Youth Partnership

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

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Mapping of competences needed by youth workers to support young people in international learning mobility projects

This paper responds to a Call of the EU-CoE Youth Partnership to its affiliated youth researchers for providing the European Training Strategy members with information about potential national and European studies and researches with relevance for the European Training Strategy. It follows previous efforts of the Steering Group to identify, to analyze and to map studies and other relevant information on competences in international youth work. This mapping exercise is framed by the ETS pursuit to improve its synergies with the area of research in the youth field (Field of Action 5). Ultimately, the project is aimed at supporting the development of a list of competences needed for working at international level and for supporting young people in international learning mobility projects.

Initial intentions were to apply very rigorous methodological standards, able to lead to evidence-based research findings. However, it soon became evident that the competencies required for youth workers in international mobility projects is a very specialized field which attracted little studies, and largely based on anecdotal evidence (personal experience or small sample research). There is an abundant literature on mobility as a tool for acquiring intercultural competence, but apparently very little on youth workers' competencies for guiding such learning (unlike the case for teachers and community based youth workers). When addressed, competencies in youth work are weakly operationalized, rarely validated empirically and almost never tested in different cultural settings. Thus, *in lieu* of more solid evidence, this review includes the materials that demonstrate a sensible level of research value, or which were based on lengthy organizational experience in the field.

The screening searched to minimize potential systematic biases in the selection of materials. First, 'competency' has many definitions and remains one of the most problematic and contested terms in human resources (Garavan and McGuire, 2001). There are continuous disagreements on whether the competence scales, frameworks or models can be reliable and empirically validated. Thus, the approach used in this mapping exercise was to rely on a broad meaning of competency as 'an overall system of dispositions, capabilities, skills, and knowledge which are used to manage and master complex situations and tasks successfully' (Fennes and Otten, 2008: 27).
Second, 'youth work' is a heterogeneous concept with no agreed definition. In some countries it is a recent and narrow term, prompted by European policy, whilst in others it is a notion with a longer legacy, rooted in social work and community care (see Coussée, 2010). Sometimes there are mixed references to youth workers operating in international camps, residential facilities, community centres etc. This exercise included such research to a very limited extent. Overall, it tried to avoid the research which focused exclusively on youth work at local, community-based, because this area has its own specificity and the competencies required at this level of intervention have been previously researched. Nevertheless, the paper remained open to the idea that we "need that huge diversity of youth work forms and in a broader sense, all forms of 'social' work" (Coussee, 2010).
        Overall, this exercise used a broad definition of youth workers, as 'multipliers in the field of youth work – youth workers, youth leaders, volunteers and staff in youth groups, youth organisations and other youth structures' (Fennes and Otten, 2008: 13). The searching strategy aimed to reflect this variety (examples of search words:

'facilitation', 'mediation', 'coordination', 'intercultural communication', 'mobility coaches', 'guidance counselors', 'youth training', 'youth exchange', 'volunteer support', 'intercultural pedagogy', 'border pedagogy').

The documents included have been identified following extensive search of the academic and professional literature[1] and after contacting researchers in the field, the members of the Pool of European Youth Researchers, the EYCYP correspondents and the EU-CoE Youth Partnership team. The papers discussed in the review can be broadly classified as:
- Empirical research or reviews of literature related to competencies in international youth work (Baraldi, 2012; Barrett, 2009; Kurz, 2009; Abarbanel, 2009; Kristensen, 2004; Deardorff, 2009)
- Expert Opinion Papers (Otten, 2009; Cunha and Gomes, 2012)
- Practice papers published in peer reviewed journals (Davcheva, 2011; Teffel, 2011)
- Guidelines for competence assessment (Curriculum and Quality Development Group, 2001; The Quality Assurance Agency for Higher Education, 2009; International Association of Facilitators, 2003; Hoskins and Momodou, 2011).
- Research that touched upon youth workers' competencies or where such competencies can be safely inferred (Mütter, 2008; Ramberg, 2007).

As expected, the main driver for work in the area is the Council of Europe and EU's Youth in Action and SALTO. At this stage, this mapping exercise included a limited part of this work.

Conclusions

Core competencies are considered central to the work in a field. In youth work, intercultural competence is such an example. There is a large agreement that youth workers need to be culturally competent, but there seems to be little real progress in this field for many years. Faced with a bewildering literature on cultural competence, the review included only those contributions that work as references in the field (Deardorff, 2009; Barrett, 2009) or which may shape a new approach of competencies for all those involved (Cunha and Gomes, 2012; Otten, 2009). Critical thinking, group work, the capacity to form positive relationships with young people, decision-taking, and constructive management of emotions are also among the core skills.

A cross cutting theme was that youth workers' competencies (including intercultural sensitivity) 'need to be developed *intentionally*, rather than *incidentally*' (Busby, 1993) or be cultivated competently (Fennes and Otten 2008). They require purposeful efforts: ongoing preparation, training and reflection.

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[1] Web-search was performed on the following e-resources: Google, Google Scholar, Eric, ProQuest Central, SAGE, Scopus, SpringerLink, Taylor & Francis Library, Emerald, ScienceDirect, Cambridge University Press Journals - Full Collection, Oxford Journals Full Collection, Web of Science.

The research in international youth work is highly focused on cultural issues. Yet, it is evident that working with mobile young people also involves more mundane competencies, likely to be found in the literature on community youth work, or on training. This is the reason this review included an assessment grid applied in youth and community work in UK and a more inclusive list of competencies for facilitators, issued by the International Association of Facilitators.

There is a lot of recirculation of terms in the field of international youth work, especially in what concerns issues of cultural competency. This review tried to avoid redundancy and included references to a wide array of competencies, some of them emerging or considered marginal (see the skills to address young people's mental wellbeing in Abarbanel (2009), or the capacity to reshape organizational messages in ways sensitive to the young and elderly in Teffel (2009)).

Competencies need to be set depending on the needs of those to be trained (including young people with fewer opportunities), type of mobility, duration, learning objectives, geographical setting, the stage of the learning mobility (before/ during/ after) etc. A list of competencies needs to reflect a policy vision on the meanings of youth work in the future (e.g. an eventual repositioning of priorities in what concerns youth employability). This mapping exercise searched to reflect this interplay of factors.

The next part will present briefly the papers included in the main text. The review starts by presenting the components forming the core of intercultural competence, as reflected in two texts of reference: Barrett (2009) and Deardorff (2009). They reflect research findings that received a high level of endorsement in the academic community.

The paper of Hoskins and Momodou (2011) brings the discussion of intercultural competence further, into the policy area and calls for a more political understanding of intercultural competence. It is argued that youth field actors (including youth workers) need to poses competences that would allow them *to act* for social justice (e.g. awareness at the structural regimes of oppression, capacity to identify racism, sexism and disposition to intervene).

EU-CoE Youth Partnership – EuroMed (draft) is a list of criteria and indicators for intercultural dialogue which followed a long-term consultation process and testing in Partnership youth activities.

The *Portofolio* is an instrument that aims to help increase the recognition of youth work and assists the professional development of youth workers. It was created following an extensive consultation with youth workers and trainers across Europe.

Otten (2009) discusses some competences expected from youth workers seen in a structural frame, given by (i) the changes in the professionalisation of youth work and (ii) the challenges facing the youth sector in the near future. It is a referential paper, able to give direction for generating the list of competencies.

Fennes and Otten (2008) draft the competences required for European-level training in the youth field, which then would serve as a basis for European-level training courses for trainers. It is a document that followed a consultation process with 30 actors in the field of European youth work. The suggested competences build on European Commission's *Key Competences for Lifelong Learning.* The authors advise for a shift in focus from the methods of moderation and animation, toward content-related competences (the knowledge the youth workers need to have, how this knowledge can be updated, increased and transferred). A subsequent text (Otten and Ohana 2009) furthers the debate on the competence profile by advancing a set of key contents (knowledge, attitudes and skills) and tentative learning/ training objectives for each competence area.

Cunha and Gomes (2012) examine critically the notion of 'intercultural learning' by revisiting its theoretical assumptions. The paper is mainly conceptual, focused on educational values and less on more 'hands-on competencies'. Yet, it is valuable for providing a critical frame for the competencies required in the future from youth workers in Europe.

The review also included a set of 13 competencies developed by Partnership's Curriculum and Quality Development Group for advanced youth trainers working at European level. The competencies were initially designed as objectives for piloting a long-term, advanced training course for experienced non-formal youth trainers (ATTE). Later, they were used in the evaluation exercise. They can be broadly classified as competencies that refer to the training activities *as such,* to youth workers' personal and social capacities and to the international (European) nature of their work.

Coussée (2010a) is a reflection paper which revisits the mission of youth work and calls for it to take on board its 'social' legacy. The main argument is that European youth work needs not to abandon its 'social' dimension and has to see itself in relation with other, more conventional forms of social work (e.g. youth work, community work, welfare work, street work, health work, arts, sports, cultural projects).

Coussée (2010b) is another call for youth work to re-appropriate a balance between its social and pedagogical identity. It is argued that the strong focus on pedagogy (*how to do* things) is at the expense of having a more structural vision on the role of youth work (if youth workers are doing the *right* things). The competencies that can be inferred are linked to an overall awareness at the social and political positioning of the profession and the need to overcome a narrow understanding of practice.

Coussée and Williamson (2011) reiterate the same call for increasing youth workers' awareness at the risk of their work being instrumentalised (for increasing employment, for instance) or to be reduced to an almost psychotherapeutic, individualised activity. The risk for recreation to become a purpose in itself is also considered.

Kurz (2009) is an empirical research presenting the work of a German centre assisting international youth workers in assessing their competencies in a protected environment, based on simulation and professional observation. The work is based on a set of seven

competencies, which were identified and defined following extensive consultations with German psychologists and practitioners.

Spence (2007) attributes youth work professional marginality to the limitation of making the informal, lived experiences transferable in a policy and research language. It calls youth workers to 'develop the language of informality' and thus to engage in an intellectual dialogue beyond their professional boundaries. Several ways for communicating the experiential nature of the work are being suggested.

Jenkins (2011) is an award-winning evaluation of TALE, a long-term Training for Trainers, carried out by the EU-CoE Youth Partnership and implemented together by the Council of Europe, the European Commission and its partners (YiA National Agencies and SALTO networks), in co-operation with the European Youth Forum ((2009 – 2010).

TALE allowed participants to decide which competences they wished to develop, from a list of 18 essential competences, which are listed in the next document. Each competence is divided in 'abilities' (knowledge, skills, capabilities and dispositions.

SALTO EuroMed Resource Centre (2006) presents the competencies addressed in TOTEM, a long term ToT in the Euro-Mediterranean region. They may be useful in region-specific youth activities.

The *Subject benchmark statement. Youth and community work* is a set of subject-specific and generic skills in the area of youth work applied in 40 UK universities which have degrees/ professional qualifications in youth and community work. Although it does not include international activity, the scale may be a useful tool, as it touches upon competencies that are generally necessary for working with young people.

The *Core Facilitator Competencies* is an assessment document used by the International Association of Facilitators as a basis for certification as a professional facilitator worldwide. The main limitation is that the document is not centered on working with youth and seems rather business-oriented. However, after a careful analysis, it has been included because it is very detailed in presenting competencies linked with the training activities *as such* (a component weakly developed in other papers).

Davcheva (2011) presents a web-based tool for advancing youth workers' competencies in relating to the notion of mobility. It is the product of a two year partnership project.

Abarbanel (2009) is an innovative paper written by a clinical psychologist with experience in youth exchange programs. It rejects the notion of 'cultural shock' and calls for youth workers to be better equipped for identifying timely signals of stress behaviors among young people in learning mobility projects.

