/A
	Bc	Palacky University Olomouc	Management of leisure-time based activities	3 years	N/A
Estonia	M.A.	Tallinn University	Youth work management	2 years - PT	6 since 2017
	Grad Dip(Applied Higher Education)	University of Tartu, Viljandi College	Leisure Time Manager-Teacher		341 since 1999
	Grad Dip (Applied Higher Education)	University of Tartu, Narva College	Youth Work	4 years - FT/PT	52 since 2008
	Grad Dip (Applied Higher Education)	Tallinn University	Youth Work	3 years - PT	104 since 2015
Finland	B.A. - Community Educator	Humak – University of Applied Sciences	Civic Activities and Youth Work	3.5 years - FT & PT.	Since commencement: 2,521
	M.A. -Community Educator	Humak – University of Applied Sciences	Civic Activities and Youth Work	2 years - FT & PT.	Since commencement: 112
	M.A. - Humanities	Humak – University of Applied Sciences	Youth Work and Social Equality	2 years - FT & PT	Since commencement: 10
	M.A.	University of Tampere	Youth Work and Youth Research	N/A	Started 2011
	B.A. - Community Educator	4 applied Universities	Civic Activities and Youth Work	N/A	N/A
	B.A.	Diaconia University of Applied Sciences	Social Services	N/A	N/A
France	B.A.(EQF level 6)	Université Paris 13 Université Paris Descartes Université Toulouse Jean_Jaurès Université Montpellier 3 Université Rennes 1	Licence métiers de l'animation sociale, socioéducative et socioculturelle	1 year -FT	120 annually

	M.A. in youth policies (EQF level 7)	Université Toulouse Jean_Jaurès - TOulouse Université Rennes 1 Ecole des Hautes Etudes en Santé Publique – Rennes Université Paris-Est Créteil	Master Pol itiques enfance-jeunesse Master enfance, jeunesse : politiques et accompagnement Master Direction des politiques jeunesse	FT	50 annually
Germany	B.A	University of Applied Sciences Kempten (Bavaria)	Social work with focus on youth work	3.5 years - FT	Started 2014-2015.
	B.A.	Baden-Wuerttemberg Cooperative State University Stuttgart	Social work with one focus on child/youth work	3 years - FT	Over 30 years : 60-70 annually.
	B.A.	University of Cooperative Education Breitenbrunn (Saxony)	Social work – field of study ‘Youth Work/ Youth Social Work	3 years - FT	Since 1993 :352. Currently studying: 57.
	B.A.	SRH University Heidelberg (private university)	Social work, includes topic Youth Work	3 years - FT	Since 2005: 642. Currently studying : 271.
	M.A.	University of Applied Sciences ²³ and Arts (Fachhochschul e, FH) Dortmund	Youth in theory and practice of social work	3 years - PT	Since 2011:45.
	B.A.	Hochschule Landshut	Social work in child and youth services	3,5 years FT 7 years PT	Since 2009: 179. Currently studying: 215.
	European Master	University of Applied Sciences (Fachhochschul e, FH) Potsdam	Childhood Studies and Children´s Rights	1.5 years - FT	Since 2007: approx. 280. Currently studying: 29
	B. A.	University of Applied	Education Link: https://www.hs-	3.5 years	Since 2011. Currently

²³ The term University of Applied Sciences²³ is widely used by so-called Fachhochschulen in Germany. For an extensive list of University programmes covering youth work, please visit <http://www.hochschulen-deutschland.org/fachhochschulen.html>. For further information on “Erzieher/Erzieherin” degree, please visit <https://www.bildungsserver.de/Lehrplaene-der-Fachschulen-4027-de.html>

		Science in Koblenz	koblenz.de/rmc/fachbereiche/sozialwissenschaften/studiengaengen/sozialwissenschaften/ba/bildung-erziehung-dual/startseite/		studying: 245.
Greece	M.A.	University of Macedonia	European Youth Policies and Culture	2 years - FT	Since 2008: 200 approx
Iceland	B.A.	University of Iceland	Leisure studies and social education	3 years - FT	N/A
	M.Ed.	University of Iceland	Educational studies with an emphasis on leisure studies	FT	N/A
Ireland	B.Soc.Sc.	University College Cork	Social Science - Youth and Community Work	3 years - FT	N/A
	B.A.	National University of Ireland, Galway	Child, Youth & Family	4 years -FT	N/A
	B.Soc.Sc.	National University of Ireland, Maynooth	Social Science - Community and Youth Work	3 years - FT 4 years - PT	N/A
	M.Soc.Sc.	National University of Ireland, Maynooth	Social Science - Community and Youth Work	2 years - FT	N/A
	B.A.	Institute of Technology Blanchardstown	Community and Youth Development	3/4 years - FT	N/A
	B.A.	Institute of Technology Carlow	Youth and Community Work	3 years - FT	N/A
	B.A.	Institute of Technology Dundalk	Community Youth Work	3/4 years - FT	N/A
	B.A.	Institute of Technology, Tralee	Youth and Community Work Practice	3 years - FT	N/A
Latvia	M.A.	Daugavpils University FT	Career Counsellor and Youth Affairs Specialist	2years - FT	Since 2012:44
	M.A.	Liepaja University FT, PT	Career Counsellor and Youth Affairs Specialist	2 years -FT 2.6 years-PT	23 since commencement.
Luxembourg	BSSE - educational and social sciences	University of Luxembourg FT	educational and social sciences	6 sems -FT 4 sems- PT	Since 2003-40 per annum
Malta	B.A.	University of Malta	Youth and Community Studies	3 years - FT 5 years -PT	Since 1993:230
	M.A.	University of Malta	Youth and Community Studies	3 years - PT	Since commencement: 49
	M.A.	University of Malta	Youth Ministry Studies	3 years FT	
The Netherlands	B. A	University of Applied Sciences (Higher Prof. Ed.)	Cultural and Community Education	4 years - FT	N/A
	B.Degree - Social	University of	Social Pedagogical Care	4 years - FT	N/A

	Pedagogical Care	Applied Sciences (Higher Prof. Ed.)			
	B. Degree - Social Work	University of Applied Sciences (higher Prof. Education)	Social Work	4 years - FT	N/A
	Associate degree - youth worker	National Training Institute (private)	Jeugdwerker – HBO Associate Degree opleiding	3 years - PT	N/A
	Minor youth work in urban areas	University of Applied Science, Amsterdam	HBO-Minor jongerenwerk in de grote stad	1 year - FT	N/A
Romania	PG Cert	West University of Timisoara	Management of Youth Educational Resources	120 hrs - FT	25 per annum projected.
Russian Federation	B.A. and M.A.	42 Universities	Organisation of Youth Work	N/A	N/A
United Kingdom (England)	B.A.	Bedfordshire, University Of	Youth and Community Work	N/A	N/A
	B.A .	Bishop Grosseteste University	Applied Studies Children and Youth Work	N/A	N/A
	B.A.	Bolton, University Of	Youth and Community Work	N/A	N/A
	PG Dip	Bradford College	Youth/Community Development	N/A	N/A
	B.A.	Bradford College	Youth and Community Work	N/A	N/A
	B.A.	Brighton, University Of	Youth Work	N/A	N/A
	B.A.	Institute for Children Youth & Mission	Youth, Community Work and Practical Theology	N/A	N/A
	B.A.	Cumbria, University Of	Youth and Community Work	N/A	N/A
	PG Dip/M.A.	Cumbria, University Of	Youth and Community Work	N/A	N/A
	PG Dip	Cumbria, University Of	Youth and Community Work	N/A	N/A
	PG Dip / M.A.	De Montfort University, Leicester	Youth and Community Work Development (Distance Learning)	N/A	N/A
	B.A.	De Montfort University, Leicester	Youth Work and Community Development	N/A	N/A
	B.A.	Derby, University Of	Working with Young People and Communities (Youth Work)	N/A	N/A
	M.A.	Durham University	Youth and Community Work	N/A	N/A
	PG Dip	East London, University Of	Youth and Community Work	N/A	N/A
	B.A.	Gloucestershire, University Of	Youth Work	N/A	N/A
	PG Dip /MA Youth Work	Gloucestershire	Youth Work	N/A	N/A

		, University Of			
	B.A.	Goldsmiths College, University of London	Applied Social Science, Community Development and Youth Work	N/A	N/A
	PG Dip/ M.A.	Goldsmiths College, University of London	Applied Anthropology and Community and Youth Work	N/A	N/A
	PG Dip/ M.A.	Huddersfield, University Of	Professional Studies (Youth and Community Work)	N/A	N/A
	B.A.	Huddersfield, University Of	Youth and Community Work	N/A	N/A
	B.A.	Hull, University Of	Youth and Community Development	N/A	N/A
	B.A.	Leeds Beckett University	Youth Work and Community Development	N/A	N/A
	PG Dip	Leeds Beckett University	Youth Work and Community Development	N/A	N/A
	M.A.	Liverpool Hope University	Youth and Community Studies	N/A	N/A
	B.A.	Manchester Metropolitan University	Youth and Community Work	N/A	N/A
	PG Dipl/M.A.	Manchester Metropolitan University	Youth and Community Work	N/A	N/A
	B.A.	Moorlands College, Dorset	Applied Theology (Youth and Community Work)	N/A	N/A
	PG Dip	Moorlands College, Dorset	Applied Theology (Youth & Community Work)	N/A	N/A
	B.A.	Nazarene Theological College	Theology (Youth and Community)	N/A	N/A
	B.A.	Newman University	Youth and Community Work with Christian, Muslim and secular pathways	N/A	N/A
	M.A./PG Dip	Newman University	Youth and Community Work	N/A	N/A
	M.A.	Northampton, University of	Youth & Community Work	N/A	N/A
	B.A.	Oasis College of Higher Education	Youth Work and Ministry	N/A	N/A
	B.A.	Oasis College of Higher Education	Youth Work and Theology	N/A	N/A
	Grad Dip	Oasis College of Higher Education	Youth Work and Ministry	N/A	N/A
	B.A.	Open University	Youth Work	N/A	N/A
	B.A .	Ruskin College	Community Development and Youth	N/A	N/A

			Work		
	Grad Dip	Sheffield Hallam University	Youth Work	N/A	N/A
	B.A .	Sheffield Hallam University	Youth and Community Work	N/A	N/A
	B.A.	Sunderland, University Of	Youth and Community Work Studies	N/A	N/A
	PG Dip	University College Birmingham	Youth Work and Community Work	N/A	N/A
	B.A.	University Plymouth St Mark and St John	Youth and Community Work	N/A	N/A
	PG Dip	University Plymouth St Mark and St John	Youth and Community Work	N/A	N/A
	B.A.	Worcester, University Of	Youth and Community Work	N/A	N/A
	B.A.	YMCA George Williams College	Informal Education (Youth Work & Community Learning and Development)	N/A	N/A
	PG Dip/M.A.	YMCA George Williams College	Youth work and community learning and development	N/A	N/A
	B.A.	York St John University	Youth and Community Work	N/A	N/A
United Kingdom (Wales)	B.A.	Glyndwr University	Youth and Community Work	N/A	N/A
	PG Dip	Glyndwr University	Youth and Community Work	N/A	N/A
	B.A.	University of South Wales	Youth and Community Work	N/A	N/A
	B.A.	University of South Wales	Youth and Community Work (Youth Justice)	N/A	N/A
	M.A.	University of South Wales	Working for Children and Young People	N/A	N/A
	B.A.	University of Wales Trinity Saint David	Youth and Community Work	N/A	N/A
	PG Dip	University of Wales Trinity Saint David	Youth and Community Work	N/A	N/A
	B.A.	Cardiff Metropolitan University	Youth and Community Work	N/A	N/A
	PG Dip	Cardiff Metropolitan University	Youth and Community Work	N/A	N/A

Table 7.5 Vocational and further education and training courses in youth work and related fields

Country	Qualification	Provider	Course Title	Duration - FT or PT	Number of Graduates
Belarus	Diploma	National Institute for Higher Education, Minsk.	Specialist in work with youth	2 years - PT	225 since 2008
Belgium (French)	Certificate	CESEP and ICJ - youth sector	BAGIC - Brevet d'Aptitude à la Gestion d'Institutions Culturelles	2 years -FT	470 (63 for specific youth sector – ICJ)since 1989.
	Certificate	N/A	BCCV -Brevet de coordinateur de centre de vacances	1-2 years - FT	2,080 since 2001.
	Certificate	N/A	BACV -Brevet d'animateur de centre de vacances	1-2 years - FT	28,186 since 2001
	Certificate	FFEDD (Fédération Francophone des écoles de devoirs)	Brevet de animateur / coordinateur en école de devoirs	6m to 3years - PT	57 since 2009
Croatia	Certificate	University of Rijeka and Institute for social Research in Zagreb	Youth in Contemporary society	5 months	Commenced Jan 2018
Czech Republic	Certificate	National Institute for Further Education (NIDV)	Leisure-time based pedagogy for professional youth workers involved in direct youth work in leisure-time based education	216 hours - PT	13 modules with 37 participants since 2014
	Certificate	National Institute for Further Education (NIDV)	Leisure-time based pedagogy for professional youth workers involved in part-time youth work in leisure-time based education	40 hours - PT	125 modules with 2 564 participants since 2014
	Certificate	National Institute for Further Education (NIDV)	Studies for directors of leisure-time based education settings	3 years - PT	20 modules with 60 participants since 2014
France	CQP - certificat de qualification professionnelle	Ministry of National Education	Extra-curricular time	FT	N/A
	BAPAAT -	Ministry in charge of youth and sports	Brevet d'aptitudes professionnelles d'assistant animateur	FT	2016: 574
	BPJEPS :	Ministry in charge of youth and sports	Brevet professionnel de la Jeunesse, de l'Éducation populaire	FT	2016: 2,899

