

# Youth Partnership

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



## Mapping the educational and career paths of youth workers Report

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# Table of Contents

Executive summary .....	2
Chapter 1: Introduction .....	5
Chapter 2: Current European policy on promotion and development of youth work .....	9
Chapter 3: Research questions, methodology and responses .....	11
Chapter 4: Data analysis .....	13
Policy and legislation (Question 1) .....	13
Formal and non-formal education and training (Questions 3, 4) .....	18
Quality and competences (Question 5) .....	29
Associations and networking (Question 6) .....	38
Employment, career paths and professionalisation (Questions 7, 8, 2) .....	40
Chapter 5: Main findings, emerging trends and conclusions .....	44
Appendices.....	50
Annexes.....	120
References.....	132

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# Executive summary

## Background, context and methodology

This report presents the initial results of a data collection process launched through the European Union-Council of Europe youth partnership research initiative on mapping the 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.

A team of four researchers was selected to conduct the research and compile the report. 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 the European Knowledge Centre for Youth Policy (EKCYP) 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 workers 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.

## Key findings

The report finds that:

- 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;
- 21 countries are undertaking policy initiatives and developments in youth work;
- 17 countries offer degree-level courses in youth work or related fields;
- 39 countries 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;
- 15 countries have associations of youth workers and most provide training for youth workers;
- 13 countries have statistics on the number of youth workers employed by the state/public sector/non-governmental organisations (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”.

## Conclusions

The report concludes that:

- 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;

- less than half of the countries surveyed have some level of capacity in terms of formal education, the existence of some form of quality and/or competency framework or system, and identifiable employment and career paths;
- 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, 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.

# Chapter 1

## Introduction

This report is part of the research initiative 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 this prepares them for, as well as the implications for the quality of youth work. Under its 2017 work programme, the European Union-Council of Europe youth partnership proposed to develop better knowledge on youth work, enlarge the youth work section in the European Knowledge Centre for Youth Policy (EKCYP) and continue to upload relevant research to its virtual library.

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

- competences youth workers are expected to have;
- educational offers to youth workers in the framework of vocational or tertiary education;
- non-formal educational paths available to 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, EKCYP's correspondents 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.

Through an open call, the EU-Council of Europe youth partnership selected four researchers with relevant background and experience and tasked them to:

- carry out a literature review on the educational paths available to youth workers;
- draft a template questionnaire for EKCYP correspondents;
- draft a report, 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, the Support, Advanced Learning and Training Opportunities for Youth 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 youth partnership also

communicated with representatives of other initiatives (mapping on regional and local youth work by the Europe Goes Local project and the European Training Strategy co-ordinated by SALTO Training and Cooperation Resource centre) to ensure complementarity and benefit 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 on the framework and scope of the research as well as draft the questionnaire. Following this meeting and the 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 which it was circulated to EKCYP correspondents to determine whether the country situation was well reflected and was also circulated to the European Steering Committee for Youth (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 demonstrated 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-Council of Europe youth partnership glossary on youth<sup>1</sup> and Recommendation CM/Rec(2017)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 2017)<sup>2</sup>

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-Council of Europe youth partnership glossary on youth 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 annexes.

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” (non applicable or not available) 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 in the report.

While a literature review was conducted as planned, the information and data resulting from the review were deemed not 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 information and data included in the data analysis and tables derive solely from the responses to the questionnaire, except where other information or data are 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

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1. See <http://pjp-eu.coe.int/en/web/youth-partnership/glossary/-/glossary/All>, accessed 23 May 2018.

2. See [https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectId=0900001680717e78](https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=0900001680717e78), accessed 23 May 2018.

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

## Chapter 2

### 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 of the European Union's 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 ... based on non-formal learning processes and on voluntary participation".<sup>3</sup> This is very much a starting point of a definition rather than a comprehensive statement 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 is, 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 Declaration of the 2nd European Youth Work Convention, one of the flagship initiatives of the Belgian Chairmanship of the Committee of Ministers of the Council of Europe (November 2014 to 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.

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

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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>, accessed 23 May 2018.

of policy makers 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.<sup>4</sup>

As the convention notes, the responsibility for youth work rests lies with 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)4 on youth work. This includes the provision of a basic definition (quoted in the Introduction and abridged from the resolution cited above). The aim of this recommendation 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 definition also acknowledges the importance of paid and volunteer youth workers, and the emphasis on non-formal and informal learning processes. Hence, this document provides an important indication of the means through which youth work should be practiced. Definitions of these terms, and many others, can be found in the EU-Council of Europe youth partnership glossary on youth.

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* (Schild et al. 2017). 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 regulatory frameworks, educational frameworks and career pathways open to these individuals.

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

# Chapter 3

## 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 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

The following methods were employed:

- a questionnaire sent to the European Knowledge Centre for Youth Policy (EKCYP) correspondents, relevant ministries, the Advisory Council on Youth, the European Youth Forum, and other organisations delivering youth work;
- a 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, rethink the structure of the report and consider approaches to strengthen the analysis and links to the data provided;
- collation and analysis of data: this was conducted in line with the sequence of the questionnaire and resulted in the main findings, 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 miscellaneous material was also provided by individual countries. Almost half of the responses to the questionnaire were submitted by EKCYP correspondents, 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 questionnaire and the expected outcomes. Differences in interpretation and understanding of the questions asked also affected 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 are needed, how they can be best accessed, who can best provide them, and the most appropriate timescale;
- simplify the language, clarify the terminology and streamline the format of the questionnaire;
- consider the size, scale and diversity of youth work provision according to the expected outcomes;
- employ different methods for data/information gathering: focus groups, regular online responses, quantitative/qualitative approaches, fora with researchers/policy makers/practitioners, etc.;
- consider the broader policy, information and research context to ensure complementarity, information sharing, mutual support and avoidance of duplication and inconsistencies.

# Chapter 4

## Data analysis

### 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 by 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. The latter is also illustrated with the use of a map providing detail in countries in which we are aware of such arrangements. A concluding note indicates that while there is some common ground across countries in relation to policy and legislation, in regard to the foundational role played by national governments in regulating youth work, for example, 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.

### National structures and legislative frameworks

The opening question set of the questionnaire examined policy and legislation in regard to youth work at national level. The first part asked: “Which national structures are responsible for creating the framework for youth policy and its implementation in your country?”

Table 1, included in the appendices, 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. All national correspondents (for the 41 countries and regions for which we have information) noted that some form of governmental structure is in place in their countries. 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, the Czech Republic, the Flemish Community of Belgium, “the former Yugoslav Republic of Macedonia”, Georgia, Malta, the Republic of Moldova, Montenegro, the Netherlands, Portugal, Romania, Serbia, Slovenia, Turkey and the United Kingdom (England)) or “education” (Belarus, the 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 a confirmation 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 level. Table 2 in the appendices provides details of this legislation, where present, including the dates on which they 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 decade, and in some cases, the process of establishing legislation is ongoing or yet to be finalised.

## **Definitions of youth work**

The responses 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 efforts to support the growth, independence and social inclusion of young people in 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 participation, and which is–
  - (a) complementary to their formal, academic or vocational education and training; and
  - (b) 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 (Learning and Skills Improvement Service 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 such as the European Commission and the Council of Europe, and the EU-Council of Europe youth partnership.

## **Other forms of national recognition of youth work**

Other forms of national recognition for youth work exist, such as recognition from civil society organisations or specific training courses. Table 3 in the appendices collates the responses received. While information was provided in just over half the responses, we can see that 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, 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 takes place 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 non-governmental organisations (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.

## **Current national policy initiatives**

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

- 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;
- the activities of the National Youth Forum of Bulgaria;
- an ad hoc expert group on linking youth work to social work in the Czech Republic, founded in 2015;
- a mapping exercise in Cyprus regarding the validation of non-formal and informal education;
- a national expert working group in Croatia convened in 2015;
- the selection in Finland in autumn 2017 of 10 to 15 national youth work centres of expertise, seeking to develop and promote competence and expertise in youth-related issues on a nationwide basis;
- the setting up of a working group in France between October 2016 and March 2017;
- the Ministry of Sport and Youth Affairs of Georgia’s work with partners to create National Professional Standards and Certification Criteria for youth workers;
- the Action Alliance for Recognition in Germany;

- the translation of concepts of “youth work” and “youth worker” into Greek in April 2017;
- the establishment of a working group by the Ministry of Education and Science of Latvia;
- a draft law amending the Law on Youth Policy Framework (2017) in Lithuania;
- a joint initiative for recognition of youth work in the National Qualifications Framework in “the former Yugoslav Republic of Macedonia”;
- the development of youth sector infrastructure and supporting mechanisms in assurance of quality in youth work and a feasibility study on status recognition in the Republic of Moldova;
- the revision of the Law on Youth in Montenegro, 2017;
- an attempt to create a new national youth policy for 2016-2019 in Poland;
- a National Policy initiative associated with Youth Technicians in Portugal;
- research on Occupational Standards in Youth Work commissioned by the Ministry of Youth and Sport of Romania in 2016;
- a 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 the Ukrainian Parliament.

We can therefore see that the governance of youth work is in 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 of 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.

## 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, as it is more established in some regions than others. 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 with regard to education, training and employment, following on from this initial point of orientation.

## **Formal and non-formal education and training (Questions 3, 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. 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;
- how these relate to the development of the competences of youth workers and prospective youth workers and how they affect their employment and career prospects.

This section comprises two parts. The first part deals with degree- and postgraduate-level courses 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, then examines the training methods and topics used to achieve relevant competences. Finally, an attempt is made to present some general conclusions and outline possible challenges for the future.

## **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. Eleven countries – Bulgaria, the Flemish Community of Belgium, France, Germany, Greece, Iceland, Latvia, Luxembourg, Malta, the Netherlands and Romania (Table 4 in the appendices) – 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 the university programme Organisation of Youth Work, which was created in 2003 by decree of the Ministry of

Education and Science of the Russian Federation as an experimental interdisciplinary speciality. It was aimed at providing 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 postgraduate 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 to a youth worker warrant. Estonia provides three graduate diplomas in applied higher education in two universities, two bachelor-level courses that focus specifically on youth work and leisure-time management respectively and a master's degree course that focuses on youth work management. 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 of lines between youth work and other areas complicates 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 field (Kovacic 2017). 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 entitled the *Licence professionnelle "Métiers de l'animation sociale, socio-éducative et socio-culturelle"*, in five universities, roughly meaning profession of social, socio-educational and socio-cultural animation. Luxembourg has a degree course in educational and social sciences that 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 of a youth worker mainly requires studying social work, social pedagogy, pedagogy, psychology and therapeutic education at universities of applied sciences (*Fachhochschulen/Hochschulen*) or universities (*Universitäten*) or completing vocational training as an educator/child care worker (*Erzieher/Erzieherin*). The University of Applied Sciences (*Fachhochschule*) at Potsdam (Germany) offers a European master’s degree course in childhood studies and children’s rights. The University of Applied Sciences in Kempten (Germany) has a specialised programme in youth work that combines both study and work placement, while a number of faith-based universities of applied sciences in Germany also provide specialised programmes that focus on religious pedagogy and youth work.

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 initiating new more specialised programmes. The University of Applied Science (*Hochschule*) in Koblenz (Germany) is further developing its existing bachelor’s degree in education (*Bildung und Erziehung*) by adding a course with a focus on youth work, while Romania has initiated a postgraduate 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 appear to be measures underway 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 2001-07. 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 5 in the appendices), 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 socio-culturelle*) in 14 University Institutes of Technology (*Instituts Universitaires de Technologie*). 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*) comprising two years in upper secondary schools and two years in apprenticeship, while Sweden has a two-year course for “recreation leader” (*Fritidsledarutbildning*), 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 “socio-cultural worker”.

In Germany training can be undertaken in vocational schools (*Fachschulen, Fachakademien, Berufsfachschulen, Berufskollegs*) for educator/child care worker (*Erzieher/Erzieherin*) to diploma level and some faith-based vocational training is also available.

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. 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 the upper second level has a role to play. Romania is one of the few instances where private sector provision is referred to.

## **Non-formal education and training**

### **Provision, funding and accreditation**

In contrast with the formal education sector, in all but two of the countries surveyed<sup>5</sup> there is some level of non-formal education and training for youth workers (Table 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;
- provided by European support programmes.

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,

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5. 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.

Malta and Ukraine. In some countries, such as Austria and Germany, the regions play an important role; in others, such as Finland and Norway, local municipalities are significant. 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 Europe.<sup>6</sup>

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

Some of the countries surveyed present particular challenges in accessing data and information on non-formal education and training. In the case of the United Kingdom (England), it is the sheer size and diversity of provision; in others, such as the Netherlands, Norway and Finland, it is the decentralised nature of much youth work and the “bottom-up” approach adopted. 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 less visible with regard to the availability of information and data. Similarly, difficulties in accessing relevant information and data on youth NGOs can also mean that much of the work they do remains under the radar.

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 – such as the WienXtra-institut für freizeitpädagogik in Vienna, Akzente in Salzburg, and in Upper Austria – offer basic and further courses for youth workers, sometimes in co-operation with tertiary education institutions. In Germany, a vast number of courses for specialists in child and youth services are provided by regional youth offices, socio-pedagogical further education institutions, youth organisations and associations and there were over 32 000 Juleica (national standardised card for voluntary youth workers) card holders in 2016.

The Youth Work Foundation in Liechtenstein and the National Youth Service in Luxembourg provide courses on an annual basis that 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, the Kadervorming. In the Czech

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

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 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 primary provider.

In addition to the central role of the state and the voluntary youth sector, European and other support is also in evidence. EU funding (Erasmus+, European Social Fund) and consequent accreditation (Europass, Youthpass) are seen 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 the United Nations Children’s Emergency Fund (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 the 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 the 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.

In those countries where voluntary youth organisations play the primary role in providing training, the nomenclature tends to vary. In most instances, NGOs are referred to; in some countries, such as the Republic of Moldova and Montenegro, CSOs are indicated, while in Portugal reference is made to youth associations. In Italy, third sector organisations, including faith-based and political organisations, 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

fundors 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 Russia 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 survey responses 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 in the appendices, 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 competences 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; in Serbia, NAPOR has developed a vocational-based programme for the training of youth workers that sets out specific topics and their related competences.

## **Conclusions**

When considering formal and accredited education paths for youth workers across the countries surveyed, a number of overriding issues, and as a result challenges, emerge.

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 Directive<sup>7</sup> on regulated professions, which also includes European Economic Area 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.

The blurring of 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 Europe<sup>8</sup> 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 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 as well as 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.

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7. Directive 2005/36/EC.

8. Recommendation CM/Rec(2017)4 of the Committee of Ministers to member States on youth work. Available at [https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectId=0900001680717e78](https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=0900001680717e78), accessed 25 May 2018.

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, are still very limited. Given these factors, overarching 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 overarching 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 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 be 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,<sup>9</sup> 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 do 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. In most 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

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<sup>9</sup> See <https://certificat.anelo.lu/about>, accessed 25 May 2018.

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.

## **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 to draw up a clear picture of the level of its development across Europe. This section 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 competences at European level, such as those in the Council of Europe Youth Work Portfolio.

## **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 8 in the appendices). In 13 countries (Austria, Belgium, the 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 at 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 due to 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 youth workers to comply with it. For instance, while the accreditation of training courses for youth workers is compulsory for all training providers in France, the “aufZAQ” certification (in Austria and in the Autonomous Province of Bozen/Bolzano – South Tyrol) is voluntary and training organisations can apply for it. 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 that 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 training providers, to evaluation of youth organisations.

### **Certification of courses/course providers for youth workers**

Examples of certification for youth workers include:

- “aufZAQ”, 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. 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 from 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;<sup>10</sup>

- in France and the French Community of Belgium, organisations providing courses for youth workers should have an accreditation by the responsible institution (the Youth Service in the French Community of Belgium) or ministry (the Ministry of Vocational Training and the Ministry of National Education in France);
- Across the whole of Ireland, the North/South Education and Training Standards Committee for Youth Work (NSETS) provides for the professional endorsement of youth work programmes. 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.