Kristensen (2004) looks into the pedagogical implications of the mobility of young people with fewer opportunities. The paper goes beyond a rhetoric that celebrates inclusive youth exchange, by looking into the more practical preconditions necessary for such projects. A set of competences for organisers of learning mobility is included.

Teffel (2011) presents the lessons learned from the initiatives of a German youth organizations which developed three international intergenerational projects. The paper brings some ideas on the skills youth workers need when acting internationally across generations.

Batsleer (2008) is a book addressing some of the less comfortable questions in (community-based) youth work, such as *How do youth workers treat those they work with 'as equals' or 'with mutual respect' in situations of practical inequality?* It revisits some of the long-standing debates on non-formal education curriculum (such as Freire's 'generative themes' or the notion of empowerment).

Thompson (2005) describes the concept of reflective practice and the skills that can be developed in order to acquire it (e.g. capacity to relate theory to practice, paying attention to theories of discrimination and oppression, not relying to 'theoryless' practice, evaluation, professional accountability, creativity). Grounded in the research on lateral thinking, it advances the idea that there are techniques that can be learned in order to be a practitioner who is both reflective and creative.

The last papers are more scattered pieces of research-based information which may be of some use.

Mütter (2008) is a master thesis on the impact of implementing the EU youth policy on non-formal education in Germany. It brings into discussion the need for European youth work to contribute at rising employability. If embraced, this direction will need to reshape youth workers' competencies.

Baraldi (2012) presents an empirical research from a conversational analysis perspective. It examined the conversations in international villages and camps organised by the international organisation CISV International. The paper is more refined in its findings which go beyond establishing youth workers' competencies. Yet, a main practical implication is that it positions youth workers as able to promote empowerment and equity without denying the existence of power relations inherent in age differences.

Ramberg (2007) summarizes the discussions and the papers presented at a 2007 EYC Seminar. It is argued that intercultural competences may receive a limited interpretation when confounded with ethnicity alone. Other dimensions: gender, subcultures, sexuality, poverty, rural/urban may need to be incorporated into youth workers' intercultural competencies.

Anderson-Nathe (2010) is a book based on qualitative research with community youth workers in US. It exposes the 'myth of supercompetence' in youth work: workers do not engage in sharing enough examples of 'not-knowing' in order to instill a sense of professional confidence and to avoid allegations of incompetence.

Székely and Nagy (2011) is a descriptive article which may work as a Digital guide for online youth work: it presents practical advice on how youth workers can do their work

online in ways that are both meaningful for young people and safe. Its main value is that it presents skills, roles and practices that are often assumed and rarely made explicit.

1. Barrett, Martyn (2009) 'Intercultural Competence'. The European Wergeland Centre. URL: http://www.theewc.org/uploads/content/Intercultural%20Competence.pdf

The article looks into the wide range of conceptualizations and models of intercultural competence. As interpretations in the field may be at times confusing, the author provides an accessible review of the main models and components of Intercultural Competence. At a next stage, it looks into the CoE approach of Intercultural Competence and calls for further evaluation of the tools used for increasing youth workers' intercultural competencies (e.g. the *Autobiography of Intercultural Encounters* among others).

The paper analyses a well-known typology of the models of intercultural competence (Spitzberg and Changnon, 2009):
1. *Compositional models* (lists of attitudes, skills, knowledge and behaviors, without any causal assumption on the relations between them).
2. *Co-orientational models* (focused on communication and the construction of perceptions and meanings in intercultural interactions)
3. *Developmental models* (stages of acquiring intercultural competence)
4. *Adaptational models* (explain how individuals adjust and adapt their attitudes, understandings and behaviors in intercultural encounters)
5. *Causal path models* (postulate causal relationships between the components of intercultural competence).

It is argued that many concepts used in describing intercultural competence (e.g. adaptability, sensitivity, etc) are neither properly operationalized, nor empirically validated and may have Western ethnocentric biases. The paper discusses how despite this, 22 core components of intercultural competence received an overwhelming level of consensus among researchers (see Deardorff this paper). The author warns that the relationship between attitudes, skills, knowledge and behaviours comprising intercultural competence is still underresearched.

The paper advises there is research evidence to support the following conclusions:
-   'Intercultural competence can be enhanced through intercultural education and training'
-   Intercultural experiences (e.g. international schools, multi-ethnic institutions with a non-discriminatory environment, extensive contact with people from other countries) can enhance intercultural competence
-   'Females, older individuals and minority individuals tend to have higher levels of intercultural competence than males, younger individuals and majority individuals, respectively'
-   Some individual and personality characteristics such as optimism, openness and extraversion may also be related to higher levels of intercultural competence

- Advanced proficiency in one or more foreign languages is sometimes related to higher levels of intercultural competence.

Following the review of a large body of research in the area, the paper advances **a set of components forming the core of intercultural competence:**

- **Attitudes**: respect for other cultures; curiosity about other cultures; willingness to learn about other cultures; openness to people from other cultures; willingness to suspend judgement; willingness to tolerate ambiguity and valuing cultural diversity.
- **Skills**: skills of listening to people from other cultures; skills of interacting with people from other cultures; skills of adapting to other cultural environments; linguistic, sociolinguistic and discourse skills, including skills in managing breakdowns in communication; skills in mediating intercultural exchanges; skills in discovering information about other cultures; skills of interpreting cultures and relating cultures to one another; empathy; multiperspectivity; cognitive flexibility; and skills in critically evaluating cultural perspectives, practices and products, including those of one's own culture.
- **Knowledge**: cultural self-awareness; communicative awareness, especially of the different linguistic and communicative conventions within different cultures; culture-specific knowledge, especially knowledge of the perspectives, practices and products of particular cultural groups; and general cultural knowledge, especially knowledge of processes of cultural, societal and individual interaction.
- **Behaviours**: behaving and communicating effectively and appropriately during intercultural encounters; flexibility in cultural behaviour; flexibility in communicative behaviour; and having an action orientation, that is, a disposition for action in society in order to enhance the common good, especially through the reduction of prejudice, discrimination and conflict.
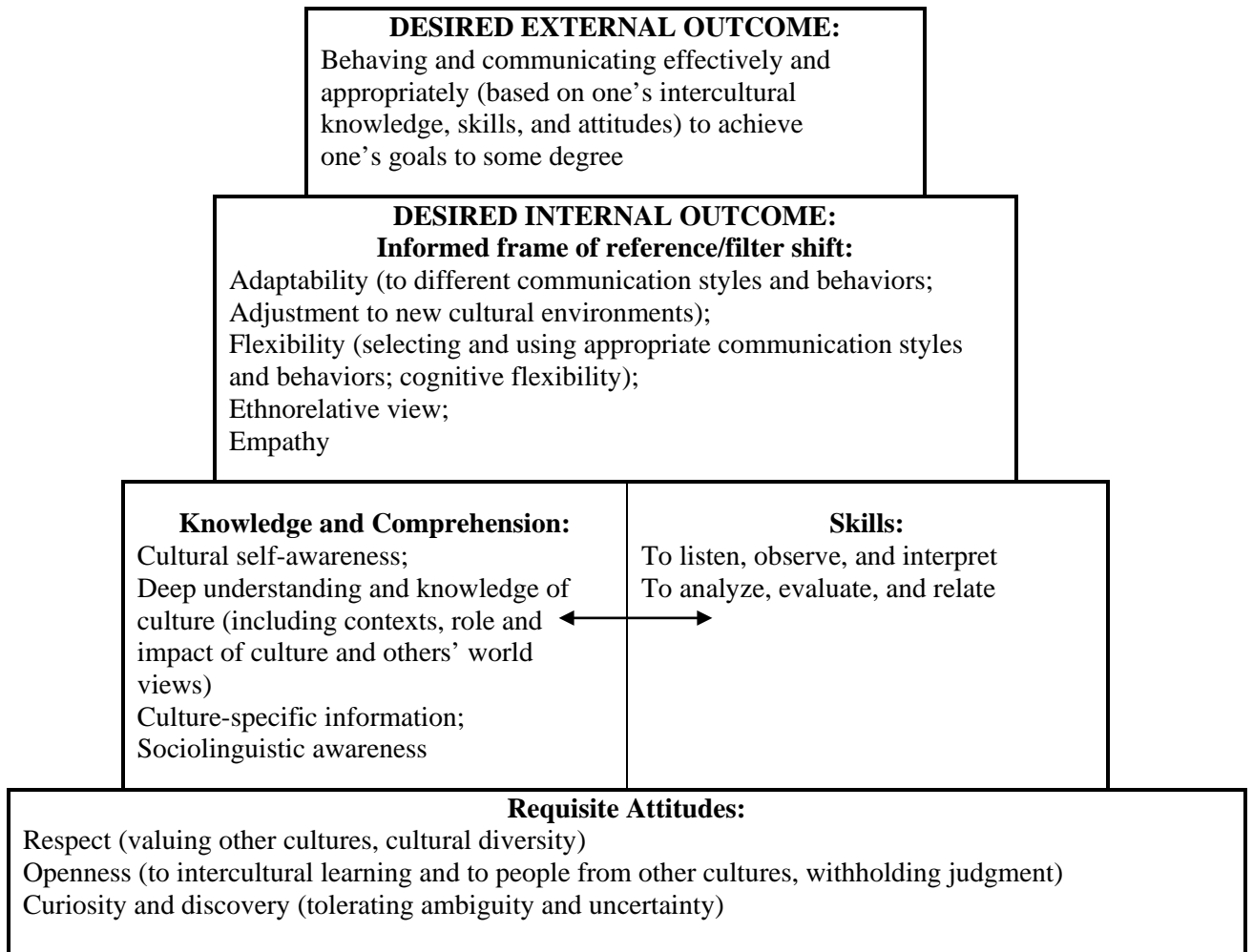
2. Deardorff, Darla K. (2009) 'Implementing Intercultural Competence Assessment' in Deardorff, Darla K. (ed) *The SAGE Handbook of Intercultural Competence*. Thousand Oaks: SAGE.

This is a reference book providing a comprehensive overview of the latest definitions, theories and research on intercultural competence. In her chapter, Darla K Deardorff, a world leading author, presents the components of the intercultural competence, also known as 'cross-cultural competence', 'intercultural effectiveness', 'global competence', 'global citizenship'[2]. According to a definition which reached the highest level of scholarly consensus, intercultural competence is 'the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills and attitudes" (Deardorff, 2006: 247). The paper responds to earlier concerns on the 'lack of specificity in defining intercultural competence […] due to the difficulty of identifying the specific components of the concepts' (Deardorff, 2009). The paper argues that

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[2] The Council of Europe's White Paper on Intercultural Dialogue (2008) also mentioned the sometimes confusing array of conceptualisations in the field of intercultural competence, including the various models of intercultural competence.

acquiring intercultural competence is an ongoing, lifelong process and its development must be intentional, cohesive and coordinated. Deardoff's model can be transferred when developing a list of competences for youth workers in international learning mobility projects.

Pyramid Model of Intercultural Competence (Deardorff, 2009):

DESIRED EXTERNAL OUTCOME:
Behaving and communicating effectively and appropriately (based on one's intercultural knowledge, skills, and attitudes) to achieve one's goals to some degree

DESIRED INTERNAL OUTCOME:
Informed frame of reference/filter shift:
Adaptability (to different communication styles and behaviors; Adjustment to new cultural environments);
Flexibility (selecting and using appropriate communication styles and behaviors; cognitive flexibility);
Ethnorelative view;
Empathy

Knowledge and Comprehension:
Cultural self-awareness;
Deep understanding and knowledge of culture (including contexts, role and impact of culture and others' world views)
Culture-specific information;
Sociolinguistic awareness

Skills:
To listen, observe, and interpret
To analyze, evaluate, and relate

Requisite Attitudes:
Respect (valuing other cultures, cultural diversity)
Openness (to intercultural learning and to people from other cultures, withholding judgment)
Curiosity and discovery (tolerating ambiguity and uncertainty)

Notes:
- Move from personal level (attitude) to interpersonal/interactive level (outcomes)
- Degree of intercultural competence depends on acquired degree of underlying elements.
(Deardorff, 2009).