			et du Sport”		
	DEJEPS	Ministry in charge of youth and sports	Diplôme d’État de la Jeunesse, de l’Éducation populaire et des Sports”	FT	2016:714
	Diploma (level 5 EFQ)	Courses in 14 Instituts Universitaires de Technologie (IUT)	DUT Carrières sociales option animation sociale et socioculturelle	2 years - FT	Approx 1,000 annually.
	BAFA and BAFD	Ministry in charge of youth and sports	Training organisations with either national or regional competency.	3 to 6 weeks - PT.	BAFA - 54,842 BAFD - 1,903 In 2016.
Ireland	Certificate	National University of Ireland, Galway	Youth work practice	6 months-PT	N/A
	Certificate	National University of Ireland, Maynooth	Youth Work Studies	2 semesters PT - 20 ECTS	
	NQF - Level 5	Liberties College Dublin - accredited by Education and Training Board (ETBI)	Youth Studies and Community Development	1 year - FT	N/A
Luxembourg	Educator (Diplôme d’état d’éducateur)	LTPES	Educator (Diplôme d’état d’éducateur)	3 years	N/A
The Netherlands	Lower Vocational Training – Level 3 and 4	Regional Educational and Vocational Training Centres (ROC)	Pedagogical Staff Member Youth Care	3 years - FT	N/A
	Lower Vocational Training – Level 3 and 4	Regional Educational and Vocational Training Centres (ROC)	Socio-Cultural Worker	3 years	N/A
Norway	Barne- og ungdomsarbeiderfaget (specialization in upper secondary school)	Upper secondary school	Barne- og ungdomsarbeiderfaget	4 years (2 years in school, 2 years as apprentice)	2016-2017: 2,927.
Portugal	Level 4 (12 grade school certificate)	17 Institutions/ accredited in vocational training	Youth Technician (professional training) Dual certification process, via professional and educational, equivalent to 12.º school grade	FT in public sector and PT in private sector	N/A
Romania	Certificate	Schultz Consulting	curs de Lucrător de tineret (youth worker)	PT - 5 days	900
Russian Federation	State certification for retraining and extra-qualification courses.	Universities and certified training institutions.	Wide variety of training courses and internship opportunities for	N/A	N/A

			youth workers.		
Serbia	Certificate	Organisation Centre for Youth Work - CZOR in partnership with Jonkoping university Sweden	Leadership, youth work, community developmental	1 year - FT	Total number from 2001 to 2007: 380. Closed from 2008 -2017, Currently running with new generation of 20 students.
Slovakia	Several accredited programmes	N/A	N/A	N/A	88 as of 2017.
Sweden	Fritidsledare – vocational education	Swedish folk high schools	Fritidsledarutbildning	2 years - FT	300 per annum
Turkey	Youth and Sports Expert Training	Ministry of Youth and Sports	Youth and Sports Expert	3 months	Approx 70
	Youth Leader's Training	Ministry of Youth and Sports	Youth Leaders	7 days + in service training	Approx 1000
United Kingdom (England)	Level 2 Certificate (JNC Youth Support Worker Qualification) Level 3 Certificate (JNC Youth Support Worker Qualification) Level 3 Diploma (JNC Youth Support Worker Qualification and preferred entry route for Degree programmes)	N/A	N/A	N/A	N/A
United Kingdom (Wales)	Certificate	Agored Cymru	Youth Work Practice	N/A	N/A
	Diploma	Agored Cymru	Youth Work Practice	N/A	N/A
	Certificate	ABC Awards	Youth Work Practice	N/A	N/A
		ABC Awards	Youth Work Practice	N/A	N/A

Table 7.6 Non-formal education and training: Provision, funding and accreditation

Country	Training provided - Number of courses and participants annually	Main Funding Sources	Main Providers	Accreditation employed
Albania	Provided by NGOs only.	External funding mostly - CoE, European Union, UNDP, UNFPA, OSCE, Care International, etc. Occasional projects financed from either Ministries, Ministerial Agencies or Municipalities.	NGOs	No state accreditation. Youthpass.
Armenia	Two national courses - Ministry of Sport and Youth Affairs. Kasa Foundation. 50 youth workers	Ministry of Sport and Youth Affairs. Kasa Foundation.	Ministry of Sport and Youth Affairs. Kasa Foundation.	Certification by the Ministry of Sport and Youth Affairs.

	(25 in each program). NGO's also train youth workers.			
Austria	Institutions in Vienna (IFP), Salzburg (Akzente), and in Upper Austria offer basic and further courses for youth workers annually. Approx 20 per course.	Regional reimbursement of course fee on completion.	Training institutes run by the federal regions (sometimes in cooperation with tertiary education institutes). NGOs.	Ongoing integration into the NQR promoted by aufZAQ as well as the youth departments of the federal regions and the Federal Ministry.
Azerbaijan	NGOs provide training for youth workers -approx 12 courses with 250 participants annually.	Azerbaijan Youth Foundation, Ministry of Youth and Sports, International European Youth Foundation and Erasmus+ are the main funding sources.	Ministry of Youth and Sport. Azerbaijan Youth Foundation. National Assembly of the Youth Organizations (NAYORA), Youth NGOs.	No state accreditation.
Belarus	Training for youth workers provided by youth NGOs - 320 youth public associations.	Central government, local government, European funding (mostly Erasmus+), Eastern Partnership, Union State of Russia and Belarus, CIS countries, private donations.	Youth NGOs, Voluntary organisations and educational establishments.	National Qualifications Framework and European Youth Work Portfolio are mostly used.
Belgium (Flemish)	Youth worker certificates awarded by the Ministry of Culture, Youth and Media after completion of an approved training programme ('Kadervorming'). In 2016, 7454 young people receive a certificate in Flanders.	Flemish Government . Certain municipalities refund a part of the participation fee.	Youth organisations - approved by the Ministry.	'Kadervorming.
Belgium (French)	Annually approx 800 demands for training course of which over 80 % are validated. Some 50 training organisations with 14,000 participants (2009-2015).	Wallonia-Brussels Federation and the European Social Fund.	Youth Centres Federation and other Youth NGOs. Local youth services, etc.	Youthpass.
Belgium (German - speaking)	Youth Commission (Ministry) organises training and certification for volunteer youth workers. 10 courses annually with 10-12 participants. About 80 per year obtain certification.	The regional government and the European funding programmes are the main funding sources.	The Youth Commission and NGOs.	Ongoing integration with NQF. Europass. For all other courses, participants receive a certificate of participation.

Bosnia and Herzegovina	2-3 nationally, 50-70 participants annually provided by youth NGOs	Different donors, no main sources of funding.	Youth NGOs.	No state accreditation.
Bulgaria	National Youth Academy provides training for youth leaders and youth workers organised by the National Youth Forum. 124 courses with 1743 participants in 2015.	Erasmus +, central government and local municipalities.	Human Resources Development Centre (the NA for Erasmus + programme), the National Youth Forum, and NGOs.	No state accreditation. Youthpass.
Croatia	Croatian Youth Network provides a youth studies programme.	Relevant ministries, Erasmus + and ESF, and some local authorities.	Civil society organizations.	Europass.
Cyprus	Approx three transnational cooperation activities annually with some 12 participants under Erasmus+. Cyprus Youth Council Pool of Trainers organises training twice yearly.	Erasmus+. European Youth Forum. The National Funding Scheme: "Youth Initiatives".	National Agency for Erasmus+. NGOs	Youthpass.
Czech Republic	National Institute for Further Education (approx. 260 courses with and 4,600 participants (2014-16):	ESF and Erasmus, Ministry of Education Youth and Sports.	National Institute of Further Education. National Agency. National Youth Information Center.	State accreditation. Youthpass.
Estonia	Approx. 34 courses annually -national, regional or local/municipal - with 1500-1600 participants.	ESF 85% and state co-financing 15%.d.	Foundation Archimedes (National Agency).	National Qualification Framework and Professional Qualification Standards .
Finland	Numerous training courses organised on different levels including youth work conferences, workshops seminars etc.	N/A	Varied sources: central government, formal education, municipalities, NGOs, regional governments and European programs.	ECTs.
Georgia	NGOs and commercial organisations provide training, but are not officially recognised.	NGOs	NGOs	N/A
Germany	Vast number of courses for specialists in child and youth services. There were approx 32,000 Juleica	Federal states, municipalities, Erasmus +.	Regional youth offices, socio-pedagogical further education institutions, youth organisations, etc..	German Qualifications Framework for Lifelong Learning.

	(national standardised card for voluntary youth workers) card holders in 2016.			
Greece	Training organised by youth NGOs under EU and CoE projects. Approx 12 courses annually with approx 50-60 participants.	Erasmus Plus, SALTO, European Youth Foundation, central government.	National Agency and youth NGOs	Europass
Iceland	Occasional training courses provided by NGOs.	Mostly European funding - Erasmus+ - with some funding from the state and municipalities.	Mostly NGO's - the scout movement , the Youth Iceland Leadership program, Icelandic Confederation of Youth Clubs and the YMCA.	No state accreditation but NGOs have their own recognition systems.
Ireland	NGOs -National Youth Council of Ireland, Youth Work Ireland, Irish Youth Work Centre - provide training on an ongoing basis.	Central Government	National Youth Council of Ireland. Youth Work Ireland	N/A
Italy	Fragmented initiatives in various regions. Many youth workers trained through job - shadowing, or internships.	Erasmus + programme (the biggest funding source). Regional Funds managed by local administration in collaboration with association and large organisations also provide training for youth workers.	Youth organizations and third sector organisations -faith-based, and political and neutral. Some regions, municipalities and NGOs.	Europass. No state accreditation.
Latvia	Training courses under Erasmus+	Erasmus+	N/A	N/A
Liechtenstein	The Youth Work Foundation conducts 4 (obligatory) training seminars annually.	Youth Work Foundation. The state also supports internships and vocational trainings.	Youth Work Foundation and universities - and similar institutions in Switzerland and Austria.	N/A
Lithuania	Training courses mainly provided under Erasmus + and Youth Affairs Department -	Central government, municipalities, EU and Nordic Council.	Youth Affairs Department. National Agency	Youthpass. European Youth Work Portfolio.
Luxembourg	National Youth Service provides training - approx. 200 courses with 2,800 participants annually.	Ministry for Education, Children and Youth	National Youth Service - 4 centres.	Training for professionals is compulsory (2006 Youth Act). Europass and Youthpass. Volunteers can get Certificat de l'engagement.
“The former Yugoslav Republic of Macedonia”	Training courses provided by NGOs.	N/A	N/A	N/A

Malta	Approx 5 courses and 100 participants annually.	Central government. Erasmus +.	Agenzija Zghazagh and, on occasion, MAY Maltese Association of Youth Workers) and voluntary youth NGOs.	N/A
Republic of Moldova	Training provided by CSOs including capacity building conducted at local and national level.	United Nations. East Europe Foundation from Moldova. Ministry of Youth and Sport. Erasmus + etc.	Youth Centers and national experts.	No state accreditation.
Montenegro	Trainings for youth workers organised at regional level by CSOs.	EU, central government and International donors.	CSOs. Youth NGOs.	N/A
The Netherlands	Wide variety of non formal training courses on specific topics, where youth workers may participate.	Diverse. Courses might be funded through foundations, funds or through offers of national institutes or branch organisations.	Diverse: local welfare organisations; Netherlands Youth Institute; the national association of youth workers, BVJong ; Social Work Netherlands, etc.	Accreditation system for all education at national level, but not specifically for youth work.
Norway	N/A	Municipalities	Municipalities	N/A
Poland	NGOs organise non-formal education for youth workers .	Mainly Erasmus+	NGOs	N/A
Portugal	Training courses for youth workers provided by youth associations - approx 20 courses with 250 participants annually.	Central and local government and European funding programmes.	Youth Associations and governmental organizations	NQF. European Portfolio.
Romania	NGO provide training - (approx 50 modules and 800 participants annually) with support of National Agency.	Erasmus+. ESF.	NGOs(national and local). National Agency.	Youthpass. No state accreditation. NGOs provide certificates of participation.
Serbia	Training courses organised by NAPOR (68 member organizations delivering youth services). 107 (66 youth workers and 41 youth leaders trained , (2011 - 2016). 24 currently in training.	Central Government. European funding programmes.	NAPOR or its member organisations are the only providers	NAPOR issues certificates recognised by member organisations and Ministry of Youth and Sports.
Slovakia	Some 56 accredited programmes with 1,370 participants	Erasmus +. Municipalities. Private sector donors.	NGOs. Voluntary organisations.	Europass. Youthpass.

	annually.	Norwegian funds.		
Slovenia	Training courses provided by different organisation in the youth sector	Ministry of education, science and sport, Office for Youth, Erasmus + and local communities.	Youth Network MaMa. National Youth Council. Institute Movit – National Agency. NGOs.	Nefiks, Youthpass, Europass, Learning Badges, TaPas (Scouts Association), etc.
Sweden	Swedish Agency for Youth and Civil Society (MUCF) provides short training courses (approx 20-30 annually with 300-500 participants) for youth workers, in collaboration with different university colleges. CSOs train their voluntary leaders.	Central government	Swedish Agency for Youth and Civil Society (MUCF), CSOs and government agencies.	If provided in collaboration with a university college, there is a possibility of gaining university credits.
Turkey	Partnership between NGOs and universities to provide informal and non-formal education opportunities for youth workers and volunteers	Ministry for Youth and Sports. NGOs	NGOs and universities	N/A
Ukraine	1.National Education Programme “ Youth Worker” -10 national and 20 regional programmes planned in 2017 for 800 youth workers. 2. NGOs and international orgs.	Ministry, UNDP Ukraine, UNICEF Ukraine.	National level: Ministry, UN orgs, youth associations NGOs and other national orgs. Regional and local level: public bodies, municipal youth centres, other regional and local organizations involved in youth sector.	State certification and European Youth Work Portfolio.
United Kingdom (England)	Hundreds if not thousands of organisations, companies and further education colleges providing training for youth workers (at non-graduate Level 2 and 3) including those run by the National Youth Agency, UK Youth, Ambition and others. 100,000+ staff and volunteers benefit	Diverse sources including local authorities, as well as significant investment by trusts and foundations, lottery funders and private sector investors and others.	Providers include voluntary sector organisations, local authorities, private companies, and further education colleges and others.	Qualifications are provided by a range of awarding organisations including: Aim Awards, ABC Awards, Open College Network West Midlands, CERTA, NOCN Laser and Ascentis.

	from trainings			
United Kingdom (Wales)	Wales Voluntary Youth Services provide a national network of basic non-formal education / training for youth work . Approx 50 courses at Levels 1,2 and 3 annually at local level with approx 400 participants.	Central government Some self financing by voluntary organisations	NGOs primarily	Erasmus+