### **Evaluation of youth workers**

Examples of evaluation for youth workers include:

- 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 – focusing on Strengths, Weaknesses, Opportunities, Threats – for volunteer youth workers) and, based on the analysis, a concept covering their work for the next five years. In addition to this, every 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. Additionally, peer evaluation is also conducted and it “provides not only evaluative information but also a possibility for mutual understanding and learning” (Nöjd and Siurala 2015: 22).

### **Evaluation of youth organisations**

Examples of evaluation for youth organisations include:

- the title “NGO recognised by the Ministry for providing quality youth work” in the Czech Republic can be awarded to those youth organisations that meet 15 requirements concerning

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10. See [www.aufzaq.at/english](http://www.aufzaq.at/english), accessed 26 may 2018.

the organisation itself, its activities and professional staff (a minimum of 60% of educational staff must have a certificate for accredited training courses). The title is awarded for a four-year period and holds certain benefits, such as the guarantee of getting annual financial support from the government for long-term youth work projects, a lesser 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, Reykjavik municipality has guidelines for quality youth work in after-school programmes for children and youth clubs for teenagers.

### **National standard documents**

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

- the Estonian Youth Work Centre has developed an occupational standard for youth workers, as well as a quality framework to assess youth work at municipal level;
- in the Russian Federation, there is an educational standard for bachelor's and master's degree programmes in the Organisation of Youth Work (approved by the Ministry of Education and Science), defining how specialists in youth work should gain a degree in this speciality. In addition, a professional standard for youth workers is being discussed;
- in Germany, quality assurance catalogues for different areas of youth work, such as youth information, are in place and include the Eurodesk Germany Quality Catalogue and the National Quality Standards to qualify for Juleica (the Jugendleiter/-in Card for youth leaders, a national standardised card for voluntary youth workers);
- Ireland has adopted the National Quality Standards Framework for Youth Work (NQSF) (2010) and the National Quality Standards for Volunteer-led Youth Groups (2013), which focus on the quality of youth work provision;
- Luxembourg has 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;

- the Serbian National Association of Youth Workers (NAPOR) has introduced a national quality assurance framework;
- the Ministry of Youth and Sports in Turkey has issued Directives on Procedures and Principles for Youth Leaders' and Sports Experts' Training, Development and Working;
- the United Kingdom (England and Wales) has developed Quality Marks for Youth Workers.

### **Funding requirements**

Funding requirements include:

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

### **Combination of methods**

Some countries rely on a combination of methods:

- in Belarus, 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, a common training plan/curriculum is followed by all folk high schools providing a two-year study programme (*fritidsledarutbildning*), leading to a diploma in leading leisure-time activities. Since 2005, there has been a network in place for youth work, "Quality and competence in co-operation, KEKS" (*Kvalitet och kompetens i samverkan, KEKS*), which 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 advance youth work, through benchmarking, peer learning, exchange of best practices and other forms of co-operation within KEKS.

The variety of methods for ensuring the quality of youth work listed above leads to the conclusion that thus far, there is no universal approach to this matter across Europe.

### **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, the 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 the competences needed for youth workers.

In two other countries (Azerbaijan and Georgia), such competency-based frameworks are in the process of being drafted, 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 has been suggested by the National Youth Forum, but has still not been 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 competences are defined at 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) are defined by agreements between the Youth Work Association and the municipalities. The remaining countries define the competences at a national level through occupational standards (Estonia, Ireland, Lithuania, Romania, the United Kingdom (England and Wales)), a catalogue of professions (Portugal), a passport of competences (Serbia) or educational standards (the Russian Federation and Belarus).

It is possible to observe two approaches to the sets of competences needed by youth workers. The first focuses on the way competences are acquired by setting educational standards for professional education and training at degree level (Ireland, the Russian Federation) or the specific content of training programmes (France, the French Community of Belgium, Serbia, Slovenia), or by certifying the courses for youth workers (Austria). The second focuses on the way competences are performed by defining professional/occupational/quality standards (the Czech Republic, Estonia, Italy, Lithuania, Malta, the Netherlands, Portugal, Romania, Slovakia, the United Kingdom (England and Wales)), or by 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 was received. Not all responses accorded 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 understanding the knowledge/skills/abilities/competences youth workers need to ensure the quality and impact of their work with young people.

### **The most common competences and skills in ten countries surveyed<sup>11</sup>**

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 10 in the appendices provides samples of the competence profiles of youth workers in 10 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, which in youth work defines competence as having three interlinked dimensions: knowledge, skills, and attitudes and values.<sup>12</sup>

In order to explore the most common competences/skills for youth workers, they were classified into several groups and then, tracing the (occupational and educational) standards provided, ranked in accordance with how frequently they were mentioned. Competences with frequency four and higher were included in Figure 1.

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 ten countries surveyed:

1. communication/presentation/public relations (PR) skills: this includes the skills needed to successfully communicate not only with young people, but also with various stakeholders within or outside the organisation, such as colleagues, partner and funding organisations, and policy makers;
2. organisational skills/project management: in nine countries, youth workers are required to organise events or information campaigns for youth, or organise and implement their own projects within the organisation;
3. facilitating learning: in seven countries, youth workers play an important role in the learning experiences of the young people they work with. Some of the standards (e.g. in Serbia) require youth workers to organise and deliver trainings for young people;
4. ability to analyse youth (group) needs: in seven countries, youth workers are expected to analyse correctly the (social, educational) needs of young people/youth groups in order to organise and deliver relevant youth programmes and activities;

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

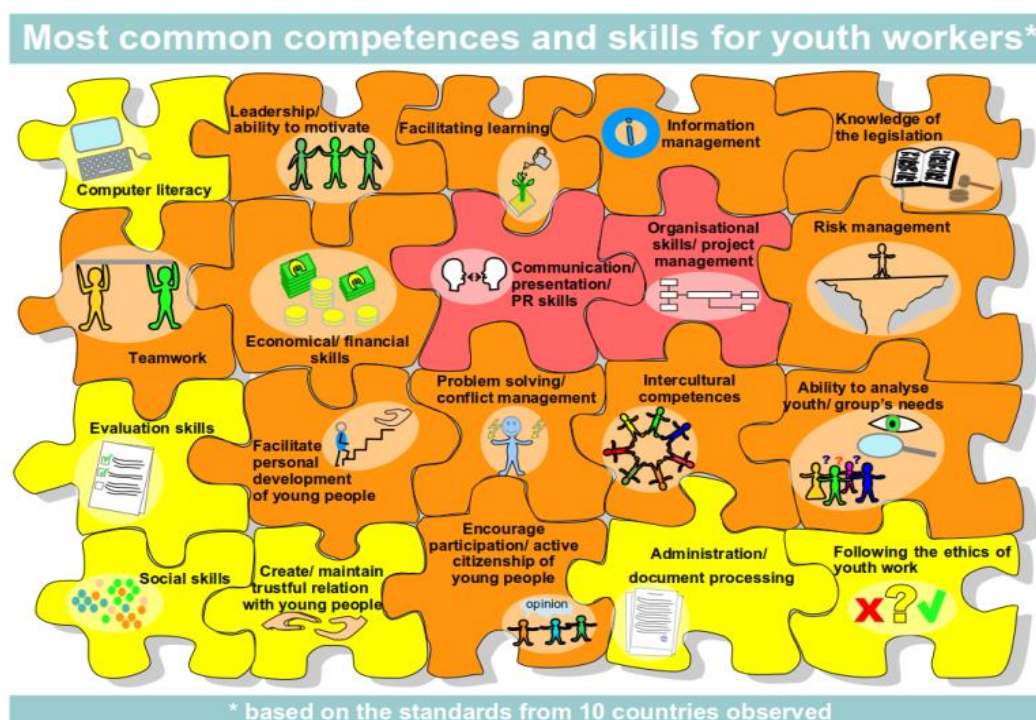
12. See [www.coe.int/en/web/youth-portfolio/youth-work-competence](http://www.coe.int/en/web/youth-portfolio/youth-work-competence), accessed 26 May 2018.

5. problem solving/conflict management: this is considered important for youth work with young people with fewer opportunities, or simply to solve 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 choose 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 – the ability to work together with colleagues and peers, but also to co-operate with young people or mentor/co-ordinate youth teams;
13. knowledge of legislation: this refers to the legislative environment where youth work takes place (e.g. special rules/permissions for work with some youth groups), or to the legislative framework of national youth policies and the need to involve young people in the policy-making process;
14. intercultural skills: these skills are useful 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 a level of computer literacy of youth workers (Estonia);
16. social skills (understand/analyse/evaluate/interact with society): while it is difficult to define these under one skill, in five of the countries surveyed, youth workers are expected to analyse and predict social processes (Belarus), know the principles of a citizenship-based society (Estonia), or know “the historical development of society in order to help form a civic attitude” and have “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 four countries, youth workers have particular administrative functions;
18. ability to create and maintain purposeful/trusting relationships with young people;
19. evaluation skills: youth workers are expected to conduct evaluations that could cover learning methods or processes (Austria), current youth policies (Belarus) or activities (UK);
20. an awareness of the ethics of youth work or ethical behaviour is required by three countries (Estonia, Serbia and the UK).

It is interesting to note that the first two, and the most mentioned groups of competences/skills in the list above, are generic competences 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<sup>13</sup> 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 that are connected with facilitating/encouraging learning (function 2) and the personal development of young people (function 3), intercultural skills (function 4) and project management (function 8) are fully reflected at a national level by the 10 countries surveyed. The competences listed in the first<sup>14</sup> and fifth<sup>15</sup> groups of the portfolio are covered to a lesser extent (e.g. 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 sixth<sup>16</sup> and the seventh<sup>17</sup> group of the portfolio are covered on a very small scale in the ten countries surveyed.

**Figure 1: Most common competences based on a ten-country analysis**



13. See [www.coe.int/en/web/youth-portfolio/youth-work-competence](http://www.coe.int/en/web/youth-portfolio/youth-work-competence), accessed 28 May 2018.

14. Function 1: Address the needs and aspirations of young people

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

16. Function 6. Support collective learning in teams

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

## Conclusion

Less than 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 existence, they do not all meet accepted or standard concepts of quality assurance. Nonetheless, this 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 youth workers emerge from the survey as being largely evident at national level and provide a platform for future European co-operation in the field, particularly through exchange of good practices and mutual support among all relevant stakeholders.

## Associations and networking (Question 6)

This 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 11 in the appendices shows 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.

## Associations of youth workers

As we can see from Table 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. Part of their mission is to provide initiatives to contribute to the development of the field, and to promote career paths and recognition of the work provided by youth work practitioners. The Slovenian National Youth Network MaMa has developed a programme consisting of a number of different training courses for members, covering:

- basic youth worker's skills;
- monitoring youth work;
- evaluation of youth work;
- project management;

- international youth work;
- PR and communication;
- peer-to-peer information;
- the youth worker as mentor and instructor;
- active participation and social inclusion;
- social competences.

Besides providing training opportunities, other important tasks for these 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 the rights of youth and community workers, as well as the interests of association members (Belarus); and supporting the Ministry of Sports and Youth Affairs (Georgia) in its work to create National Professional Standards and Certification Criteria for Youth Workers and to develop Qualifications Courses for Youth Workers.

The majority of the associations listed in Table 11 are NGOs, but 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 they adopt different approaches to promoting the status and future of the youth work profession and its representation in influencing state policies and legislation.

### **Associations representing professionals/volunteers providing youth work**

From Table 11, we can see that just 4 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 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, the member organisations of the Committee for International Relations and National Associations of Youth and Popular Education (CNAJEP) provide opportunities for *animateurs/educateurs* to participate in training opportunities towards a recognised certificate – the BAFA. Other organisations mentioned in Table 11 may represent other practitioners in the field.

### **Other structures supporting training opportunities for youth workers or 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 programmes (e.g. Erasmus+) with the aim of

improving professional competence, enhancing youth work structures and systems, and benefiting the end users – young people. Other organisations, such as national youth councils, 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.

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

The issue of employment, extending to mapping career paths and the professionalisation of youth work, presents a challenge. This is 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 on 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 due to a lack of pertinent information we were not able to establish, for instance, a comprehensive perspective on how voluntary youth workers move into paid positions. 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 it difficult to isolate a distinct youth work career trajectory.

## **Youth work as a profession**

Looking at the issue of regulating youth work as a profession, Table 12 in the appendices presents an overview of responses received from the national correspondents. This illustrates the extent to which there is a standard occupational profile for youth work as a profession, a legal/regulatory authority, and a professional register of youth workers. Standard occupational profiles are also represented in Figure 6, and they are the exception rather than the norm.

The other responses indicate a 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 countries appear to monitor numbers of professionally registered youth workers in a comprehensive fashion, with only 10 of the countries/regions doing so, limiting what we can establish about the dimensions of the European youth worker population.

### **Youth worker employment**

Further questions examined the more specific issue of youth worker employment. The information collated in Table 13 in the appendices suggests that there is limited documentation 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 the state/public sector/NGOs. These totals nevertheless indicate considerable variation: from 576 310 in Germany and 113 396 in France to 100 in “the former Yugoslav Republic of Macedonia” and 25 in Cyprus.<sup>18</sup>

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 European countries and smaller, perhaps more geographically peripheral, nations. Eleven national correspondents also reported on numbers of youth workers in NGOs/voluntary organisations, again indicating 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.

### **Career paths and employment opportunities**

One other issue on this theme relates to career paths and employment opportunities for youth workers. Table 14 in the appendices 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:

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18. The figure for Germany includes all voluntary employees in the pedagogical sector, not just youth workers. The latest report on youth work in Germany shows that there were 29,126 paid youth workers in 2014.

- youth centres;
- advice provision;
- young people's health services;
- NGOs;
- the 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 (e.g. Ireland) fulfils many of the functions that in others are supported by state-supported agencies.

In terms of identifiable careers, national correspondents identify a large range of employment fields, many of which are self-evident, extending to areas such as after-school 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 the information provided just how many youth workers are being employed in these areas, the nature of tenure enjoyed, or indeed 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 workers as a profession. This was in fact cited in some form or other by 20 respondents.

Other prominent barriers related to working conditions include: instability of tenure, lack of funding, low pay, long hours, off-peak work and a lack of career structure. These are all serious issues that have a detrimental impact on the lives of youth workers and no doubt have a considerable bearing on 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 (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.

## **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 terms of originality, linking youth work with tourism provides a surprise although whether this field can sustain the employment of a substantial number of youth workers is debatable. The current state of youth work employment pathways in most European countries seems to be characterised by limited options and limited quality in working conditions, leaving much room for improvement.

# Chapter 5

## 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 sections 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 overarching 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.

### 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; 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 support. 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 poses its own challenges. Because of these factors, much of youth work may be under the radar in terms of accessing information and data on a country and Europe-wide basis.

In seeking relevant information and data, responses to the questionnaire 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 non-accredited education”, “quality assurance”, “competences” and “professionalisation”.

## **Policy and legislation**

All 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 is 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 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 10 years, and in some cases, the process of establishing legislation is ongoing 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 underway 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 18 countries, while 9 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 a minority of the countries surveyed, and the relative disconnect 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 educational issue dependent on the policies, provision and priorities of individual countries.

The blurring of 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” can 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 to 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 about the survey responses is the extent of the role played by the voluntary youth sector in the provision of non-formal education and training. In almost half 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 youth work in these countries.

Non-formal education and training across the countries surveyed is wide-ranging, multi-layered, diverse and uneven. Given these factors, overarching structures – 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 eastern Europe have, for the most part, identifiable paths for the education and training of youth workers. 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 5 it is at local or organisational level, while 2 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 at a national level in most of the countries surveyed, while in 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; 11 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' associations, 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 indicate 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 terms 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 what the means are 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 of the job category of youth worker on the part of 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 an 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 it difficult to isolate a distinct youth work career trajectory.

## Conclusions

In all 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 could 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 of 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.