3. Hoskins, Bryony and Sallah, Momodou (2011) 'Developing intercultural competence in Europe: the challenges' in *Language and Intercultural Communication*, 11(2): 113-125.

The paper revisits the notions of culture and intercultural competence, by examining the ways they have been incorporated in the European youth policy. It is argued that the current emphasis on intercultural dialogue/ awareness/ competence etc., while well intended, is centered on individuals' actions and overlooks the cultural and structural nature of oppression and discrimination. Moreover, placing the responsibility for intercultural competence and dialogue on individuals, absolves public institutions from their obligation to address oppression. Grounded in the notion that education is always political, the article argues that 'the approach of intercultural competence needs to be more political and more involved in dismantling the structures that oppress'. This may include a more critical examination of culture, based on human rights principles, among others (e.g. the celebration of cultural diversity should not overlook the instances where culture can be oppressive). Thus, young people need to develop the knowledge, skills and resources necessary for dismantling the oppression and discrimination at the personal, but also at cultural and structural levels. The paper ends by proposing the following competencies which youth field actors need to learn:

- Knowledge of key concepts of discrimination and inequalities; sexism, racism, colonialism and class both at a structural and on individual level.
- Knowledge of the political systems and how historically they have been created (at global, European, national and local levels) including how these structures have developed in relationship to the key concepts.
- Knowledge about human rights and other legal frameworks and have the knowledge and the skills of how they can be utilized if discrimination is faced.
- Understanding of power relationships and the skills to analyze where power relationships exist and understand the consequences for representation.
- Knowledge of the complexity of multiple forms of difference and to have the skills to identify which aspects are salient at a particular moment.
- Critical thinking towards your own beliefs and actions and towards others.
- Positive attitudes and values towards social justice.
- The disposition to act to create peaceful social change based on reducing
- inequalities and discrimination, including creating action to change structures,
- laws and the implementation of rights.
- A willingness and interest to be involved in politics.

4. EU-CoE Youth Partnership – EuroMed (draft) *List of Criteria and Indicators for Intercultural Dialogue in Non-formal Education* Activities [Version 29 October 2012]. (P. 9)

The document follows a process started in 2009 by the EU-CoE Youth Partnership in the frame of Euro-Mediterranean Cooperation, which included also Human Rights Education and Intercultural Dialogue. It aimed at researching indicators for intercultural dialogue in non-formal education. The research continued in the following years with the purpose of advancing a set of indicators tested in the various youth activities carried out under the

frame of the Partnership. A 2011 Euro-Mediterranean Seminar 'Indicators for Intercultural Dialogue in non-formal Education Activities', at the 12th University on Youth and Development focused on the study of indicators and agreed on the testing phase to be followed.

The document is a work in progress. It is organized in a tabular form, organized on criteria and their indicators that apply to people, content and process. Overall, the document is aimed to assist the preparation, implementation, follow-up and evaluation of non-formal education activities. The set of indicators is under testing and the involvement of many actors in the field of non-formal education activities is being considered.

There are **several competencies/ prerequisites/ values for youth workers that can be inferred from the list of criteria and indicators:**
- Linguistic competencies (capacity to communicate in the mother tongue with a number of youth participants)
- Awareness of the existence and functioning of discrimination and their possible expression among the group of participants
- Capacity to manage discriminatory experiences intervening among participants (for instance, through guaranteeing an inclusive approach).
- Competencies to facilitate learning about prejudice and discrimination
- Receptivity and interest in the perspectives and points of view of minority or under-represented groups, as well as the participants' specific needs.
- Commitment to gender equality.
- Capacity to anticipate possible challenges connected with the multicultural nature of the group and to design appropriate measures/ strategies
- Openness to reflect with the team on the potential sources of conflict within the group
- Capacity to engage in conflict transformation with participants in compliance with human rights principles indicators
- Capacity to encourage the expression of different points of view and facilitate active listening and speaking
- Have a complex understanding of the global intercultural challenges and the link between the individual and global situations.

5. Directorate of Youth and Sport (2007) European Portfolio for youth leaders and youth workers. Strasbourg: Council of Europe Publishing. URL: http://www.coe.int/t/dg4/youth/Source/Resources/Portfolio/Portfolio_en.pdf (P 52).

The *Portofolio* is an instrument that aims to help increase the recognition of youth work and non-formal learning. It reflects the Council of Europe's values and approach to youth policy. It is an instrument assisting youth workers/ leaders' professional development (it contains questions, issues for reflection and self-assessment). The *Portofolio* was created following an extensive consultation with youth workers and trainers across Europe. It is based on UNESCO four pillars of education: *learning to know, learning to do, learning to be* and *learning to live together*. It advances a functional analysis of the work done by youth workers/ leaders. The competencies being addressed are:

Function: To empower young people
- Capacity to recognize and work with group dynamics
- Good facilitation skills
- Capacity to motivate and interest young people
- Readiness to have his/ her own ideas challenged
- Capacity to self regulate his/ her own emotions
- Capacity to work with concepts of power relations with young people
- Capacity to work in a democratic and participative way
- Capacity to work for equal opportunities

Function: To develop relevant learning opportunities
- Awareness at situations which can provide learning experiences.
- Capacity to analyze the different learning needs and styles of young people.
- Capacity to apply appropriate educational approaches and methods.
- Knowledge of external sources of information that can be accessed by young people
- Interest to work towards a positive learning environment, based on active participation,
- creativity and joy
- Capacity to give relevant feedback.

Function: To accompany young people in their own **intercultural process**
- Knowledge and capacity to reflect on his/ her cultural background and values
- Capacity to cope with ambiguous situations.
- Capacity to reflect on his/ her own intercultural learning process.
- Capacity to explain the principles of intercultural learning to young people in a way they understand and can help them to experience intercultural learning.
- Capacity to speak at least one foreign language.
- Capacity to organize activities involving young people from different cultures.
- Capacity to take appropriate action in conflict situations.
- Capacity to name European dimensions in his/her work.
- Knowledge about the situation of young people in other countries in Europe and the rest of the world.

Function: To contribute to organizational and youth policy development
- Capacity to apply project management principles.
- Capacity to understand and to take different roles in teams.
- Capacity to motivate others to take an active role.
- Capacity to develop partnerships with other actors and interested parties.
- Capacity to work for change and development in his/her organization.
- Knowledge about the youth policy situation in the working country
- Capacity to act with others for shaping necessary policy changes.

Function: To use evaluative practice
- Interest in young people's views.
- Ability to find the information needed and to use it appropriately.
- Capacity to apply appropriate evaluation methods and use the results.

- Report-writing and presentation skills.
- Capacity to use information technology to support evaluation processes.
- Knowledge on how to work for change, both personal and organizational.
- Ability to stay informed on the recent research about young people and youth work and to use it.

6. Otten, Hendrik (2009) 'Ten theses on the correlation between European youth work, intercultural learning and the qualification and professionalisation demands on full and part-time staff working in such contexts' URL: http://www.nonformality.org/wp-content/uploads/2007/11/ten.pdf

This is an established writing which shaped the understanding of the European youth work since 1997, when its first version was published. Ten years later, the paper has been revisited in the light of the new developments in the youth sector. The paper is organized along 10 theses which are re-examined and discussed. Five theses are particularly relevant for the issue of competencies in youth work. It is argued that European youth work has developed way beyond youth exchanges and, therefore, demands other and new competences of its facilitators (Thesis no. 4) and that European youth work has to be professionalised within a wider European youth policy development strategy (Thesis no. 8).

The paper strengthens several competencies/ prerequisites from the part of youth workers, in particular role distance, empathy and tolerance of ambiguity (Thesis no. 7). The three are 'crucial basic qualification[s] of social action in a European civil society'.

- *Role distance* is a central prerequisite for intercultural learning. It refers to youth workers' capacity to learn new roles, to accept others and understand his/ her attitudes, values and behaviors as relative to one's culture;
- *Empathy* allows individuals to place themselves in new situations, which go beyond one's own cultural context. It enhances one's ability to interact and the competence to act in intercultural settings;
- *Tolerance of ambiguity* describes the 'degree to which a person can endure not being able to implement his or her own ideas and expectations'. It is the ability to tolerate different interests, expectations and needs (a limitation is made with reference to the 'obligation to be intolerant' of violations of human rights)

According to Otten (2009), the professional demands exerted on European youth workers are likely to increase, in particular with reference to two directions:

- the *qualifications for carrying out quality educational work in a particular area;*
- the more general standards applied to their profession in order to ensure its more adequate recognition in labour market terms. Such a professional environment would require from youth workers a *certain permanence*, *continuity* and regular *further training*.

The author calls for *(specialised) academic training* (like all other educational professions) and relevant *face-to-face practice* in the field. The two are considered fundamental professional conditions for those who function in a pedagogical capacity in

European youth work. Other competencies touched upon refer to eff*ective planning, organisation, implementation, and administration of educational processes*.

According to Otten (2009), the competence profile of youth workers also need to include certain *personal characteristics*, because European youth work operates with values, normative principles, attitudes which require moral judgments.

> 7. Fennes, H. and Otten, H. (2008) Quality in non-formal education and training in the field of European youth work. EU-CoE Youth Partnership and SALTO. (p 53). URL http://www.salto-youth.net/downloads/4-17-1615/TrainingQualityandCompetenceStudy.pdf

This study aims to draft the competences required for European-level training in the youth field, which then would serve as a basis for European-level training courses for trainers. It is the result of a meeting held in Budapest (2007) and follows a consultation round (2008) with thirty actors involved in training and further education at European level. Whilst this report is based on a high consensus, it is intended as a working document for future discussions.

It proposes a professional profile of youth workers, grounded in the eight key competences in the context of lifelong learning[3]. The eight key competencies can be classified in four dimensions: (1) independence and responsibility; (2) competence for learning (on one's own); (3) social (communicative) competence; and (4) work-related (professional) competence. The extended competence profile for European youth work which is proposed adds socio-scientific considerations to the key competences in the field of lifelong learning

It is argued that although intercultural learning is important, it is not sufficient and it needs to ponder the risk of 'arbitrariness of values' (undifferentiated acceptance of cultures, regardless instances of rights violations). Thus, youth workers need to be aware at the structural issues facing European youth: at the rationales behind exclusion and the increasing relevance of ethnicity and nationalism among European youth. Also, the authors argue for a competence profile which includes 'much more than just a few pedagogic skills, methods of animation, and moderating techniques'. They advise for a shift in focus toward content-related competences (the knowledge the youth workers need to have, how this knowledge can be updated, increased and transferred).

Authors' proposal for a professional profile in youth work includes the following competencies:

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[3] Jenkins (2011, this document) disagrees with Otten's work on competencies, by arguing that the focus on European Commission's *Key Competences for Lifelong Learning* is insufficiently critical of the EC text (e.g. the way competence in Mathematics and Science were framed as 'undogmatic critical reason, bound to ethical principles'). He also questions a possible link between the 8 key competencies and a curriculum.

