SALTO
TRAINING &
COOPERATION

THE QUALITY BONUS

The first ETS conference on education and training of youth workers

Mainz, Germany
26 to 28 March 2018

European
Training
Strategy

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Between 26 and 28 March 2018, the SALTO Training & Cooperation Resource Centre, in close cooperation with the European Commission and JUGEND für Europa, the German National Agency of Erasmus+: Youth in Action, invited stakeholders who are active and interested in the education and training of youth workers to

The Quality Bonus

the first ETS Conference!

The focus of the ETS conference was on sharing, exploring and discussing ideas and strategies for better capacity building and quality development within youth work through enhanced youth worker education and training. Stakeholders from all over Europe and beyond assessed the state of youth worker education and training and its contribution to the development of quality youth work and systems. In addition, topics related to the European Training Strategy (ETS), which provides resources for better strategical approaches, were explored and tackled throughout the ETS conference.

Besides spaces to explore and exchange information on practices and experiences, the ETS conference devoted particular attention to policy-based processes, such as the Council conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people (2013). These conclusions provide important groundwork for the development of quality youth work. In the context of the conference, these conclusions will be taken into consideration to explore links with other initiatives and processes.

Beyond links and synergies, the conference offered space to discuss the necessary steps required for better strategical approaches at different levels and in different contexts. More specifically, the conference was a collective space to:

- Create a common (strategic) space for sharing knowledge and experiences of different approaches/practices to address the diversity of youth work from a systemic perspective (including at national and international levels);
- Become inspired by good examples of practice in youth workers' education and training using a competence-based approach, both in Erasmus+: Youth in Action and in other contexts (national/international);
- Explore the links and the opportunities of the national and European dimensions of competences for youth workers;
- Identify the next steps at local, regional, national and European levels in terms of strategical developments.

Actionbound:

"My first time was about 11 years ago as I attended the ATOQ training course in Estonia. Still remember that it was my first time ever to be introduced in to Open Space Technology (one of the sessions) and it somehow left me thinking for a long time on 'how and by whom learning should be structured in our work' ..."

Outcomes of the ETS Conference

The ETS conference offered participants the opportunity to:

- Obtain a better overview and understanding of recent and current European policy-related processes;
- Identify elements that contribute to the development of quality youth work in Europe through capacity building;
- Acquire additional knowledge on the European Training Strategy, its focus, content and related initiatives;
- Obtain a better overview of competence-based approaches in youth workers' education and training in Europe;
- Become aware of the range of inspirational projects and processes;
- Create more (and new) synergies between practitioners, experts, researchers and educators in the field of youth work;
- Identify the possible next steps for the implementation of the ETS Competence Model for Youth Workers to Work Internationally.

Target Group and Approach

The conference brought together 119 participants from 37 European and neighbouring partner countries from different youth work contexts, including practice, research and policy making. The profile of the participants included the National Agencies of Erasmus+ (youth and education and training), universities and vocational schools, policy-makers, experts, practitioners, trainers and researchers.

The conference provided an interactive and dynamic space which included, among other elements, virtual support not only in the preparation, but also during the event for exchange and communication within the group and with the "outside world".