## Appendices

**Table 1: National structures responsible for creating a framework for youth policy and its implementation (information collected between May-November 2017)**

<b>Country</b>	<b>National structures</b>
<b>Albania</b>	Directory for Co-ordination of Youth Policy Ministry of Social Welfare and Youth
<b>Armenia</b>	Ministry of Sport and Youth Affairs
<b>Austria</b>	Federal Ministry for Families and Youth
<b>Azerbaijan</b>	Ministry of Youth and Sports Local departments working on issues of youth and sports Youth centres Youth Foundation under the President of the Republic of Azerbaijan and Nakhchivan
<b>Belarus</b>	Directorate General of Educational Work and Youth Policy, Ministry of Education
<b>Belgium (Flemish)</b>	Ministry of Culture, Youth and Media
<b>Belgium (French)</b>	Ministry of Culture, Youth Service
<b>Belgium (German-speaking)</b>	Ministry for Culture, Youth and Employment
<b>Bosnia and Herzegovina</b>	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
<b>Bulgaria</b>	Ministry of Youth and Sports National Youth Advisory Council
<b>Croatia</b>	Ministry for Demography, Family, Youth and Social Policy
<b>Cyprus</b>	Youth Board of Cyprus
<b>Czech Republic</b>	Youth Department, Ministry of Education, Youth and Sports
<b>Estonia</b>	Ministry of Education and Research Estonian Youth Work Centre
<b>Finland</b>	Ministry of Education and Culture
<b>France</b>	Ministry of National Education Inter-Ministerial Committee on Youth Organising Council of Youth Policy
<b>Georgia</b>	Ministry of Sport and Youth Affairs of Georgia
<b>Germany</b>	Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ) Federal Youth Advisory Board (Bundesjugendkuratorium) German Federal Youth Council (DBJR) Child and Youth Welfare Association (AGJ) German National Committee for International Youth Work (DNK)

<b>Greece</b>	Youth Department General Secretariat for Lifelong Learning and Youth Ministry of Education, Research and Religious Affairs
<b>Iceland</b>	Ministry for Education and Culture
<b>Ireland</b>	Department of Children and Youth Affairs
<b>Italy</b>	Department of Youth and National Civil Service President of the Council of Ministers
<b>Latvia</b>	Ministry of Education and Science
<b>Liechtenstein</b>	Government/Ministry for Social Affairs
<b>Lithuania</b>	Department of Youth Affairs, Ministry of Social Security and Labour
<b>Luxembourg</b>	Youth Department, Ministry of Education, Children and Youth National Youth Service
<b>“The former Yugoslav Republic of Macedonia”</b>	Agency of Youth and Sport
<b>Malta</b>	Parliamentary Secretariat for Youth, Sports and Voluntary Organisations, Ministry for Education and Employment Aġenzija Żgħażaġh
<b>Republic of Moldova</b>	Ministry of Youth and Sport
<b>Montenegro</b>	Directorate for Youth, Ministry of Sport
<b>The Netherlands</b>	Ministry of Health, Welfare and Sport Ministry of Justice and Security
<b>Norway</b>	Norwegian Directorate for Children, Youth and Family Affairs Ministry of Children and Equality
<b>Poland</b>	Ministry of Family, Labour and Social Policy, Department of Social Economy and Public Benefit
<b>Portugal</b>	Ministry of Education Secretary of State of Youth and Sport Portuguese Institute of Sports and Youth Erasmus+ Youth in Action Agency
<b>Romania</b>	Ministry of Youth and Sport National Authority for Youth Counties’ Structures on Youth and Sports
<b>Russian Federation</b>	Federal Agency of Youth Matters, Ministry of Education and Science
<b>Serbia</b>	Ministry of Youth and Sports
<b>Slovakia</b>	Ministry of Education, Science, Research and Sport of the Slovak Republic IUVENTA – Slovak Youth Institute
<b>Slovenia</b>	Ministry of Education, Science and Sport, Office for Youth Council of the Government of the Republic of Slovenia for Youth
<b>Sweden</b>	Ministry of Education and Research Division for Youth Policy

	Swedish Agency for Youth and Civil Society
<b>Turkey</b>	Ministry for Youth and Sports
<b>Ukraine</b>	Ministry for Youth and Sports
<b>United Kingdom (England)</b>	Department of Culture, Media and Sport Department for Education, Work and Pensions Department for Health
<b>United Kingdom (Wales)</b>	Ministry for Lifelong Learning and the Welsh Language Youth Engagement Branch (Education Directorate)

**Table 2: National/regional legislation on youth work**

<b>Country</b>	<b>National/regional legislation</b>
<b>Armenia</b>	Concept of State Youth Policy of the Republic of Armenia (2014) Regulations of the Youth Workers' Institution (2015) Youth Workers' Training Programme (2015)
<b>Azerbaijan</b>	Youth Policy of the Republic of Azerbaijan (2002, amended 2005 and 2007) State Programme Azerbaijani Youth in 2017-2021
<b>Austria</b>	Federal Youth Promotion Act (2000)
<b>Belarus</b>	On the Foundations of State Youth Policy (2009)
<b>Belgium (Flemish)</b>	Flemish Parliament Act (2012)
<b>Belgium (French)</b>	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 the French Community (2008)
<b>Belgium (German-speaking)</b>	Youth Decree (2011)
<b>Bulgaria</b>	Youth Law (2012) National Youth Strategy (2012-2020)
<b>Croatia</b>	National Youth Programme 2014-2017
<b>Cyprus</b>	National Youth Strategy 2017-2022
<b>Czech Republic</b>	National Youth Strategy 2014-2020
<b>Estonia</b>	Youth Work Act (2010)
<b>Finland</b>	Youth Act (2016) Government Decree on Youth Work and Youth Policy (2017)
<b>France</b>	Priority Youth 2012-2017
<b>Georgia</b>	National Youth Policy of Georgia (2014)
<b>Germany</b>	Child and Youth Services Act, <b>Germany's Social Code—Volume 8</b> (1991)
<b>Iceland</b>	National Law on Youth Affairs (2007)
<b>Ireland</b>	Youth Work Act (2001)

	National Policy Framework for Children and Young People 2014-2020
<b>Latvia</b>	Youth Law (2009) Youth Policy Implementation Plan 2016-2020
<b>Liechtenstein</b>	Child and Youth Act (2008) Ordinance on the Contributions to the Child and Youth Promotion (2009)
<b>Lithuania</b>	Law on Youth Policy Framework (2003) National Youth Policy Development Programme (2011-2019)
<b>Luxembourg</b>	Law on Youth (2008, 2016) Youth Pact (2012, 2017)
<b>“The former Yugoslav Republic of Macedonia”</b>	National Youth Strategy 2016-2025
<b>Malta</b>	Youth Work Profession Act (2014)
<b>Republic of Moldova</b>	National Strategy for Youth Sector Development 2020 (2014) Law on Youth (2016)
<b>Montenegro</b>	National Youth Strategy 2017-2021 Law on Youth
<b>The Netherlands</b>	Youth Act (2015) Social Support Act
<b>Portugal</b>	Organic Law 123/2014 Organic Law 98/2011 Statutes – Ordinance no. 231/2015 Statutes – Ordinance no. 11/2012 National Catalog of Qualifications (CNQ), <sup>19</sup> Qualification No. 761337
<b>Romania</b>	Youth Law (2006) National Youth Policy Strategy 2015-2020
<b>Russian Federation</b>	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 state youth policy of the Russian Federation till 2025” (2014) “A plan of activities for implementation of the fundamentals of state youth policy of the Russian Federation till 2025” (2015)
<b>Serbia</b>	Law on Youth (2011) National Youth Strategy 2015-2025 Action Plan for the Implementation of the National Youth Strategy 2015-2017
<b>Slovakia</b>	Act No. 282/2008 Strategy of the Slovak Republic for Youth 2014-2020 The Concept of Youth Work for 2016-2020 National Action Plan for Children
<b>Slovenia</b>	Act on Public Interest in Youth Sector (2010)

19. See [www.catalogo.anqep.gov.pt/Qualificacoes/Referenciais/1582](http://www.catalogo.anqep.gov.pt/Qualificacoes/Referenciais/1582), accessed 27 May 2018.

	National Youth Programme
<b>Turkey</b>	Decree Law on the Organisation and Duties of the Ministry of Youth and Sports (2011)
<b>Ukraine</b>	Concept State Target Social Programme “Youth of Ukraine” for 2016-2020
<b>United Kingdom (Wales)</b>	National Youth Work Strategy for Wales 2014-2018

**Table 3: Other forms of national recognition for youth work**

<b>Country</b>	<b>Form of recognition</b>
<b>Armenia</b>	Armenian Youth Citizens programme
<b>Azerbaijan</b>	Civil society and youth organisations
<b>Belgium (Flemish)</b>	Flemish Youth Council Youth Work Commission (Flemish Youth Council) The Ambrassade
<b>Belgium (French)</b>	Youth Work Department (General Administration of Culture)
<b>Belgium (German-speaking)</b>	Youth Office
<b>Bulgaria</b>	Official Statement of the Bulgarian National Youth Forum on Youth Work and Youth Worker Definition in the Official List of Occupations
<b>Croatia</b>	Expert group – Ministry for Demography, Family, Youth and Social Policy
<b>Cyprus</b>	N/A
<b>Czech Republic</b>	National European Social Fund project Keys for Life – Developing Key Competences in Leisure-Time and Non-Formal Education
<b>Estonia</b>	Estonian Youth Work Centre
<b>Finland</b>	State Youth Council Assessment and State Aid Commission
<b>Germany</b>	Juleica card
<b>Greece</b>	Erasmus+/SALTO-YOUTH
<b>Ireland</b>	National Youth Council of Ireland North-South Education Training Standards Committee for Youth Work (NSETS)
<b>Poland</b>	Youth in Action/Erasmus+
<b>Portugal</b>	Now Us programme Youth Technician Project Youth Pass, recognition of learning developed in cases of non-formal education, according to Ordinance No. 336/2017 of 7 November, as well as the youth worker professional Recognition, Validation and Certification of Competences (RVCC), as contained in the CNQ
<b>Romania</b>	National Agency for Community Programmes in the Field of Education and Training (Erasmus+)
<b>Russian Federation</b>	Educational Standards in university programmes

	Unified Qualification Catalogue of Positions of Directors, Specialists and Employees Professional standard for specialists in youth work
<b>Serbia</b>	National Association of Youth Workers

**Table 4: Degree- and postgraduate-level courses in youth work and related fields**

Country	Qualification	Provider	Course title	Duration – Full-time or Part-time	Number of graduates
<b>Belgium (Flemish)</b>	B.A.	University colleges in Flanders	Social cultural work	3 years – FT & PT	N/A
	M.Sc.	Ghent University	Social work	1 year	N/A
<b>Bulgaria</b>	M.A.	National Sports Academy	Youth activities and sport	1 year – FT & PT (opportunity for distance learning)	Commenced in 2011/12
	B.A.	Sofia University	Non-formal education	4 years – FT & PT	Commenced in 2008/09
	M.A.	Sofia University	Non-formal education	2/3 semesters – PT	N/A
<b>Czech Republic</b>	M.A.	University of South Bohemia	Education specialised in health education	2 years	N/A
	B.A.	Masaryk University, Brno	Social pedagogy and leisure time	3 years	N/A
	B.A.	Masaryk University, Brno	Education – leisure-time-based education	3 years	N/A
	B.A.	Charles University, Prague	Leisure-time based education	3 years	N/A
	B.A.	Palacký University, Olomouc	Special pedagogy	3 years	N/A
	B.A.	Palacký University, Olomouc	Management of leisure-time-based activities	3 years	N/A
<b>Estonia</b>	M.A.	Tallinn University	Youth work management	2 years – PT	6 since 2017
	Grad. Dip. (Applied Higher	University of Tartu, Viljandi	Leisure Time Manager-		341 since

	Education)	College	Teacher		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
<b>Finland</b>	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
<b>France</b>	B.A. (EQF level 6)	Université Paris 13 Université Paris Descartes Université Toulouse-Jean Jaurès Université Paul Valéry Montpellier 3 Université de Rennes 1	Licence métiers de l'animation sociale, socio-éducative et socio-culturelle	1 year – FT	120 annually
	M.A. in youth policies (EQF level 7)	Université Toulouse-Jean Jaurès Université de Rennes 1 Ecole des hautes études en santé publique – Rennes Université Paris-Est	Master Politiques enfance-jeunesse  Master enfance, jeunesse: politiques et accompagnement  Master Direction des politiques jeunesse	FT	50 annually

		Créteil			
Germany	B.A.	Kempen University of Applied Sciences, Bavaria	Social work with focus on youth work	3.5 years – FT	Started 2014/15
	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
	B.A.	YMCA University of Applied Sciences Kassel (Fachhochschul e)	Social work and religious pedagogy	4 years – FT	Since 2009: 320  Currently studying: 240
	M.A.	University of Applied Sciences <sup>20</sup> 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 Science in Koblenz	Education	3.5 years	Since 2011  Currently studying: 245

20. The term University of Applied Sciences’ 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, see [www.bildungsserver.de/Lehrplaene-der-Fachschulen-4027-de.html](http://www.bildungsserver.de/Lehrplaene-der-Fachschulen-4027-de.html), accessed 27 May 2018.

	B.A.	Protestant Universities of Applied Sciences	Religious pedagogy related to Christian youth work	3 years	
<b>Greece</b>	M.A.	University of Macedonia	European Youth Policies and Culture	2 years – FT	Since 2008: approx. 200
<b>Iceland</b>	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
<b>Ireland</b>	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 and 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
<b>Latvia</b>	M.A.	Daugavpils University FT	Career Counsellor and Youth Affairs Specialist	2 years – 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
<b>Luxembourg</b>	B.S.S.E. – Educational and social sciences	University of Luxembourg FT	Educational and social sciences	6 sems – FT 4 sems – PT	Since 2003-40 per year
<b>Malta</b>	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	
<b>The Netherlands</b>	B. A	University of Applied Sciences (Higher Prof. Ed.)	Cultural and Community Education	4 years – FT	N/A
	B. Degree – Social Pedagogical Care	University of Applied Sciences (Higher Prof. Ed.)	Social Pedagogical Care	4 years – FT	N/A
	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 Sciences, Amsterdam	HBO-Minor jongerenwerk in de Grote Stad	1 year – FT	N/A
<b>Romania</b>	PG. Cert.	West University of Timișoara	Management of Youth Educational Resources	120 hrs – FT	25 per year projected
<b>Russian Federation</b>	B.A. and M.A.	42 universities	Organisation of Youth Work	N/A	N/A
<b>United Kingdom (England)</b>	B.A.	University of Bedfordshire	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.	University of Bolton	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.	University of Brighton	Youth Work	N/A	N/A
	B.A.	Institute for Children Youth and Mission	Youth, Community Work and Practical Theology	N/A	N/A
	B.A.	University of Cumbria	Youth and Community Work	N/A	N/A
	PG. Dip./M.A.	University of Cumbria	Youth and Community Work	N/A	N/A

	PG. Dip.	University of Cumbria	Youth and Community Work	N/A	N/A
	PG. Dip./M.A.	De Montfort University	Youth and Community Work Development (Distance Learning)	N/A	N/A
	B.A.	De Montfort University	Youth Work and Community Development	N/A	N/A
	B.A.	University of Derby	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.	University of East London	Youth and Community Work	N/A	N/A
	B.A.	University of Gloucestershire	Youth Work	N/A	N/A
	PG. Dip./M.A.	University of Gloucestershire	Youth Work	N/A	N/A
	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.	University of Huddersfield	Professional Studies (Youth and Community Work)	N/A	N/A
	B.A.	University of Huddersfield	Youth and Community Work	N/A	N/A
	B.A.	University of Hull	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. Dip./M.A.	Manchester Metropolitan University	Youth and Community Work	N/A	N/A
	B.A.	Moorlands College	Applied Theology (Youth and Community Work)	N/A	N/A
	PG. Dip.	Moorlands College	Applied Theology (Youth and 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.	University of Northampton	Youth and 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 Work	N/A	N/A
	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.	University of Sunderland	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 of St Mark & St	Youth and Community Work	N/A	N/A