- Adherence to ethical principles (confidentiality, transparency, respect for human dignity)
- Capacity to work cooperatively in multicultural environments
- Pedagogic, methodological and method competence for designing, implementing and evaluating a non-formal education activity
- Competence in a potentially broad spectrum of themes addressed in an activity
- Mentoring competence
- Foreign language and intercultural competence
- Organizational and management competence
- Knowledge of European-level policy aims and objectives in the youth field
- Knowledge of the core principles and practices of non-formal education
- Verbal and non-verbal communication skills
- Capacity for teamwork
- Conflict handling skills
- Initiative
- Creativity
- Flexibility
- Social responsibility
- Use of methodological and didactical tools
- Management skills
- Awareness of the correlation between attitude and potential behaviour
- Awareness of the social determination of perception
- Ability to critically distance oneself from the own role fixation (role distance)
- Willingness and ability to take on new roles (role distance)
- Ability to deal with different ways of thinking, speaking habits, evaluation systems, and affective expression (empathy)
- Ability to interpret behaviour from different cultures (empathy) in a way that adequately reflects the situation
- Ability to deal with differences in power and status in a rational way and without judgment of ethnocentrism (tolerance of ambiguity, intercultural discourse)
- Willingness to accept diversity as normal
- Ability to endure ambiguity and develop it into synergetic concepts for action (tolerance of ambiguity)

The 8 key competences in the context of lifelong learning are discussed and transferred in the professional profile of youth workers as follows:

1-2). *Language competence* which involves:
- proficiency in one's mother tongue and a foreign language
- eloquence as the capacity to convey knowledge in a way that accommodates the target group and situation.
3) *Mathematical / basic scientific-technical competence* (the capacity to teach young people to use different approaches and models of explanation ('undogmatic critical reason, bound to ethical principles').
4) *Computer competence*

5) *Learning to learn* (including the capacity to motivate others to engage in new learning processes and support others in developing a fundamentally positive attitude towards learning.)
6) *Interpersonal, intercultural, social and civic competence* (involves besides requirements for attitudes, perception, behavior and empathy, also tolerance of ambiguity and of frustration. This 6th competence is considered the most important in European youth work.
7) Entrepreneurial competence (includes youth workers' thoughts on professional action)
8) Cultural competence (involves the involves creativity and the ability to use imagination)

8. Otten, H. and Ohana, Y. (2009) *The eight key competencies for lifelong learning: an appropriate framework within which to develop the competence of trainers in the field of european youth work or just plain politics?* SALTO and IKAB. URL: http://www.salto-youth.net/downloads/4-17-1881/Trainer_%20Competence_study_final.pdf

This paper builds on the Fennes and Otten (2008) discussion of the competences required for European-level training in the youth field, in particular, the European Commission's Key Competences for Lifelong Learning. The context of the study was shaped by (a) the 2008 EC communication on the failure of the 'Education and Training 2010' work programme to reach its objectives and (b) the identification of four new strategic challenges for the field of education and training for the period to 2020, in particular:
- to make lifelong learning (and learner mobility) a reality
- to improve both the quality and efficiency of provision and outcomes
- to promote equity and active citizenship
- to enhance innovation and creativity (including entrepreneurship) at all levels of education and training.

The current study argues that the elements of European trainers' profile 'are not just compatible with, but partly go beyond, the key competencies for lifelong learning' (p. 10). It furthers the debate on the competence profile for trainers (see Fennes and Otten, 2008), by advancing a set of key contents (knowledge, attitudes and skills) and tentative learning/ training objectives for each competence area. It is acknowledged that the list of training and learning objectives is ambitious and requires minimum conditions, which relate to the human, financial and time resources. More detailed and practical requirements are provided.

The objectives of any process to qualify for the eight competences are:
1& 2: To enable learner/trainers to communicate and develop intercultural discourse in the group educational setting through the practice of a structured and culturally sensitive use of language, in their mother tongue and/or the foreign language they habitually use in European non-formal educational activities with young people and trainees;

3. To enable learner/trainers to coherently apply non-dogmatic reason and the ethical principles of the field of European youth work in their educational practice (with young people and trainees), thereby empowering their participants and themselves for reflected social interaction in both learning settings and daily life;

4. To enable learner/trainers to function as knowledge managers and brokers with a view to developing the competence of their participants for active participation in all spheres of life (social, political, economic, cultural), from the local through the European level;

5. To enable learner/trainers to function as motivators and facilitators of the learning to learn process of the participants of their educational work, with a view to the development of a positive attitude to learning throughout the life course among those participants;

6. To equip learner/trainers with capacities for developing and implementing intercultural non-formal educational processes that encourage their participants' ability to develop the motivation and competence of the young people they work with for active democratic (European) citizenship;

7. To equip learner/trainers with the knowledge and skills they need for participating actively in the community of practice to which ongoing debates on quality, professionalisation, qualification, validation and quality development relate and to manage the emerging market aspects of the European youth field;

8. To enhance the learner/trainers' capacity for the development and implementation of holistic learning experiences that make full use of the senses and creative potential of the participants and of their own imaginations and creative talents, that raise the cultural awareness of participants and that enhance their ability for cultural reflection.

9. Cunha, Teresa and Gomes, Rui (2012) 'Intercultural education: learning empathy to transgress' in Yael Ohana and Hendrik Otten (Eds.) *Intercultural learning and political education in contemporary Europe. Where do you stand?* Wiesbaden: VS Verlag. pp. 91-108.

This article examines critically the notion of 'intercultural learning' by revisiting its theoretical grounds. Than, it examines the ways it is being addressed in youth work and advances a set of principles that should guide the practice in the field. The paper is mainly theoretical: it focuses on the educational values and less on more 'hands-on competencies'. It is valuable for providing a critical conceptual frame for the competencies required from all actors involved in intercultural learning, including youth workers. It is argued that following the critical pedagogy's failure to challenge the school system during the 60s and 70s, the concept of 'intercultural learning' attracted high expectations in a political context shaped by cultural diversity. Currently, the concept faces the risk of being discredited. The chapter discusses the components associated to

intercultural learning/ living as reflected in the pedagogical practice, namely: (a) tolerance to ambiguity; (b) diatopical hermeneutics and (c) empathy and solidarity.

The chapter argues that tolerance to ambiguity means acknowledging the 'intrinsic incomplete character of each cultural system' and accepting the ambiguity and multiple uncertainties created in cultural encounters. Tolerance to ambiguity is revolutionary in the sense that it values uncertainty, in-determination and by doing this, it goes against the normative tradition of education. It is also emancipatory, as it de-centres the power of the dominant culture. Thus, it requires a competence to regard the role of cultural knowledge as inherently relative. This process entails admitting that youth workers (among others) 'will not master every element in the process'.

'Diatopical hermeneutics' is based on the notions that all cultures are incomplete, can be enriched by dialogue and all cultural systems have concepts of human dignity, respect and means for conflict resolution. A derived competency is thus, to discover in every culture, its internal principles that inform non-racist, nonsexist, non-heterosexist and non-violent social practices

Following Lauritzen (1998) and Otten (2009), the chapter discusses empathy and solidarity ('the practical, social and political side to empathy' cf. Lauritzen, 1998: 10) and calls for the actors in youth work to undertake social and political action in order to challenge and transgress existing power structures. Ultimately, the paper calls for a self-reflective practice among youth workers and advances tentative proposals for rethinking the role and format of intercultural learning.

Prerequisites for the actors involved in youth work:

- tolerance to ambiguity
- readiness to accept the limitations of their own cultural competence
- capacity to discover in every culture, its internal principles that inform non-racist, nonsexist, non-heterosexist and non-violent social practices
- empathy
- solidarity (as engagement in social and political action)
- engagement in a self-reflective practice (including the examination of the implicit power relations embedded in their practice)
- understanding of historical injustices still influencing our societies (e.g. colonialism, religion)
- capacity to problematize intercultural learning in a context that attaches unrealistic expectations on intercultural dialogue.
- acceptance of uncertainty in exercising their profession.

10. Curriculum and Quality Development Group. An Experts' Committee within the Partnership Agreement Between The European Commission and Council of Europe on European Level Youth Leader Training. (2001) *Draft Final Report*. DJ/EUCO(2001)9 (p. 10).

This is a 2001 Report of Partnership's Curriculum and Quality Development Group (CQDG) which proposed three issues: (i) the curriculum for a pilot course on European Citizenship; (ii). the curriculum for piloting a 'college/university level "Training for Trainers"' and (iii) more general recommendations for maintaining quality standards in trainers' profiles, learning environments, in evaluation and assessment.

The CQDG sets the base for piloting a long-term, advanced training course for experienced non-formal youth trainers: The Advanced Training for Trainers in Europe (ATTE). It was aimed to represent a 'standard setting European level youth leader/worker training'. The ATTE took place between 2001 and 2003 and was based on open and distance learning and on periodic by face-to-face intensive modules. An external evaluation was later carried out (Chisholm et al., 2006).

CQDG proposed a set of objectives for the development of the competencies of participant-trainers. The objectives were later used in ATTE course description. A subsequent course evaluation reordered the competences in three clusters. The modifications between the initial objectives (CQDG, 2001) and the competencies used for the course evaluation (Chisholm et al., 2006) were minimal. The next part will present the competence clusters which guided the evaluation exercise (Chisholm et al., 2006: 39-40):

Training competences
- presentation and facilitation skills
- capacity to develop new training concepts
- capacity to build effective learning environments
- capacity to develop and implement the methods necessary
- project management skills

Personal and social competences
- cooperation in international teams of trainers
- training and facilitation skills for international groups of youth workers …
- capacity to sense and understanding group processes …
- social competence
- capacity to deal with ambiguity and crisis
- self-confidence

Internationalisation competences
- knowledge on Europe [and the realities of youth work in Europe]
- intercultural competence

11. Coussée, F., 2010a. Youth work, a social practice! Coyote, 16, p.32-34. URL: http://youth-partnership-eu.coe.int/youth-partnership/documents/Publications/Coyote/16/youthWork_paperPlanes.pdf (P3).

This is a reflection paper which revisits the mission of youth work by looking at the policy changes prompted by the 2009 EU strategy for youth and at the historical developments in the field of youth work. Coussée examines the bewildering range of meanings of youth work across Europe and calls for the recent developments in youth work to take on board its 'social' legacy. He argues that the current youth work agenda incorporates an unsolved tension between its focus on experimentation and celebrating the present, on the one hand, and its historical social mission, on the other. These two orientations are linked with two notions of youth: youth as a social group in its own right (*here and now*) and young people seen as future citizens. The author calls for a reconciliation of the two orientations by arguing the two share the same roots. It is argued that 'youth work should start where young people are, and not where we want them to be', but, also, that 'youth work is not just about 'being happy and playing around' either" (p 33). The main argument is that European youth work needs not to abandon its 'social' dimension. It has to see itself in relation with other, more conventional forms of social work, namely: youth work, community work, welfare work, street work, health work, arts, sports, cultural projects, etc.

Some prerequisites for youth workers which could be inferred from the text:

- capacity to position their role in more structural frames given by the European youth policies, but also by the contrasting views on the role of youth work and its historical legacy.
- capacity to reflect on the issue of professional autonomy and its intersection with the policy demands of the moment.
- capacity to respond to uncomfortable tensions inherent in the role youth work (e.g. to help young people adapt to social change, whilst still, questioning these changes).
- commitment to a pedagogical mission, common to more conventional forms of social work.

12. Coussée, F. (2010b). 'The History of Youth Work. Re-socialising the youth question?' in: F. Coussée *et al.* (eds), *The history of youth work in Europe. Relevance for today's youth work policy. Vol. 2* (pp. 9-14). Strasbourg: Council of Europe Publishing.