Table 7.7 Non-formal education and training: Methods, themes and competences

Country	Main training settings, methods and tools	Main training themes and topics	Main competences developed
Albania	Projects, youth exchanges and training courses.	Human rights education, social inclusion, intercultural learning and diversity.	Organisational skills, leadership, communication, working in a team, adaptability, time management, intercultural skills and entrepreneurial skills.
Armenia	Training and retraining combining three educational methods: formal education modules, non-formal education and e-learning. Vocational education courses offered by folk schools are also an offer without degree (see information in table above)	Youth policy, program management, group and team work	Youth policy knowledge. Program development skills. Basic skills of ICT. Management Skills. Self-assessment and monitoring skills Teaching Skills. Communication skills.
Austria	Seminars, group work and practice in the field, lectures and elements of blended learning.	Group dynamics, self-reflection, sociological, pedagogical and psychological basics; prevention work; conflict management; diversity and intercultural understanding; gender-mainstreaming; migration.	Reflective approach. Empathy. Communication skills. Project management.
Azerbaijan	Seminars, group works, educational games based on peer learning and group reflections.	NGO liaison. International cooperation. Youth inclusion in decision-making. Intercultural awareness. Best practice. Working with different groups of youth.	Leadership and communication skills.
Belarus	Peer learning, blended learning, e-learning, projects, summer schools, youth	Youth leadership, active participation and citizenship, healthy lifestyle and well-being, social inclusion, rural	N/A

	exchanges, voluntary youth (students) camps, forums, workshops, team buildings, art and sports festivals.	youth issues, volunteering, youth entrepreneurship, employment opportunities.	
Belgium (Flemish)	The 'Kadervorming', aims to train young people as youth leaders and strengthen their competences.	How to interact with children and young people; deontology, first aid (EHBO); how to deal with aggressive behaviour; prevention for bullying.	Flemish government defined (2015) the following competences: - guiding children and young people, - organising activities for young people. - reflecting, - ensuring the security of children and young people, - acting with respect, - working together, - motivating and inspiring.
Belgium (French)	Projects, seminars, exchanges, group work and peer learning.	Training courses for 1/executives (coordinators, directors), for 2/ group leaders and for 3/ trainers. Main topics: 1/ coordination 2/Cultural and societal challenges 3/ techniques/methods of activity organisation and creativity 4/knowledge of the public (trainees), cultural and social challenges.	Organisation and evaluation activities. Welcoming a group. Management of a group of children / young people. Communications skills. Participation in the association.
Belgium (German-speaking)	Non-formal learning, including theoretical inputs, exchanges, group work, peer learning and practical exercises.	Cultural awareness, inclusion, prevention from radicalisation, and communication and conflict management.	Communication and intercultural skills
Bosnia and Herzegovina	Seminar and programmes.	Group work, team work, communication skills, conflict resolution, volunteers management, youth information, human rights.	Communication skills, leadership, empathy, organizational skills, management skills.
Bulgaria	Seminars and exchanges	Active citizenship, human rights, youth information, international youth work, project management, drug abuse prevention, prevention of anti-social behaviour.	Project management, information management, communication and organisational skills.
Croatia	Workshops using various non formal methods.	Gender equality, social inclusion, intercultural dialogue, debate and communication workshops, human right education, personal and social development seminars, project management.	N/A
Cyprus	Non-formal learning activities, group work, exchange of good practices.	As in Erasmus	Key competences as in Youthpass.
Czech Republic	Quality self-assessment tools for youth NGOs and youth clubs.	Standardised themes under the National Institute for Further Education and	Competences under National Institute for Further Education: effective communication and

		Erasmus+ National Agency	<p>presentation; planning; project management; problem solving; human resources management; strategic management; leadership; and fundraising.</p> <p>Competences under Erasmus+.</p>
Estonia	<p>Long-term developmental programmes; thematic training activities; training activities which support regional development in the youth field; and training courses to support internationalisation.</p>	<p>Developmental programme for hobby school specialists. Training programme for social inclusion practise. Design thinking in youth work. Erasmus+ training for developmental projects. Values in youth work. Communication, conflicts and mental health. Studying and understanding studies with young people. Developmental programme for youth work specialists.</p>	<p>As set out in the Occupational Standard for Youth Worker: organization of youth work; mediation of information of the youth and counselling of the young people; administration and management; networking and communication with the public; guarantee of secure environment; professional self-improvement; development of youth sector.</p>
Finland	<p>Courses, seminars and different professional networks on a national level; on a regional and on a municipal level.</p>	<p>Community youth work. Outreach youth work. Social youth work. Information and counselling. School-based youth work. Promoting of youth participation. Multi-cultural youth work. Quality framework in youth work.</p>	N/A
Georgia	N/A	N/A	N/A
Germany	<p>Seminars, projects, exchanges, group work, also peer learning and blended learning.,</p>	<p>Legal issues, pedagogical methods, group dynamics, conflicts, participation, intercultural learning etc.</p>	<p>Communication skills, leadership, empathy, coaching, organisational skills, intercultural skills.</p>
Greece	<p>Projects, seminars, exchange of good practices.</p>	<p>Active youth participation, social exclusion, youth employment, refugee support.</p>	<p>Organisational skills, communication, youth support</p>
Iceland	<p>Seminars, exchanges and cooperative projects.</p>	<p>Leadership, participation, democracy and social inclusion.</p>	<p>Communication skills in multicultural and multidimensional work, coaching and leadership.</p>
Ireland	<p>Workshops, showcases, seminars.</p>	<p>Child protection.,working with minority groups, equality & interculturalism, sexuality, mental health/suicide, bullying,challenging behaviour</p>	<p>Empathy. Understanding of differences. Communication with young people. Supervision and facilitation skills. Youth work planning and evaluation. Recording and reporting skills.</p>
Italy	<p>Seminars and training courses developed with non- formal education methods</p>	<p>Wide range of topics including: youth information; competence awareness; how to support young people to start working; development of creativity etc.</p>	<p>Depends on the provider. Some seek to improve the practical skills of young people as well their social competences.</p>
Latvia	N/A	N/A	N/A
Liechtenstein	<p>Seminars</p>	<p>Participation, intercultural understanding, quality of</p>	<p>Personal and communication skills.</p>

		youth work	
Lithuania	Seminars, peer learning and methodology development.	Social inclusion (working with marginalized or special needs young people); intercultural capacity building; non-formal education methodology; digital competence development; coaching and mentoring; leadership and initiative; (youth) policy development and implementation.	Youth Workers Certification programme identified 32 competences - under review.
Luxembourg	Wide range: presentations, workshops, peer learning etc.	Four main themes: General context (legislation, regulations); Fields of action in the youth sector (emotions, social relation; values, participation, democracy; communication, creativity, arts/culture; physical activities; health; Natural sciences, transitions; Analysis of practical work; and administration of a youth centre.	Understand the general framework of youth policy and the youth. Provide theoretical and practical knowledge to develop specific projects. Provide participants the opportunity to analyse their experiences and actions. Provide participants with information for their administrative work and develop their skills for the management of the youth center.
Malta	Projects and seminars.	Social inclusion; youth information; outreach; detached youth work.	Continuous professional development of youth workers, youth leaders and volunteers to increase and strengthen their understanding and capacity to implement different youth work methodologies, approaches and practices.
Republic of Moldova	Seminars, round tables, conferences, workshops, practical activities etc.	Youth participation, community work, fundraising, intercultural dialog, youth services, volunteering, leadership, work with youth structures, strategic planning, youth health, youth rights.	Communication skills. Leadership. Organizational and planning management of youth activity. Creativity. Teamwork and individual work. Developing analysis skills.
Montenegro	Workshops, seminars conferences, peer learning, projects.	Activism. Human rights. Multicultural learning. Drug prevention programs. Participation.	Leadership, critical thinking, organisational skills, personal and professional development.
The Netherlands	Wide range.	Outreach work, preventive support, collaboration with other professionals working with young people, program development, polarisation – radicalisation, diversity, working in care (individual support), role models.	Leadership, project management, methodological skills, theoretical framework development.
Norway	N/A	N/A	N/A
Poland	N/A	N/A	N/A
Portugal	Professional training	Social Inclusion, intercultural	Organisational skills, leadership,

	and non formal education. Study Visits. Seminars.	awareness, youth information, language and communication, information and communication technologies, citizenship, employability, youth empowerment and rights, socio cultural, animation workshops.	volunteering and intercultural skills, human rights, competences and skills within the national catalogue framework.
Romania	Seminars, youth exchanges, training courses, conferences,	Social inclusion, working with youth with fewer opportunities, developing youth projects, volunteer management, human rights education, entrepreneurship education, No Hate Speech.	Key competences for Lifelong Learning.
Serbia	Curriculum for youth workers developed by NAPOR, comprises competences, learning outcomes for each competence, topics for each module, duration, literature and methods.	Topics set out by NAPOR: 1. Community youth work and adolescent development 2. Trainers skills 3. Leadership in youth work and conflict transformation 4. Project management 5. Practical placement in community youth work 6. Respecting ethical code and promoting values of youth work.	Related competences set out by NAPOR: 1. Community youth work and adolescent development 2. Trainers skills 3. Leadership in youth work and conflict transformation 4. Project management 5. Practical placement in community youth work 6. Respecting ethical code and promoting values of youth work.
Slovakia	Seminars, exchanges, group work, peer learning , discussions, role play, simulation, etc.	Social inclusion . Promoting active youth participation in public life. Coaching/ Mentoring and its use in youth work. Mediation skills, self-advocacy and protection against discrimination. Methods and techniques of working with disadvantaged youth groups	Peer mediation. Communication. Resilience. Project thinking. Presentation skills. Teamwork
Slovenia	Various settings, methods and tools.	Project management, communication skills, public relations, intercultural learning, intergeneration cooperation, fundraising and organisational management.	In the preparation phase of the National Vocational Qualification for Youth Workers, the following competences were identified: Communication in the mother tongue. Ability to speak clearly and correctly. Ability to communicate with the media. Ability to write applications and apply for tenders. Ability to prepare (local, national) projects.

Sweden	Wide variety of settings, methods and tools.	Focus on better skills for youth workers and others practitioners to meet the needs of at risk young people and further their social inclusion.	N/A
Turkey	Various. Workshops	Fighting drug addiction, moral values.	Communication skills, youth psychology, organisational skills
Ukraine	Seminars, workshops, group work, blended learning.	<p>Youth policy and youth work.</p> <ul style="list-style-type: none"> - Youth work in local community. - Youth participation. - European approach to youth policy. - Project management in youth field. - Volunteering. - Social inclusion young IDPs. - Youth participation. - Cross-sectoral approach to youth policy. <p>Human rights education.</p>	Communication skills, leadership, coaching, organisational skills, group and individual work with youth, teamwork.
United Kingdom (England)	Wide variety of settings, methods and tools.	<p>Wide range of topics including::</p> <p>Youth work methodology.</p> <p>Group work.</p> <p>Detached and outreach work.</p> <p>Working in specific settings (e.g. arts, sports, families, environment).</p> <p>Equality and diversity.</p> <p>Safeguarding.</p> <p>Social action/ volunteering.</p> <p>Addressing antisocial / challenging behaviour.</p> <p>Project management.</p> <p>Needs assessments.</p> <p>Outcomes measurement and impact.</p> <p>Youth participation and engagement.</p> <p>Social inclusion</p>	Youth work training seeks to combine learning around theory and practice. Introductory level training tends to be more focused on basic principles of youth work and reflective practice whereas higher levels introduce managerial skills and knowledge.
United Kingdom (Wales)	Workshops, seminars and supervised placement experiences that run alongside	<p>Theory of Youth Work.</p> <p>Safeguarding in youth work setting.</p>	Working directly with young people to develop their social education by providing programmes of activities,

	taught courses. Most courses require the development of a portfolio of evidence of learning	Young people's development Engaging & communicating with young people.. Group work within youth work setting . Working with challenging behaviour within YW setting. Work based practice in YW. Reflective Practice within youth work setting.	services and facilities. Establishing contact with and guiding young people as part of local programmes. Assisting in the provision of advice and support to local community groups and agencies. Assisting in the motivation, retention, developing and support of staff and volunteers. Assisting with service development by contributing to planning, delivery and monitoring of local provisions. Day to day administration to ensure smooth running of services; Implementing equality and diversity policies.
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Table 7.8 Quality and Competences

Country	Quality assurance framework - national/ regional	Competency-based framework - national/ regional
Austria	The aufZAQ certification (since 2003)	
Azerbaijan	Being developed	
Belarus	Employment agreements and local job regulations documents	Educational Standard of the Republic of Belarus № 1-09 01 74-2012
Belgium (Flemish)	Specific funding conditions for national level (Flemish) organisations	N/A
Belgium (French)	Training organisations need to have an accreditation from Youth Service	A profile for the job (socio-cultural group leader) and the content of training courses, defined by the French-speaking Service for Professions and Training Courses
Belgium (German-speaking)	Evaluation of youth workers - monitoring of their youth work twice per year, creating analysis of their achievements every 5 years and delivering concept for the next 5 years	N/A (projected for 2018)
Bulgaria	N/A	suggested set of skills of the youth worker, suggested in the Official "Position of the Bulgarian National Youth Forum on Youth Work and Youth Worker" ²⁴
Czech Republic	The "NGO recognised by the Ministry for providing quality youth work" award	- National project Keys for life – Developing Key Competences in Leisure-Time-Based and Non-Formal Education - National competency-based framework for youth workers in youth information centres (produced by Youth Department; Ministry of Education, Youth and Sports in 2008)
Estonia	Occupational standard of youth workers developed by The Estonian Youth Work Centre (2012) and Quality Framework for municipalities (2010) developed with the lead of Estonian Youth Work Centre.	
Finland	internal frameworks developed by the organisations themselves; peer quality assessment method	N/A
France	compulsory registration of all vocational	Professional training is included in the National

	training organisations with the Ministry in charge of Vocational Training and the Ministry in charge of Youth and Sports	Register of Professional Qualifications (RNCP)
Georgia	Being developed	
Germany	Various quality assurance catalogues for different areas, e.g.: - Youth information - Eurodesk Germany Quality Catalogue - National Quality Standards to qualify for JULEICA	N/A
Iceland	In municipality of Reykjavík are provided guidelines for quality youth work in after-school programs for children and youth clubs for teenagers	N/A
Ireland	National Quality Standards Framework for Youth Work	- The National Quality Standards Framework for Youth Work (NQSF) - National Quality Standards for Volunteer-led Youth Groups
Italy	N/A	competency-based framework are defined in regional repertories of professions
Liechtenstein	Supervision of the work of the Youth Work Foundation by the board of trustees and by the municipalities	Agreements between the municipalities and the Youth Work Foundation
Lithuania	N/A	Competency development programme - 5 modules - for Youth Worker Certificate
Luxembourg	Quality Framework for Institutions Providing Non-formal Learning Opportunities introduced by the Youth Law and defined by the 2017 Grand-Ducal regulation	N/A
Malta	N/A	Competency descriptors for youth workers are included in the Code of Ethics under the Youth Work Profession Act (2014)
The Netherlands	N/A	Competence profile for youth work (2008)
Poland	N/A	The 2011 Law on supporting family and the foster care system
Portugal	Requirements under the validation process of the National Qualification Framework, regarding the professional qualification for Técnico de Juventude (Youth Worker).	The National Qualification Catalogue
Romania	N/A	The Occupational Standards
Russian Federation	- National educational standards for the Bachelor and Masters' degree programmes in "Organisation of Youth Work" - a draft version of the National professional standard for youth workers.	
Serbia	National quality assurance framework	Passport of Competences developed by NAPOR
Slovakia	- Requirements in the National Youth programs 2014-2020 - Standards of volunteer management and recommendations for work with youth in the field of volunteering	- National system of professions - National project KomPrax
Slovenia	N/A	National vocational qualification certificate for youth workers (2017)
Sweden	- common training plan/curriculum - The network, "Quality and competence in cooperation, KEKS"	N/A
Turkey	Directives on Procedures and Principles for Youth Leaders' and Sports Experts' Training, Development and Working.	N/A
United Kingdom (England)	- The National Youth Agency's Quality Mark - internal quality frameworks within the organisations	