		John			
	PG. Dip.	University of St Mark & St John	Youth and Community Work	N/A	N/A
	B.A.	University of Worcester	Youth and Community Work	N/A	N/A
	B.A.	YMCA George Williams College	Informal Education (Youth Work and 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
<b>United Kingdom (Wales)</b>	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 5: Vocational and further education and training courses in youth work and related fields**

Country	Qualification	Provider	Course title	Duration – Full-time or Part-time	Number of graduates
Belarus	Diploma	National Institute for Higher Education,	Specialist in work with youth	2 years – PT	225 since 2008

		Minsk			
<b>Belgium (French)</b>	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	6 months to 3 years – PT	57 since 2009
<b>Croatia</b>	Certificate	University of Rijeka and Institute for social Research in Zagreb	Youth in Contemporary Society	5 months	Commenced Jan. 2018
<b>Czech Republic</b>	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
<b>France</b>	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 et du Sport	FT	2016: 2 899
	DEJEPS	Ministry in charge of youth and sports	Diplôme d’État de la Jeunesse, de l’Éducation populaire et du Sport	FT	2016: 714
	Diploma (level 5 EFQ)	Courses in 14 Instituts Universitaires de	DUT Carrières sociales option animation sociale et	2 years – FT	Approx. 1 000 per year

		Technologie (IUT)	socioculturelle		
	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
<b>Germany</b>	Diploma (level 4 EQF)	Vocational schools and faith-based schools for Christian youth work		3 years	
<b>Ireland</b>	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 – accredited by Education and Training Boards (ETBI)	Youth Studies and Community Development	1 year – FT	N/A
<b>Luxembourg</b>	Educator (Diplôme d'état d'éducateur)	LTPES	Educator (Diplôme d'état d'éducateur)	3 years	N/A
<b>The Netherlands</b>	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
<b>Norway</b>	Barne- og ungdomsarbeiderfaget (specialisation in upper secondary school)	Upper secondary school	Barne- og ungdomsarbeiderfaget	4 years (2 years in school, 2 years as apprentice)	2016-17: 2 927
<b>Portugal</b>	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 12th school grade	FT in public sector and PT in private sector	N/A
<b>Romania</b>	Certificate	Schultz Consulting	curs de Lucrător de tineret (youth worker)	PT – 5 days	900
<b>Russian Federation</b>	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		
<b>Serbia</b>	Certificate	Organisation Centre for Youth Work – CZOR in partnership with Jonkoping University Sweden	Leadership, youth work, community development	1 year – FT	Total number from 2001-07: 380. Closed from 2008-17, currently running with new generation of 20 students.
<b>Slovakia</b>	Several accredited programmes	N/A	N/A	N/A	88 as of 2017
<b>Sweden</b>	Fritidsledare – vocational education	Swedish folk high schools	Fritidsledarutbildning	2 years – FT	300 per year
<b>Turkey</b>	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. 1 000
<b>United Kingdom (England)</b>	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
<b>United Kingdom (Wales)</b>	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 6: Non-formal education and training: provision, funding and accreditation**

<b>Country</b>	<b>Training provided – Number of courses and participants annually</b>	<b>Main funding sources</b>	<b>Main providers</b>	<b>Accreditation employed</b>
<b>Albania</b>	Provided by NGOs only	External funding mostly – Council of Europe, European Union, UNDP, UNFPA, OSCE, Care International, etc.	NGOs	No state accreditation Youthpass

		Occasional projects financed by either ministries, ministerial agencies or municipalities		
<b>Armenia</b>	Two national courses – Ministry of Sport and Youth Affairs Kasa Foundation 50 youth workers (25 in each programme) NGOs also train 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
<b>Austria</b>	Institutions in Vienna (IFP), Salzburg (Akzente), and 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 co-operation 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
<b>Azerbaijan</b>	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
<b>Belarus</b>	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
<b>Belgium (Flemish)</b>	Youth worker certificates awarded by the Ministry of Culture, Youth and Media after completion of an approved training programme (Kadervorming). In 2016, 7 454 young people received a certificate in Flanders	Flemish Government Certain municipalities refund a part of the participation fee	Youth organisations approved by the ministry	Kadervorming
<b>Belgium (French)</b>	Annually approx. 800 demands for training course of	Wallonia-Brussels Federation and the European	Youth Centres Federation and	Youthpass

	<p>which over 80% are validated</p> <p>Some 50 training organisations with 14 000 participants (2009-15)</p>	Social Fund	<p>other youth NGOs</p> <p>Local youth services, etc.</p>	
<b>Belgium (German-speaking)</b>	<p>Youth Commission (Ministry) organises training and certification for volunteer youth workers, 10 courses annually with 10-12 participants</p> <p>About 80 per year obtain certification</p>	The regional government and the European funding programmes are the main funding sources	Youth Commission and NGOs	<p>Ongoing integration with NQF</p> <p>Europass</p> <p>For all other courses, participants receive a certificate of participation</p>
<b>Bosnia and Herzegovina</b>	2-3 nationally, 50-70 participants annually provided by youth NGOs	Different donors, no main sources of funding	Youth NGOs	No state accreditation
<b>Bulgaria</b>	National Youth Academy provides training for youth leaders and youth workers organised by the National Youth Forum, 124 courses with 1 743 participants in 2015	Erasmus+, central government and local municipalities	Human Resources Development Centre (the National Agency for Erasmus+ programme), National Youth Forum and NGOs	<p>No state accreditation</p> <p>Youthpass</p>
<b>Croatia</b>	The Croatian Youth Network provides a youth studies programme	Relevant ministries, Erasmus+ and ESF, and some local authorities	Civil society organisations	Europass
<b>Cyprus</b>	<p>Approx. three transnational co-operation activities annually with some 12 participants under Erasmus+</p> <p>The Cyprus Youth Council Pool of Trainers organises training twice yearly</p>	<p>Erasmus+</p> <p>European Youth Forum</p> <p>The National Funding Scheme: "Youth Initiatives"</p>	National Agency for Erasmus+, NGOs	Youthpass
<b>Czech Republic</b>	National Institute for Further Education (approx. 260 courses with and 4 600 participants (2014-16)	ESF and Erasmus+, Ministry of Education, Youth and Sports	<p>National Institute of Further Education</p> <p>National Agency</p> <p>National Youth Information Centre</p>	<p>State accreditation</p> <p>Youthpass</p>
<b>Estonia</b>	Approx. 34 courses annually – national, regional or local/municipal – with 1 500-1 600	ESF 85% and state co-financing 15%	Foundation Archimedes (National Agency)	National Qualification Framework and Professional Qualification

	participants.			Standards
<b>Finland</b>	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 programmes	ECTs
<b>Georgia</b>	NGOs and commercial organisations provide training, but are not officially recognised	NGOs	NGOs	N/A
<b>Germany</b>	Vast number of courses for specialists in child and youth services. There were approx. 32 000 Juleica (national standardised card for voluntary youth workers) card holders in 2016.	Federal states, municipalities, Erasmus+ Youth NGOs	Regional youth offices, socio-pedagogical further education institutions, youth organisations, etc.	German Qualifications Framework for Lifelong Learning
<b>Greece</b>	Training organised by youth NGOs under EU and Council of Europe projects. Approx. 12 courses annually with 50-60 participants.	Erasmus Plus, European Youth Foundation, central government	National Agency and youth NGOs	Europass
<b>Iceland</b>	Occasional training courses provided by NGOs	Mostly European funding/ Erasmus+ with some funding from the state and municipalities	Mostly NGOs – the scout movement , the Youth Leadership programme, Icelandic Confederation of Youth Clubs and the YMCA	No state accreditation but NGOs have their own recognition systems
<b>Ireland</b>	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
<b>Italy</b>	Fragmented initiatives in various regions  Many youth workers trained through job-shadowing, or	Erasmus+ programme (the biggest funding source). Regional Funds managed by local administration in collaboration with association and large organisations also provide	Youth organisations and third sector organisations – faith-based, political and neutral. Some regions, municipalities and	Europass  No state accreditation

	internships	training for youth workers.	NGOs.	
<b>Latvia</b>	Training courses under Erasmus+	Erasmus+	N/A	N/A
<b>Liechtenstein</b>	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
<b>Lithuania</b>	Training courses mainly provided under Erasmus+ and the Youth Affairs Department	Central government, municipalities, EU and the Nordic Council	Youth Affairs Department National Agency	Youthpass European Youth Work Portfolio
<b>Luxembourg</b>	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 the Certificat de l'engagement
<b>“The former Yugoslav Republic of Macedonia”</b>	Training courses provided by NGOs	N/A	N/A	N/A
<b>Malta</b>	Approx. 5 courses and 100 participants annually	Central government Erasmus+	Aġenzija Żgħażaġh and, on occasion, MAY (Maltese Association of Youth Workers) and voluntary youth NGOs	N/A
<b>Republic of Moldova</b>	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 centres and national experts	No state accreditation
<b>Montenegro</b>	Trainings for youth workers organised at regional level by CSOs	EU, central government and International donors	CSOs Youth NGOs	N/A
<b>The Netherlands</b>	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

<b>Norway</b>	N/A	Municipalities	Municipalities	N/A
<b>Poland</b>	NGOs organise non-formal education for youth workers	Mainly Erasmus+	NGOs	N/A
<b>Portugal</b>	Training courses for youth workers provided by youth associations – approx. 20 courses with 250 participants a year	Central and local government and European funding programmes	Youth associations and governmental organisations	NQF European Portfolio
<b>Romania</b>	NGOs provide training (approx. 50 modules and 800 participants annually) with the support of the National Agency	Erasmus+ ESF	NGOs (national and local) National Agency	Youthpass No state accreditation NGOs provide certificates of participation
<b>Serbia</b>	Training courses organised by NAPOR (68 member organisations delivering youth services). 107 (66 youth workers and 41 youth leaders trained (2011-16), 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 the Ministry of Youth and Sports
<b>Slovakia</b>	Some 56 accredited programmes with 1 370 participants annually	Erasmus+ Municipalities Private sector donors Norwegian funds	NGOs Voluntary organisations	Europass Youthpass
<b>Slovenia</b>	Training courses provided by different organisations 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.
<b>Sweden</b>	Swedish Agency for Youth and Civil Society (MUCF) provides short training courses (approx. 20-30 a year with 300-500 participants) for youth workers, in collaboration with different university colleges. CSOs train their voluntary	Central government	MUCF, CSOs and government agencies	If provided in collaboration with a university college, there is a possibility of gaining university credits

	leaders.			
<b>Turkey</b>	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
<b>Ukraine</b>	National Education Programme “Youth Worker” – 10 national and 20 regional programmes planned in 2017 for 800 youth workers.  NGOs and international organisations	Ministry, UNDP Ukraine, UNICEF Ukraine	National level: Ministry, UN organisations, youth associations, NGOs and other national organisations  Regional and local level: public bodies, municipal youth centres, other regional and local organisations involved in the youth sector	State certification and European Youth Work Portfolio
<b>United Kingdom (England)</b>	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 from trainings	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 organisations including: Aim Awards, ABC Awards, Open College Network West Midlands, CERTA, NOCN Laser and Ascentis
<b>United Kingdom (Wales)</b>	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: Non-formal education and training: methods, themes and competences**

Country	Main training settings, methods and tools	Main training themes and topics	Main competences developed
<b>Albania</b>	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.
<b>Armenia</b>	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 a degree (see information in table above)	Youth policy, programme management, group and team work	Youth policy knowledge. Programme development skills. Basic skills of ICT. Management skills. Self-assessment and monitoring skills Teaching skills.  Communication skills.
<b>Austria</b>	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.
<b>Azerbaijan</b>	Seminars, group work, educational games based on peer learning and group reflections	NGO liaison. International co-operation. Youth inclusion in decision making. Intercultural awareness. Best practices. Working with different groups of youth.	Leadership and communication skills.
<b>Belarus</b>	Peer learning, blended learning, e-learning, projects, summer schools, youth exchanges, voluntary youth (student) camps, forums, workshops, team building, art and	Youth leadership, active participation and citizenship, healthy lifestyle and well-being, social inclusion, rural youth issues, volunteering, youth entrepreneurship, employment opportunities.	N/A

	sports festivals		
<b>Belgium (Flemish)</b>	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.	The Flemish Government defined the following competences (2015): - 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.
<b>Belgium (French)</b>	Projects, seminars, exchanges, group work and peer learning	Training courses for (1) executives (co-ordinators, directors), (2) group leaders and (3) trainers.  Main topics: - co-ordination; - cultural and societal challenges; - techniques/methods of activity organisation and creativity; - knowledge of the public (trainees), cultural and social challenges.	Organisation and evaluation activities.  Welcoming a group.  Management of a group of children/young people.  Communication skills.  Participation in the association.
<b>Belgium (German-speaking)</b>	Non-formal learning, including theoretical inputs, exchanges, group work, peer learning and practical exercises	Cultural awareness, inclusion, prevention of radicalisation, and communication and conflict management.	Communication and intercultural skills
<b>Bosnia and Herzegovina</b>	Seminar and programmes	Group work, team work, communication skills, conflict resolution, volunteer management, youth information, human rights.	Communication skills, leadership, empathy, organisational skills, management skills.
<b>Bulgaria</b>	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.
<b>Croatia</b>	Workshops using various non-formal methods	Gender equality, social inclusion, intercultural dialogue, debate and communication workshops, human rights education, personal and social development seminars, project management.	N/A

<b>Cyprus</b>	Non-formal learning activities, group work, exchange of good practices	As in Erasmus+	Key competences as in Youthpass.
<b>Czech Republic</b>	Quality self-assessment tools for youth NGOs and youth clubs	Standardised themes under the National Institute for Further Education and Erasmus+ National Agency	Competences under the National Institute for Further Education:  effective communication and presentation; planning; project management; problem solving; human resources management; strategic management; leadership; fundraising.  Competences under Erasmus+.
<b>Estonia</b>	Long-term developmental programmes;  thematic training activities;  training activities that support regional development in the youth field;  training courses to support internationalisation.	Developmental programme for hobby school specialists.  Training programme for social inclusion practice.  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.	As set out in the Occupational Standard for Youth Worker:  organisation of youth work; mediation of information for youth and counselling of young people; administration and management; networking and communication with the public; guarantee of a secure environment; professional self-improvement; development of the youth sector.
<b>Finland</b>	Courses, seminars and different professional networks on a national level, as well as on a regional and municipal level	Community youth work.  Outreach youth work.  Social youth work.  Information and counselling.  School-based youth work.  Promotion of youth participation.  Multicultural youth work.  Quality framework in youth work.	N/A
<b>Georgia</b>	N/A	N/A	N/A
<b>Germany</b>	Seminars, projects, exchanges, group work, as well as peer learning and blended learning	Legal issues, pedagogical methods, group dynamics, conflicts, participation, intercultural learning, spirituality etc.	Communication skills, leadership, empathy, coaching, organisational skills, intercultural skills.
<b>Greece</b>	Projects, seminars, exchange of good practices	Active youth participation, social exclusion, youth employment, refugee support.	Organisational skills, communication, youth support.

