

Table 9: Competency framework in different countries

Country	Title	List of competences
Austria	Competence framework developed by aufZAQ	<p>Definition of youth work, provided on the website of the Federal Ministry of Families and Youth of the Republic of Austria (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"> - enable, initiate and promote learning: <ul style="list-style-type: none"> - set inclusive educational goals and support children/young people in achieving these goals; - create settings for encouraging (self-)education and learning processes; - attend/accompany (self-)educational processes and shape learning processes; - use appropriate methods for successful learning; - evaluate and develop learning processes; - support personal development and coping with everyday life; <ul style="list-style-type: none"> - support children/young people in their identity and personal development; - help children/youth to experience self-efficacy; - encourage children/young people to become responsible and independent; - strengthen personal recognition and community; - support children/young people in dealing with everyday life; - enable participation and represent interests: <ul style="list-style-type: none"> - organise inclusive activities/offers/projects; - use suitable methods and procedures for successful participation; - enable participation in the development of the organisation; - promote participation of children/youth in political and social life; - represent (stand for) the interests of children/young people; - act and interact consciously and responsibly:

		<ul style="list-style-type: none"> - take responsibility; - use roles consciously and conscientiously; - include in work the different dimensions of diversity; - design group/team settings; - initiate and design group /team processes; - attend and develop group/team processes; - act constructively and be solution-oriented in problem and conflict situations; - treat risks in a competent way; <p>organisation and (project) management:</p> <ul style="list-style-type: none"> - arrange organisational processes and procedures; - use appropriate methods for the success of the organisation; - evaluate and develop organisational processes and procedures; - carry out administrative tasks and use financial resources responsibly; - perform communication and public relations work; - design and develop the organisation. <p>Each of these areas has several indicators and each of the indicators is evaluated on levels (from 2 to 6)</p> <p>Source: www.aufzaq.at/wordpress/wp-content/uploads/2017/07/aufZAQ-kompetenzrahmen-fordownload-2017_07.pdf, accessed 27 May 2018.</p>
Belarus	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"> - 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; - have high civic consciousness and patriotism, to know and respect the rights and duties of a citizen of the Republic of Belarus; - know the religious aspect of the ideology of the Belarusian state, the features of the world religious situation and national culture; - know the essence, structure and functions of the modern market; - know the models of the modern market economy, the essence and specifics of the economic model of Belarus; - be able to analyse the economic processes taking place in the Republic of Belarus and abroad; - be able to use economic knowledge to make rational economic decisions.

		<p>Academic competences:</p> <ul style="list-style-type: none"> - 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; - 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
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Bulgaria	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>YOUTH WORK: 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>YOUTH WORKER: 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"> - personal and professional qualities directed to the young people’s needs; - high motivation to solve complex issues and conflicts; - 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;

		<ul style="list-style-type: none"> - (good level of) knowledge of European and Bulgarian legislation; - good communication and financial skills.” <p>Source: http://nmf.bg/positions/position_Youth_Worker_13.12.2015.pdf, accessed 27 May 2018.</p>
Czech Republic	<p>National project Keys for Life – Developing Key Competences in Leisure-Time and Non-Formal 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>	<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>Minimum competences for youth workers in YICs</p> <ul style="list-style-type: none"> - basic competences of the specialist: <ul style="list-style-type: none"> - can collect, classify, process and archive information according to the unified classification of information; - possesses journalistic skills: article writing, photo processing, video editing, etc.; - is able to distribute information relevant to the requirements and needs of youth; - can communicate with clients (personally, by telephone, e-mail, etc.); - can work with problematic clients; - can manage web pages; - can process long-term and short-term plans of activities; - can create action plans based on an annual plan; - can manage the relevant operational and technical documentation; - archives and shreds documents; - knows the basics of working with e-mail, MS Office (Word, Excel, PowerPoint, OneNote, Outlook); - is orientated according to the internal documents of the organisation; - knows the principles of creating evaluation tools; - analysis of the group’s needs: <ul style="list-style-type: none"> - recognises the important needs of children based on knowledge of basic human needs and the developmental specifics of age categories and social backgrounds; - 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; - communication and presentation skills: <ul style="list-style-type: none"> - possesses communication skills; - has the ability to respond to the individual needs of clients; - can create presentation materials, press releases; - can present and promote goals, results and strategies of the organisation; - is able to represent the YIC at meetings with partners and other entities; - is able to prepare, organise and lead seminars and discussions for the target group and other workers working with children and youth; - crisis intervention (can show interest in clients who come to them with a problem and can ensure further professional help).