United Kingdom (Wales)	- Quality Standards for Youth Work - Quality Mark for Youth Work in Wales	The Youth Work National Occupational Standards (NOS)
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Table 7.9 Competency framework in different countries

Country	Title	List of competences:
Austria	Competence framework developed by aufZAQ	<p>Definition of youth work, provided on the website of the Federal Ministry of Families and Youth of the Republic of Austria (it is defined as ‘child and youth work’/ „Kinder- und Jugendarbeit“):</p> <p>"Child and Youth Work" refers to a very wide and diverse spectrum of offers and measures in the field of social action. (...)</p> <p>The goal of the extracurricular child and youth work is to support and strengthen young people. It is an essential educational field of action in addition to family, formal education and child and youth welfare.</p> <p>Extracurricular child and youth work sets qualified and planned leisure and social education offers and activities. It is based on the following principles: voluntariness, openness, life-orientated, participative, promotes equal rights and it is done without commercial interests. Its main fields are: international youth work, youth information, open child and youth work, child and youth work in organisations</p> <p>The competence framework is built on 5 areas:</p> <ol style="list-style-type: none"> 1. Enable, initiate and promote learning <ul style="list-style-type: none"> • Set involving educational goals and support children/ young people in achieving these goals • Create settings for encouraging (self-) education and learning processes • Attend/ accompany (self-) educational processes and shape learning processes • Use appropriate methods for successful learning • Evaluate and develop learning processes 2. Support personal development and coping with everyday life <ul style="list-style-type: none"> • Support children/ young people in their identity- and personal development • Facilitate children/ youth to experience self-efficacy • Encourage children/ young people to become responsible and independent • Strengthen personal recognition and community • Support children/ young people in dealing with their everyday life 3. Enable participation and represent interests <ul style="list-style-type: none"> • Organize involving activities/ offers/ projects • Use suitable methods and procedures for successful participation • Enable participation in the development of the organization • Promote participation of children/youth in political and social life • Represent (stand for) the interests of children/ young people 4. Act and interact conscious and responsibly <ul style="list-style-type: none"> • Take responsibility • Use roles consciously and conscientiously

		<ul style="list-style-type: none"> • Include in the work the different dimensions of diversity • Design group/ team settings • Initiate and design group / team processes • Attend and develop group/ team processes • Act constructively and solution-oriented in problem and conflict situations • Treat risks in a competent way <p>5. Organization and (projects) management</p> <ul style="list-style-type: none"> • Arrange organizational processes and procedures • Use appropriate methods for the success of the organization • Evaluate and develop organizational processes and procedures • Carry out administrative tasks and use financial resources responsibly • Perform communication and public relations work • Design and develop the organization <p>Each of those areas has several indicators and each of the indicators is evaluated on levels (from 2 to 6)</p> <p>source: http://www.aufzaq.at/wordpress/wp-content/uploads/2017/07/aufZAQ-kompetenzrahmen-fordownload-2017_07.pdf</p>
Belarus	Educational Standard of the Republic of Belarus № 1-09 01 74-2012	<p>No definition of ‘youth work’ provided in the national legislation, but guidelines. However, the educational standard suggests the following definition for ‘organisation of youth work’: Type of professional activity aimed at implementing the main provisions of youth policy as the most important factor in the formation of civil society and the formation of a state of law</p> <p>The competence framework consists of three groups: social-personal (6 competences), academic (26 competences) and professional competences (25 competences)</p> <p>The successful retraining course graduates should possess the following social-personal competences:</p> <ul style="list-style-type: none"> • to have a perception of the world, reflecting the ideals of the Belarusian society and state of Belarus, the knowledge of the youth policy of the Belarusian state, the history of the national culture and culture of other nations; • to have high civic consciousness and patriotism, to know and respect the rights and duties of a citizen of the Republic of Belarus; • to know the religious aspect of the ideology of the Belarusian state, the features of the world religious situation and national culture; • to know the essence, structure and functions of the modern market; • to know the models of the modern market economy, the essence and specifics of the economic model of Belarus. • to be able to analyse the economic processes taking place in the Republic of Belarus and abroad, • to use economic knowledge to make rational economic decisions. <p>Academic competences:</p> <ul style="list-style-type: none"> • to know the basics of the psychological-pedagogical theory, patterns, principles, forms and methods of teaching and upbringing; be able to apply them in their professional and social activities; • to know the basic concepts of educational systems;

		<ul style="list-style-type: none"> • to be able to design educational systems and manage their development; • to know the theoretical foundations of philosophy and sociology of education, and the main modern educational strategies; • to be able to analyse real educational situations in the context of the main social functions of education; • to be able to analyse and solve problem situations arising in professional activity; • to know the theoretical and methodological foundations of social pedagogy and psychology; • to know the psychological bases of socialization of the personality, and the psychology of self-realization of the individual; • to know the basics and methods of applying the theory and practice of organizing and managing social groups and educational processes; • to know the legal and ideological foundations of the state youth policy in the Republic of Belarus, the main fields of work with young people in the conditions of the modern Belarusian higher school; • to be able to implement the main state programs, taking into account the conditions of education, professional performance of various categories of youth; • to be able to analyse the current situation of acute youth problems, conduct preventive, informative and educational work, using actively the modern technologies of management; • know the essence and mechanisms of socialization of the individual, and ways of social regulation of human behaviour; • to know the range of fundamental social problems that arise in connection with the position of youth in the social structure of the society, with the characteristics of its consciousness and behaviour; • to be able to organize sociological research in the field of sociology of youth and use information technologies for searching, collecting and visualizing information; • to know the basic directions of development of the theory and practice of management, the basic concepts of personnel management; • to know and to be able to apply various methods of analysing the organization's needs for personnel, assessing the personal and professional qualities of the employees, staff recruitment and training. • to know the concept and essence of the professional culture of the manager and the specifics of the managerial work culture; • to know effective technologies for working with the audience, methods of persuasive impact and hidden control; • to be able to apply psycho-technology management in practice; • to know the main regulations of the Labour Code of the Republic of Belarus, the nature of labour law offences, the general rules for regulating labour relations, the essence of supervision and monitoring of compliance with labour legislation; • to know the features of the implementation of various communication technologies in the sphere of culture; • to be able to apply new technologies of socio-cultural activity in the professional sphere; • to know the essence and specifics of local history and tourism in the Republic of Belarus, as well as the role of historical and cultural disciplines in the formation of the youth's civic position; • to know the patterns of the cultural life of the Belarusian society, the features of the cultural processes in the society; • to know and be able to determine the place and role of Belarusian culture in the context of the development of Slavic cultures. <p>Professional competences:</p> <ul style="list-style-type: none"> • to know the basic laws, conditions and factors of the mental development of the personality at different stages;
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Bulgaria	Position of the Bulgarian National Youth Forum on Youth Work and Youth Worker	<p>Definition of youth worker set in the National Youth Law (2012): “Youth worker is a major-aged person, which has undergone a special training in work with youth and/ or has acquired a professional experience in the youth work and implementation of youth activities. The Youth Worker supports the functioning of the youth organisations by analysing, planning, organising, monitoring and evaluating the youth activities, based on the individual approach and assessing the specific needs of the young people.”</p> <p>Further definitions are suggested in the Position of the Bulgarian National Youth Forum (2015):</p> <p>YOUTH WORK - The Youth work is an inter-sectoral activity, connecting different structures and sectors, which have the duty to support young people and which are involved in the youth matters, connected with the real problems of the youth communities and the young individuals. It empowers young people, by playing its main role – they (the young people) can grow as independent, responsible, active and critical citizens. The aim of the youth work is to support the personal, social and civilian development of young people and to create safe space for expanding their potential, acquiring competences and discovering new opportunities. Main principles, on which youth work is based, are: voluntary participation, tolerance, altruisms, cooperation and networking, adaptability, clear responsibility and entertainment. The youth work takes place where the young people are, involving them in a dynamic, unusual and creative process. It is interdisciplinary activity, which is using the methods of the non-formal learning.</p> <p>THE YOUTH WORKER - The youth worker is the person, who is directly working with the young people and implements functions aiming to reach the main goal of his/ her work – stimulation (the development) of their personal capacity.</p> <p>A youth worker’s set of skills needed is suggested in the Official "Position of the Bulgarian National Youth Forum on Youth Work and Youth Worker", which is not an official legislative document yet:</p> <p>“Among the most important qualities of the youth worker is his/ her ability to adapt to the dynamics of youth’s needs and strives to be up-to-date with the current problems of the young people, keeping in mind the responsibility of his/ her activity. In addition to this, in order to be successful in his/ her own work, the youth worker should possess the following qualities:</p> <ul style="list-style-type: none"> - personal and professional qualities directed to the young people’s needs; - high motivation for solving complex issues and conflicts; - a set of leadership, organizational and managerial skills, in order to be able to successfully recruit and distribute resources, to manage processes and to develop and implement projects; - (good level of) knowledge of the European and Bulgarian legislation - good communication and financial skills.” <p>source:http://nmf.bg/positions/position_Youth_Worker_13.12.2015.pdf</p>
Czech Republic	<p>National project Keys for life – Developing Key Competences in Leisure-Time-Based and Non-Formal Education and</p> <p>National competency-based framework for youth workers in youth information centers (produced by</p>	<p>(no official definition provided)</p> <p>Competencies for youth workers in youth information centres (YIC) – there are two documents defining two levels – youth workers in YIC and manager of YIC</p> <p>Minimum competences for youth worker in YIC:</p> <ol style="list-style-type: none"> 1. Basic competences of the specialist: <ul style="list-style-type: none"> • can collect, classify, process and archive information according to the unified classification of information • possesses journalistic skills – articles writing, photo processing, video editing, etc. • is able to distribute information relevant to the requirements and needs of youth • can communicate with clients (personally, by telephone, e-mail, etc.) • can work with problematic clients

	<p>Youth Department; Ministry of Education, Youth and Sports in 2008</p>	<ul style="list-style-type: none"> • can manage web-pages • can process long-term and short-term plans of activities • can create action plans based on the annual plan • can manage the relevant operational and technical documentation • archives and shreds documents • knows the basics of working with e-mail, MS Office (Word, Excel, PowerPoint, OneNote, Outlook) • is orientated within the internal documents of the organisation • knows the principles of creating evaluation tools <p>2. Analysis of the group's needs</p> <ul style="list-style-type: none"> • recognizes the important needs of children based on knowledge of basic human needs and developmental specifics of age categories and social background, • using different methods (such as a questionnaire or interview) can find out what activity would increase the interest of children in the YIC's activities <p>3. Communication and presentation skills</p> <ul style="list-style-type: none"> • possesses communication skills, • has the ability to respond to the individual needs of clients, • can create presentation materials, press releases, • can present and promote goals, results and strategies of the organisation • is able to present YIC at meetings with partners and other entities, • is able to prepare, organize and lead seminars and discussions for the target group and other workers working with children and youth <p>4. Crisis intervention (can show interest to the client, who comes to him/her (the youth worker) with a problem and can ensure further professional help)</p> <p>(source: http://www.nicm.cz/files/priloha_8_-_minimalni_kompetenci_profil_pracovnika_icm_1.pdf)</p> <p>Minimum competences for YIC manager</p> <p>1. Basic managerial competencies</p> <ul style="list-style-type: none"> • can create PR and marketing concepts and strategies • can create long-term and short-term plans of activities • can make strategic planning • can manage the implementation process of high-quality work, products and services within the overall management and coordinate the organization's activities, • can manage decision-making processes and coordination activities, • is able to implement and lead the relevant operational and technical document within the overall management, • manage the control and coordination of the financial operations in the organisation, • can handle coordination and management of organization's activities, implementation of strategic decisions, • can manage the organization's coordination from a professional point of view, • controls the marketing and PR management of the organization, • can secure financial resources,
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		<ul style="list-style-type: none"> • can distinguish between documents for archiving and shredding, • can provide OSH (Occupational safety and health) trainings, • commands communication skills, • risk-management • organizational management, • orientated in the current opportunities (for the organisation) <p>Communication and presentation skills</p> <p>General competences</p> <ul style="list-style-type: none"> • knows the basics of work with e-mail, MS Office (Word, Excel, PowerPoint, OneNote, Outlook) and can find available and verified information in Internet • is orientated within the internal documents of the organisation <ol style="list-style-type: none"> 4. Orientation in the legislation 5. Personnel management 6. Finance management <p>(source: http://www.nicm.cz/files/priloha_9_-_minimalni_kompetencni_profil_manazera_icm_1.pdf)</p>
Estonia	Occupational standard of youth workers developed by The Estonian Youth Work Centre	<p>Youth Work is defined in the Youth Work Act (passed 17.06.2010) as the creation of conditions to promote the diverse development of young persons, which enable them to be active outside their families, formal education acquired within the adult education system, and work on the basis of their free will.</p> <p>Competencies are divided into Obligatory competencies (6 for level 4 and 7 for levels 6 and 8):</p> <ol style="list-style-type: none"> 1. Organization of youth work 2. Mediation of youth information and counselling of the young people 3. Administration and management 4. Networking and communication with the public 5. Guarantee of secure environment 6. Development of youth sector 7. Professional individual development <p>and Occupation recurring competences (9 competences):</p> <ol style="list-style-type: none"> 1) uses the Estonian language in his/her work at level C1 and one foreign language at level B2 2) uses the computer in his/her work at the levels: AO1 – Key definitions of information technology and information society, AO2 – Computer use and file management, AO3 – Text processing, AO4 – Table processing, AO5 – Databases, AO6 – Presentation, AO7 – Information and communication 3) proceeds from the professional ethics of the youth worker in his/her work 4) shows tolerance with his/her personal example as to the people with different background, by relating friendly and openly to the people and applies suitable methods for providing equal opportunities to all young people; increases tolerance in young people towards the people with different background and prevents their ward-off; notifies the young people of their rights and possibilities and obligations; 5) creates the contact with communication partner, keeps it, provides feedback, solves the arisen communication problems, establishes oneself adequately, by applying the active listening and/or establishing principles and appropriate methods for problem solving; if needed