<b>Iceland</b>	Seminars, exchanges and co-operative projects	Leadership, participation, democracy and social inclusion.	Communication skills in multicultural and multidimensional work, coaching and leadership.
<b>Ireland</b>	Workshops, showcases, seminars	Child protection, working with minority groups, equality and interculturalism, sexuality, mental health/suicide, bullying, challenging behaviour.	Empathy. Understanding of differences. Communication with young people. Supervision and facilitation skills. Youth work planning and evaluation. Recording and reporting skills.
<b>Italy</b>	Seminars and training courses developed with non-formal education methods	Wide range of topics including: youth information; competence awareness; how to support young people to start working; development of creativity, etc.	Depends on the provider. Some seek to improve the practical skills of young people as well their social competences.
<b>Latvia</b>	N/A	N/A	N/A
<b>Liechtenstein</b>	Seminars	Participation, intercultural understanding, quality of youth work.	Personal and communication skills.
<b>Lithuania</b>	Seminars, peer learning and methodology development	Social inclusion (working with marginalised or special needs youth); intercultural capacity building; non-formal education methodology; digital competence development; coaching and mentoring; leadership and initiative; (youth) policy development and implementation.	The Youth Workers Certification programme identified 32 competences – under review.
<b>Luxembourg</b>	Wide range: presentations, workshops, peer learning, etc.	Four main themes: General context (legislation, regulations); Fields of action in the youth sector (emotions, social relations; 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 centre.
<b>Malta</b>	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.
<b>Republic of Moldova</b>	Seminars, round tables, conferences, workshops, practical activities, etc.	Youth participation, community work, fundraising, intercultural dialogue, youth services, volunteering, leadership, work with youth structures, strategic planning, youth health, youth rights.	Communication skills. Leadership. Organisational and planning management of youth activity. Creativity. Teamwork and individual work. Developing analytical skills.
<b>Montenegro</b>	Workshops, seminars, conferences, peer learning, projects	Activism. Human rights. Multicultural learning. Drug prevention programmes. Participation.	Leadership, critical thinking, organisational skills, personal and professional development.
<b>The Netherlands</b>	Wide range	Outreach work, preventive support, collaboration with other professionals working with young people, programme development, polarisation – radicalisation, diversity, working in care (individual support), role models.	Leadership, project management, methodological skills, theoretical framework development.
<b>Norway</b>	N/A	N/A	N/A
<b>Poland</b>	N/A	N/A	N/A
<b>Portugal</b>	Professional training and non-formal education Study visits Seminars	Social inclusion, intercultural awareness, youth information, language and communication, ICTs, citizenship, employability, youth empowerment and rights, socio-cultural, animation workshops.	Organisational skills, leadership, volunteering and intercultural skills, human rights, competences and skills within the national catalogue framework.
<b>Romania</b>	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.
<b>Serbia</b>	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: - community youth work and adolescent development; - trainers' skills; - leadership in youth work and conflict transformation; - project management; - practical placement in community youth work;	Related competences set out by NAPOR: - community youth work and adolescent development; - trainers' skills; - leadership in youth work and conflict transformation; - project management; - practical placement in community

		- respecting an ethical code and promoting the values of youth work.	youth work; - respecting an ethical code and promoting the values of youth work.
<b>Slovakia</b>	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.
<b>Slovenia</b>	Various settings, methods and tools	Project management, communication skills, public relations, intercultural learning, intergeneration co-operation, 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.
<b>Sweden</b>	Wide variety of settings, methods and tools	Focus on better skills for youth workers and other practitioners to meet the needs of at-risk young people and further their social inclusion.	N/A
<b>Turkey</b>	Various. Workshops	Fighting drug addiction, moral values.	Communication skills, youth psychology, organisational skills
<b>Ukraine</b>	Seminars, workshops, group work, blended learning	Youth policy and youth work: - youth work in local community;	Communication skills, leadership, coaching, organisational skills, group and individual work with youth, teamwork.

		<ul style="list-style-type: none"> <li>- youth participation;</li> <li>- European approach to youth policy;</li> <li>- project management in the youth field;</li> <li>- volunteering;</li> <li>- social inclusion of young internally displaced people;</li> <li>- youth participation;</li> <li>- cross-sectoral approach to youth policy.</li> </ul> <p>Human rights education.</p>	
<b>United Kingdom (England)</b>	Wide variety of settings, methods and tools	<p>Wide range of topics including:</p> <ul style="list-style-type: none"> <li>- youth work methodology;</li> <li>- group work;</li> <li>- detached and outreach work.</li> <li>- working in specific settings (e.g. arts, sports, families, environment).</li> <li>- equality and diversity;</li> <li>- safeguarding;</li> <li>- social action/volunteering;</li> <li>- addressing antisocial/challenging behaviour;</li> <li>- project management;</li> <li>- needs assessments;</li> <li>- outcomes measurement and impact;</li> <li>- youth participation and engagement;</li> <li>- social inclusion.</li> </ul>	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.
<b>United Kingdom (Wales)</b>	Workshops, seminars and supervised placement experiences that run alongside taught courses. Most courses require the development of a portfolio of evidence of learning.	<p>Theory of youth work.</p> <p>Safeguarding in youth work setting.</p> <p>Young people's development.</p> <p>Engaging and communicating with young people.</p> <p>Group work within youth work settings.</p> <p>Working with challenging behaviour within youth work</p>	<p>Working directly with young people to develop their social education by providing programmes of activities, services and facilities.</p> <p>Establishing contact with and guiding young people as part of local programmes.</p> <p>Assisting in the provision of advice and support to local community groups and agencies.</p> <p>Assisting in the motivation, retention, development and support of staff and</p>

		settings. Work-based practice in youth work. Reflective practice within youth work settings.	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 8: Quality and competences**

Country	Quality assurance framework – national/regional	Competency-based framework – national/regional
<b>Austria</b>	The aufZAQ certification (since 2003)	
<b>Azerbaijan</b>	Under development	
<b>Belarus</b>	Employment agreements and local job regulations documents	Educational Standard of the Republic of Belarus No. 1-09 01 74-2012
<b>Belgium (Flemish)</b>	Specific funding conditions for national-level (Flemish) organisations	N/A
<b>Belgium (French)</b>	Training organisations need to have an accreditation from the 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
<b>Belgium (German-speaking)</b>	Evaluation of youth workers – monitoring of their youth work twice a year, creating analysis of their achievements every five years and delivering a concept for the next five years	N/A (projected for 2018)
<b>Bulgaria</b>	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” <sup>21</sup>
<b>Czech Republic</b>	The “NGO recognised by the Ministry for providing quality youth work” award	National project Keys for Life – Developing Key Competences in Leisure-Time and Non-Formal Education  National competency-based framework for youth workers in youth information centres (produced by the Youth Department, Ministry of Education, Youth and Sports in 2008)
<b>Estonia</b>	Occupational standard of youth workers developed by the Estonian Youth Work Centre (2012) and Quality Framework for Municipalities (2010) developed under the lead of the Estonian Youth Work Centre	
<b>Finland</b>	Internal frameworks developed by the organisations themselves; peer quality assessment method	N/A
<b>France</b>	Compulsory registration of all vocational training organisations with the Ministry in charge of Vocational Training and the	Professional training is included in the National Register of Professional Qualifications (RNCP)

21. It is not an official legislative document.

	Ministry in charge of Youth and Sports	
<b>Georgia</b>	Under development	
<b>Germany</b>	Various quality assurance catalogues for different areas: - youth information; - Eurodesk Germany Quality Catalogue; - National Quality Standards to qualify for JULEICA.	N/A
<b>Iceland</b>	In the municipality of Reykjavík there are guidelines for quality youth work in after-school programmes for children and youth clubs for teenagers	N/A
<b>Ireland</b>	National Quality Standards Framework for Youth Work	The National Quality Standards Framework for Youth Work (NQS) National Quality Standards for Volunteer-led Youth Groups
<b>Italy</b>	N/A	Competency-based frameworks are defined in regional repertories of professions
<b>Liechtenstein</b>	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
<b>Lithuania</b>	N/A	Competency development programme (5 modules) for the Youth Worker Certificate
<b>Luxembourg</b>	Quality Framework for Institutions Providing Non-formal Learning Opportunities introduced by the Youth Law and defined by the 2017 Grand-Ducal regulation	N/A
<b>Malta</b>	N/A	Competency descriptors for youth workers are included in the Code of Ethics under the Youth Work Profession Act (2014)
<b>The Netherlands</b>	N/A	Competence profile for youth work (2008)
<b>Poland</b>	N/A	The 2011 law on supporting family and the foster care system
<b>Portugal</b>	Requirements under the validation process of the National Qualification Framework, regarding the professional qualification for Técnico de Juventude (Youth Worker)	National Catalogue of Qualifications
<b>Romania</b>	N/A	Occupational Standards
<b>Russian Federation</b>	National educational standards for the bachelor's and master's degree programmes in Organisation of Youth Work A draft version of the national professional standard for youth workers	
<b>Serbia</b>	National quality assurance framework	Passport of Competences developed by NAPOR
<b>Slovakia</b>	Requirements in the National Youth Programme 2014-2020 Standards of volunteer management and recommendations for work with youth in the field of volunteering	National system of professions National project KomPrax
<b>Slovenia</b>	N/A	National vocational qualification certificate for

		youth workers (2017)
<b>Sweden</b>	Common training plan/curriculum The network “Quality and competence in cooperation, KEKS”	N/A
<b>Turkey</b>	Directives on Procedures and Principles for Youth Leaders’ and Sports Experts’ Training, Development and Working	N/A
<b>United Kingdom (England)</b>	The National Youth Agency’s Quality Mark Internal quality frameworks within the organisations	
<b>United Kingdom (Wales)</b>	Quality Standards for Youth Work Quality Mark for Youth Work in Wales	Youth Work National Occupational Standards (NOS)

**Table 9: Competency framework in different countries**

Country	Title	List of competences
<b>Austria</b>	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 (defined as “child and youth work”):</p> <p>“Child and youth work” refers to a very wide and diverse spectrum of offers and measures in the field of social action. The goal of 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 out qualified and planned leisure and social education offers and activities. It is based on the following principles – voluntariness, openness, life-orientation, participation, the promotion of equal rights, and a lack of commercialism. Its main fields are: international youth work, youth information, open child and youth work, and child and youth work in organisations.</p> <p>The competence framework is built on 5 areas:</p> <ul style="list-style-type: none"> <li>– enable, initiate and promote learning: <ul style="list-style-type: none"> <li>- set inclusive educational goals and support children/young people in achieving these goals;</li> <li>- create settings for encouraging (self-)education and learning processes;</li> <li>- attend/accompany (self-)educational processes and shape learning processes;</li> <li>- use appropriate methods for successful learning;</li> <li>- evaluate and develop learning processes;</li> </ul> </li> <li>– support personal development and coping with everyday life; <ul style="list-style-type: none"> <li>- support children/young people in their identity and personal development;</li> <li>- help children/youth to experience self-efficacy;</li> <li>- encourage children/young people to become responsible and independent;</li> <li>- strengthen personal recognition and community;</li> <li>- support children/young people in dealing with everyday life;</li> </ul> </li> <li>– enable participation and represent interests: <ul style="list-style-type: none"> <li>- organise inclusive activities/offers/projects;</li> <li>- use suitable methods and procedures for successful participation;</li> <li>- enable participation in the development of the organisation;</li> <li>- promote participation of children/youth in political and social life;</li> <li>- represent (stand for) the interests of children/young people;</li> </ul> </li> <li>– act and interact consciously and responsibly: <ul style="list-style-type: none"> <li>- take responsibility;</li> <li>- use roles consciously and conscientiously;</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- include in work the different dimensions of diversity;</li> <li>- design group/team settings;</li> <li>- initiate and design group /team processes;</li> <li>- attend and develop group/team processes;</li> <li>- act constructively and be solution-oriented in problem and conflict situations;</li> <li>- treat risks in a competent way;</li> </ul> <p>organisation and (project) management:</p> <ul style="list-style-type: none"> <li>- arrange organisational processes and procedures;</li> <li>- use appropriate methods for the success of the organisation;</li> <li>- evaluate and develop organisational processes and procedures;</li> <li>- carry out administrative tasks and use financial resources responsibly;</li> <li>- perform communication and public relations work;</li> <li>- design and develop the organisation.</li> </ul> <p>Each of these areas has several indicators and each of the indicators is evaluated on levels (from 2 to 6)</p> <p>Source: <a href="http://www.aufzaq.at/wordpress/wp-content/uploads/2017/07/aufZAQ-kompetenzrahmen-fordownload-2017_07.pdf">www.aufzaq.at/wordpress/wp-content/uploads/2017/07/aufZAQ-kompetenzrahmen-fordownload-2017_07.pdf</a>, accessed 27 May 2018.</p>
<b>Belarus</b>	Educational Standard of the Republic of Belarus No. 1-09 01 74-2012	<p>No definition of “youth work” provided in the national legislation, but guidelines exist. However, the educational standard suggests the following definition for “organisation of youth work”: a 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 (7 competences), academic (26 competences) and professional (25 competences).</p> <p>The successful retraining course graduates should possess the following social-personal competences:</p> <ul style="list-style-type: none"> <li>- have a perception of the world, reflecting the ideals of Belarusian society and the state of Belarus, the knowledge of the youth policy of the Belarusian state, the history of the national culture and the culture of other nations;</li> <li>- have high civic consciousness and patriotism, to know and respect the rights and duties of a citizen of the Republic of Belarus;</li> <li>- know the religious aspect of the ideology of the Belarusian state, the features of the world religious situation and national culture;</li> <li>- know the essence, structure and functions of the modern market;</li> <li>- know the models of the modern market economy, the essence and specifics of the economic model of Belarus;</li> <li>- be able to analyse the economic processes taking place in the Republic of Belarus and abroad;</li> <li>- be able to use economic knowledge to make rational economic decisions.</li> </ul> <p>Academic competences:</p> <ul style="list-style-type: none"> <li>- know the basics of psychological-pedagogical theory and the patterns, principles, forms and methods of teaching and upbringing, and be able to apply them in their professional and social activities;</li> </ul>

		<p> know the basic concepts of educational systems;  be able to design educational systems and manage their development;  know the theoretical foundations of the philosophy and sociology of education, and the major modern educational strategies;  be able to analyse real educational situations in the context of the main social functions of education;  be able to analyse and solve problem situations arising in professional activity;  know the theoretical and methodological foundations of social pedagogy and psychology;  know the psychological bases of socialisation of the personality, and the psychology of self-realisation of the individual;  know the basics and methods of applying the theory and practice of organising and managing social groups and educational processes;  know the legal and ideological foundations of state youth policy in the Republic of Belarus, and the main fields of work with young people in the conditions of the modern Belarusian higher school;  be able to implement the main state programmes, taking into account the conditions of education and the professional performance of various categories of youth;  be able to analyse the current situation of acute youth problems, and conduct preventive, informative and educational work, using actively the modern technologies of management;  know the essence and mechanisms of the socialisation of the individual, and the methods of social regulation of human behaviour;  know the range of fundamental social problems that arise in connection with the position of youth in the social structure, with the characteristics of its consciousness and behaviour;  be able to organise sociological research in the field of the sociology of youth and use ICTs to search for, collect and visualise information;  know the basic directions of development of the theory and practice of management, and the basic concepts of personnel management;  know and be able to apply various methods of analysing the organisation's needs for personnel, assessing the personal and professional qualities of employees, and handling staff recruitment and training;  know the concept and essence of the professional culture of the manager and the specifics of managerial work culture;  know effective technologies for working with audiences, including methods of persuasive impact and hidden control;  be able to apply psycho-technology management in practice;  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 in compliance with labour legislation;  know the features of the implementation of various communication technologies in the sphere of culture;  be able to apply new technologies of socio-cultural activity in the professional sphere;  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 youth's civic position;  know the patterns of the cultural life of Belarusian society, and the features of cultural processes in society;  know and be able to determine the place and role of Belarusian culture in the context of the development of Slavic cultures. </p> <p>Professional competences:</p>
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<b>Bulgaria</b>	Position of the Bulgarian National Youth Forum on Youth Work and Youth Worker	<p>Definition of a youth worker in the National Youth Law (2012): “A Youth Worker is an adult who has undergone special training in work with youth and/or has acquired professional experience in youth work and the implementation of youth activities. The Youth Worker supports the functioning of the youth organisations by analysing, planning, organising, monitoring and evaluating youth activities, based on an individual approach and assessing the specific needs of young people.”</p> <p>Further definitions are suggested in the Position of the Bulgarian National Youth Forum (2015):</p> <p><b>YOUTH WORK:</b> Youth work is an intersectoral activity connecting different structures and sectors, which have the duty to support young people and which are involved in youth matters connected with the real problems of youth communities and young individuals. It empowers young people by fulfilling its main role – they (the young people) can grow as independent, responsible, active and critical citizens. The aim of youth work is to support the personal, social and civic development of young people and to create a safe space for them to expand their potential, acquire competences and discover new opportunities. The main principles on which youth work is based are: voluntary participation, tolerance, altruism, co-operation and networking, adaptability, clear responsibility and entertainment. Youth work takes place where young people are, involving them in a dynamic, unusual and creative process. It is an interdisciplinary activity that uses the methods of non-formal learning.</p> <p><b>YOUTH WORKER:</b> The youth worker is a person who works directly with young people and implements functions aiming to reach the main goal of his/her work – the stimulation (development) of their personal capacity.</p> <p>The set of skills a youth worker needs is suggested in the official “Position of the Bulgarian National Youth Forum on Youth Work and Youth Worker”, which is not an organisation’s position but 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 strive to be up-to-date with the current problems of 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"> <li>- personal and professional qualities directed to the young people’s needs;</li> <li>- high motivation to solve complex issues and conflicts;</li> <li>- a set of leadership, organisational and managerial skills, in order to be able to successfully recruit and distribute resources, manage processes and develop and implement projects;</li> <li>- (good level of) knowledge of European and Bulgarian legislation;</li> <li>- good communication and financial skills.”</li> </ul> <p>Source: <a href="http://nmf.bg/positions/position_Youth_Worker_13.12.2015.pdf">http://nmf.bg/positions/position_Youth_Worker_13.12.2015.pdf</a>, accessed 27 May 2018.</p>
<b>Czech Republic</b>	National project Keys for Life – Developing Key Competences in Leisure-Time and Non-Formal	<p>No official definition is provided but competences for youth workers in youth information centres (YIC) are provided. There are two documents defining two levels – youth workers and managers in YICs.</p> <p><b>Minimum competences for youth workers in YICs</b></p> <ul style="list-style-type: none"> <li>– basic competences of the specialist:</li> </ul>