		<p>Source: www.nicm.cz/files/priloha_8_-_minimalni_kompetenci_profil_pracovnika_icm_1.pdf, accessed 27 May 2018.</p> <p>Minimum competences for a YIC manager</p> <ul style="list-style-type: none"> - basic managerial competences: <ul style="list-style-type: none"> - can create PR and marketing concepts and strategies; - can create long-term and short-term plans of activities; - can undertake strategic planning; - can manage the implementation process of high-quality work, products and services within overall management and co-ordinate the organisation's activities; - can manage decision-making processes and co-ordination activities; - is able to implement and lead the relevant operational and technical documents within overall management; - can manage the control and co-ordination of financial operations in the organisation; - can handle co-ordination and management of the organisation's activities, and implementation of strategic decisions; - can manage the organisation's co-ordination from a professional point of view; - controls the marketing and PR management of the organisation; - can secure financial resources; - can distinguish between documents for archiving and shredding; - can provide OSH (occupational safety and health) trainings; - communication skills; - risk-management skills; - organisational management skills; - orientated to current opportunities (for the organisation); - communication and presentation skills; - general competences: <ul style="list-style-type: none"> - knows the basics of e-mail, MS Office (Word, Excel, PowerPoint, OneNote, Outlook) and can find available and verified information on the internet; - is orientated according to the internal documents of the organisation; - orientation in the legislation; - personnel management; - finance management. <p>Source: www.nicm.cz/files/priloha_9_-_minimalni_kompetencni_profil_manazera_icm_1.pdf, accessed 27 May 2018.</p>
Estonia	Occupational standard of youth workers developed	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

	<p>by the Estonian Youth Work Centre</p>	<p>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"> - organisation of youth work; - mediation of youth information and counselling of young people; - administration and management; - networking and communication with the public; - guarantee of a secure environment; - development of the youth sector; - professional individual development. <p>Occupation recurring competences (9 competences):</p> <ul style="list-style-type: none"> - uses the Estonian language for work at level C1 and one foreign language at level B2; - 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; - proceeds from the professional ethics of the youth worker in his/her work; - 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; - 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.); - 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; - 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.; - 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; - follows the values at the basis of youth work, by involving different target groups in activities (e.g. young people with special needs,
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		<p>old people, people of different nationalities, parents) and by setting an example through one's activities and behaviour.</p> <p>Source: www.entk.ee/sites/default/files/EestiNoorsootoo_ENG_2015.pdf, accessed 27 May 2018.</p>
Russian Federation	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"> - general cultural competences (общекультурные компетенции) – 9 competences are listed for the bachelor's degree level and 3 for the master's; - general professional competences (общепрофессиональные компетенции) – 4 competences are listed for the bachelor's level and 2 for the master's; - professional competences (профессиональные компетенции) – 36 competences for the bachelor's level and 33 for the master's. <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"> - general-cultural competences: <ul style="list-style-type: none"> - ability to use basic philosophical knowledge in order to form an ideological position; - capacity to analyse the basic stages and patterns of the historical development of society in order to form a civic attitude; - ability to use the basics of economic knowledge in different fields of activity; - ability to use the basics of legal knowledge in different fields of activity; - capacity to communicate in oral and written form in Russian and foreign languages in order to achieve the objectives of interpersonal and intercultural interaction; - capacity for teamwork and tolerance of social, ethnic, confessional and cultural differences; - capacity for self-organisation and self-education; - ability to use the methods and means of physical education to ensure full-fledged social and professional activity; - capacity to use first aid and methods for emergency situations; - general-professional competences: <ul style="list-style-type: none"> - 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; - 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; - readiness for continuous professional self-development and self-improvement throughout life;