The paper examines the relation between the social and the pedagogical nature of youth work. It develops several ideas that emerged during a 2008 Eu-CoE Youth Partnership Expert workshops 'The history of youth work in Europe and its relevance for today's youth work policy' Blankenberge, Belgium. A crosscutting concern is what can be learned from the historical developments in youth work.

It is argued that young people are 'social beings and not merely social becomings' and thus, youth work needs to be guided as much by (forgotten) 'social questions' as by 'youth questions'. The main argument is youth work is a part of the social infrastructure. Yet, the paper shows that the need for youth work to contribute at reorganizing the social is increasingly being taken over by a-pedagogical and seemingly apolitical and controllable subdivisions (e.g. social vs. cultural youth). It is argued that previous social

pillars (such as Catholic, socialist, liberal, nationalist associations, schools, health care funds, trade unions, youth organizations) had the effect of generating social divides. In the same way, the current split between *cultural* youth work and *social* youth work, reinforces a gap between *regular* young people and those seen as *deviant*. The paper calls for youth work to re-appropriate a balance between its social and pedagogical identity. The social identity refers youth work made significant for society; the pedagogical mission refers to work for individual growth. It is argued that for the moment, the strong focus on pedagogy (*how to do* things) is at the expense of having a more structural vision on the role of youth work (if youth workers are doing the *right* things).

The competencies for your workers that can be inferred are connected to an overall awareness at the social and political positioning of the profession and the need to overcome a narrow understanding of practice:

- Ability to question the underlying assumptions of youth work, in particular its a-political character.
- Capacity to go beyond a socially disconnected practice which prioritizes NFE methods and techniques (e.g. awareness at the social role of various activities and their implicit political agenda)
- Capacity to include 'regular' young people and young people seen as 'deviant' in the same projects
- An overall social vision in regard to the final scope of youth work

13. Coussée, F. and Williamson, H. (2011) 'Youth worker, probably the most difficult job in the world' Children Australia, 36(1): 224-228. DOI: http://dx.doi.org/10.1375/jcas.36.4.224

The paper is examining several social and pedagogical tensions involved in youth work: *Are youth workers expected to be formative and socialize youth to fit in, or to be critical of the society? How to balance young people's resistance to broaden their horizons and seek challenges, while at the same time remain close to their lived reality?*

It is argued that the social and pedagogical tasks of youth work are connected to each other in an 'insoluble, yet indissoluble, tension' and that the recreational function helps to ease this inherent tensions. Yet, the risk is for youth work to become an 'a-pedagogical and a-social activity' when the recreation functions moves to its very centre. It is argued that in the absence of youth work theory, the occupation can be easily instrumentalized (eg. the current call for youth work to have an 'instructional' role and to contribute at increasing employment). The paper argues there is a policy tendency to de-socialise youth work and a new trend of reducing youth work to an almost psychotherapeutic, individualised activity.

The competencies that can be inferred refer to youth workers' increased awareness at the occupational history and its position in regard to political pressures:

- Capacity to determine a relevant and meaningful balance between maintaining young people's 'comfort' and moving toward 'stretch' zones (youth may experience this as threatening and alienating)
- Social pedagogical thinking: capacity to reflect on the inherent dilemmas and tensions involved in their work (the risk of instrumentalisation, the trend for re-pedagogisation, the call for a re-socialisation of practice).
- Capacity to reflect on the inherent tensions on their role: integration in the existing social order (socializing role) and questioning of social order (social educational practice).
- Capacity to have informed positions on the role of youth work, in order to engage in a dialogue with other professions (in social work and education).

14. Kurz, Tom (2009). FAIJU – an assessment center to develop skills for volunteers working in international youth exchange. *Intercultural Education,* Special Issue: SUPPLEMENT 1: State of the art research on intercultural learning in study abroad, 20(1): S125-S132.

The article presents the work of a special assessment Center for the development of skills necessary for volunteers working in international student exchange. The name of the Centre is FAIJU (Förder-Assesment-Center Internationale Jugendarbeit – Skills Development Assessment Center for the International Youth Exchange) and is the initiative of three German non-profit student exchange organizations, founded by the Germany ministry of youth.

FAIJU provides the opportunity for volunteer youth workers to identify their strengths and weaknesses by receiving expert advice in a protected environment which simulates situations intervening in international youth exchanges. The Centre responds to the need for standards and qualifications among voluntary workers. Participation is not used as a monitoring measure, but as an opportunity for youth workers to receive professional feedback.

FAIJU is the first Center of this kind in Europe and developed since 2002 with the contribution of German experts in international youth exchange. The work at the Centre requires increased human and financial resources: there is a ratio of one participant to one observer/organizer/role-player. Up to 2009, about 100 youth workers (and 40 trained observers) took part in FAIJU.

Participating youth workers need to meet certain criteria: (i) they have been active in international youth work and youth exchange for at least three years; (ii) they are involved with bi-, tri- and multilateral youth exchange and (iii) they have been trained with their respective organizations and are themselves multipliers for the field of international youth exchange.

The centre works on identifying and developing seven key competencies for high quality voluntary work within the international youth exchange (see bellow). They form the basis for the observation and feedback procedure. Participant youth workers are being observed by two trained observers and their performance is assessed based on a scale (*ideal, exaggerated* and *insufficient performance*).

The seven competences that form the bases of the work at the Centre are:
- Empathy
- Creativity and flexibility
- Self-confidence
- Team orientation
- Conflict resolution
- Structured thinking
- Self-reflection and perspective-taking.

The Centre operates with clear definitions for each competency. The article provides the definition of *Self-reflection and perspective taking*: "The person reflects on his/her own behavior and the behavior of others. He/She knows about her own preferences and is aware of his/her cultural imprint. The person is interested in other people's orientations and motives and values them" (Kurz, 2009).

Example of assessment of *Self-reflection and perspective taking* in a role play:
- *Ideal performance*: the participants' actions promote the idea of 'putting oneself into the other person's Shoes'.
- *Insufficient behavior*: the lack of questioning intentions and the background of the person's behavior.
- *Exaggerated behavior*: the youth worker attributes uncommon behavior always to differences in cultural backgrounds and never to the person's characteristics.

15. Spence, J. (2007). 'What Do Youth Workers Do? Communicating Youth Work'. *Youth Studies Ireland*, 2(2): 3-18.

The author attributes the decreased professional status of social workers ('structural marginality'), in part, to the limitation of making the informal, lived experiences transferable in a policy and research language. He calls youth workers to 'develop the language of informality' and thus to engage in an intellectual dialogue beyond their professional boundaries. The paper argues that youth work is mainly verbal, face-to-face, present-orientated and less focused on the written forms of communication, which are the instruments of the professional dialogue and policy-making. The terms within which youth workers communicate the meaning of their practice are those excluded from textual communication, as the more subtle, emotional and life-changing experiences are also the less communicable. The lack of language transferability explains the tension between theory and practice, most visible when establishing professional credentials.

It is argued that the youth workers' practices, meanings and values can and should be effectively communicated. The author provides several examples, drawing on extensive

qualitative research with practitioners and young people in UK. Social workers are called to develop a theoretical and policy language which is grounded in their own practice. The paper also touches upon an inherent tension between structure and informality. As the most vulnerable young people seem more attracted by the informal provisions, youth workers need to incorporate structure in ways that maintain youth work attractiveness for the most disengaged youth.

The professional profile of youth workers, advanced in the paper incorporates emotional work, care and friendship. One may argue, however, that this is a contestable professional terrain which needs to be handled with great awareness. The experiences of other (feminized) professions (see the *ethics of care* in teaching) may be informative.

Several competencies that may be inferred:
- Competency to read and write for the youth work journals in order to help build a critical mass of intellectual dialogue.
- Capacity to develop a professional discourse which incorporates the affective, emotional and interpersonal aspects of the work.
- Capacity to identify communicable, practice-relevant issues in the daily experiences
- Capacity to communicate with fellow professionals on an equal intellectual level
- Capacity to handle structure and informality in ways that maintain involved the young people with fewer opportunities.

16. Jenkins, D. (2011) A TALE Unfolded. [External evaluation of the Trainers for Active Learning in Europe]. URL: http://youth-partnership-eu.coe.int/youth-partnership/TALE-Documentation/Documents/Phase_7/TALE_External_Evaluation _Final_April_2011.pdf

This is an evaluation of the Trainers for Active Learning in Europe (TALE), a long-term ToT carried out by the European Commission and Council of Europe partnership in the field of youth. It was implemented together by the Council of Europe, the European Commission and its partners (YiA National Agencies and SALTO networks), in co-operation with the European Youth Forum (2009 – 2010), The evaluation was awarded the 2011 Outstanding Evaluation Award by the American Evaluation Association. It is structured as follows: (1) the political and educational antecedents of TALE (in particular the Post Lisbon 2000 calls for bringing NFE within the political and economic aspirations for Europe as a dynamic knowledge economy); (2) the TALE curriculum: its relevance, structure and the adequacy of its learning goals; (3) quality standards in TALE; (4) the fulfillment of the political and strategic objectives of TALE; (5) the impact of TALE on the learning of participants and their organizations and other stakeholders.

Several **TALE achievements** identified:
- An impressive role in stimulating dialogue on NFE
- Fidelity to the core NFE principles and practices
- An innovative course team

- 'Limited but important' progress in further analyzing competency frameworks and profiles for ToT
- The exemplary choice of a tutorial team
- The participant-centered learning
- Strong evidence in participants' settings some local impact

Potential **shortcomings** identified:
- Some ambivalence in the administrative arrangements
- The problematic formal recognition of training competences
- The weak capacity for TALE to be transferred as a whole
- Reluctance to drive the recognition debate in the direction of external recognition
- Over-preoccupation with creating ambiance
- A limiting NFE ideology of self-assessment, at odds with the need of external validation of youth work as an occupational group
- The use of the same training strategies (e.g. role play, energizers) as for young people themselves (the recommendation for 'upward compatibility' in Fennes and Otten's)
- The weak guiding tutorial presence for an otherwise creative online platform

TALE was designed in a way that allowed participants to decide which competences they wished to develop. It did not build upon a pre-defined set of criteria (a competence profile) in a sense of having a process of assessment and validation. Given this, the evaluation argues that the notion of 'essential' trainer competences was undermined by the primacy of participants' notion of their own professional needs. The author identifies an unsolved tension between 'competence frameworks' as a basis for curriculum development in the absence of 'properly formulated' program objectives.

The professional profile of TALE participants (included in the Call) may be of relevance for generating a list of competencies in youth work. According to Florian Cescon it was 'the first time in Europe that so many different stakeholders were requested to express their needs before a call for participants was launched for a specific training programme'.

This profile required, among others:
- Relevant experience in designing, implementing and evaluating training activities in the youth field at national or European level;
- Ability to run a training in English and to communicate in another language (mother tongue included);
- Readiness to engage in an individual learning path as part of a lifelong learning process.

The **competences that were addressed by TALE** as a part of the identified professional profile of training competences:
- Responsiveness to learner needs
- The management of group dynamics for group learning
- The design of learning experiences based on intercultural exchange
- The management of ambiguity

-   Conflict resolution.

The evaluation also indicated that when carrying out ToT, youth workers need to reject the use of inappropriate methods, such as heuristic play with older youth (the 'upward compatibility' argument). Also, youth workers need to use appropriately and prudently the quasi-therapeutic interventions addressing participants' emotions. Specific training in such methods may be necessary for more elaborate activities.