		<p>draws the attention of the young person or youth worker delicately to the communication mistakes and supports and instructs their improvement; supports the youth worker of lower level with personal example in solving the similar problems; improves his/her communication skills by using appropriate possibilities (trainings, literature etc);</p> <p>6) plans his/her work short or long-term, by setting relevant objectives proceeding from the needs and interests of the young people and considering the work principles, possibilities and needs of the organization; follows the fulfilment of the plan, by drawing up the summaries, reports etc; adjusts the plans and coordinates the changes with the colleagues concerned;</p> <p>7) encourages and supports the participation in the activities of citizenship society (incl voluntary activities), in one's organization, in the society as a whole and representative democracy, by applying several studying methods, by sharing information, acknowledging initiative of the young people, by starting the discussions and debates between the young people and decision-makers etc;</p> <p>8) keeps oneself updated with the principles of key trends and youth work, by considering these in planning and implementation of one's work;</p> <p>9) follows the values being the basis of youth work, by involving different target groups in the activities (e.g. young people with special needs, old people, people of different nationalities, parents) and by being an example with one's activities and behaviour.</p> <p>(Source: https://www.entk.ee/sites/default/files/EestiNoorsootoo_ENG_2015.pdf)</p>
Russian Federation	National educational standards for the Bachelor and <u>Masters'</u> degree programmes in "Organisation of Youth Work"	<p>Definition of youth work provided in the "Fundamentals of State Youth Policy of RF till 2025": Youth work is a professional activity aimed at solving complex tasks for implementation youth policy in the fields of labour, laws, politics, science and education, culture and sport, communication, healthcare, interaction with governmental organisations and public institutions, youth and children's associations, as well as employers</p> <p>Competences of youth workers are described in Chapter V of each of the educational standards mentioned above, as a result of completion of each of the programmes. The competences are divided into 3 main groups:</p> <ul style="list-style-type: none"> - general cultural competencies (общекультурные компетенции) – 9 competencies are listed for the Bachelor degree level and 3 for Master's - general professional competences (общепрофессиональные компетенции) – 4 competencies are listed for Bachelor level and 2 for Master's - professional competencies (профессиональные компетенции) – 36 competencies for Bachelor level and 33 for Master's <p>the main competences, listed in the educational standard for the Bachelor degree level in "Organisation of Youth Work" are, as follows:</p> <p>* General-cultural competencies:</p> <ul style="list-style-type: none"> - the ability to use basic philosophical knowledge in order to form ideological position; - capacity to analyze the basic stages and patterns of the historical development of the society in order to form civil attitude; - the ability to use basics of the economical knowledge in different fields of activity; - the ability to use basics of the legal knowledge in different fields of activity; - the capacity to communicate in oral and written form in Russian and foreign languages in order to achieve the objectives of interpersonal and intercultural interaction; - the ability for teamwork, tolerant perception of social, ethnical, confessional and cultural differences; - the capacity for self-organisation and self-education; - the ability to use the methods and means of the physical education in order to ensure full-fledged social and professional activity;

		<ul style="list-style-type: none"> - capacity to use the methods of giving first aid, and methods to act in emergency situations; <p>* General-professional competencies:</p> <ul style="list-style-type: none"> - the ability to solve standard tasks in his/ her professional activity based on the information and bibliographic culture using information-communicational technologies, taking into account the fundamental rules of informational security; - the ability to grasp the social significance of his/ her profession, aspiration to carry out professional activity, to seek solutions and readiness to bear responsibility for them; - readiness for the necessity and the ability for continuous professional self-development and self-improvement throughout life; - readiness to cooperate with colleagues, to work in a team; <p>* Professional competences corresponding to the type (s) of professional activities:</p> <p><u>Scientific-research activities:</u></p> <ul style="list-style-type: none"> - the ability to collect and systematize scientific information on youth matters; - mastering the skills of empirical research on youth issues; - possession of skills for the preparation of scientific reviews, abstracts and reports on the results of studies on youth issues; - the ability to design and provide the results of scientific and applied activities on youth issues in accordance with Russian and international legislative documents and standards, scientific and special requirements for making presentations; <p><u>Organisational-managerial activities:</u></p> <ul style="list-style-type: none"> - the ability to identify problems in the youth field and develop their organizational solutions in the field of employment, entrepreneurship, everyday life and leisure, and interact with associations and organizations representing the interests of youth, the ability to organize information support to youth for the implementation of the youth policy, interaction with youth media; - the ability to plan and organize the work in youth communities; - the ability to develop organizational solutions of problems in the youth field; - the ability to interact with various social structures and institutions of the society on the creation and implementation of youth policy; - readiness to support topical and demanded initiatives in the youth field; <p><u>Informational-analytical activities:</u></p> <ul style="list-style-type: none"> - the ability to collect and classify information; - mastering the skills of compiling information surveys on the studied problem; - possession of skills for organizing the provision of information for the solution of youth policy's tasks; - the ability to apply statistical and sociological methods of collecting social information; <p><u>Socio-projecting activities:</u></p> <ul style="list-style-type: none"> - the ability to participate in the support of socio-psychological adaptation of young people in the organization; - the ability to participate in the development and implementation of projects and programs on the problems of children, adolescents and youth; - the ability to participate in the organization of social and project activities of children's and youth organizations and associations; - the ability to participate in the organization of social projects of civil and patriotic education of youth;
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		<ul style="list-style-type: none"> - the ability to use social technologies for identifying problems within political and social movements of young people; - willingness to participate in social projects supporting the implementation of youth programs; - the ability to participate in the development of innovative technologies in the youth work practice; - the ability to participate in the development of project-analytical and expert-consulting activities in the youth field; <p><u>Production and socio-technological activities:</u></p> <ul style="list-style-type: none"> - the ability to use innovative, organizational and management technologies in youth work; - the ability to attend in the management of young people's conflicts; - the ability to participate in the implementation of socio-psychological adaptation of young people in the organization; - the ability to apply pedagogical methods and techniques necessary to work with different categories of youth; - readiness to use social technologies for identifying problems within political and social movements of young people; - readiness to use socio-technological methods for the implementation of his/ her professional activities; - the ability to put into practice the methods of social pedagogy; - the ability to participate in the development of innovative technologies in youth work practice; <p><u>Mass-event organization activities:</u></p> <ul style="list-style-type: none"> - the ability to organize and plan his/her work with young people in youth communities at their places of residence, study, work, leisure, or temporary stay; - the ability to identify problems in the youth environment and develop their organizational solutions in the areas of employment, entrepreneurship, life and leisure and interact with associations and organizations representing the interests of young people; - the ability to organize informational support for young people for the implementation of youth policy, to interact with youth media - willingness to participate in the organization of civil and patriotic education of youth; - readiness to support the activities of youth sports- and recreational organizations; - the ability to organize leisure time activities for young people; - the ability to participate in the organization of sports and recreational activities for young people <p>source: http://www.edu.ru/file/docs/2015/10/62191.pdf#page=3</p>
Serbia	Curriculum for youth workers and youth leaders	<p>Definition of youth work from The Law on Youth (2011), article 3: Youth work shall mean such youth activities organised by and for young people, based on non-formal education, carried out in young people's free time and undertaken with the aim of improving the conditions for personal and social development of young people, in accordance with their needs and abilities, in which young people voluntarily participate.</p> <p>1. Community youth work and adolescent development</p> <ul style="list-style-type: none"> • Understanding characteristics of adolescence as developmental stage • Recognizing and identifying behavioural problems of young people • Reacting and intervening adequately in specific situations • Understanding youth work (values, principles, purpose, typology) • Organizing preventive programs for risky behaviour of youth through youth work

		<ul style="list-style-type: none"> • Understanding development of social relations, influence of school and peers on development and forming identity of young persons • Ability to create adequate youth work program that answers the needs of young people and the community • Conducting risk assessment and overcoming those risks while creating youth work programs <p>2. Trainers skills</p> <ul style="list-style-type: none"> • Conducting several days long training course, independently designing and implementing training plan • Using communication skills while facilitating groups • Managing learning process, recognising group dynamics and group development processes • Application of different non-formal education methods in trainings • Team work in implementation and facilitation of education activities <p>3. Leadership in youth work and conflict transformation</p> <ul style="list-style-type: none"> • Understanding different leadership styles • Using different leadership styles in leading youth groups • Reacting adequately in conflict situations • Implementing different techniques of conflict transformation in youth work • Including intercultural aspect in youth work programs <p>4. Project management</p> <ul style="list-style-type: none"> • Ability of writing project proposals including gathering and analysing data • Projecting financial means and budget management according to project activities • Efficient and effective management of resources during project • Fundraising • Monitoring and modification of project implementation • Evaluation of project and reporting • Understanding and using voluntary management <p>5. Practical placement in community youth work</p> <ul style="list-style-type: none"> • Nurturing personal and social development of young persons, including development, implementation and evaluation • Working with youth through promoting equality, benefits and well-being of young people • Ability to motivate young people for active participation in society and decision making processes • Critical assessment of understanding youth work practice in community context • Ability to understand advantages of knowledge in different areas through practical use in youth work • Ability to use different methods and approaches in learning and in developing relationship with young people and community • Enabling young people to recognize their needs, emotions and possibilities for personal development • Enabling young people to recognize their attitudes and question their values and beliefs
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		<ul style="list-style-type: none"> • Ability to independently create educational program on the basis of recognized needs of individuals, groups and communities • Ability to take notes, gather data and organise them in coherent system • Ability to establish relationships with different societal groups <p>6. Respecting ethical code and promoting values of youth work Source: the filled in questionnaire</p>
Slovakia	National system of professions	<p>National system of professions description of the profession: A youth worker prepares and organizes events or programs in the field of youth work. It develops the potential of young people and leads them to the positive development of the personality so that they can better apply in their lives through targeted activities and partnership approach. It contributes to their maturity, finding their way of life and self-discovery. It creates space for the co-decision of young people about the issues that concern them, motivates them to engage and thus to build civil society.</p> <p>General capabilities: Analyzing and solving problems, Digital literacy (computer literacy), Information literacy, Communication (dealing with people), Cultivated verbal expression, ability to express themselves, Motivating people, Organization and planning of work, Personality development presentation, Flexibility in thinking (adaptability, flexibility, improvisation) decision making, independence, Teamwork, Creativity, Leadership, Cultivated written speech, Mathematical literacy, Negotiation</p> <p>Professional knowledge:</p> <ul style="list-style-type: none"> - Knowledge of the risks to one's own health or health and safety at work - The principles of non-formal education in youth work - Bodies working with youth - Diverse types of activities and programs used in youth work - Current trends in youth work (including current technologies used by young people) - Basic principles of project logic and project cycle phases - Forms and methods of analysing the needs of the target groups - General pedagogy- Specifications: Specifics of youth education - The methodology of creating educational and educational activities and programs in youth work - Psychology- Specifications: Basic biological, psychological and sociological aspects of the development of children and youth - Laws, legislative standards, regulations and strategic documents in the field of youth work- Specifications: E.g. The concept of state policy in relation to youth - The principles of effectiveness and efficiency of using funds from the state budget for youth work <p>Professional skills:</p> <ul style="list-style-type: none"> - Keeping the relevant documentation and agenda - Observance of safety principles at work and work hygiene - Analysing the needs of the target groups through appropriate methods and their processing - Setting educational and training goals in youth work

		<ul style="list-style-type: none"> - Creation of educational programs in youth work on the basis of an analysis of needs and objectives - Application of the principles of non-formal education and new trends in education and training programs in youth work - Analysis and evaluation of risks in the development of education and training programs - Preparation, implementation and evaluation of diverse youth work activities and programs, including logistical security - Providing first aid - Partnership and inclusive approach to working with youth - Applying the principles of intercultural sensitivity - Working with a group, managing group dynamics - Solving situations - Providing counselling and counselling to youth - Using different tools and approaches to working with young people (e.g. mentoring, leadership, coaching, supervision ...) <p>Source: the questionnaire</p>
	National project KomPrax	<p>Definition of the profession by the national project KomPrax which describes the minimum standard for a youth worker: A youth worker is a person who prepares and organizes events or programs in the field of youth work, has legal capacity and is in a labour law relationship. A youth worker is at least 18 years of age and generally works in non-governmental child and youth organizations, school facilities, or in community policy structures.</p> <p>The youth worker profile includes competencies:</p> <p><u>Ability to work in a team</u> He has knowledge of the structure of the team, can analyze the situation in the team and propose and implement some measures to influence the atmosphere, competitiveness and cooperation in the group.</p> <p><u>Ability to work with processes in a group</u> It recognizes the developmental phases of the group and understands the process of group culture formation. Understands the process of tension and cohesion in the group, depending on the age and specifics of the target group.</p> <p><u>Youth awareness as a group of societies</u> S/he has knowledge of trends and subculture in youth groups. He knows some of this knowledge in practice.</p> <p><u>Ability to motivate</u> Understands motivation as well as self-motivation. It uses them to work with youth to create a stimulating environment.</p> <p><u>Conflict resolution</u> Can identify the conflict. He knows the causes of conflicts, he knows two or more conflict resolution tools or strategies and can use them properly in practice.</p> <p><u>Entrepreneurship and self-development</u> He realizes at least two ways to realize his idea, to identify the benefits and risks, and to engage his collaborators in the process of making and realizing. She is aware of the importance of reflection, working with her, and encouraging young people and other collaborators.</p> <p><u>Ability to communicate effectively</u> He / she is able to speak in writing or verbally in an appropriate communication situation. He knows clearly to formulate his / her own opinions, knows verbal and non-verbal communication and can use it. Understands the principles of discussion, facilitation, and uses appropriate methods and ways to engage group members.</p>