		<ul style="list-style-type: none"> - readiness to co-operate with colleagues and work in a team; <p>professional competences corresponding to type(s) of professional activities:</p> <ul style="list-style-type: none"> - scientific-research activities: <ul style="list-style-type: none"> - ability to collect and systematise scientific information on youth matters; - mastery of empirical research skills for youth issues; - possession of skills for the preparation of scientific reviews, abstracts and reports on the results of studies on youth issues; - 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; - organisational-managerial activities: <ul style="list-style-type: none"> - 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; - ability to provide information support to youth for the implementation of youth policy and to interact with youth media; - ability to plan and organise work in youth communities; - ability to develop organisational solutions to problems in the youth field; - ability to interact with various social structures and institutions of society for the creation and implementation of youth policy; - readiness to support topical and in-demand initiatives in the youth field; - informational-analytical activities: <ul style="list-style-type: none"> - ability to collect and classify information; - mastery of skills of compiling information surveys on problems under study; - possession of skills to organise the provision of information to find solutions for youth policy issues; - ability to apply statistical and sociological methods to collect social information; - social -projecting activities: <ul style="list-style-type: none"> - ability to participate in the support of socio-psychological adaptation of young people in the organisation; - ability to participate in the development and implementation of projects and programmes on the problems of children, adolescents and youth; - ability to participate in the organisation of social and project activities of children's and youth organisations and associations; - ability to participate in the organisation of social projects for the civic and patriotic education of youth; - ability to use social technologies for identifying problems within political and social movements of young people; - willingness to participate in social projects supporting the implementation of youth programmes; - ability to participate in the development of innovative technologies in youth work practice; - ability to participate in the development of project-analytical and expert-consulting activities in the youth field;
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		<ul style="list-style-type: none"> - production and socio-technological activities: <ul style="list-style-type: none"> - ability to use innovative, organisational and management technologies in youth work; - ability to attend to the management of young people’s conflicts; - ability to facilitate the socio-psychological adaptation of young people in the organisation; - ability to apply pedagogical methods and techniques necessary to work with different categories of youth; - readiness to use social technologies for identifying problems within political and social movements of young people; - readiness to use socio-technological methods for the implementation of his/her professional activities; - ability to put into practice the methods of social pedagogy; - ability to participate in the development of innovative technologies in youth work practice; - mass-event organisation activities: <ul style="list-style-type: none"> - ability to organise and plan work with young people in youth communities at their places of residence, study, work, leisure, or temporary residence; - ability to identify problems in the youth environment and develop organisational solutions in the areas of employment, entrepreneurship, life and leisure and interact with associations and organisations representing the interests of young people; - ability to organise informational support for young people for the implementation of youth policy, and to interact with youth media; - willingness to participate in the organisation of civic and patriotic education for youth; - readiness to support the activities of youth sports and recreational organisations; - ability to organise leisure-time activities for young people; - ability to participate in the organisation of sports and recreational activities for young people. <p>Source: www.edu.ru/file/docs/2015/10/62191.pdf#page=3, accessed 27 May 2018.</p>
<p>Serbia</p>	<p>Curriculum for youth workers and youth leaders</p>	<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"> - community youth work and adolescent development: <ul style="list-style-type: none"> - understanding the characteristics of adolescence as a developmental stage; - recognising and identifying behavioural problems of young people; - reacting and intervening adequately in specific situations;