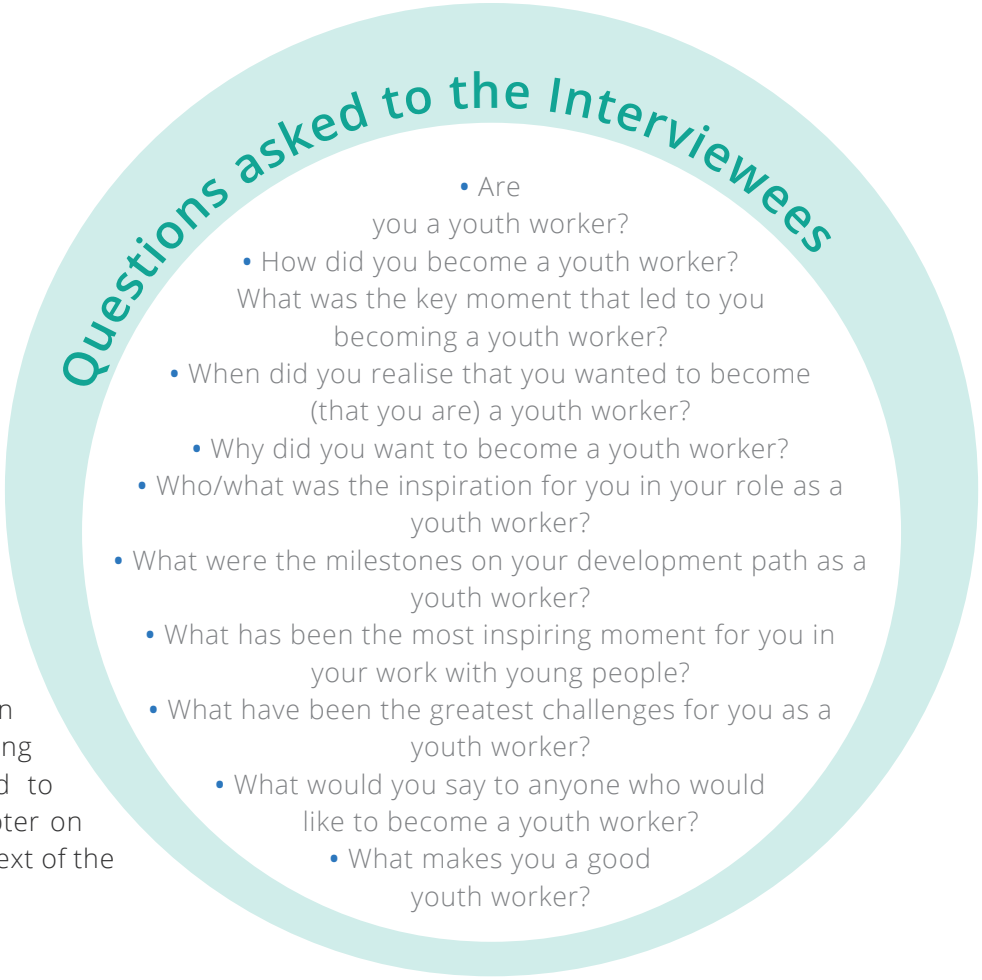
Methodology

The participants were invited to base the success of the conference on the questions and learning objectives they had in relation to the topic of the conference. They were invited to offer their experiences, current practices and questions about quality development through capacity building in learning spaces together with other participants. Besides expert input and inspiring spaces to learn more about the ETS, there was also an opportunity to be active and take one's own personal needs into account. In a final step, participants were invited to discuss the possible next steps for the national level and collect ideas to further develop the ETS and its implementation measures.

The ETS conference was accompanied by a comic designer who documented the most important moments of the conference. He also illustrated the interviews conducted with youth workers on their educational pathways.

A Small Quality Bonus

Youth work, the education and training of youth workers, youth work communities, the well-being of youth workers, digital youth work, the quality and recognition of youth work – these and many more youth work(er) topics were the centre of discussion and conversation during the ETS conference.
To explore what youth workers and those otherwise involved with or connected to youth work are thinking, feeling, doing and wondering, 15 (former) youth workers from different contexts and backgrounds were interviewed during the ETS conference.



The answers to these question and others that arose during the interviews have been used to support the insights in the chapter on exploring youth work in the context of the ETS conference.

Background

The European Training Strategy focuses on capacity building for the development of quality youth work. It was initiated in 2000 under the Youth Programme (2000–2006). It continued under Youth in Action (2007–2013) and is currently implemented in Erasmus+: Youth in Action (2014–2020). It is expected to continue beyond 2021. The implementation of the ETS represents a major step forward in the quality assurance of training and support measures in the youth field. With Erasmus+, a new generation incorporating an integrated programme began, and quality youth work gained more attention and increased importance in the political agenda. This is reflected in the current ETS, particularly when it comes to support for the development of quality youth work in Europe through capacity building and its designation in several political documents and strategies.

When looking at training and education realities for youth work(ers) in the Erasmus+: Youth in Action programme and neighbouring partner countries, very diverse situations can be found. Because of its focus on quality youth work through capacity building, the related processes it has initiated and