	<p>Education and the national competency-based framework for youth workers in youth information centres (produced by the Youth Department, Ministry of Education, Youth and Sports in 2008)</p>	<ul style="list-style-type: none"> <li>- can collect, classify, process and archive information according to the unified classification of information;</li> <li>- possesses journalistic skills: article writing, photo processing, video editing, etc.;</li> <li>- is able to distribute information relevant to the requirements and needs of youth;</li> <li>- can communicate with clients (personally, by telephone, e-mail, etc.);</li> <li>- can work with problematic clients;</li> <li>- can manage web pages;</li> <li>- can process long-term and short-term plans of activities;</li> <li>- can create action plans based on an annual plan;</li> <li>- can manage the relevant operational and technical documentation;</li> <li>- archives and shreds documents;</li> <li>- knows the basics of working with e-mail, MS Office (Word, Excel, PowerPoint, OneNote, Outlook);</li> <li>- is orientated according to the internal documents of the organisation;</li> <li>- knows the principles of creating evaluation tools;</li> </ul> <p>analysis of the group's needs:</p> <ul style="list-style-type: none"> <li>- recognises the important needs of children based on knowledge of basic human needs and the developmental specifics of age categories and social backgrounds;</li> <li>- 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;</li> </ul> <p>communication and presentation skills:</p> <ul style="list-style-type: none"> <li>- possesses communication skills;</li> <li>- has the ability to respond to the individual needs of clients;</li> <li>- can create presentation materials, press releases;</li> <li>- can present and promote goals, results and strategies of the organisation;</li> <li>- is able to represent the YIC at meetings with partners and other entities;</li> <li>- is able to prepare, organise and lead seminars and discussions for the target group and other workers working with children and youth;</li> </ul> <p>crisis intervention (can show interest in clients who come to them with a problem and can ensure further professional help).</p> <p>Source: <a href="http://www.nicm.cz/files/priloha_8_-_minimalni_kompetenci_profil_pracovnika_icm_1.pdf">www.nicm.cz/files/priloha_8_-_minimalni_kompetenci_profil_pracovnika_icm_1.pdf</a>, accessed 27 May 2018.</p> <p><b>Minimum competences for a YIC manager</b></p> <p>basic managerial competences:</p> <ul style="list-style-type: none"> <li>- can create PR and marketing concepts and strategies;</li> <li>- can create long-term and short-term plans of activities;</li> <li>- can undertake strategic planning;</li> <li>- can manage the implementation process of high-quality work, products and services within overall management and co-ordinate the organisation's activities;</li> <li>- can manage decision-making processes and co-ordination activities;</li> <li>- is able to implement and lead the relevant operational and technical documents within overall management;</li> </ul>
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<b>Estonia</b>	Occupational standard of youth workers developed by the Estonian Youth Work Centre	<p>Youth work is defined in the Youth Work Act (passed 17 June 2010) as the creation of conditions to promote the diverse development of young persons, which enables 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>Competences are divided into obligatory competences and occupation recurring competences.</p> <p>Obligatory competences (6 for level 4 and 7 for levels 6 and 8):</p> <ul style="list-style-type: none"> <li>- organisation of youth work;</li> <li>- mediation of youth information and counselling of young people;</li> <li>- administration and management;</li> <li>- networking and communication with the public;</li> <li>- guarantee of a secure environment;</li> <li>- development of the youth sector;</li> <li>- professional individual development.</li> </ul> <p>Occupation recurring competences (9 competences):</p> <ul style="list-style-type: none"> <li>- uses the Estonian language for work at level C1 and one foreign language at level B2;</li> </ul>

		<ul style="list-style-type: none"> <li>uses the computer for 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;</li> <li>proceeds from the professional ethics of the youth worker in his/her work;</li> <li>shows by personal example tolerance of people from different backgrounds, by relating to them in a friendly and open manner, and applies suitable methods for providing equal opportunities to all young people; increases tolerance in young people towards people from different backgrounds and prevents their exclusion; notifies young people of their rights and responsibilities;</li> <li>creates contact with communication partners, maintains it, provides feedback, solves communication problems that arise, establishes an adequate relationship by employing active listening and/or using the principles and appropriate methods for problem solving; if needed draws the attention of the young person or youth worker diplomatically to flaws in communication and supports and instructs their improvement; supports youth workers at a lower level through personal example in solving similar problems; improves his/her communication skills by using appropriate possibilities (training, literature, etc.);</li> <li>plans short- or long-term work by setting relevant objectives proceeding from the needs and interests of young people and considering the work principles, possibilities and needs of the organisation; follows the fulfilment of the plan by drawing up summaries, reports, etc.; adjusts plans and co-ordinates changes with concerned colleagues;</li> <li>encourages and supports participation in the activities of a citizenship society (including voluntary activities) in one's organisation, in society as a whole and through representative democracy, by applying several study methods, sharing information, acknowledging the initiative of young people, starting discussions and debates between young people and decision makers, etc.;</li> <li>keeps up-to-date with the key trends and principles of youth work, by considering these in the planning and implementation of one's work;</li> <li>follows the values at the basis of youth work, by involving different target groups in activities (e.g. young people with special needs, old people, people of different nationalities, parents) and by setting an example through one's activities and behaviour.</li> </ul> <p>Source: <a href="http://www.entk.ee/sites/default/files/EestiNoorsootoo_ENG_2015.pdf">www.entk.ee/sites/default/files/EestiNoorsootoo_ENG_2015.pdf</a>, accessed 27 May 2018.</p>
<b>Russian Federation</b>	National educational standards for the bachelor's and master's degree programmes in the Organisation of Youth Work	<p>Definition of youth work are provided in the "Fundamentals of State Youth Policy of the Russian Federation till 2025": Youth work is a professional activity aimed at solving complex tasks for the implementation of youth policy in the fields of labour, laws, politics, science and education, culture and sport, communication, health care, interaction with governmental organisations and public institutions, youth and children's associations, as well as with employers.</p> <p>The 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"> <li>general cultural competences (общекультурные компетенции) – 9 competences are listed for the bachelor's degree level and 3 for the master's;</li> <li>general professional competences (общепрофессиональные компетенции) – 4 competences are listed for the bachelor's level and 2 for the master's;</li> <li>professional competences (профессиональные компетенции) – 36 competences for the bachelor's level and 33 for the master's.</li> </ul>

		<p>The main competences, listed in the educational standard for the bachelor's degree level in the Organisation of Youth Work are:</p> <ul style="list-style-type: none"> <li>- general-cultural competences: <ul style="list-style-type: none"> <li>- ability to use basic philosophical knowledge in order to form an ideological position;</li> <li>- capacity to analyse the basic stages and patterns of the historical development of society in order to form a civic attitude;</li> <li>- ability to use the basics of economic knowledge in different fields of activity;</li> <li>- ability to use the basics of legal knowledge in different fields of activity;</li> <li>- capacity to communicate in oral and written form in Russian and foreign languages in order to achieve the objectives of interpersonal and intercultural interaction;</li> <li>- capacity for teamwork and tolerance of social, ethnic, confessional and cultural differences;</li> <li>- capacity for self-organisation and self-education;</li> <li>- ability to use the methods and means of physical education to ensure full-fledged social and professional activity;</li> <li>- capacity to use first aid and methods for emergency situations;</li> </ul> </li> <li>- general-professional competences: <ul style="list-style-type: none"> <li>- ability to solve standard tasks in professional activity based on the information and bibliographic culture using ICTs, taking into account the fundamental rules of informational security;</li> <li>- ability to grasp the social significance of his/her profession, and an aspiration to carry out professional activity and to seek solutions, along with a readiness to bear responsibility for them;</li> <li>- readiness for continuous professional self-development and self-improvement throughout life;</li> <li>- readiness to co-operate with colleagues and work in a team;</li> </ul> </li> <li>- professional competences corresponding to type(s) of professional activities: <ul style="list-style-type: none"> <li>- scientific-research activities: <ul style="list-style-type: none"> <li>- ability to collect and systematise scientific information on youth matters;</li> <li>- mastery of empirical research skills for youth issues;</li> <li>- possession of skills for the preparation of scientific reviews, abstracts and reports on the results of studies on youth issues;</li> <li>- 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, as well as scientific and special requirements for making presentations;</li> </ul> </li> <li>- organisational-managerial activities: <ul style="list-style-type: none"> <li>- ability to identify problems in the youth field and develop organisational solutions in the field of employment, entrepreneurship, everyday life and leisure, and interact with associations and organisations representing the interests of youth;</li> <li>- ability to provide information support to youth for the implementation of youth policy and to interact with youth media;</li> <li>- ability to plan and organise work in youth communities;</li> <li>- ability to develop organisational solutions to problems in the youth field;</li> <li>- ability to interact with various social structures and institutions of society for the creation and implementation of youth policy;</li> <li>- readiness to support topical and in-demand initiatives in the youth field;</li> </ul> </li> </ul> </li> </ul>
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		Source: <a href="http://www.edu.ru/file/docs/2015/10/62191.pdf#page=3">www.edu.ru/file/docs/2015/10/62191.pdf#page=3</a> , accessed 27 May 2018.
<b>Serbia</b>	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>Competences include:</p> <ul style="list-style-type: none"> <li>- community youth work and adolescent development: <ul style="list-style-type: none"> <li>- understanding the characteristics of adolescence as a developmental stage;</li> <li>- recognising and identifying behavioural problems of young people;</li> <li>- reacting and intervening adequately in specific situations;</li> <li>- understanding youth work (values, principles, purpose, typology);</li> <li>- organising preventive programmes for risky behaviour of youth through youth work;</li> <li>- understanding the development of social relations and the influence of school and peers on the development and identity formation of young persons;</li> <li>- ability to create an adequate youth work programme that answers the needs of young people and the community;</li> <li>- conducting risk assessments and overcoming those risks while creating youth work programmes;</li> </ul> </li> <li>- trainer skills: <ul style="list-style-type: none"> <li>- conducting training courses of several days, independently designing and implementing training plans;</li> <li>- using communication skills while facilitating groups;</li> <li>- managing the learning process, recognising group dynamics and group development processes;</li> <li>- application of different non-formal education methods in trainings;</li> <li>- teamwork in the implementation and facilitation of education activities;</li> </ul> </li> <li>- leadership in youth work and conflict transformation: <ul style="list-style-type: none"> <li>- understanding different leadership styles;</li> <li>- using different leadership styles in leading youth groups;</li> <li>- reacting adequately in conflict situations;</li> <li>- implementing different techniques of conflict transformation in youth work;</li> <li>- including intercultural aspects in youth work programmes;</li> </ul> </li> <li>- project management: <ul style="list-style-type: none"> <li>- ability to write project proposals including gathering and analysing data;</li> <li>- projecting financial means and budget management according to project activities;</li> <li>- efficient and effective management of resources during projects;</li> <li>- fundraising;</li> <li>- monitoring and modification of project implementation;</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- project evaluation and reporting;</li> <li>- understanding and using voluntary management;</li> </ul> <p>– practical placement in community youth work:</p> <ul style="list-style-type: none"> <li>- nurturing the personal and social development of young persons, including development, implementation and evaluation;</li> <li>- working with youth through promoting the equality, benefits and well-being of young people;</li> <li>- ability to motivate young people for active participation in society and decision-making processes;</li> <li>- critical assessment of understanding youth work practice in the community context;</li> <li>- ability to understand advantages of knowledge in different areas through practical use in youth work;</li> <li>- ability to use different methods and approaches in learning and in developing relationships with young people and the community;</li> <li>- enabling young people to recognise their needs, emotions and possibilities for personal development;</li> <li>- enabling young people to recognise their attitudes and question their values and beliefs;</li> <li>- ability to independently create an educational programme on the basis of the recognised needs of individuals, groups and communities;</li> <li>- ability to take notes, gather data and organise them in a coherent system;</li> <li>- ability to establish relationships with different societal groups;</li> </ul> <p>– respecting an ethical code and promoting the values of youth work.</p> <p>Source: filled-in questionnaire</p>
<b>Slovakia</b>	National system of professions	<p>National system of professions description of the profession: a youth worker prepares and organises events or programmes in the field of youth work. S/he develops the potential of young people and leads them to the positive development of their personality so that they can better apply it in their lives, through targeted activities and a partnership approach. S/he contributes to their maturity, helping them find their way and discover themselves. S/he creates space for the co-decision of young people about the issues that concern them, and motivates them to engage with and thus to build civil society.</p> <p>Competences include:</p> <p>– general capabilities:</p> <ul style="list-style-type: none"> <li>- analysing and solving problems;</li> <li>- digital literacy (computer literacy);</li> <li>- information literacy;</li> <li>- communication (dealing with people);</li> <li>- cultivated verbal expression, ability to express oneself;</li> <li>- motivating people;</li> <li>- organisation and planning of work;</li> <li>- personality development presentation;</li> <li>- flexibility in thinking (adaptability, flexibility, improvisation);</li> <li>- decision making;</li> </ul>