		<p><u>Presentation skills</u> She knows and can choose suitable presentation techniques according to the needs and capabilities of the target group. It is able to present and use the basic information and communication technologies in the presentation.</p> <p><u>Culture and intercultural skills</u> It recognizes the specifics of different cultures and knows how to create cultural stereotypes and prejudices.</p> <p><u>Project thinking</u> It is able to define, describe and plan individual phases of the project cycle - Preparation, implementation, evaluation - and it can be realized.</p> <p><u>Organizational skills</u> It is capable of identifying the strengths and weaknesses of the organization or its components. He knows with the help of co-workers to prepare the project documentation. She knows at least two sources of resources and can use them.</p> <p><u>Financial literacy</u> It is possible to build an activity budget and charge the costs separately. He can manage economically with the means he has. It distinguishes eligible and unjustified costs. Application of organizational and legislative standards in the field of youth work It is guided by the organization's internal rules, can elaborate it for its organization and can explain it to members of its organization in a clear way.</p> <p><u>Ability to work with information</u> It searches, classifies and processes information in the field of youth work according to relevant criteria.</p> <p><u>Concept of non-formal education</u> It is capable of defining and explaining at least two principles of non-formal education, able to describe the fundamental differences between formal, non-formal and informal learning. He realizes his attitudes and opens up space for mutual reflection of attitudes.</p> <p><u>Practical use of opportunities for non-formal education in youth work</u> It uses at least three methods suitable for non-formal education and can adapt them to the situation in which they want to use them. It is able to prepare a learning block, using different types and ways of learning, and prepares an activity to evaluate the learning block by participants.</p> <p>Source: the questionnaire</p>
Slovenia	National vocational qualification certificate for youth workers (2017)	<p>“Youth work” is an organised and target-oriented form of youth action and is for the youth, within which the youth, based on their own efforts, contribute to their own inclusion in society, strengthen their competences and contribute to the development of the community. The implementation of various forms of youth work is based on the volunteer participation of the youth regardless of their interest, cultural, principle or political orientation” (Act on Public Interest in Youth Sector (2010))</p> <p>Vocational competences of youth workers defined in the Catalogue are the following:</p> <p>Youth worker is able to :</p> <ul style="list-style-type: none"> - designate, implement and evaluate youth programs in cooperation with young people, - establish and maintain cooperative and confidential relations with a young person, - work with young people in groups and teams, - enable young people to acquire competences,

		<ul style="list-style-type: none"> - undertake activities to disseminate the results of young people's work, - ensure the quality of one's own work and to take care of one's own personal and professional development, - respect the principles of sustainable development and the protection of health at work with young people <p>Source: the filled in questionnaire</p>
United Kingdom (Wales)	The Youth Work National Occupational Standards (NOS)	<p>Youth Work is defined as work which ‘enables young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential’ (definition provided in the National Occupational Standards for Youth Work (LSIS, 2012)).</p> <p>The Youth Work National Occupational Standards (NOS) consist of 41 standards, grouped into four functional areas, as follows:</p> <p>Key Area A: Work with young people and others</p> <p>YW01 Initiate, build and maintain purposeful relationships with young people</p> <p>YW02 Assist young people to express and to realise their goals</p> <p>YW03 Engage with communities to promote the interests and contributions of young people</p> <p>YW04 Develop productive working relationships with colleagues and stakeholders to support youth work</p> <p>Key Area B: Facilitate the personal, social and educational development of young people</p> <p>YW05 Enable young people to use their learning to enhance their future development</p> <p>YW06 Enable young people to work in groups</p> <p>YW07 Encourage young people to broaden their horizons to be effective citizens</p> <p>YW08 Support young people to identify and achieve aims</p> <p>YW09 Support young people in their understanding of risk and challenge</p> <p>YW10 Facilitate young people’s empowerment through their active involvement in youth work</p> <p>YW11 Plan, prepare and facilitate activities with young people</p> <p>YW12 Work with young people to manage resources for youth work activities</p> <p>YW13 Support young people in evaluating the impact of youth work activities</p> <p>YW14 Facilitate young people’s exploration of their values and beliefs</p> <p>YW15 Advocate on behalf of young people and enable them to represent themselves to others</p> <p>YW16 Enable young people to access information to make decisions</p> <p>Key Area C: Promote inclusion, equity and young people’s interests and welfare</p> <p>YW17 Work with young people in promoting their rights</p> <p>YW18 Explore with young people their wellbeing</p> <p>YW19 Work with young people to safeguard their own welfare</p> <p>YW20 Embed organisational policy for the protection and safeguarding of young people</p> <p>YW 21 Develop a culture and systems that promote inclusion and value diversity</p> <p>YW22 Ensure that youth work activities comply with legal, regulatory and ethical requirements</p> <p>Key Area D: Develop youth work strategy and practice</p> <p>YW23 Investigate the needs of young people and the community in relation to youth work</p> <p>YW24 Evaluate and prioritise organisational requirements for youth work activities</p>

		<p>YW25 Influence and develop youth work strategies</p> <p>YW26 Identify and secure funding and resources for youth work</p> <p>YW27 Facilitate and engage young people in the strategic development and delivery of youth work</p> <p>YW28 Work in partnership with agencies to improve opportunities for young people</p> <p>YW29 Monitor and evaluate the quality of youth work activities</p> <p>YW30 Work as an effective and reflective youth work practitioner</p> <p>Key Area E: Develop, lead and manage self and others</p> <p>YW31 Provide youth work support to other workers</p> <p>32 Involve, motivate and support volunteers (Managing Volunteers UKWH B2)</p> <p>33 Promote equality of opportunity and diversity in your area of responsibility (Management and leadership NOS B11)</p> <p>34 Develop structures, systems and procedures to support volunteering (Managing Volunteers A3)</p> <p>35 Manage your own resources and professional development (Management and leadership A2)</p> <p>36 Provide leadership for your team (Management and leadership B5)</p> <p>37 Allocate and check work in your team (Management and leadership D5)</p> <p>38 Recruit, select and keep colleagues (Management and leadership D3)</p> <p>39 Provide learning opportunities for colleagues (Management and leadership D7)</p> <p>40 Make sure your own actions reduce risks to health and safety (Health and Safety HSS1)</p> <p>41 Ensure health and safety requirements are met in your area of responsibility (Management and leadership E6)</p> <p>(source: http://www.nya.org.uk/wp-content/uploads/2014/06/National-Occupation-Standards-for-Youth-Work.pdf)</p>
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Table 7.10 Most common competences and skills for youth workers in 10 countries.

Competence/ skills group	Frequency	AT	BY	BG	CZ	EE	RU	RS	SK	SL	UK
Communication/ presentation/ PR skills (Skills from competences 3.4, 4.1, 6.1, 6.3, 7.2, 8.1, 8.2, 8.3, 8.4 of the Council of Europe Youth Work Portfolio (CoE YWP))	10	X	X	X	X	X	X	X	X	X	X
Organisational skills/ project management (Equivalent to competences 8.1 - 8.4 from the CoE YWP)	9	X	X	X		X	X	X	X	X	X
Facilitating learning (Equivalent to competences 2.1 – 2.5 from the CoE YWP)	7	X	X			X	X	X	X		X

Ability to analyse youth (group) needs (Equivalent to competences 1.2 and 1.3, partially referring to 2.1, 5.4 and 7.1 from the CoE YWP)	7		X	X	X	X		X	X		X
Problem solving/ conflict management (Equivalent to competences 4.3, partially referring to competences 4.2, 6.2 from the CoE YWP)	7		X	X	X	X	X	X	X		
Information management (A skill part of competences 1.2, 2.3, 2.5, 5.4 and 6.3 from the CoE YWP)	7		X		X	X	X	X	X		X
Facilitating personal development of Young people (Equivalent to competences 3.1 - 3.4 from the CoE YWP)	6	X	X					X	X	X	X
Encouraging participation/ socialisation/ active citizenship of young people (Equivalent to competences 3.1 – 3.4 from the CoE YWP)	6	X				X	X	X	X		X
Leadership/ ability to motivate young people (Skills referring to competences 1.1, 5.1, 5.2, 7.1, 8.1 from the CoE YWP)	6		X	X		X		X	X		X
Economical/ financial skills (Equivalent to competence 8.2, partially referring to 8.1 from the CoE YWP)	6		X	X		X	X	X	X		
Risk assessment/ management (Partially referring to competences 3.4 from the CoE YWP)	6	X			X	X		X	X		X
Teamwork (Partially referring to competences 6.1 and 6.2 from the CoE YWP)	6	X					X	X	X	X	X
Knowledge of the legislation (Referring to the skill “ political literacy” from competences 3.1, 3.3 and knowledge “youth policy concepts” 7.2 from the CoE YWP)	5		X	X		X	X		X		
Intercultural skills (Referring to competences 4.1 – 4.4 from the CoE YWP)	5		X			X	X	X	X		
Computer literacy (Equivalent to competence 8.4 from the CoE YWP)	4		X		X	X			X		
Society skills (understand/ analyse/ evaluate/ interact with it) (Partially referring to competences 1.2 and 3.3, from the CoE YWP)	5		X			X	X	X	X		

Administration/ document processing	4		X		X	X			X		
Create and maintain purposeful/ trustful relationships with young people <i>(Equivalent to competence 1.1 from the CoE YWP)</i>	4					X		X		X	X
Evaluation skills <i>(Partially referring to competences 1.3, 5.1, 5.2, 5.3, 6.1, 8.4 from the CoE YWP)</i>	4	X	X						X		X
Following the ethics of youth work <i>(Referring to competences 1.4, 1.5, 2.4 from the CoE YWP)</i>	3					X		X			X

Table 7.11 Associations and Networking of youth workers

Country	Association/Network	No. of members	Training provided
Belarus	Association of Youth Workers	170 members	Yes
Belgium (Flemish)	Flemish Centre for youth work with disadvantaged children and young people "Uit De Marge vzw"	N/A	Yes
	Flemish Centre for youth work with disadvantaged children and young people "Uit De Marge vzw"	N/A	Yes
	The Federation Formaet	400 members- youth clubs	Yes
	De Ambrassade	106 youth work organisations	Yes
Belgium (French)	14 federations: COJ (Wallonia-Brussels Federation (FWB)) having as members 36 associations, Relief (FWB) (18 associations), CJC (FWB) (15 associations), Pro-Jeune's (FWB) (13 associations), Jeunes et libres (FWB) (7 associations), FMJ (FWB), FCJMP (FWB), For'J (FWB), Infor Jeunes (FWB), CIDJ (FWB), SIEP (FWB), LAJ (FWB), Coordination CRH (FWB), CBTJ (FWB) (French Community)	In total the federations represent around 90 other organizations	Yes
Belgium (German - speaking)	Several Youth Organisations	8 organisations, the smallest organisation has 20 volunteer youth workers, the biggest one has 330 volunteer youth workers and 2 professional youth workers.	1 of this organisation has an in-house training for his volunteers, 4 have training courses on national level in French or Flemish. But all volunteers can attempt the training courses from the youth commission
	Youth Information Centre	4 youth workers	N/A
Cyprus	Cyprus Youth Clubs Organisation	101	yes
	Cyprus National Youth Council	61	yes
Czech Republic	Association of Educators of the Leisure-time Child and Youth Workers http://spddm.org/	<u>261 leisure -Time Centres in all 14 regions of the Czech Republic</u>	yes

Estonia	Eesti Noorsootöötajate Kogu - Estonian Association of Youth Workers	111 Members	yes
	Eesti Avatud Noortekeskuste Ühendus - umbrella org of 158 youth centers and the Estonian Youth Council, Eesti Noorteühenduste Liit with 130 youth associations and youth councils.	N/A	N/A
	Tartu county Association of Youth Workers	N/A	N/A
Finland	Nuoli (Trade union which promotes the recognition and working conditions for youth work)	1300 members (roughly half of them working, half of them students)	Yes
	Trade Union for the Public and Welfare Sectors. Includes a department for youth work, sports and leisure time activities. Trade union promoting youth work and working condition of youth work.	N/A	Yes
	Finnish Youth Cooperation – Allianssi is a national service and lobbying organisation for youth work.	over 100 youth organisations	yes
France	Commission paritaire nationale emploi formation (CPNEF)	N/A	Yes
	The Comité pour les Relations Nationales et Internationales des Associations de Jeunesse et d'Éducation Populaire (CNAJEP)	430 000 associations of Popular Education 70 youth movements	No
	Confederation of informal education NGOs promoting holidays for all the children.	N/A	No
	Union des Syndicats des Personnels de l'Animation, des Organisations sociales, sportives et Culturelles (USPAOC)	N/A	No
	Syndicat Education Populaire (SEP-UNSA)	N/A	No
Georgia	Associations of youth workers	12 Members	Yes
Germany	Deutscher Berufsverband für Soziale Arbeit V. – DBSH	6,000 Members	N/A
	Berufs- und Fachverband Heilpädagogik(BHP) e.V	5,000Members	N/A
Greece	Greek Youth Workers Association	50 Members	N/A
Iceland	Félagfagfólks í frítímaþjónustu (Association of Youth Workers)	198 Members	Yes
Ireland	Irish Youth Workers Association	N/A	No
	National Youth Council of Ireland	Represents youth	Yes

		organisations with 1,400 staff and 40,000 volunteers who work with over 380,000 young people nationwide	
	Irish Youth Work Centre membership	N/A	Yes
Liechtenstein	youth work foundation	18 members	Yes
Lithuania	LiJda - Youth Workers' Association	30 members	No
Luxembourg	Association of youth workers in Luxembourg	N/A	Yes
	Umbrella Organisation of Youth Centres	37 institutions which manage 69 youth centers or youth services	Yes
“The former Yugoslav Republic of Macedonia”	Union of youth workers	15 members	N/A
Malta	Maltese Association of Youth Workers	30 members	Yes
Netherlands	BVJong, national association of children and youth work professionals	Around 150 members	Yes
Portugal	RNAJ – National Registration for youth organisations CNJ – National Youth Council FNAJ – National Federation of Youth Associations APPJ – Portuguese Association of Youth Workers	1106 youth associations registered	Yes (some of them)
Serbia	National Association of Youth Workers (NAPOR)	68 member associations	Yes
Slovakia	Umbrella organisations- mostly youth organizations	N/A	N/A
Slovenia	Youth network MaMa – a network of youth centres	47 member associations	Yes
Sweden	Network for municipalities and others who run open youth work.	Member Organizations: about 43 municipalities, out of 290	Yes
	FOMS	80	N/A
United Kingdom (England)	Federation of Detached Youth Workers	3000 Members	N/A
	Institute for Youth Work	N/A	Yes
United Kingdom (Wales)	The trade union Unison has a membership specifically for full-time and part-time youth & community workers.	In Wales approx. 60 youth work members	N/A

		Unison	
	UK level – Community & Youth Workers Union	N/A	yes

Table 7.12 Regulation of Youth Work as a Profession

Country	Standard occupation profile	Legal/Regulatory authority	Professional Register of youth workers
Albania	No	No	No
Armenia	No	Yes	Yes
Austria	No	No	No
Azerbaijan	Forthcoming	Forthcoming	Yes
Belarus	Yes	Yes	No
Belgium (Flemish)	No	No	No
Belgium (French)	Yes	Yes	No
Belgium (German-speaking)	Yes	Yes	Yes
Bosnia and Herzegovina	No	No	No
Bulgaria	No	No	No
Croatia	No	No	No
Cyprus	No	No	No
Czech Republic	Yes	Yes	No
Estonia	Yes	Yes	Yes
Finland	Yes	Yes	No
France	No	Yes	No
Georgia	No	No	No
Germany	No	No	No
Greece	No	No	No
Iceland	Yes	No	No
Ireland	Yes	No	No
Italy	No	No	No
Latvia	Yes	Yes	Yes