		<ul style="list-style-type: none"> - understanding youth work (values, principles, purpose, typology); - organising preventive programmes for risky behaviour of youth through youth work; - understanding the development of social relations and the influence of school and peers on the development and identity formation of young persons; - ability to create an adequate youth work programme that answers the needs of young people and the community; - conducting risk assessments and overcoming those risks while creating youth work programmes; <p>trainer skills:</p> <ul style="list-style-type: none"> - conducting training courses of several days, independently designing and implementing training plans; - using communication skills while facilitating groups; - managing the learning process, recognising group dynamics and group development processes; - application of different non-formal education methods in trainings; - teamwork in the implementation and facilitation of education activities; <p>leadership in youth work and conflict transformation:</p> <ul style="list-style-type: none"> - understanding different leadership styles; - using different leadership styles in leading youth groups; - reacting adequately in conflict situations; - implementing different techniques of conflict transformation in youth work; - including intercultural aspects in youth work programmes; <p>project management:</p> <ul style="list-style-type: none"> - ability to write project proposals including gathering and analysing data; - projecting financial means and budget management according to project activities; - efficient and effective management of resources during projects; - fundraising; - monitoring and modification of project implementation; - project evaluation and reporting; - understanding and using voluntary management; <p>practical placement in community youth work:</p> <ul style="list-style-type: none"> - nurturing the personal and social development of young persons, including development, implementation and evaluation; - working with youth through promoting the equality, benefits and well-being of young people; - ability to motivate young people for active participation in society and decision-making processes; - critical assessment of understanding youth work practice in the community context; - ability to understand advantages of knowledge in different areas through practical use in youth work; - ability to use different methods and approaches in learning and in developing relationships with young people and the community; - enabling young people to recognise their needs, emotions and possibilities for personal development;
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		<ul style="list-style-type: none"> - enabling young people to recognise their attitudes and question their values and beliefs; - ability to independently create an educational programme on the basis of the recognised needs of individuals, groups and communities; - ability to take notes, gather data and organise them in a coherent system; - ability to establish relationships with different societal groups; <p>respecting an ethical code and promoting the values of youth work.</p> <p>Source: filled-in questionnaire</p>
Slovakia	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> <ul style="list-style-type: none"> - general capabilities: <ul style="list-style-type: none"> - analysing and solving problems; - digital literacy (computer literacy); - information literacy; - communication (dealing with people); - cultivated verbal expression, ability to express oneself; - motivating people; - organisation and planning of work; - personality development presentation; - flexibility in thinking (adaptability, flexibility, improvisation); - decision making; - independence; - teamwork; - creativity; - leadership; - cultivated written speech; - mathematical literacy; - negotiation; - professional knowledge: <ul style="list-style-type: none"> - knowledge of the risks to one's own health or health and safety at work;

		<ul style="list-style-type: none"> - the principles of non-formal education in youth work; - bodies working with youth; - diverse types of activities and programmes used in youth work; - current trends in youth work (including current technologies used by young people); - basic principles of project logic and project cycle phases; - forms and methods of analysing the needs of target groups; - general pedagogical specifications: specifics of youth education; - methodology of creating educational activities and programmes in youth work; - psychological specifications: basic biological, psychological and sociological aspects of the development of children and youth; - laws, legislative standards, regulations and strategic documents in the field of youth work, e.g. the concept of state policy in relation to youth; - principles of effectiveness and efficiency of using funds from the state budget for youth work; <p>professional skills:</p> <ul style="list-style-type: none"> - keeping the relevant documentation and agenda; - observance of safety principles at work and work hygiene; - analysing the needs of target groups through appropriate methods and their processing; - setting educational and training goals in youth work; - creation of educational programmes in youth work on the basis of an analysis of needs and objectives; - application of the principles of non-formal education and new trends in education and training programmes in youth work; - analysis and evaluation of risks in the development of education and training programmes; - preparation, implementation and evaluation of diverse youth work activities and programmes, including logistical security; - first aid; - partnership and inclusive approach to working with youth; - applying the principles of intercultural sensitivity; - working with a group, managing group dynamics; - solving problems; - providing counselling and counselling to youth; - using different tools and approaches to working with young people (e.g. mentoring, leadership, coaching, supervision). <p>Source: the questionnaire</p>
	National project KomPrax	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