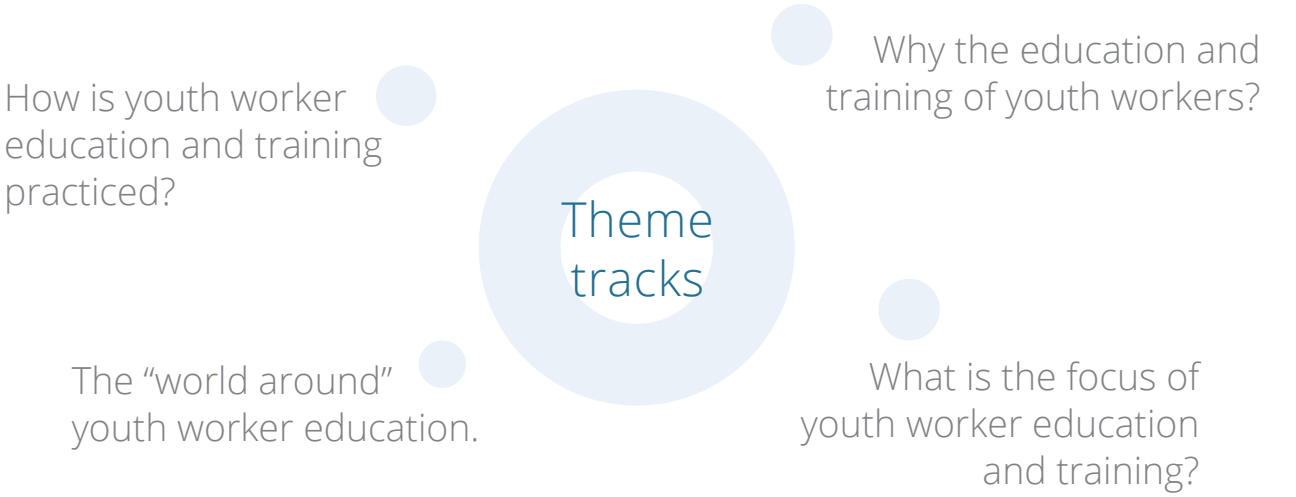
the tools it has developed, the ETS not only provides spaces, but also resources such as databases, handbooks, Competence Models, principles, etc. to support stakeholders in using them and adjusting them to their contexts. Moreover, the ETS encourages decision makers, experts and practitioners to cooperate on a broader scale to improve the quality of youth work and its recognition; such an approach towards synergies and cooperation was also sustained during the Conference.

The current development and implementation of the next EU Youth Strategy (2019–2027) and the new EU (Youth) Programmes (2021–2027) will offer an excellent opportunity within the European Union to better link youth work and youth policy and to further invest in capacity building in youth work and youth policy. Furthermore, the implementation of the Council of Europe's Recommendation on Youth Work (2017) already focuses on competence development and quality education and training in youth work. The next Council recommendation on validation of non-formal and informal learning (2019) will provide a context and direction for further stimulating developments and strategies within the youth field.

The Documentation of the ETS Conference

Based on a wide variety of inputs and voices raised during the ETS conference, "The Quality Bonus", this documentation is a summary taken from discussions, speeches, inputs, comments, contributions and analysis from keynote speakers, conference attendees and youth sector participants from across Europe (and further) via social media. The documentation is structured around the theme tracks that were defined prior to the conference. Social media material was taken from Facebook, Instagram and Twitter, and other material from digital apps such as Actionbound, Mentimeter and Etherpad. The interviews conducted with conference participants for the production of a comic book about youth work are a source for deeper reflection. The documentation represents the views of over 121 participants and organisers from over 37 different countries, including representatives of the European Union, the Erasmus+: Youth in Action programme, various National Agencies, the EU-CoE youth partnership and SALTO Resource Centres.

The basic structure of the documentation follows four of the five theme tracks used in the set-up of the conference:



The fifth theme track, "How is quality being guaranteed in youth worker education and training?", although very important, has received less direct input, but is expanded on in the closing chapters of "Support" and "What Next". It is in these latter chapters that the clear expression of a need and desire for a way forward is expressed.

The Quality Bonus - ETS Conference, draft programme – 26-28 March 2018, Mainz/Germany

Day 1 26 March 2018	**Day 2** 27 March 2018	**Day 3** 28 March 2018
	Opening plenary and Kick off the day	Opening plenary
Arrivals	Theme track 1 Why youth worker education and training?	Interactive moments on 'How can we guarantee quality youth worker education and training?'
	Theme track 2 What do we focus on in youth worker education and training?	Planning of next steps for different contexts and levels
	L U N C H	
Welcome, opening and setting the scene	Theme track 3 How do we do youth worker education and training?	
Keynote speech 'Youth worker matters (and therefore the education and training of youth workers too)'(working title)	Theme track 4 The 'world around' youth worker education	Departures
Behind the scene: who is here? What is here?		
Guided tour – Let's meet and talk	Drums and dances	

About the Conference

Youth Work in the Context of the Conference

Youth work, the education and training of youth workers, youth work communities, the well-being of youth workers, digital youth work, the quality and recognition of youth work – these and many more youth work(er) topics were the centre of discussion and conversation during The Quality Bonus conference.