Liechtenstein	Yes	No	No
Lithuania	Yes	No	No
Luxembourg	No	Yes	No
“The former Yugoslav Republic of Macedonia”	No	No	No
Malta	Yes	Yes	Yes
Republic of Moldova	No	No	No
Montenegro	No	No	No
The Netherlands	Yes	No	No
Norway	No	No	No
Poland	Yes	Yes	No
Portugal	Yes	Yes	No
Romania	Yes	Yes	Yes
Russian Federation	Yes	Yes	No
Serbia	Forthcoming	Yes	Yes
Slovakia	Yes	Yes	No
Slovenia	Yes	Yes	No
Sweden	No	No	No
Turkey	Yes	Yes	Yes
Ukraine	No	No	No
United Kingdom (England)	Yes	No	No
United Kingdom (Wales)	Yes	Yes	Yes

Table 7.13 Youth Work and Employment

Country	Number of youth workers employed by state/ public sector/ NGOs	Minimum qualification requirements	Number of youth workers in NGOs/ voluntary organisations	Main areas or fields of employment
Armenia	800	No	N/A	Youth events Youth foundations/centres Regional administrations NGO projects Work with students
Austria	N/A	No	170,000	Youth centres Municipalities NGOs

Belarus	1,285	Yes	N/A	Education Youth welfare Public authorities Social services Summer camps Youth associations Youth centres Large enterprises
Bosnia and Herzegovina	N/A	N/A	300	NGOs Youth centres
Bulgaria	N/A	N/A	N/A	NGOs
Croatia	N/A	No	N/A	N/A
Cyprus	25	No	25	Erasmus+ projects Youth policy Communication Events Youth clubs
Czech Republic	N/A	Yes	N/A	Leisure time centres Youth information NGOs Summer camps
Estonia	5,049	No	N/A	Hobby education Education Youth centres Municipalities Youth camps Youth NGOs Youth projects National authorities
Finland	3,400	No	3,000	Municipalities Parishes
France	113,396	Yes	200,000	Schools Voluntary sector Local authorities NGOs
Georgia	N/A	N/A	N/A	Non-formal education
Germany	576,310 ²⁵	Yes	N/A	Child & youth services Education Day care Youth offices Youth associations Youth counselling
Greece	200	Yes	150	Youth projects NGOs

²⁵ The figure for Germany includes all voluntary employees in the pedagogical sector not just youth workers.

				Training of volunteers
Iceland	N/A	No	N/A	Youth clubs Afterschool
Ireland	N/A	Yes	40,125	Youth services Youth information Neighbourhood projects Garda projects Drugs task force Young people's facilities VEC funded projects Teenage health
Latvia	300	Yes	N/A	N/A
Liechtenstein	N/A	N/A	N/A	Youth projects Youth clubs Outreach
Malta	120	Yes	N/A	AgenzijaZghzagh Education & social welfare
Moldova	108	Yes	N/A	Information Youth participation Vocational orientation Economic empowerment Volunteering Leisure time Integration of vulnerable youth Outreach
Montenegro	100	Yes	80	CSO - education Social services Health Employment
The Netherlands	N/A	Yes	N/A	Welfare Social support & youth care/ community education
Norway	N/A	N/A	N/A	Municipal level services Education Health
Poland	N/A	Yes	N/A	N/A
Portugal	N/A	N/A	N/A	Local and central governmental institutions; youth organisations; IPSS; ONG; youth centres, holidays camps organization bodies; bodies accredited for professional training.
Russian Federation	N/A	N/A	N/A	Federal, regional and municipal bodies dealing

				<p>with youth policies.</p> <p>Organisations providing youth leisure time activities.</p> <p>Recreational centres for youth.</p> <p>Youth NGOs.</p>
Serbia	N/A	Yes	2,240	NGOs
Slovakia	N/A	Yes	6,601	Non-formal education
Sweden	N/A	N/A	N/A	<p>Youth clubs</p> <p>Leisure time centres</p> <p>Schools</p> <p>Institutional care</p> <p>Sports clubs</p> <p>Sports centres</p> <p>Social welfare</p>
Turkey	<p>1000 -1050 Youth Leaders.</p> <p>20-25 Youth and Sports Experts.</p> <p>35-40 Assistant Youth and Sports Experts.</p>	Youth Leader Certificate.	N/A	<p>Youth leaders as attendants in youth camps and as operational agents in the field and in youth centres.</p> <p>Youth and Sports experts in planning, coordinating and organising youth projects and drawing up the strategies and reports.</p>
Ukraine	N/A	N/A	N/A	<p>Regional and local public administration responsible for implementation of youth policy.</p> <p>Regional/municipal youth centres.</p> <p>Regional youth NGO.</p> <p>Libraries for youth.</p> <p>Youth and children's clubs.</p> <p>NGO sector.</p>
United Kingdom (Wales)	N/A	Yes	32,554	<p>Communities</p> <p>Schools</p> <p>Young offenders</p> <p>Housing assocs.</p> <p>Sexual health</p> <p>Information & advice</p> <p>Youth unemployment</p> <p>Mental health</p> <p>Social services teams</p> <p>Sports & adventure</p> <p>Social inclusion</p>

Table 7.14 Career paths and employment opportunities for youth workers

Country	Main employment opportunities	Main challenges accessing jobs	Identifiable career paths	Other fields	Impact studies
Albania	Civil Society organisations Youth organisations International organisations Shelters	Non-recognition	N/A	N/A	N/A
Armenia	Projects	Financial instability Contracts Lack of resources in the state	N/A	International agencies	No
Austria	Youth centres Outreach	Recognition Status relative to Social Work Lack of minimum standards Lack of career development	No	No	Yes
Belarus	Education Youth welfare Local public authorities Social services Children's/Youth associations Youth centres Large organisations	No barriers	N/A	Social support Disability Health care Sport and leisure Culture and the arts Youth entrepreneurship Youth tourism mobility	No
Belgium (Flemish)	Youth work Youth care	Regulations Funding	Churning due to low pay	No	Yes
Belgium (French)	Group leaders Coordinators	Balance in professionalisation	N/A	Social work Cultural associations NGOs Afterschool Youth care Cultural centres Sports associations	No
Belgium (German-speaking)	Open youth work	Lack of a diploma in Social Work Small number of youth workers Fluctuations in staffing	Youth decree	N/A	N/A
Bosnia and Herzegovina	Youth NGOs	Formal recognition	No	Other civil society organisations International organisations	No

Bulgaria	NGOs Municipalities	Insufficient payment	No	Government Private sector	No
Croatia	Civil society Municipal centres	Recognition Lack of education among youth workers	No	No	Yes
Cyprus	NGOs	Non-validation Financial instability of NGOs	No	No	No
Czech Republic	Leisure time centres/after-school National Youth Information Centre NGOs	Lack of sustainable resources Unattractive salary in state Job churning	Capacity Building for Development Schools II	N/A	Yes
Estonia	Youth centres Education Youth camps Municipalities National authorities Hobby schools Youth NGOs Youth projects	Low salaries Long hours Weekend work	‘Youth worker occupational scheme’	Child welfare Social services Sports Culture Business Police	Yes
Finland	Municipalities	Employers prioritising employees with higher education Work experience needed	‘In a limited sense’	Social services Schools	Yes
France	N/A	Lack of secured funding Not a priority at national level Lack of national qualification requirements	N/A	Social field	N/A
Georgia	NGOs	Recognition	No	N/A	No
Germany	Various forms of youth work and child protection Education Youth centres/offices/councils/associations Street work Youth counselling	Working conditions Status Salaries Recognition	Institute for Youth Work Bavarian Youth Council Academy of Arts Education of the German Government and state of North Rhine/Westphalia	International youth work Schools Youth cultural education Youth political organisation and lobby groups Vocational assistance Outdoor education Youth recreation centres Youth services Probation	Yes

Greece	NGOs Civil Society Municipal Youth Centres	Recognition Registration	NGO sector	Health care Refugee support	No
Iceland	Youth Clubs Afterschool Travel industry Rehab	Lack of understanding of Youth Work Barriers between professions	Youth Clubs NGOs	Social Services Rehab Centres Event Management Tourism	No
Ireland	Local youth services Youth clubs/groups Neighbourhood youth projects Garda projects Drugs projects VEC projects Teenage health	Relevant experience and qualifications. Police vetting	Postgraduate programmes	N/A	Yes
Italy	Youth information centres Career guidance	Professional pathways Recognition Institutionalisation of Youth Work	Voluntary to professional via European projects	No	Yes
Latvia	Municipalities NGOs	Low salaries Work overload	N/A	Career counsellors	No
Liechtenstein	Municipalities	Limited job offers Weekend work Off-peak work	No	Office for social services School social work	No
Luxembourg	Regional youth centres NGOs Youth Information Centres National Youth Service Government Education	Too many job opportunities Fixed-term contracts Language skills Training on the job'	Part-time Bachelor programme in Educational and Social Sciences	Social Services Education Health Childcare Lifelong learning	No
"The former Yugoslav Republic of Macedonia"	N/A	N/A	N/A	N/A	No
Malta	AgenzijaZghazagh Schools	N/A	N/A	Social welfare Police	No
Republic of Moldova	Youth centres Youth projects Youth organisations International organisations Local or central public administration	Low salaries Limited employment opportunities	No	No	No
Montenegro	Municipal youth clubs	Recognition	No	Teachers	Yes

	National and local level youth offices Education Social services			Social workers Public servants	
The Netherlands	Few opportunities	Need for more focus on preventative measures Reaching young people in local surroundings	N/A	Social work Youth care Community education Cultural education	No
Norway	N/A	N/A	N/A	N/A	Yes
Poland	NGOs	Recognition Lack of employment opportunities	No	No	No
Portugal	Municipalities, parishes, inter-municipal communities, youth associations, organisers of holiday camps, promoters of projects in the social economy, schools	Lack of recognition & awareness Aging population Financial constraints on hiring workers in public sector	N/A	No	Local and central governmental institutions; youth organizations; IPSS; ONG; youth centres, holidays camps organization bodies; bodies accredited for professional training.
Romania	Volunteering	Recognition Small scale of NGOs Association of Youth Work with unpaid work Lack of training Weak involvement of young people Lack of youth issues in educational curricula Absence of youth in political agendas	Voluntary-to- (European) project	N/A	N/A
Russian Federation	Government bodies Youth leisure and tourism NGOs	Recognition of educational credentials	Youth field	Social services Business Youth media Research Career consultancy Education	No
Serbia	Civic sector Youth organisation	Recognition Lack of institutional grants	Volunteer-Youth leader-youth worker	No	No

Slovakia	NGOs Foundations Schools Leisure centres	Recognition Finance Support Education system	Social Work Leisure centres	Centre of Pedagogical and Psychological Counselling and Prevention	Yes
Slovenia	Organisations in the youth sector. Municipalities	Recognition	N/A	N/A	No
Sweden	Municipalities	N/A	N/A	Social services Health care Tourism Education	No
Turkey	Ministry NGOs	No professional recognition if not employed in public bodies as youth and sports experts and youth leaders.	Only for those employed in public bodies.	N/A	N/A
Ukraine	Regional and local public Regional/municipal youth centres Regional youth NGOs	No officially recognition. Low salaries. Lack of job opportunities.	N/A	N/A	N/A
United Kingdom (England)	N/A	Funding cuts Fewer full-time, permanent jobs Lack of career structure	Restructured or re- integrated into Children's services	N/A	Yes
United Kingdom (Wales)	Local authorities NGOs Charities Social Services	Austerity Lack of professional identity Lack of recognition from politicians	Passport for learning scheme	Schools Health Youth justice Health Housing Unemployment Leisure centres Refugee projects	Yes

8. Annexes

8.1 Questionnaire

Youth Partnership

Partnership between the European Commission
and the Council of Europe in the field of youth



QUESTIONNAIRE MAPPING EDUCATIONAL AND CAREER PATHS OF YOUTH WORKERS IN EUROPE

*Please submit this completed questionnaire by **10 September 2017** to Madalena Sousa (sousa.madalenaesteves@gmail.com) and Tanya Basarab (tanya.BASARAB@partnership-eu.coe.int)*

Background

This questionnaire is part of a research initiative entitled *Mapping Educational Paths of Youth Workers and Gathering Knowledge on Youth Work*. Its main objective is to contribute to a better understanding and sharing of information about the education and training of youth workers across Europe and what employment/ career paths it prepares them for. More information on the project is available [here](#). We appreciate all contributions, especially from correspondents of the European Knowledge Centre on Youth Policy, government representatives with responsibility for youth policy, education and training institutions, and, especially on the non-formal educational paths, we count on youth organisations, members of the Advisory Council on Youth and members of the European Youth Forum (YFJ), as well as on representatives of other organisations delivering youth work. The data collected will be part of a report by the EU-CoE youth partnership.

In addition to the questions formulated below, we invite you to share any other information relevant to youth worker education/ training and career paths across Europe. Together we can build a clearer picture of the reality of youth workers across Europe. All the members of the research team would like to thank you in advance for your contribution.

Understandings and practices of youth work vary across Europe. To ensure that we have a common understanding of the main terms of reference used in this questionnaire, we have provided the following definitions, taken from the EU-CoE youth partnership Glossary on Youth and other sources:

Youth Work - *Youth work is a broad term covering a wide variety of activities of a social, cultural, educational, environmental and/ or political nature by, with and for young people, in groups or individually. Youth work is delivered by paid and volunteer youth workers and is based on non-formal and informal learning processes focused on young people and on voluntary participation. Youth work is quintessentially a social practice, working with young people and the societies in*

which they live, facilitating young people's active participation and inclusion in their communities and in decision-making (CoE, 2017)

Youth Worker - *Youth workers are people who work with young people in a wide variety of non-formal and informal contexts, typically focusing on personal and social development through one-to-one relationships and in group-based activities. Being learning facilitators may be their main task, but it is at least as likely that youth workers take a social pedagogic or directly social work based approach. In many cases, these roles and functions are combined with each other. There can be paid or volunteer youth workers.*

Formal Learning - *Formal education means the structured education and training system that runs from pre-primary and primary through secondary school and on to university. It takes place, as a rule, at general or vocational educational institutions and leads to certification.*

Non-Formal Learning - *Non-formal learning is a purposive, but voluntary, learning that takes place in a diverse range of environments and situations for which teaching/ training and learning is not necessarily their sole or main activity. These environments and situations may be intermittent or transitory, and the activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are seldom structured by conventional rhythms or curriculum subjects. Non-formal learning and education, understood as learning outside institutional contexts (out-of-school) is the key activity, but also the key competence, of youth work. Non-formal learning/ education in youth work is often structured, based on learning objectives, learning time and specific learning support and it is intentional. It typically does not lead to certification, but in an increasing number of cases, certificates are delivered, leading to a better recognition of the individual learning outcome.*

Non-formal education and learning in the youth field is more than a sub-category of education and training since it is contributing to the preparation of young people for the knowledge-based and the civil society.