		<ul style="list-style-type: none"> <li>- independence;</li> <li>- teamwork;</li> <li>- creativity;</li> <li>- leadership;</li> <li>- cultivated written speech;</li> <li>- mathematical literacy;</li> <li>- negotiation;</li> </ul> <p>professional knowledge:</p> <ul style="list-style-type: none"> <li>- knowledge of the risks to one's own health or health and safety at work;</li> <li>- the principles of non-formal education in youth work;</li> <li>- bodies working with youth;</li> <li>- diverse types of activities and programmes used in youth work;</li> <li>- current trends in youth work (including current technologies used by young people);</li> <li>- basic principles of project logic and project cycle phases;</li> <li>- forms and methods of analysing the needs of target groups;</li> <li>- general pedagogical specifications: specifics of youth education;</li> <li>- methodology of creating educational activities and programmes in youth work;</li> <li>- psychological specifications: basic biological, psychological and sociological aspects of the development of children and youth;</li> <li>- laws, legislative standards, regulations and strategic documents in the field of youth work, e.g. the concept of state policy in relation to youth;</li> <li>- principles of effectiveness and efficiency of using funds from the state budget for youth work;</li> </ul> <p>professional skills:</p> <ul style="list-style-type: none"> <li>- keeping the relevant documentation and agenda;</li> <li>- observance of safety principles at work and work hygiene;</li> <li>- analysing the needs of target groups through appropriate methods and their processing;</li> <li>- setting educational and training goals in youth work;</li> <li>- creation of educational programmes in youth work on the basis of an analysis of needs and objectives;</li> <li>- application of the principles of non-formal education and new trends in education and training programmes in youth work;</li> <li>- analysis and evaluation of risks in the development of education and training programmes;</li> <li>- preparation, implementation and evaluation of diverse youth work activities and programmes, including logistical security;</li> <li>- first aid;</li> <li>- partnership and inclusive approach to working with youth;</li> <li>- applying the principles of intercultural sensitivity;</li> <li>- working with a group, managing group dynamics;</li> <li>- solving problems;</li> <li>- providing counselling and counselling to youth;</li> <li>- using different tools and approaches to working with young people (e.g. mentoring, leadership, coaching, supervision).</li> </ul>
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		Source: the questionnaire
	National project KomPrax	<p>The national project KomPrax describes the minimum standard for a youth worker: a youth worker is a person who prepares and organises events or programmes 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 organisations, school facilities, or in community policy structures.</p> <p>Competences include:</p> <ul style="list-style-type: none"> <li>— ability to work in a team: has knowledge of the structure of the team, can analyse the situation in the team, and propose and implement measures to influence the atmosphere, competitiveness and co-operation in the group;</li> <li>— ability to work with processes in a group: recognises the developmental phases of the group and understands the process of group culture formation, as well as the processes of tension and cohesion in the group, depending on the age and specifics of the target group;</li> <li>— youth awareness as a group of societies: has knowledge of trends and subcultures in youth groups, some of this knowledge in practice;</li> <li>— ability to motivate: understands motivation as well as self-motivation, and uses them to work with youth to create a stimulating environment;</li> <li>— conflict resolution: can identify the conflict and its causes, knows two or more conflict resolution tools or strategies, and can use them properly in practice;</li> <li>— entrepreneurship and self-development: can come up with at least two ways to realise his/her idea, can identify the benefits and risks, and engage collaborators in the process of coming up with and realising ideas; is aware of the importance of reflection, working with it, and encouraging young people and other collaborators;</li> <li>— ability to communicate effectively: able to use verbal or writing communication skills appropriately and clearly formulate opinions; understands and knows how to use verbal and non-verbal communication; understands the principles of discussion and facilitation and uses appropriate methods and ways to engage group members;</li> <li>— presentation skills: knows and can choose suitable presentation techniques according to the needs and capabilities of the target group; able to present and use basic ICTs for this purpose;</li> <li>— cultural and intercultural skills: recognises the specifics of different cultures and knows how to combat cultural stereotypes and prejudices;</li> <li>— project thinking: able to define, describe and plan individual phases of the project cycle – preparation, implementation, evaluation – and its realisation;</li> <li>— organisational skills: capable of identifying the strengths and weaknesses of the organisation or its components; knows how to prepare project documentation with the help of co-workers; knows at least two resource bases and how to use them;</li> <li>— financial literacy: can build an activity budget and charge costs separately, and manage economically with the means available, distinguishing between eligible and unjustified costs;</li> <li>— application of organisational and legislative standards in the field of youth work: guided by the organisation's internal rules, can elaborate it for the organisation and explain it to members of the organisation in a clear way;</li> <li>— ability to work with information: can search for, classify and process information in the field of youth work according to relevant</li> </ul>

		<p>criteria;</p> <ul style="list-style-type: none"> <li>concept of non-formal education: capable of defining and explaining at least two principles of non-formal education; can describe the fundamental differences between formal, non-formal and informal learning; understands his/her own attitudes and opens up space for mutual reflection of attitudes;</li> <li>practical use of opportunities for non-formal education in youth work: can use at least three methods suitable for non-formal education and adapt them to the situation in which to use them; able to prepare a learning block, using different types and ways of learning, and prepare an activity to evaluate the learning block by participants.</li> </ul> <p>Source: the questionnaire</p>
<b>Slovenia</b>	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 interests or cultural, principle or political orientation” (Act on Public Interest in Youth Sector (2010))</p> <p>As defined in the catalogue the youth worker is able to:</p> <ul style="list-style-type: none"> <li>designate, implement and evaluate youth programmes in co-operation with young people;</li> <li>establish and maintain co-operative and confidential relations with a young person;</li> <li>work with young people in groups and teams;</li> <li>enable young people to acquire competences;</li> <li>undertake activities to disseminate the results of young people’s work;</li> <li>ensure the quality of one’s own work and take care of one’s own personal and professional development;</li> <li>respect the principles of sustainable development and the protection of health at work with young people.</li> </ul> <p>Source: filled-in questionnaire</p>
<b>United Kingdom (Wales)</b>	Youth Work National Occupational Standards (NOS)	<p>Youth work is defined 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” (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><b>Key Area A: Work with young people and others</b></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</p>

		<p>work</p> <p><b>Key Area B: Facilitate the personal, social and educational development of young people</b></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><b>Key Area C: Promote inclusion, equity and young people's interests and welfare</b></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><b>Key Area D: Develop youth work strategy and practice</b></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>
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		<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><b>Key Area E: Develop, lead and manage self and others</b></p> <p>YW31 Provide youth work support to other workers</p> <p>YW32 Involve, motivate and support volunteers (Managing Volunteers UKWH B2)</p> <p>YW33 Promote equality of opportunity and diversity in your area of responsibility (Management and leadership NOS B11)</p> <p>YW34 Develop structures, systems and procedures to support volunteering (Managing Volunteers A3)</p> <p>YW35 Manage your own resources and professional development (Management and leadership A2)</p> <p>YW36 Provide leadership for your team (Management and leadership B5)</p> <p>YW37 Allocate and check work in your team (Management and leadership D5)</p> <p>YW38 Recruit, select and keep colleagues (Management and leadership D3)</p> <p>YW39 Provide learning opportunities for colleagues (Management and leadership D7)</p> <p>YW40 Make sure your own actions reduce risks to health and safety (Health and Safety HSS1)</p> <p>YW41 Ensure health and safety requirements are met in your area of responsibility (Management and leadership E6)</p> <p>Source: <a href="http://www.nya.org.uk/wp-content/uploads/2014/06/National-Occupation-Standards-for-Youth-Work.pdf">www.nya.org.uk/wp-content/uploads/2014/06/National-Occupation-Standards-for-Youth-Work.pdf</a>, accessed 27 May 2018.</p>
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**Table 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
<b>Communication/presentation/PR skills</b> <i>(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 (Council of Europe YWP))</i>	10	X	X	X	X	X	X	X	X	X	X
<b>Organisational skills/project management</b> <i>(Equivalent to competences 8.1-8.4 from the Council of Europe YWP)</i>	9	X	X	X		X	X	X	X	X	X
<b>Facilitating learning</b> <i>(Equivalent to competences 2.1-2.5 from the Council of Europe YWP)</i>	7	X	X			X	X	X	X		X
<b>Ability to analyse youth (group) needs</b> <i>(Equivalent to competences 1.2 and 1.3, partially referring to 2.1, 5.4 and 7.1 from the Council of Europe YWP)</i>	7		X	X	X	X		X	X		X
<b>Problem solving/conflict management</b> <i>(Equivalent to competences 4.3, partially referring to competences 4.2, 6.2 from the Council of Europe YWP)</i>	7		X	X	X	X	X	X	X		
<b>Information management</b> <i>(The skill part of competences 1.2, 2.3, 2.5, 5.4 and 6.3 from the Council of Europe YWP)</i>	7		X		X	X	X	X	X		X
<b>Facilitating personal development of young people</b> <i>(Equivalent to competences 3.1-3.4 from the Council of Europe YWP)</i>	6	X	X					X	X	X	X
<b>Encouraging participation/socialisation/active citizenship of young people</b> <i>(Equivalent to competences 3.1-3.4 from the Council of Europe YWP)</i>	6	X				X	X	X	X		X
<b>Leadership/ability to motivate young people</b> <i>(Skills referring to competences 1.1, 5.1, 5.2, 7.1, 8.1 from the Council of Europe YWP)</i>	6		X	X		X		X	X		X

<i>Europe YWP)</i>											
<b>Economic/financial skills</b> <i>(Equivalent to competence 8.2, partially referring to 8.1 from the Council of Europe YWP)</i>	6		X	X		X	X	X	X		
<b>Risk assessment/management</b> <i>(Partially referring to competence 3.4 from the Council of Europe YWP)</i>	6	X			X	X		X	X		X
<b>Teamwork</b> <i>(Partially referring to competences 6.1 and 6.2 from the Council of Europe YWP)</i>	6	X					X	X	X	X	X
<b>Knowledge of the legislation</b> <i>(Referring to the skill “political literacy” from competences 3.1, 3.3 and knowledge “youth policy concepts” 7.2 from the Council of Europe YWP)</i>	5		X	X		X	X		X		
<b>Intercultural skills</b> <i>(Referring to competences 4.1 to 4.4 from the Council of Europe YWP)</i>	5		X			X	X	X	X		
<b>Computer literacy</b> <i>(Equivalent to competence 8.4 from the Council of Europe YWP)</i>	4		X		X	X			X		
<b>Society skills (understand/analyse/evaluate/interact with it)</b> <i>(Partially referring to competences 1.2 and 3.3 from the Council of Europe YWP)</i>	5		X			X	X	X	X		
<b>Administration/document processing</b>	4		X		X	X			X		
<b>Create and maintain purposeful/trusting relationships with young people</b> <i>(Equivalent to competence 1.1 from the Council of Europe YWP)</i>	4					X		X		X	X
<b>Evaluation skills</b>	4	X	X						X		X

<i>(Partially referring to competences 1.3, 5.1, 5.2, 5.3, 6.1, 8.4 from the Council of Europe YWP)</i>											
<b>Following the ethics of youth work</b> <i>(Referring to competences 1.4, 1.5, 2.4 from the Council of Europe YWP)</i>	3					X		X			X

**Table 11: Associations and networking of youth workers**

Country	Association/Network	No. of members	Training provided
<b>Belarus</b>	Association of Youth Workers	170 members	Yes
<b>Belgium (Flemish)</b>	Flemish Centre for youth work with disadvantaged children and young people “Uit De Marge vzw”	N/A	Yes
	Federation Formaat	400 members- youth clubs	Yes
	De Ambrassade	106 youth work organisations	Yes
	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 organisations	Yes
<b>Belgium (French)</b>	Several youth organisations	8 organisations: the smallest organisation has 20 volunteer youth workers, the biggest has 330 volunteer youth workers and 2 professional youth workers	1 organisation has in-house training for its volunteers, 4 have training courses at national level in French or Flemish, but all volunteers can attempt the training courses from the youth commission

<b>Belgium (German-speaking)</b>	Youth Information Centre	4 youth workers	N/A
	Cyprus Youth Clubs Organisation	101	yes
<b>Cyprus</b>	Cyprus Youth Council	61	yes
	Association of Educators of the Leisure-time Child and Youth Workers	261 leisure-time centres in all 14 regions	Yes
<b>Czech Republic</b>	Eesti Noorsootöötajate Kogu – Estonian Association of Youth Workers	111 members	Yes
<b>Estonia</b>	Eesti Avatud Noortekeskuste Ühendus – umbrella organisation of 158 youth centres 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
	Nuoli (Trade union that promotes recognition and working conditions for youth work)	1 300 members (roughly half of them working, half of them students)	Yes
<b>Finland</b>	Trade Union for the Public and Welfare Sectors (promoting youth work and working conditions for youth work, with a department for youth work, sports and leisure-time activities)	N/A	Yes
	Finnish Youth Cooperation – Allianssi is a national service and lobbying organisation for youth work	Over 100 youth organisations	Yes

	Commission paritaire nationale de l'emploi et de la formation (CPNEF)	N/A	Yes
<b>France</b>	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 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
	Associations of youth workers	12 members	Yes
<b>Georgia</b>	Deutscher Berufsverband für Soziale Arbeit V. – DBSH (social workers' association)	6 000 members	N/A
<b>Germany</b>	Berufs- und Fachverband Heilpädagogik(BHP) e.V (remedial teachers' association)	5 000 members	N/A
	Greek Youth Workers Association	50 members	N/A
<b>Greece</b>	Félagfagfólks í frítímaþjónustu (Association of Youth Workers)	198 members	Yes
<b>Iceland</b>	Irish Youth Workers Association	N/A	No
<b>Ireland</b>	National Youth Council of Ireland	Represents youth organisations with 1 400 staff and 40 000 volunteers who work with over 380 000 young people nationwide	Yes
	Irish Youth Work Centre membership	N/A	Yes
	Youth work foundation	18 members	Yes
<b>Liechtenstein</b>	LiJda – Youth Workers' Association	30 members	No
<b>Lithuania</b>	Association of youth workers in Luxembourg	N/A	Yes
<b>Luxembourg</b>	Umbrella Organisation of Youth Centres	37 institutions that manage 69 youth	Yes

		centres or youth services	
	Union of youth workers	15 members	N/A
<b>“The former Yugoslav Republic of Macedonia”</b>	Maltese Association of Youth Workers	30 members	Yes
<b>Malta</b>	BVJong, national association of children and youth work professionals	Around 150 members	Yes
<b>Netherlands</b>	RNAJ – National Registration for youth organisations CNJ – National Youth Council FNAJ – National Federation of Youth Associations APPJ – Portuguese Association of Youth Workers	1 106 youth associations registered	Yes (some of them)
<b>Portugal</b>	National Association of Youth Workers (NAPOR)	68 member associations	Yes
<b>Serbia</b>	Umbrella organisations – mostly youth organisations	N/A	N/A
<b>Slovakia</b>	Youth Network MaMa – a network of youth centres	47 member associations	Yes
<b>Slovenia</b>	Network for municipalities and others who run open youth work	Member organisations: about 43 municipalities, out of 290	Yes
<b>Sweden</b>	FOMS	80	N/A
	Federation of Detached Youth Workers	3 000 members	N/A
<b>United Kingdom (England)</b>	Institute for Youth Work	N/A	Yes
	The trade union Unison has a membership specifically for full-time and part-time youth and community workers	In Wales approx. 60 youth work members Unison	N/A
<b>United Kingdom (Wales)</b>	UK level – Community & Youth Workers Union	N/A	yes

**Table 12: Regulation of youth work as a profession**

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

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

**Table 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
<b>Estonia</b>	5 049	No	N/A	Hobby education Education Youth centres Municipalities Youth camps Youth NGOs Youth projects National authorities
<b>Finland</b>	3 400	No	3 000	Municipalities Parishes
<b>France</b>	113 396	Yes	200 000	Schools Voluntary sector Local authorities NGOs
<b>Georgia</b>	N/A	N/A	N/A	Non-formal education
<b>Germany</b>	576 310 <sup>22</sup>	Yes	N/A	Child & youth services Education Day care Youth offices Youth associations Youth counselling
<b>Greece</b>	200	Yes	150	Youth projects NGOs Training of volunteers
<b>Iceland</b>	N/A	No	N/A	Youth clubs After-school
<b>Ireland</b>	N/A	Yes	40 125	Youth services Youth information Neighbourhood projects Garda projects

22. The figure for Germany includes all voluntary employees in the pedagogical sector not just youth workers. The latest report on youth work in Germany shows that there were 29,126 paid youth workers in 2014.