		<p>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"> - 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; - 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; - youth awareness as a group of societies: has knowledge of trends and subcultures in youth groups, some of this knowledge in practice; - ability to motivate: understands motivation as well as self-motivation, and uses them to work with youth to create a stimulating environment; - 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; - 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; - 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; - 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; - cultural and intercultural skills: recognises the specifics of different cultures and knows how to combat cultural stereotypes and prejudices; - project thinking: able to define, describe and plan individual phases of the project cycle – preparation, implementation, evaluation – and its realisation; - 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; - financial literacy: can build an activity budget and charge costs separately, and manage economically with the means available, distinguishing between eligible and unjustified costs; - 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; - ability to work with information: can search for, classify and process information in the field of youth work according to relevant criteria; - concept of non-formal education: capable of defining and explaining at least two principles of non-formal education; can describe
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		<p>the fundamental differences between formal, non-formal and informal learning; understands his/her own attitudes and opens up space for mutual reflection of attitudes;</p> <ul style="list-style-type: none"> – 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. <p>Source: the questionnaire</p>
Slovenia	National vocational qualification certificate for youth workers (2017)	<p>“Youth work’ is an organised and target-oriented form of youth action and is for the youth, within which the youth, based on their own efforts, contribute to their own inclusion in society, strengthen their competences and contribute to the development of the community. The implementation of various forms of youth work is based on the volunteer participation of the youth regardless of their 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"> – designate, implement and evaluate youth programmes in co-operation with young people; – establish and maintain co-operative and confidential relations with a young person; – work with young people in groups and teams; – enable young people to acquire competences; – undertake activities to disseminate the results of young people’s work; – ensure the quality of one’s own work and take care of one’s own personal and professional development; – respect the principles of sustainable development and the protection of health at work with young people. <p>Source: filled-in questionnaire</p>
United Kingdom (Wales)	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>Key Area A: Work with young people and others</p> <p>YW01 Initiate, build and maintain purposeful relationships with young people</p> <p>YW02 Assist young people to express and to realise their goals</p> <p>YW03 Engage with communities to promote the interests and contributions of young people</p> <p>YW04 Develop productive working relationships with colleagues and stakeholders to support youth</p>

work

Key Area B: Facilitate the personal, social and educational development of young people

YW05 Enable young people to use their learning to enhance their future development

YW06 Enable young people to work in groups

YW07 Encourage young people to broaden their horizons to be effective citizens

YW08 Support young people to identify and achieve aims

YW09 Support young people in their understanding of risk and challenge

YW10 Facilitate young people's empowerment through their active involvement in youth work

YW11 Plan, prepare and facilitate activities with young people

YW12 Work with young people to manage resources for youth work activities

YW13 Support young people in evaluating the impact of youth work activities

YW14 Facilitate young people's exploration of their values and beliefs

YW15 Advocate on behalf of young people and enable them to represent themselves to others

YW16 Enable young people to access information to make decisions

Key Area C: Promote inclusion, equity and young people's interests and welfare

YW17 Work with young people in promoting their rights

YW18 Explore with young people their wellbeing

YW19 Work with young people to safeguard their own welfare

YW20 Embed organisational policy for the protection and safeguarding of young people

YW 21 Develop a culture and systems that promote inclusion and value diversity

YW22 Ensure that youth work activities comply with legal, regulatory and ethical requirements

Key Area D: Develop youth work strategy and practice

YW23 Investigate the needs of young people and the community in relation to youth work

YW24 Evaluate and prioritise organisational requirements for youth work activities

		<p>YW25 Influence and develop youth work strategies</p> <p>YW26 Identify and secure funding and resources for youth work</p> <p>YW27 Facilitate and engage young people in the strategic development and delivery of youth work</p> <p>YW28 Work in partnership with agencies to improve opportunities for young people</p> <p>YW29 Monitor and evaluate the quality of youth work activities</p> <p>YW30 Work as an effective and reflective youth work practitioner</p> <p>Key Area E: Develop, lead and manage self and others</p> <p>YW31 Provide youth work support to other workers</p> <p>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: www.nya.org.uk/wp-content/uploads/2014/06/National-Occupation-Standards-for-Youth-Work.pdf, accessed 27 May 2018.</p>
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