Accreditation of an Educational Programme - *Education organisations and institutions need permission to issue certificates, diplomas and qualifications. Accreditation is the process they have to go through to get it. For example, universities need accreditation to issue degrees, and they usually get this from the national educational authorities, who vouch for the credibility of the degrees they issue.*

Country	
First name and SURNAME of Respondent	
Position/role and Background Organisation of the Respondent	
Email address and telephone contact	

1. Policy and Legislation – please, fill in all sections to the best of your knowledge and, where possible, provide electronic links to relevant documentation.

Which national structures are responsible for creating framework for youth policy and its implementation in your country?	
Is there a Youth Act/ Law/ Policy/ Strategy or Youth Work Act/ Law/ Policy/ Strategy on national and/or regional level? If so, please state its title and date, and specify if and how it defines "youth work"? (if there is a link with more information please provide it)	
Is "youth work" or "youth worker" defined or included in any other legislation or national policy document? Definition, Title and date. (if there is a link with more information please provide it)	
Are there any other forms of national recognition of youth work? If so, please provide details. (e.g. by civil society organisations, specific training courses, etc.)	
Are there current national policy initiatives for the recognition of youth work? If so, please provide details. (e.g. legislative bill, committee, etc.)	

2. Regulation of youth work as a profession – please, fill in all sections and provide electronic links to relevant documentation, if possible.

Does an occupational profile standard /job descriptions/ ethical code for youth work exist in your country? If more levels are involved, please describe what exists at what level.	
What is the legal or regulatory authority for youth work as a profession and when was it established?	
Does the legal or regulatory authority keep a register of professionally qualified youth workers? If so, how many professionally qualified youth workers are there on this register?	
Are there any other data sources specifying the number of (volunteer and professional) youth workers in the country? If so, can you include the numbers and indicate the source (ex: National Statistics Offices or other...)	
Are there any other professions delivering youth work? Please give a few such examples (for instance, after school youth work, youth work in municipal centres/ services, youth work in other contexts...)	

3. Formal and accredited courses in youth work – please, complete all sections and provide electronic links to relevant documentation, if possible.

Qualification (post primary degrees/ diplomas/ Certificates).	Full-Time (FT) or Part-Time	Provider (university or institution)	Course Title	Duration	Number (or approximate number) of graduates since the commencement of the course. (Please indicate the starting year of the programme)

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4. Non-formal education/ training for youth workers (professionals and volunteers) – please, fill in all sections and provide electronic links to relevant documentation, if possible.

Beyond formal education courses (mentioned in question 3), what other mechanisms are there for the training of youth workers? (training courses, learning on the job, internships, certificates, job shadowing, recognition of acquired experiences, etc.)	
Are there non formal training courses for youth workers provided in your country?	
If so, can you supply links to examples or lists of such courses?	
What is the approximate number of courses provided on an annual basis? If possible, please, indicate the level of those courses (national, regional, local/ municipal)	
What is the approximate number of youth workers participating in such courses on an annual basis?	
What are the main funding sources for such courses? (for example, central government, regional or local government, municipalities, European funding programmes - please specify)	
Who are the main providers of such courses? (for example, state bodies or agencies at national, regional, or local/ municipal level; NGOs, or other voluntary organisations - please specify)	
What are the main training settings, methods and tools employed? (for example, projects, seminars, exchanges, group work, peer learning, blended learning - please specify)	
What are the most common themes or topics of such courses? (for example, social inclusion, outreach work, intercultural awareness, youth information - please specify)	
What are the main competences that such courses seek to help youth workers develop? (for example, communication skills, leadership, empathy, coaching, organisational skills - please specify)	
Are there any national or European systems, instruments or tools used for the recognition of such courses? (for example, National Qualifications Framework, European Qualifications Framework, Europass, European Youth Work Portfolio, Validation of Acquired Competences from Previous Experiencee – please specify)	

5. Quality and Competences – please, fill in all sections and provide electronic links to relevant documentation, if possible.

Is there a national quality assurance framework or system for youth work? If so, please provide details.	
Is there a national competency-based framework or are there competency descriptors for youth workers? If so, please provide details. Include link	
Are measures in place in either the formal or non-formal education sectors for the recognition of work-based or experiential learning and competences acquired by youth workers? If so, please provide details. Include link	
Is there any research about the educational pathways of youth workers in your country? If yes, describe the scope of the research briefly and provide the link	

6. Associations of youth workers – please, fill in all sections and provide electronic links to website and relevant documentation, if possible.

Please list Associations of Youth Workers at national, regional or local/ municipal level - please specify.	Approximate number of members of Association.	Does the Association provide, in-house or contracted development and training courses for youth workers? Please specify.
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7. Employment of youth workers - please, fill in all sections and provide electronic links to relevant documentation, if possible.

Number (or approximate number) of youth workers employed by the state/ public sector/ NGOs/ other in your country.	Are there minimum qualifications or other requirements for the employment of youth workers by the state/ public sector/ NGOs/ other in your country? If so, please specify.	Number (or approximate number) of youth workers active in NGOs and voluntary youth organisations. Please specify.	Main areas or fields of employment, activity or practice in which youth workers are employed. Please specify.

8. Career paths and employment opportunities for youth workers - please, fill in all sections and provide electronic links to relevant documentation, if possible.

What are the main employment/ job opportunities for youth workers in the youth field in your country?	
What are, in your opinion, the main challenges youth workers face in accessing employment/ jobs in the youth field in your country?	
Are there identifiable career paths or professional support and career development mechanisms for youth workers in your country?	

Are there other fields that trained youth workers find employment in (for example, social services, healthcare, other?)	
Is there any study on economic or social contribution/ impact of youth work in your country? Please include the title and a link.	

9. Anything else to share or add?

Do you have anything to add or further explain in addition to the above? Please feel free to reflect also on the trends, challenges and opportunities for youth workers in your country. (not more than 500 words)	
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Thank you for your contribution!

8.2 Nomenclature of youth worker

Country	Term used for youth worker	Other professions delivering youth work
Albania	youth worker	Social worker, psychologist, teacher, school director
Armenia	youth worker	Specialists in the field of professional orientation for young people, in student councils, in the army, youth centres
Austria	youth worker	Employees in youth NGOs and in the field of municipal youth work, Professionals in the field of afternoon care in schools (leisure time pedagogy), sport/ music/ culture/ tradition in organisations of the civic society, (detached/ out-reach) youth social work (mainly carried out by social workers), and education in institutions of social care.
Azerbaijan	youth worker	Psychologists and other professionals in Youth Centers, School employees s via pilot project of the Ministry of Education “Friend of Schoolchildren”, Higher education institutions via Student Youth Organizations and Municipal centers via Youth Departments
Belarus	youth worker/ youth specialist	Professionals working in the field of additional education of children and young people (after school youth work in schools) in youth centres and youth clubs.
Belgium (Flemish)	youth worker	Professionals working in youth clubs, youth movements, youth work organisations, youth welfare organisations, youth services, etc
Belgium (French)	youth worker, socio-cultural group leader (animateur coordonnateur)	Employees in local centres/ services, youth care services, cultural centres and associations, after school leisure associations, sport associations, community centres
Belgium (German-speaking)	youth worker	N/A
Bosnia and	youth worker	N/A

Herzegovina		
Bulgaria	youth worker	Project coordinator, specialist or expert on youth projects/ activities
Croatia	youth worker	There are youth centers, youth clubs and some youth civil society organizations employing people working with young people, however there are no data if what they do is youth work.
Cyprus	youth worker	N/A
Czech Republic	youth worker/ leisure-time-based educators	Professionals working in: municipal centers, art clubs, professional sport clubs, churches and in summer camps
Estonia	youth worker	<p>Besides youth worker, there are other specific names for youth workers considering the environment they are working in:</p> <ul style="list-style-type: none"> - hobby group manager – instructs hobby activities in different youth work organizations; - manager of extracurricular activities – manages different hobby activities in formal education schools; - specialist of hobby education – hobby education in hobby schools (a hobby school is an educational establishment operating in the area of youth work which creates an opportunity for the acquisition of hobby education and for the diverse development of the personality, including cultivation of one's own language and culture, in different areas of hobby education); - specialist of youth work – specialists of youth work working in local municipalities; - camp counsellor - youth worker working in youth camps, carries out different activities for the young people; - camp director – youth worker working in youth camps; manager of the youth camp.
Finland	youth worker	There are related workers for example if social care and in formal education, including school mentors.
France	animateur	<p>Sociocultural activities coordinator (Animateur Socioculturel), Special need educator (Educateur spécialisé), Project officers (chargés de mission) in youth job centers, part-time / summer job “animateurs” (activity manager for kids/teenager summer camps, etc)</p> <p>The main part of youth work is carried out by municipality youth services, but also by the NGOs and the church. Youth work is also carried out in different contexts as digital youth work, school youth work, etc.</p>
Georgia	youth worker	Employees in non-governmental and commercial organizations and individuals who provide youth work services to young people.
Germany	youth worker/ youth leader (Jugendleiter/in)	<p>Employees in open youth work offers / youth centres/ cafés/ clubs run by local youth offices.</p> <p>There is the cooperation between schools and youth work in the framework of the day-school concept.</p>
Greece	youth worker	The most of the Municipalities are running Youth Centers but in the most of the cases these people are not call themselves a youth worker.
Iceland	youth worker	In Iceland most of the youth club are occupied with part time workers, many of them university students in social studies, leisure studies, education, psychology along with arts and crafts. The full time workers have various professions, leisure studies and social education, sociology, psychology, teacher education and the arts. That's also applicable for afterschool projects within municipalities, schools, NGO's and other places youth work is happening.
Ireland	youth worker	N/A

Italy	educators, social and cultural animators	<ul style="list-style-type: none"> - Workers in (municipal) Information youth centres - Social and cultural animators - Community Educators - Educatori socio-assistenziali - Operatori delle ludoteche - Operatori dei CAG (Centri di Aggregazione Giovanile)
Latvia	youth worker	Teachers at schools, specialists at youth centres, social workers etc.
Liechtenstein	youth worker	N/A
Lithuania	youth worker	N/A
Luxembourg	youth worker	<ul style="list-style-type: none"> - Social workers within the Social Welfare Offices on the local or regional level - Psychologues of the service of psychology and school guidance at secondary schools - Aides-animateurs in the field of organised leisure time activities (non-formal education) - Social pedagogues in schools
“The former Yugoslav Republic of Macedonia”	youth worker	Social workers or trained NGO staff.
Malta	youth worker	Youth work is a profession defined by law, as such no other profession can provide the service other than qualified youth workers.
Republic of Moldova	youth work	Professionals working in The Network of Youth Centers, Municipal centers for the creation of children and young people (hobby school), Youth friendly health centers (youth clinics), The Volunteering Coalition, or other organisations
Montenegro	youth worker; youth activist (on European level equal to Youth Leader) accredited vocation	Municipality representatives – youth referents (mostly pedagogics, psychologists, and social workers) conducted youth work and management of youth work in municipality youth centres. Youth and for youth CSO representatives are mainly conducting youth work, where professions vary from teachers, social workers, journalist, architects, lawyers, almost every profession
The Netherlands	Youth work in the Netherlands is regarded as part of social work	Professionals involved in any of the forms youth work takes place: on the streets (street corner work, outreach youth work), in neighbourhoods, in leisure time settings (youth centres, local community centres etc.), in schools, after school settings, but also e.g. in collaboration with employment initiatives, sports, cultural and social entrepreneurship etc.
Norway	child- and youth workers (Barne- og ungdomsarbeiderfaget)	Social educators, teachers, or child welfare educators
Poland	youth worker (pracownik młodzieżowy)	Social workers, teachers, probation officers, career advisors, youth team coaches, persons working in educational and cultural institutions (psychologists, pedagogues, sociotherapist, librarians, culture animators etc.)
Portugal	youth technician	Youth technicians in the municipal councils, IPDj (Portuguese Institute of Sports and Youth) technicians, socio-cultural animators
Romania	youth worker	N/A
Russian Federation	youth worker/ specialist on work with youth (специалист по работе с молодежью)	Social workers, social pedagogy workers, staff in children and youth camps (these camps usually take place in the winter and summer holidays and get visited by pupils and school students), staff in military–patriotic youth clubs, in big enterprises
Serbia	youth worker	From 2008 to 2015: coordinators of youth offices within local municipalities that deal with local youth policy

Slovakia	youth worker	<ul style="list-style-type: none"> - Teacher for after school activities - Methodist - Lecturer - Field worker with youth - Regional Youth Coordinator - Coordinator of pupils' school councils - Mentor, coach
Slovenia	youth worker	Available evidence, although limited, does suggest that the majority of youth workers are trained via other professions. A one-off research study, for example, was conducted with 263 youth workers from 101 organisations in Slovenia in 2006. This found that 12% of youth workers finished High School, 11% finished Social Work, 9% finished Economic High School and 7% of them were sociologists. The research also showed that among the 263 people interviewed, 76 different occupations were reported.
Sweden	leaders for leisure time activities (Fritidsledare)	N/A
Turkey	youth workers	N/A
Ukraine	youth worker	<p>Social workers (working in Centres for Social services for families, children and youth),</p> <p>Social pedagogue in schools (sector of secondary education) ,</p> <p>Specialists of municipal clubs and centres for children and youth in the system of out-of- school education.</p>
United Kingdom (England)	youth work	<p>youth work takes place in a very wide range of settings and often youth workers will be part of a team working with social workers, family support workers, police and health workers. Many schools also engage youth workers to support after school activities, offer pastoral and behavioural support to young people at risk, and contribute to the curriculum through PHSE.</p> <p>Youth workers are often engaged by social housing agencies to support young tenants , including young people leaving care and by the police to support initiatives to reduce crime and anti-social behaviour.</p>
United Kingdom (Wales)	youth worker	<p>Youth Offending Teams</p> <p>Counselling - Mental Health Teams</p> <p>Independent Volunteers - After School Clubs</p> <p>Leisure Industry - Adventure Play</p> <p>Education - National Citizenship Scheme</p> <p>Social Work (Services)</p> <p>Community Development Officers</p>

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