This section will explore some of the insights into what a number of youth workers and those otherwise involved in or connected to youth work are thinking, feeling, doing and wondering. During the ETS conference, 15 people from different contexts and backgrounds were interviewed in order to discover their thoughts and feelings about youth work and youth workers in education and training.

About the People Present at the Conference

The first question that was asked to all of the 15 interviewees was:

This question was answered with a "yes" by nine of the 15. Some answered confidently while others felt the need to provide an explanation to their answers. Some of the interviewees responded that they struggled for several years until they were finally able to admit this to themselves.

Six of the interviewees were either unsure or said no. The reasons for saying no were as follows: not studying youth work; working as a trainer and not a youth worker and not working exclusively with young people. For some of them, it was because they feel that they (now) have different roles within the youth work context, such as trainers of youth workers, project managers, teachers or policy makers.

The overall impression was that a good number of interviewees struggled to call themselves youth workers, mainly because of the lack of a common definition and recognition. In the words of Matej Cepin: "It was hard for me to fully embrace youth work, since I did not want to do something that is not standardised." Alexandra Beweis said: "So I finally find the confidence to say I am a youth worker due to my shift to the work with POYWE [Professional Open Youth Work in Europe] and the fact that definitions are far less clear or distinguished on the European Level", while Dermot O'Brien asked: "Should I decide that or should I ask young people I am working with, or my colleagues or my community …"

While it was not so easy to answer the previous question of calling oneself a youth worker, it would appear that the majority of the interviewees find youth work strongly present in their identities. For many of them, it is not merely a job but also a part of their daily lives –all the things that happen in their lives somehow come back to their youth work identity. Some of them are very proud of it. Antti Korhonen said: "I carry my youth worker identity with pride. It's the first job that my mother understands, as so do neighbours."

This raises another question – if being a youth worker is such a strong part of their identities, why is it so difficult to say it out loud and communicate it to others? Is this about self-recognition or something else as well?

When Does a Youth Worker Become a Youth Worker?

If there is no total clarity about whether someone considers them self (fully) to be a youth worker, it is worth looking at the moments in their lives that the interviewees identified as the moments they started thinking and wondering about it.

Alan Smith said:

> "At age 25 I discovered that I could get a qualification for the work I was doing as a youth worker. I had seen an advert for youth worker training, I responded, joined the course and everything I had been doing for the previous few years suddenly all made sense."

From the answers given in the interviews, these moments were identified as follows:

- When visiting a youth club or organisation and recognising that it was actually the same work the interviewee was doing;
- After working for a longer period of time with a group of young people;
- When working with a challenging group of young people and realising that they could do it;
- When being hired or starting to be paid for the work being done.

The following are some of the milestones the interviewees mentioned that represent the youth worker's path, either before, during or after realising that they were youth workers:

- Personal background: sometimes being a minority in their environment and finding their "home" in youth work activities;
- Benefiting from youth work activities themselves and through this understanding the power of youth work;
- Randomly getting in touch with youth work through some activity, e.g. selling concert tickets, being invited to a youth centre, responding to employment adds or volunteering;
- Being engaged in international youth work;
- Delivering training courses and or teaching other youth workers at their university;
- Assuming control in an organisation or youth club and implementing changes, or starting an organisation of their own;
- Performing different roles within the youth work sector, e.g. project manager, policy maker, manager of the youth work structure, etc.

Three interviewees mentioned "education/studies for youth workers" as their major milestone, even though they were already working as youth workers. Some of the others mentioned training courses and mainly training for trainers, and in the context of the subject of education and training for youth workers, this is a very relevant insight.

What Are the Main Challenges that Youth Workers Face?

The following are some of the key issues and challenges that the conference participants highlighted:

Challenges

- Funding, or rather a lack of it: In certain countries this is even connected to corruption in the youth work sector. Related to this is youth work being seen as a band-aid to extinguish fires;
- Carrying young people's stories: This is related to working with young people who have experienced a lot of hardship and listening to their suffering while not being able to create the change that would help them with their problems;
- Feelings of ambiguity: This is connected to youth work not being a routine job, something for which you can't really be prepared and, at the same time, feeling the pressure to deliver;
- Working with an opposing point of view and turning it into a positive;
- Not the young people, but unprofessional colleagues, the burden of administration and the political level;
- Assessing oneself as a youth worker: Eszter Dobak said that "[what makes me a good youth worker is] what makes me a good person. I don't know... How is a good youth worker measured?" Senad Sakipovski said: "But there are no marks and no evaluation to tell me if I am good, except for the comments from the target group. I believe this is a weak point of youth work."