				Drugs task force Young people's facilities VEC-funded projects Teenage health
<b>Latvia</b>	300	Yes	N/A	N/A
<b>Liechtenstein</b>	N/A	N/A	N/A	Youth projects Youth clubs Outreach
<b>Malta</b>	120	Yes	N/A	Aġenzija Żgħażaġh Education & social welfare
<b>Moldova</b>	108	Yes	N/A	Information Youth participation Vocational orientation Economic empowerment Volunteering Leisure time Integration of vulnerable youth Outreach
<b>Montenegro</b>	100	Yes	80	CSO – education Social services Health Employment
<b>The Netherlands</b>	N/A	Yes	N/A	Welfare Social support & youth care/ community education
<b>Norway</b>	N/A	N/A	N/A	Municipal level services Education Health
<b>Poland</b>	N/A	Yes	N/A	N/A
<b>Portugal</b>	N/A	N/A	N/A	Local and central governmental institutions; youth organisations; IPSS; ONG; youth centres, holiday camp organisation

				bodies; bodies accredited for professional training
<b>Russian Federation</b>	N/A	N/A	N/A	Federal, regional and municipal bodies dealing with youth policies Organisations providing youth leisure-time activities; recreational centres for youth. Youth NGOs
<b>Serbia</b>	N/A	Yes	2 240	NGOs
<b>Slovakia</b>	N/A	Yes	6 601	Non-formal education
<b>Sweden</b>	N/A	N/A	N/A	Youth clubs Leisure-time centres Schools Institutional care Sports clubs Sports centres Social welfare
<b>Turkey</b>	1 000-1 050 Youth Leaders 20-25 Youth and Sports Experts 35-40 Assistant Youth and Sports Experts	Youth Leader Certificate	N/A	Youth leaders as attendants in youth camps and as operational agents in the field and in youth centres Youth and Sports experts in planning, co-ordinating and organising youth projects and drawing up strategies and reports
<b>Ukraine</b>	N/A	N/A	N/A	Regional and local public administration responsible for implementation of youth policy Regional/municipal youth centres Regional youth NGO Libraries for youth Youth and children's clubs NGO sector
<b>United Kingdom</b>	N/A	Yes	32 554	Communities

(Wales)				Schools Young offenders Housing associations Sexual health Information & advice Youth unemployment Mental health Social services teams Sports & adventure Social inclusion
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**Table 14: Career paths and employment opportunities for youth workers**

Country	Main employment opportunities	Main challenges accessing jobs	Identifiable career paths	Other fields	Impact studies
<b>Albania</b>	Civil society organisations Youth organisations International organisations Shelters	Non-recognition	N/A	N/A	N/A
<b>Armenia</b>	Projects	Financial instability Contracts Lack of resources in the state	N/A	International agencies	No
<b>Austria</b>	Youth centres Outreach	Recognition Status relative to social work Lack of minimum standards Lack of career development	No	No	Yes
<b>Belarus</b>	Education Youth welfare Local public authorities Social services Children's/youth	No barriers	N/A	Social support Disability Health care Sport and leisure Culture and the arts	No

	associations Youth centres Large organisations			Youth entrepreneurship Youth tourism Mobility	
<b>Belgium (Flemish)</b>	Youth work Youth care	Regulations Funding	Churning due to low pay	No	Yes
<b>Belgium (French)</b>	Group leaders Co-ordinators	Balance in professionalisation	N/A	Social work Cultural associations NGOs After-school Youth care Cultural centres Sports associations	No
<b>Belgium (German-speaking)</b>	Open youth work	Lack of a diploma in social work Small number of youth workers Fluctuations in staffing	Youth decree	N/A	N/A
<b>Bosnia and Herzegovina</b>	Youth NGOs	Formal recognition	No	Other civil society organisations International organisations	No
<b>Bulgaria</b>	NGOs Municipalities	Insufficient payment	No	Government Private sector	No
<b>Croatia</b>	Civil society Municipal centres	Recognition Lack of education among youth workers	No	No	Yes
<b>Cyprus</b>	NGOs	Non-validation Financial instability of NGOs	No	No	No
<b>Czech Republic</b>	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

<b>Estonia</b>	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
<b>Finland</b>	Municipalities	Employers prioritising employees with higher education Work experience needed	“In a limited sense”	Social services Schools	Yes
<b>France</b>	N/A	Lack of secured funding Not a priority at national level Lack of national qualification requirements	N/A	Social field	N/A
<b>Georgia</b>	NGOs	Recognition	No	N/A	No
<b>Germany</b>	Various forms of youth work and child protection Education Youth centres/offices/councils/associations Street work Youth counselling Youth associations Churches	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
<b>Greece</b>	NGOs Civil society Municipal youth centres	Recognition Registration	NGO sector	Health care Refugee support	No

<b>Iceland</b>	Youth clubs After-school Travel industry Rehab	Lack of understanding of youth work Barriers between professions	Youth clubs NGOs	Social services Rehab centres Event management Tourism	No
<b>Ireland</b>	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
<b>Italy</b>	Youth information centres Career guidance	Professional pathways Recognition Institutionalisation of youth work	Voluntary to professional via European projects	No	Yes
<b>Latvia</b>	Municipalities NGOs	Low salaries Work overload	N/A	Career counsellors	No
<b>Liechtenstein</b>	Municipalities	Limited job offers Weekend work Off-peak work	No	Office for social services School social work	No
<b>Luxembourg</b>	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's programme in Educational and Social Sciences	Social services Education Health Childcare Lifelong learning	No
<b>"The former Yugoslav Republic of Macedonia"</b>	N/A	N/A	N/A	N/A	No
<b>Malta</b>	Aġenzija Żgħażaġh Schools	N/A	N/A	Social welfare Police	No
<b>Republic of Moldova</b>	Youth centres	Low salaries Limited	No	No	No

	Youth projects Youth organisations International organisations Local or central public administration	employment opportunities			
<b>Montenegro</b>	Municipal youth clubs National and local level youth offices Education Social services	Recognition	No	Teachers Social workers Public servants	Yes
<b>The Netherlands</b>	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
<b>Norway</b>	N/A	N/A	N/A	N/A	Yes
<b>Poland</b>	NGOs	Recognition Lack of employment opportunities	No	No	No
<b>Portugal</b>	Municipalities, parishes, inter-municipal communities, youth associations, organisers of holiday camps, promoters of projects in the social economy, schools	Lack of recognition and awareness Aging population Financial constraints on hiring workers in public sector	N/A	No	Local and central governmental institutions; youth organisations; IPSS; ONG; youth centres, holiday camp organisation bodies; bodies accredited for professional training.
<b>Romania</b>	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	Voluntary-to-(European) project	N/A	N/A

		in educational curricula Absence of youth in political agendas			
<b>Russian Federation</b>	Government bodies Youth leisure and tourism NGOs	Recognition of educational credentials	Youth field	Social services Business Youth media Research Career consultancy Education	No
<b>Serbia</b>	Civic sector Youth organisation	Recognition Lack of institutional grants	Volunteer-youth leader-youth worker	No	No
<b>Slovakia</b>	NGOs Foundations Schools Leisure centres	Recognition Finance Support Education system	Social work Leisure centres	Centre of Pedagogical and Psychological Counselling and Prevention	Yes
<b>Slovenia</b>	Organisations in the youth sector Municipalities	Recognition	N/A	N/A	No
<b>Sweden</b>	Municipalities	N/A	N/A	Social services Health care Tourism Education	No
<b>Turkey</b>	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
<b>Ukraine</b>	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
<b>United Kingdom (England)</b>	N/A	Funding cuts Fewer full-time, permanent jobs Lack of career	Restructured or re-integrated into children's services	N/A	Yes

		structure			
<b>United Kingdom (Wales)</b>	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

## Annexes

## 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](mailto:sousa.madalenaesteves@gmail.com)) and Tanya Basarab ([tanya.BASARAB@partnership-eu.coe.int](mailto: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-Council of Europe 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-Council of Europe 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. (Council of Europe 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 the 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 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	
E-mail 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 the framework for youth policy and its implementation in your country?	
<p>Is there a Youth Act/Law/Policy/Strategy or Youth Work Act/Law/Policy/Strategy on national and/or regional level?</p> <p>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)</p>	
<p>Is “youth work” or “youth worker” defined or included in any other legislation or national policy document?</p> <p>Definition, Title and Date. (if there is a link with more information please provide it)</p>	
<p>Are there any other forms of national recognition of youth work?</p> <p>If so, please provide details.</p> <p>(e.g. by civil society organisations, specific training courses, etc.)</p>	
<p>Are there current national policy initiatives for the recognition of youth work?</p> <p>If so, please provide details.</p> <p>(e.g. legislative bill, committee, etc.)</p>	

**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 (e.g. 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 (PT)	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)

**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)	

<p>Who are the main providers of such courses?</p> <p>(for example, state bodies or agencies at national, regional or local/municipal level; NGOs, or other voluntary organisations – please specify)</p>	
<p>What are the main training settings, methods and tools employed?</p> <p>(for example, projects, seminars, exchanges, group work, peer learning, blended learning – please specify)</p>	
<p>What are the most common themes or topics of such courses?</p> <p>(for example, social inclusion, outreach work, intercultural awareness, youth information – please specify)</p>	
<p>What are the main competences that such courses seek to help youth workers develop?</p> <p>(for example, communication skills, leadership, empathy, coaching, organisational skills – please specify)</p>	
<p>Are there any national or European systems, instruments or tools used for the recognition of such courses?</p> <p>(for example, National Qualifications Framework, European Qualifications Framework, Europass, European Youth Work Portfolio, Validation of Acquired Competences from Previous Experiences – please specify)</p>	

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

<p>Is there a national quality assurance framework or system for youth work?</p> <p>If so, please provide details.</p>	
<p>Is there a national competency-based framework or are there competency descriptors for youth workers?</p> <p>If so, please provide details.</p> <p>Include link</p>	

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, health care, other?)	
Is there any study on the 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!

## Nomenclature of youth worker

Country	Term used for youth worker	Other professions delivering youth work
<b>Albania</b>	youth worker	Social workers, psychologists, teachers, school directors
<b>Armenia</b>	youth worker	Specialists in the field of professional orientation for young people, in student councils, in the army, youth centres
<b>Austria</b>	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 civic society, (detached/outreach) youth social work (mainly carried out by social workers), and education in institutions of social care
<b>Azerbaijan</b>	youth worker	Psychologists and other professionals in youth centres, school employees via the pilot project of the Ministry of Education (Friend of Schoolchildren), higher education institutions via student youth organisations and municipal centres via youth departments
<b>Belarus</b>	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
<b>Belgium (Flemish)</b>	youth worker	Professionals working in youth clubs, youth movements, youth work organisations, youth welfare organisations, youth services, etc.
<b>Belgium (French)</b>	youth worker, socio-cultural group leader ( <i>animateur co-ordinateur</i> )	Employees in local centres/services, youth care services, cultural centres and associations, after-school leisure associations, sport associations, community centres
<b>Belgium (German-speaking)</b>	youth worker	N/A
<b>Bosnia and Herzegovina</b>	youth worker	N/A
<b>Bulgaria</b>	youth worker	Project co-ordinators, specialists or experts on youth projects/activities
<b>Croatia</b>	youth worker	There are youth centres, youth clubs and some youth civil society organisations employing people working with young people. However, there are no data as to whether what they do is youth work.
<b>Cyprus</b>	youth worker	N/A
<b>Czech Republic</b>	youth worker/leisure-time-based educators	Professionals working in municipal centres, art clubs, professional sport clubs, churches and summer camps
<b>Estonia</b>	youth worker	<p>Besides “youth worker”, there are other specific names for youth workers depending on the environment they are working in:</p> <ul style="list-style-type: none"> <li>- hobby group manager: instructs hobby activities in different youth work organisations;</li> <li>- manager of extracurricular activities: manages different hobby activities in formal education schools;</li> <li>- specialist of hobby education: hobby education in hobby schools (an educational establishment operating in the area of youth work that 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);</li> <li>- specialist of youth work: specialists in youth work working in local municipalities;</li> <li>- camp counsellor: youth worker working in youth camps, carrying out different activities for young people;</li> <li>- camp director: youth worker working in youth camps; manager of the youth camp.</li> </ul>
<b>Finland</b>	youth worker	Related workers, for example, in social care and in formal education, including school mentors.
<b>France</b>	animateur	<p>Sociocultural activities co-ordinator (<i>animateur socioculturel</i>), Special needs educator (<i>éducateur spécialisé</i>), project officers (<i>chargés de mission</i>) in youth job centres, part-time/summer job “animateurs” (activity manager for kids/teenage summer camps, etc.)</p> <p>The main part of youth work is carried out by municipal youth</p>

		services, but also by NGOs and the church. Youth work is also carried out in such different contexts as digital youth work, school youth work, etc.
<b>Georgia</b>	youth worker	Employees in non-governmental and commercial organisations and individuals who provide youth work services to young people
<b>Germany</b>	youth worker/youth leader (Jugendleiter/in)	Employees in open youth work offers/youth centres/café/clubs run by local youth offices. There is co-operation between schools and youth work in the framework of the day-school concept.
<b>Greece</b>	youth worker	Most municipalities are running youth centres but in most cases the workers do not call themselves youth workers
<b>Iceland</b>	youth worker	Most youth clubs are occupied with part-time workers, many of them university students in social studies, leisure studies, education and psychology, as well as arts and crafts. The full-time workers have various professions: leisure studies and social education, sociology, psychology, teacher education and the arts. This is also applicable to after-school projects within municipalities, schools, NGOs and other places where youth work is happening.
<b>Ireland</b>	youth worker	N/A
<b>Italy</b>	educators, social and cultural animators	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)
<b>Latvia</b>	youth worker	Teachers at schools, specialists at youth centres, social workers, etc.
<b>Liechtenstein</b>	youth worker	N/A
<b>Lithuania</b>	youth worker	N/A
<b>Luxembourg</b>	youth worker	Social workers within the social welfare offices at the local or regional level; psychologists providing services and school guidance at secondary schools; aides-animateurs in the field of organised leisure-time activities (non-formal education); social pedagogues in schools
<b>“The former Yugoslav Republic of Macedonia”</b>	youth worker	Social workers or trained NGO staff
<b>Malta</b>	youth worker	Youth work is a profession defined by law, as such no other profession can provide the service other than qualified youth workers
<b>Republic of Moldova</b>	youth work	Professionals working in the Network of Youth Centres; municipal centres for the recreation of children and young people (hobby schools); youth-friendly health centres (youth clinics); the Volunteering Coalition or other organisations
<b>Montenegro</b>	youth worker; youth activist (on European level equal to Youth Leader), an accredited vocation	Municipality representatives – youth referents (mostly pedagogues, psychologists and social workers) conduct youth work and management of youth work in municipality youth centres. Youth and for youth CSO representatives mainly conduct youth work, and professions include teachers, social

		workers, journalist, architects and lawyers, but covering almost every profession.
<b>The Netherlands</b>	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 in collaboration with employment initiatives, sports, cultural and social entrepreneurship, etc.
<b>Norway</b>	child- and youth workers (Barne- og ungdomsarbeiderfaget)	Social educators, teachers or child welfare educators
<b>Poland</b>	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.)
<b>Portugal</b>	youth technician	Youth technicians in the municipal councils, IPDj (Portuguese Institute of Sports and Youth) technicians, socio-cultural animators
<b>Romania</b>	youth worker	N/A
<b>Russian Federation</b>	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 are visited by pupils and school students), staff in military-patriotic youth clubs, in big enterprises
<b>Serbia</b>	youth worker	From 2008-15: co-ordinators of youth offices within local municipalities that deal with local youth policy
<b>Slovakia</b>	youth worker	Teachers for after-school activities; methodists; lecturers; field workers with youth; Regional Youth Coordinator; co-ordinator of pupils' school councils; mentors, coaches
<b>Slovenia</b>	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 completed high school, 11% completed social work, 9% completed economic high school and 7% of them were sociologists. The research also showed that 76 different occupations were reported among the 263 people interviewed.
<b>Sweden</b>	leaders for leisure-time activities (Fritidsledare)	N/A
<b>Turkey</b>	youth workers	N/A
<b>Ukraine</b>	youth worker	Social workers (working in centres for social services for families, children and youth); social pedagogues in schools (secondary education); specialists of municipal clubs and centres for children and youth in the system of out-of-school education
<b>United Kingdom (England)</b>	youth work	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 Personal

		<p>Health and Social Education (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>
<p><b>United Kingdom (Wales)</b></p>	<p>youth worker</p>	<p>Youth Offending Teams  Counselling – Mental Health Teams  Independent Volunteers – After School Clubs  Leisure Industry v. Adventure Play  Education – National Citizenship Scheme  Social Work (Services)  Community Development Officers</p>

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