17. EU-CoE Youth Partnership and European Youth Forum. *The competence framework and the self-assessment in TALE* URL: http://youth-partnershipeu.coe.int/export/sites/default/youth-partnership/TALE-Documentation/Documents/Phase_2/Day_3/Tale_Competence_Framework.pdf

The *Trainers for Active Learning in Europe* (TALE) was based on a 'professional profile' for ToT, in particular 18 TALE key competences. Participants were called to self-assess the competences they developed (they are also listed on the certificate of participation). This process was followed by mentors' acknowledgement of claims. For the purposes of this document the word 'competence' referred to a general area which was divided in 'abilities' (knowledge, skills, capabilities and dispositions).

List of essential competences in TALE:

Competence to facilitate group learning processes
-   Ability to choose appropriate methods;
-   Ability to adapt existing methods and create new ones;
-   Ability to explain, run and debrief various group learning methods;
-   Ability to create an inspiring learning environment taking into account various ways of learning/different learning styles;
-   Ability to facilitate the dynamic in a group in a way which is favourable to learning;
-   Ability to devise, monitor and evaluate group learning processes based on an understanding of learning as a social phenomenon

Competence to facilitate individual learning processes
-   Ability to ask meaningful questions apt to support individual learning processes;
-   Ability to give feedback in an educational context;
-   Ability to establish a relationship with the learner based on trust, respect and clarity of roles;
-   Ability to support learners in identifying and pursuing their learning needs;
-   Ability to support learners in overcoming barriers in their learning process;
-   Ability to explain the different dimensions of learning

Competence to integrate socio-political contexts of learners into an educational programme
-   Ability to understand the socio-political contexts of the learners;

- Ability to understand the relevance of the socio-political context for the educational activity;
- Ability to choose ways and methods to integrate the socio-political context into the educational programme

Competence to design educational programmes
- Ability to develop a methodology appropriate to the diverse profiles and needs of learners;
- Ability to integrate the physical environment of an activity meaningfully into the design of the programme;
- Ability to translate aims and objectives into an educational programme;
- Ability to design a programme responding to various ways of learning/
- different learning styles;
- Ability to explain to learners the reasoning of a methodology, in all aspects

Competence to integrate evaluation into an educational activity
- Ability to identify and explain the intention and objectives of the planned evaluation process;
- Ability to design an evaluation process based on the needs of the stakeholders and the objectives identified;
- Ability to choose and design appropriate ways and methods for collecting data and integrating them into the educational process;
- Ability to interpret the data collected within the specific context of the educational activity;
- Ability to draw relevant conclusions from the evaluation outcomes and adapt educational processes accordingly

Competence to make use of information technology for supporting learning processes
- Ability to design blended learning processes based on non-formal education methodologies;
- Ability to understand the social, political and cultural dimensions of Internet, information technology and its use in educational processes

Competence to motivate and empower learners
- Ability to support learners to connect to their potential;
- Ability to strengthen the self-confidence of learners;
- Ability to identify motivating factors for learners and to address them appropriately;
- Ability to bring fun and joy into the learning processes;
- Ability to support learners to identify their progress and strengths

Competence to be a self-directed learner
- Ability to identify realistic learning needs for oneself;
- Ability to identify learning objectives and pursue them pro-actively;
- Ability to identify appropriate resources to support ones' learning;
- Ability to self-assess ones' learning achievements

Competence to communicate meaningfully and respectfully with others
- Ability to listen actively;
- Ability for a sincere interest in the other;
- Ability to be empathetic;
- Ability to have an authentic willingness to share;
- Ability to express thoughts, feelings and emotions clearly

Competence to deal constructively with conflict situations
- Ability to have an authentic readiness to address conflict situations and a clear willingness to resolve them;
- Ability to read and understand conflict situations;
- Ability to refrain from accusations and generalisations;
- Ability to identify positions, interests and needs underlying the conflict

Competence to work together successfully in teams
- Ability to actively contribute to the achievement of tasks of a team;
- Ability to be ready to take on responsibility;
- Ability to encourage and involve other team members;
- Ability to learn with and from others;
- Ability to appreciate all contributions to the team achievement;
- Ability to share the work to be done;
- Ability to retreat from a point of view for the benefit of the overall team process;
- Ability to deal with ambiguity;
- Ability to co-create an enjoyable and productive working atmosphere in and for a team

Competence to raise self-awareness
- Ability to understand and embrace the life-long dimension of a self-awareness process;
- Ability to develop an openness to change;
- Ability to (self-)reflect;
- Ability to make use of diverse ways and methods to increase self-awareness

Competence to act out ones potential for creativity and innovation
- Ability to create and innovate;
- Ability to overcome blocks for creativity;
- Ability to make use of different resources and ways to create and innovate;
- Ability to understand the various facets of creativity;
- Ability to explore the unknown;
- Ability to take risks

Competence of critical thinking
- Ability to truly recognise the complexity and multi-dimensions of arguments;
- Ability to view an argument from various perspectives;
- Ability to be ready to review ones' own beliefs and understandings;

- Ability to analyse, assess and improve thinking

Competence to act as resource person
- Ability and willingness to be updated on the professional context in which one is active;
- Ability to share resources;
- Ability to obtain information from various sources;
- Ability to organise resources in a way that they remain easily accessible

Intercultural learning competence
- Ability for reflected tolerance of ambiguity;
- Ability to be aware of ones' own cultural identity;
- Ability to accept diversity;
- Ability to take on new roles;
- Ability to critically reflect about and take distance from ones' own perceptions and stereotypical constructions of reality;
- Ability to interpret culturally determined behaviour in a way that appropriately reflects the situation

Competence to design educational activities in line with the values and purposes of European youth programmes and policies
- Ability to know and understand the values and purposes of European youth programmes and policies;
- Ability to identify appropriate ways and methods to address the values and purposes of European youth programmes and policies in an educational activity;
- Ability to evaluate the impact of an educational activity having in mind the values and purposes of European youth programmes and policies;
- Ability to link current developments in the policy areas (e.g. recognition of non-formal education and learning) with educational activities

Competence to develop an educational approach based on the key-concepts, values and consolidated practice of non-formal education
- Ability to know and understand learning theories central to non-formal education;
- Ability to describe and explain ones' personal educational approach to learning and learners;
- Ability to review ones' educational approach on the basis of evaluation and research
- Ability to reflect on and integrate underlying values and principles of non- formal education into educational activities.

Note: The demands of new training features such as e-learning might call for youth workers competencies in this regard[4].

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[4] This statement is also supported by the study of *García López (2007).*

18. *SALTO EuroMed Resource Centre* (2006) *Bringing both sides together… Training of Trainers in the Euro-Mediterranean region.* URL: http://www.salto-youth.net/downloads/4-17-1579/TOTEMWeb.pdf?b (p 71).

A Mapping study of European-level training of trainers (García López, 2007) examined nine major Europeam Trainings of Trainers. TOTEM took place between 2004-2006. It aimed to support the learning of the youth workers and youth leaders - already experienced within EuroMed region.

The following EUROMED-related competences were considered. Given that TOTEM was addressed to a very specific target group and at the time of European enlargement, they may be adapted for more specific, regional activities:

- The competence to understand, use and adapt existing training concepts as well as to develop new training concepts, with particular attention between the freshly began cooperation between new EU member countries and Meda countries;
- The competence to analyse the needs of the target group of a training activity and to design a quality training programme with appropriate methodologies;
- The competence to design and implement the methods necessary for EuroMed training activities in the youth/non-formal education field;
- The competence to create an appropriate and safe learning environment;
- The competence to train and facilitate international groups of youth workers and youth leaders;
- The competence to guide and facilitate (intercultural) group processes, presentation competences...;
- The competence to deal effectively with ambiguity and crisis;
- The competence to co-operate and work effectively in international teams of trainers (team competence);
- Intercultural competences (empathy and tolerance of ambiguity);
- Social competences (communication, conflict management…);
- The competence to manage and evaluate a training project as a whole.

19. SALTO. Training of Trainers for European Youth in Action Projects 2012/13. Supported through the YOUTH IN ACTION Programme of the European Commission. URL: www.salto-youth.net/ToT/

This is a major, long-term training course on developing good quality training projects in the context of the Youth in Action programme. It has been organized 11 times since 1999 and it addressed around 275 participants. Its main purpose is 'to train trainers who have the competences and the motivation to contribute to the improvement of the quality of projects within the Youth in Action Programme of the European Union'. As this ToT has been replicated yearly, its principles, approach and core elements are more consolidated.

The training is grounded in the approach that participants have different levels of proficiency in carrying out their work and thus, have different professional needs. It

regards participants as 'self directed learners' and the competence development process is based on self-assessment (via the 'Self-Perception Inventory', among other tools).

The ToT for European Youth in Action Projects aims to address the following seven competences, which are considered as '**essential when working as a non-formal education trainer within the Youth in Action programme'**:
- The competence to plan educational activities in line with the values and purposes of the Youth in Action Programme.
- The competence to develop and make explicit an educational approach which incorporates the key-concepts, values and consolidated practice of non-formal education.
- The competence to direct one´s own learning (Learning to Learn)
- The competence to deal with ambiguity and change.
- The competence to understand and facilitate learning of others.
- The competence to design, implement and evaluate training programmes.
- The competence to co-operate in international teams of trainers/facilitators.

20. The Quality Assurance Agency for Higher Education (2009) *Subject benchmark statement. Youth and community work.* URL http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/YouthandCommunity09.pdf

The Quality Assurance Agency for Higher Education (UK) issues subject benchmark statements in different subject areas, in order to enable the academic community to describe the nature and characteristics of its programmes. The benchmarks in the field of *Youth and community work* form the basis of professional qualification in 40 UK universities having accredited courses that lead to a degree/ professional qualification in youth and community work. The benchmarks specify the general expectations about standards for the award of qualifications in terms of the attributes and capabilities of graduates. They were prepared after wide consultation with practitioners and produced by a group of specialists drawn from, and acting on behalf of the youth workers' community. The Statement is being revised every 5 years and contains: (i) defining principles; (ii) nature and extent of youth and community work; (iii) subject knowledge and understanding; (iv) subject-specific and generic skills; (v) teaching, learning and assessment and (vi) benchmark standards.

The definition of youth work in UK carries its own specificity and is highly connected with the social work mission. However, given that UK has a national training system for 40 years and recognizes youth work as a distinct career choice, the document may be useful for inspiring a list of competencies at European level.

The following part is a selection from the **subject-specific and generic skills in the area of youth work:**

1. Subject-specific and generic skills
Subject-specific and generic skills for youth and community work are constructed on a

strong base of knowledge of theory and practice.

1.1. **Understanding, developing and managing their professional role:**

- an understanding of, and the capacity to apply and integrate, theoretical frameworks and key concepts relevant to practice in youth work;
- an informed and critical understanding of their professional role as educators in relation to other professional interventions in the lives of young people and communities;
- substantial autonomy in using both conventional and innovative, original and creative methods in the planning, delivery and evaluation of educational programmes across a range of practice settings;
- systematic analysis of relevant concepts, theories and issues of policy, and their use in informing practice;
- the ability to maintain professional boundaries in voluntary relationships and in informal contexts;
- the ability to make informed judgments on complex ethical and professional issues in a disputed field and to act appropriately in the light of relevant professional and ethical codes of practice;
- the ability to operate as a reflective practitioner, demonstrating appropriate professional actions and behaviours;
- critical reflection upon, and commitment to, their continuing personal and professional development.

1.2. **Fostering democratic and inclusive practice:**

- the ability to build trusting relationships as a foundation for learning;
- the ability to foster participation and support for young people in playing an active role in their communities, increasing their voice and influence in contexts and on issues that affect them;
- the ability to create inclusive environments and to identify and counter oppressive attitudes, behaviours and situations, at both interpersonal and systemic levels;
- the capacity to build practice on an understanding of issues of power, empowerment and the complexity of voluntary relationships;
- the capacity to promote, publicise and share good practice.

1.3. **Maintaining and developing organisations which support practice:**

- skills in safeguarding the health and welfare of individuals through the understanding and implementation of legal and regulatory frameworks;
- the capacity to manage others in the workplace (volunteers, staff, accountability, equality and diversity in the workplace);
- the capacity to provide for support, safety and well-being of staff;
- context-appropriate leadership of individuals and groups;
- project management skills (monitoring, evaluation, financial management, management of resources, policy development, understanding quality framework models).

1.4. **Facilitating personal and collective learning development and capacity building:**

- the capacity to engage with young people, build relationships and facilitate young people individual and collective learning and development;
- the ability to analyse policies and practices in the light of a range of theoretical perspectives, from the standpoint of participants in programmes, and to devise practice responses with them;
- the ability to support and develop a range of literacies, including emotional literacy;
- the ability to design and implement initiatives, projects and programmes using appropriate professional frameworks and methods;
- the ability to select, plan and evaluate appropriate approaches from a range of intervention methods and techniques;
- skillsin evaluation of the impact and effectiveness of their work;
- a commitment to the learning cycle, both as an individual and as part of an organisation.

1.5. Networking and multi-agency working:
- skills in building partnerships with other professionals, in creating effective alliances and networks;
- skills in including young people in partnerships;
- skills in involving, consulting with, and acknowledging, accountability to stakeholders;
- skills in developing inclusive networks which do not intensify marginalisation of small projects or minority groups;

2. Generic skills:
- understanding and critical evaluation of research in the field and the ability to undertake small-scale participatory research projects;
- an ability to use information and communication technologies;
- organisation and articulation of opinions and arguments in speech and writing, using relevant specialist vocabulary;
- self management, including the organisation of an efficient and effective work pattern, and working to deadlines;
- an ability to collect and apply numerical data, as appropriate;
- an ability to collect, analyse and interpret qualitative and quantitative data;
- an ability to present data in different formats, including graphical and tabular;
- commitment to the improvement of their own learning and performance;
- an understanding of their own approaches to learning;
- an ability to work on their own initiative and in cooperation with others;
- the ability to use their knowledge and understanding critically to locate and justify a personal position in relation to the subject;
- skills in reflection on their own and others' value systems and the ability to explore such values in informal contexts;
- effective communication using written, visual, electronic and oral means with individuals and groups;
- emotional literacy.

21. International Association of Facilitators (2003) *Core Facilitator Competencies* URL: http://www.iaf-world.org/Libraries/Certification_documents/Competencies.sflb.ashx

This is an assessment document used by the International Association of Facilitators (IAF™) as a basis for certification as a professional facilitator worldwide (Certified Professional Facilitator™). IAF is a world-wide professional body for promotion, support and advance in professional facilitation through methods exchange, practical research and collegial networking. Certification attests that the facilitator is competent in each of the basic competencies (see bellow). The IAF competency framework was developed over several years by IAF with the support of its international members and facilitators. The competencies bellow are the basic skills, knowledge, and behaviors that facilitators need to acquire in order to receive IAF credentials and to facilitate in a large variety of environments. This is not a research-based list of competencies and is not explicitly referring to youth facilitators in international settings. It may be useful for orientation.

The Core Facilitator Competencies used by the International Association of Facilitators for the certification of Professional Facilitators:

A. Create Collaborative Client Relationships
   1) Develop working partnerships
   - Clarify mutual commitment
   - Develop consensus on tasks, deliverables, roles and responsibilities
   - Demonstrate collaborative values and processes such as in co-facilitation
   2) Design and customize applications to meet client needs
   - Analyze organizational environment
   - Diagnose client need
   - Create appropriate designs to achieve intended outcomes
   - Predefine a quality product and outcomes with client
   3) Manage multi-session events effectively
   - Contract with client for scope and deliverables
   - Develop event plan
   - Deliver event successfully
   - Assess / evaluate client satisfaction at all stages of the event / project

B. Plan Appropriate Group Processes
   1) Select clear methods and processes that
   - Foster open participation with respect for client culture, norms and participant diversity
   - Engage the participation of those with varied learning / thinking styles
   - Achieve a high quality product / outcome that meets the client needs
   2) Prepare time and space to support group process
   - Arrange physical space to support the purpose of the meeting
   - Plan effective use of time
   - Provide effective atmosphere and drama for sessions

C. Create and Sustain a Participatory Environment
    1) Demonstrate effective participatory and interpersonal communication skills
- Apply a variety of participatory processes
- Demonstrate effective verbal communication skills
- Develop rapport with participants
- Practice active listening
- Demonstrate ability to observe and provide feedback to participants

    2) Honor and recognize diversity, ensuring inclusiveness
- Create opportunities for participants to benefit from the diversity of the group
- Cultivate cultural awareness and sensitivity

    3) Manage group conflict
- Help individuals identify and review underlying assumptions
- Recognize conflict and its role within group learning / maturity
- Provide a safe environment for conflict to surface
- Manage disruptive group behavior
- Support the group through resolution of conflict

    4) Evoke group creativity
- Draw out participants of all learning/thinking styles
- Encourage creative thinking
- Accept all ideas
- Use approaches that best fit needs and abilities of the group
- Stimulate and tap group energy

D. Guide Group to Appropriate and Useful Outcomes
    1) Guide the group with clear methods and processes
- Establish clear context for the session
- Actively listen, question and summarize to elicit the sense of the group
- Recognize tangents and redirect to the task
- Manage small and large group process

    2) Facilitate group self-awareness about its task
- Vary the pace of activities according to needs of group
- Identify information the group needs, and draw out data and insight from the group
- Help the group synthesize patterns, trends, root causes, frameworks for action
- Assist the group in reflection on its experience

    3) Guide the group to consensus and desired outcomes
- Use a variety of approaches to achieve group consensus
- Use a variety of approaches to meet group objectives
- Adapt processes to changing situations and needs of the group
- Assess and communicate group progress
- Foster task completion

E. Build and Maintain Professional Knowledge

1) Maintain a base of knowledge
- Knowledgeable in management, organizational systems and development, group development, psychology, and conflict resolution
- Understand dynamics of change
- Understand learning/ thinking theory

2) Know a range of facilitation methods
- Understand problem solving and decision-making models
- Understand a variety of group methods and techniques
- Know consequences of misuse of group methods
- Distinguish process from task and content
- Learn new processes, methods, and models in support of client's changing/emerging needs

3) Maintain professional standing
- Engage in ongoing study / learning related to our field
- Continuously gain awareness of new information in our profession
- Practice reflection and learning
- Build personal industry knowledge and networks
- Maintain certification

F. Model Positive Professional Attitude

1) Practice self-assessment and self-awareness
- Reflect on behavior and results
- Maintain congruence between actions and personal and professional values
- Modify personal behavior / style to reflect the needs of the group
- Cultivate understanding of one's own values and their potential impact on work with clients

2) Act with integrity
- Demonstrate a belief in the group and its possibilities
- Approach situations with authenticity and a positive attitude
- Describe situations as facilitator sees them and inquire into different views
- Model professional boundaries and ethics (as described in ethics and values statement)

3) Trust group potential and model neutrality
- Honor the wisdom of the group
- Encourage trust in the capacity and experience of others
- Vigilant to minimize influence on group outcomes
- Maintain an objective, non-defensive, non-judgmental stance.

Note: In 2002, the IAF adopted a *Statement of Values and Code of Ethics for Facilitators*.

22. Mobility for Young People. An awareness-raising programme for youth workers and educators URL: http://ahamoments.eu/moodle/ The program is presented as a best practice in Davcheva, Leah (2011) 'Examples of best practice. Mobility as an

intercultural training agenda: an awareness-raising programme for youth workers and educators' *Intercultural Education* 22(1): 121–122.

Mobility for Young People is a self-study intercultural learning resource, created for facilitators of mobility programmes for young people. It is composed of six web-based modules contributing to the professional development of youth workers. The resource was created between 2009-2010 within an international partnership project. The program is focused on advancing youth workers' competencies in relating to the notion of mobility. The list bellow has been deduced from the objectives of the six modules:
- appreciation of difference
- intercultural sensitivity
- deep understandings of the varied experiences of mobility, including the potentially negative nature of these experiences
- capacity to move from a mono- to multi-perspective when interacting with others
- capacity to be reflexive.

23. Abarbanel, Janice (2009) 'Moving with emotional resilience between and within cultures' *Intercultural Education*, Special Issue: SUPPLEMENT 1: State of the art research on intercultural learning in study abroad. 20(1): S133-S141.

The article looks at the competencies required from youth workers in international learning mobility projects from a psychological perspective. It argues that framing the intense emotions in the negative language of 'culture shock' is damaging and creates an expectation for distress among young people and youth workers alike. The article indicates that young people's capacity to tolerate mood shifts inherent in an international experience, requires competent adult support. Yet, by framing such experiences through 'crisis lens', youth workers are unable to support mobile youth in a preventive manner.

The article revolves around the concept of 'emotional passport' or 'emotional resilience' defined as the possession of skills needed to calm down, or regulate intense emotional challenges experienced in cultural transitions. It is grounded in previous psychological findings which indicate that 'maximum performance requires periods of emotional disengagement' (Loehr, 2003).

As the field of international youth work generally lacks mental health professionals, the author maintain that international youth work would be strengthened if youth workers develop skills to address the mental wellbeing of 'average' young people. The article advises for a move 'from symptoms to signals' and for 're-labeling the clinical language' and a timely identification of stressed behaviors that may 'signal' that a young person experience some difficulties. The understanding behind is that mood changes can fluctuate and may not necessarily lead to a crisis. Several practical techniques ('a toolbox of skills' or a 'wellness model') for the use of youth workers are also provided.

Several skills required from youth workers can be deduced from the article, namely:

- the capacity to help young people to understand the meanings behind the high levels of emotional arousal (varied moods) in intercultural exchanges
- the capacity to identify early 'signals' of stressed behaviors
- the capacity to manage energy in stress and recovery cycles
- the capacity to integrate disengagement strategies into programming

24. Kristensen, Søren (2004) *Disadvantaged groups in transnational placement projects*. Luxembourg: European Centre for the Development of Vocational Training. (Chapter: 'Pedagogical implications' P.50-61).

The chapter looks into the pedagogical implications of the mobility of young people with fewer opportunities. The research was based on a review of European literature, a questionnaire survey, project visits and interviews mainly in Denmark. It operates with a broad notion of 'disadvantage' and acknowledges that involving young people with fewer opportunities in cross border mobility is not unproblematic and may lead to negative outcomes (such as premature return or reinforcement of previous limitations). The chapter goes beyond a rhetoric that celebrates inclusive youth exchange, by looking into more practical preconditions necessary for such projects (e.g. length of stay, mode of sending, supervision of the stay, motivation, selection, preparation and debriefing). It argues that mobility may have many purposes (from intercultural understanding, to increasing employability). Thus, the activities actually delivered need to be focused in scope and not aim toward more they can reasonably achieve. Overall, the chapter advises on the need for youth workers to be aware of the risks of doing more harm than good by inadequate actions before, during or after the mobility project.
Ultimately, it advanced several pedagogical recommendations for organisers of learning mobility working with disadvantaged groups:

- to be clear about the objectives of the project, and to ensure that the methods used are in line with these;
- to reach the right balance between the challenges of the experience and the provision of support;
- to adopt a holistic view on all phases of the project – *before, during,* and *after*.
- to posses more refined supervision competencies. The author distinguishes between *active* and *passive supervision*. Active supervision refers to anticipating possible problems and if exaggerated, becomes inhibiting and counterproductive. Passive supervision refers to a level of preparedness for dealing with those issues that participants are unable to cope independently.

25. Teffel, Michael (2011) 'Bringing the young and old together: how to connect international youth work with intergenerational practice' *Working With Older People* 15(2): 53-57.

Grounded in the analysis of three intergenerational projects of a German organization, the paper brings some practical implications for practitioners aiming to develop intergenerational projects at international level. Several reasons which make such

projects less common are being analyzed: (a) the difficulty to engage younger people in international exchange projects for people of all ages; (b) the design of call for applicants in ways that are not sensitive to the different profile of young and elderly participants; (c) projects find it difficult to handle differences such as groups' culture, social origin and age; (d) the difficulty to secure founding for international exchange projects involving such mixed groups; (d) practitioners' doubt concerning the benefit of such activities; (e) an understanding of the youth work sector as having young people as its 'exclusive responsibility'; (e) the lack of a 'consistent European view on intergenerative projects within civil society projects'.

Based on demographic, cultural and social arguments, the paper makes the case for international projects to incorporate the intergenerational dimension. It is argued that young and old people's participation 'side by side' in international meetings or in volunteer programs is not to be confounded with intergenerational dialogue. For genuine integrenerational communication, there is need for empathy and methods for discussion and reflection, which are adapted to intergenerational groups.

Several prerequisites for youth workers can be inferred from the paper:
- the capacity to look for new alliances within the field of senior citizen work (this requires developing more open organizational cultures, among others);
- the capacity to reshape organizational messages in ways sensitive to the different profile of young and elderly participants;
- the capacity to develop the intergenerational projects in ways that are truly relevant to the daily lives of both age groups.

26. Batsleer, Janet R. (2008). *Informal Learning in Youth Work.* London: Sage.

The book engages with a large diversity of issues involved in informal education in the youth work settings (e.g. communication, power relations, ethics, gender exclusion, sexuality, race discrimination, and social class). It addresses some of the less comfortable questions in youth work, such as *How do youth workers treat those they work with 'as equals' or 'with mutual respect' in situations of practical inequality?* It gives an insightful look at some of the long-standing debates on non-formal education curriculum (such as Freire's 'generative themes' or empowerment). For instance, it argues that the idea that youth workers 'empower' young people is tributary to an unbalanced power dynamic (empowerment is something done *to* the youth). It also argues that unlike the role of the teacher, the one of the youth worker cannot be taken for granted, but is subject to continuous negotiation. The book includes illustrative case studies from youth and community practice and has a particular emphasis on critical reflection.

Generally, the competencies addressed refer to **community-based youth work**. Some of them can be transferred to the field of international youth work:

- Capacity to engage in more in-depth reflection on the issues of power involved in youth work.

- Capacity design activities that value the stage of life young people find themselves at (esp. awareness at the notion that play ceased to be the dominant form of learning for older youth).
- Ability to recognize and analyze the social policy discourses that shape their work
- Competency to make explicit their role and the professional boundaries (such as the handling of sensitive information or matters of law, informality, communicating about ethics).

27. Thompson, N. (2005). Reflective Practice. In: R. Harrison & C. Wise (eds), Working with young people (pp. 95-103). London: Open University/Sage Publications

The paper describes the concept of reflective practice and the skills that can be developed in order to acquire it (e.g. capacity to relate theory to practice, paying attention to theories of discrimination and oppression, not relying to 'theoryless' practice, evaluation, professional accountability, creativity). Each of these conditions is discussed. In the last section, the chapter focuses on creativity and the ways 'people workers' can learn it. Grounded in the work of Edward de Bono on lateral thinking, the author presents five strategies for stimulating a creative approach. Overall, the paper operates a distinction between 'skills' (which can be acquired) and 'qualities' (which are innate). It advances the idea that there are techniques and strategies that can be learned in order to be a practitioner who is both reflective and creative.

The paper refers to 'people professions' (the helping professions plus leadership, management and human resources). It discusses several skills and competencies that can be used for developing a list of competencies in youth work, such as:
- Capacity to engage in constructing solutions, rather than relying on a passive process of following procedures or guidelines
- Capacity to engage in evaluating the individual practice as an opportunity to learn
- Commitment to continuous professional development
- Ability and willingness to adopt a reflective approach, to think creatively and critically about ones' work.
- Capacity to engage in reasoned arguments to justify the decisions and actions taken (youth workers are accountable and they need to be able to justify their actions by drawing on theories and concepts that guide and inform the practice)
- Capacity to create an open, inquiring, mutually supportive atmosphere in which staff and young people alike can learn from each other
- Capacity to remain in control of the workload, in order to enable thinking about their actions (the time to reflect is not a 'luxury', but part of a professional role)
- Competency to work in partnership
- Capacity to see situations from other people's points of view

28. Mütter, Annette (2008) *Non-Formal Youth Work – Quo Vadis? The Implementation of EU Youth Policy on Non-Formal Education and its Impact on National Youth Policy and Youth Work in Germany*. Master Thesis. Maastricht University.

The thesis explores the implementation of EU youth policy on non-formal education and its impact on national youth policy and non-formal youth work in Germany. In doing so, it examines the diverging interpretations of the demands towards non-formal education in Germany, as compared with the European policies on youth. The thesis is based on documentary research and on seven semi-structured expert interviews. It argues that the European youth policy consists of policy documents lacking a 'deep theoretical basis' and that the German non-formal youth work has its own national socio-culturally interpretation rooted in educational theory. The findings indicate that European youth policy on non-formal education has made a strong impact on German youth policy. The thesis argues that future policy making needs to consider the diverging views related to: (i) NFE aim of increasing employability; (ii) the formal recognition of youth work; (iii) the meanings of citizenship education.

Identified competencies for youth workers:
- an understanding of Europe's policy, society and values;
- capacity to use different methodological approaches for promoting European citizenship in practice.

29. Baraldi, C. (2012) 'Participation, Facilitation and Mediation in Educational Interactions' in Baraldi, C. and Vittorio Iervese (Eds). *Participation, facilitation and mediation. Perspectives on children and young people involvement in social contexts*. pp. 66-86. NY: Routledge.

Based on conversation analysis, the paper explores the interactions between adult facilitators and young people (aged 14-15) in international villages and camps organised by the international organisation CISV International (formerly Children's International Summer Villages). CISV activities bring together participants from Europe and beyond, with the aim to promote cross-cultural understanding and learning. The research is based on the analysis of a total of 135 videotaped hours from four Italian camps. The analysis looked into the dialogues (the so called 'dialogic actions') between the adults and the young participants.

The analysis identified three types of adult 'dialogic actions' able to encourage young people's contributions, namely: (1) confirmation; (2) perspective taking; and (3) promotion of new narratives. *Confirmation* refers to actions centred on young people's emotions and ideas. By confirmation, youth workers introduce positive connotations of young people's emotions or ideas and facilitate their expression. In this way, hierarchical relationships (inequity) are avoided. Adults' *perspective taking* includes actions that show understanding and acceptance of disparate views. The *promotion of new narratives* refers to the youth workers creating the circumstances for young people to create 'alternative stories'. They encourage participants to see new ways of dealing with different perspectives.

The three dialogic actions are ways youth workers in international mobility projects can enhance equity, empathy and empowerment. They position adults and young people in

more equal and emphatic interactions and can work to promote empowerment without denying the existence of unequal power distribution, such as age-based hierarchy.

Identified competencies:
- Recognition of young people's agency
- Appreciation
- Empathy
- Encourage young people to express their ideas and emotions.
- Genuine interest in young people's perspectives, rather than relying on preconceived notions or imposing perspectives.
- Respecting young people's rights to decide, rather than leaders' 'position reports' (Garcia 2000).
- Enhancing exploratory talk (Mercer and Littleton, 2007)

30. Ramberg, Ingrid (2007) Intercultural Learning in European Youth Work: Which Ways Forward? European Youth Centre Budapest, 28-29 November 2007. Seminar Report

The Report summarizes the discussions and the papers presented at a 2007 EYC Seminar with 37 youth workers, trainers in non-formal education, educational experts and researchers and youth policy experts. Whilst a large part of the debates evolved around the notion of intercultural learning, it has also been acknowledged that intercultural competences may receive a limited interpretation when confounded with ethnicity alone. Other dimensions: **gender, subcultures, sexuality, poverty, rural/urban may need to be incorporated into youth workers' intercultural competencies**.

31. Anderson-Nathe, B. (2010). *Youth workers, stuckness, and the myth of supercompetence.* New York: Routledge.

This is a publication based on a 2005 PhD thesis at University of Minnesota. It looks into American youth work and draws comparisons to the status of the profession in UK. It does not engage with issues of cross-border youth work. Based on qualitative research with practitioners, the book exposes the myth of supercompetence in youth work. It argues that youth workers do not engage in sharing enough examples of 'not-knowing' in order to instill a sense of professional confidence and to avoid allegations of incompetence. Nevertheless, this practice is a detriment done to the profession, practitioners and to the young people they serve.

One can infer that youth workers need increase **openness to share professional uncertainties.**

32. Székely, L. and Nagy, A. (2011) 'Online youth work and eYouth — A guide to the world of the digital natives' *Children and Youth Services Review* 33 (2011) 2186–2197. doi:10.1016/j.childyouth.2011.07.002

This is a paper looking into youth work that is carried out in various digital spaces. It is based on the discussions at International youth work conference „Youth Worker Found in Cyber Jungle", 2008 Tartu. The article introduces the characteristic features of this area, and focuses on the general rules that need to guide on-line practice. The article is accessible, descriptive and presents: the meaning of on-line media for youth and the characteristics of the digital generation, the various types of e-communication and their particularities, the characteristics of the digital environment. Whilst a great part of the article is common knowledge, its main value is that presents the objectives and tasks of online youth work, a set of basic rules for online youth work and the role youth workers can play in online space. It may work as a Digital guide for online youth work: it presents practical advice on how youth workers can do their work online in ways that are both meaningful for young people and safe. Examples of such practical advice: E-tools to have a formal diversity of format (not only textual), possibility to address questions in various formats (apart from E-mail and telephone, consider also chat, forums etc), provision of responses in maximum h 24 etc.

Youth workers need:

- to get an inner understanding of how the young people live their e-community life (to examine their habits and interests)
- to design a strategy on how on line youth work will be integrated in the activity (be clear what they want from a digital tool

Note:

Please find bellow few ideas which may be of some use when generating the list of competencies.

Several international learning projects involve an E-learning component (on-line youth work): either part of the mobility itself, or as a communication interface following the activity. It seems, however, that unless professionally mediated, young people become disengaged and otherwise creative e-tools remain underutilized. The team developing the list of competencies may consider including the need for more consolidated competencies that apply to the E-learning part of youth work (a more general **capacity to use information technology to support e-learning and stimulate online communication**, which can build on more practical skills as the ones presented in Székely and Nagy (2011)).

Generally, the reporting of practices that appear unsuccessful is reserved among youth workers (and not only). 'What does not work' (with a particular group) is, yet, part of the knowledge on youth work. Yet, sharing such (learning) experiences can not come from

bellow, given the cultural and professional constraints in which youth practice is often embedded. Especially leading youth workers need the **capacity to foster a professional culture that values the lessons learned from 'what does not work'.**

Good practices need to travel and be replicated. This requires youth workers to report well what they are doing (**competency to report practices in a way which is systematic and allows fidelity of replication and transferability**).