And where is recognition in all that? Unsurprisingly, it was mentioned by more than half of the interviewees:

> "I strongly believe that we have to stop being afraid of defining what we are and what we are not for getting more recognition."

Alexandra Beweis

> "Youth work is educational. It has a value. And that value is underestimated by others, but also by youth workers themselves. Which is a shame, because we do like our job."

Gabi Steinprinz

Birgit Rasmussen

> Explaining youth work to my family. They think I drink coffee and play computer games all day. I want youth work to be understood, for us all to have common ground.

> We need more recognition of what we do by governments, the importance of non-formal education needs to be raised, non-formal education offers you something, especially when you have been crushed by the traditional education system.

Marie Julienne

> Youth work is about the challenge to be accepted and heard ... for young people, and maybe also for me.

Alan Smith

These answers might contribute to understanding why it is a challenge to understand youth work and to embrace and publicly share one's youth worker identity. In addition, there is also a lack of common ground and common definitions, which is precisely where the ETS Competence Model for Youth Workers to Work Internationally might have a very significant role to play.

> Although it was very intense on Sunday evening (at the end of the programme) I was totally fresh for the new working week! It was like a small miracle – it is one of those moments in our lives when you know you are born for something!

Matej Cepin

> When I was once interviewed by a journalist, I said that I have the responsibility of playing games and having fun – I am in charge of fun and games.

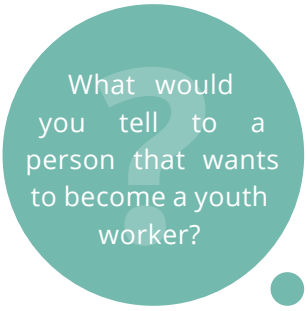
Antti Korhonen

Why Does a Youth Worker Stay a Youth Worker?

Given that all 15 interviewees seem to have a very strong connection to their youth worker identity despite all the challenges that stand in their way, the above question, "Why does a youth worker stay a youth worker", was very important to explore:

- **Supporting and observing change in young people:**
  Change was visible in the form of newfound confidence, in waking up from apathy and starting to criticise the system, in young people's potential being realised and in young people taking responsibility for their own journeys;
- **Being in the moment:**
  Understanding young people's individual journeys and ordeals and being flexible and responding in the moment;
- **Filling the gap left by other fields:**
  Seeing the gaps left by formal education and working with young people in order to fill them and doing things that young people wanted to do;
- **Bringing different fields together:**
  Using non-formal education when teaching youth work at the university;
- **Importance of international experience:**
  Personal experiences and personal encounters with people from other countries bring another perspective to counteract the populist one;
- **Passion for education:**
  As a meaningful tool to help and support in surviving the challenges in today's world.

Approaching the issue from another angle:



In summary, the responses varied from "Go for it!" to "But know that it is not well paid" to "Find your intrinsic motivation" to "Do it for love!" Or, in the words of Jonas Agdur: "A youth worker must truly believe in the capacity of young people and support them to be the owners of all activities carried out. If you instead believe that you should take care of young people and provide them with answers, please try to find something else to do."

This was a limited insight into a small sample of the youth worker community in Europe and beyond. Although it does not paint the whole picture, it shows that there are a lot of challenges and differences, but also a lot of inspiration, passion and motivation. It also shows a clear need for common ground, support and recognition.

> "I got excited about the diversity of youth work already represented by us, even if we are only representing parts of youth work in Europe."

Participant

The Youth Work Community

One thing that was present throughout the conference was the notion of the youth work community.

As an introduction to the topic, Tomi Kiilakoski asked the audience during his keynote speech on the first day of the conference:

Creative personalities?

What do we need in youth work at the moment:

Or youth work communities that work together?

Exactly two-thirds of the participants voted for "youth work communities" and Tomi Kiilakoski then said: "Learning to be a youth worker is to become a member in the community of practice of youth workers." He also defined what he means by a youth work community: "Basically I see youth work as a social practice, so it follows those people who are involved in this practice. Youth workers, youth worked trainers, youth work educators, us researchers, policy makers. Also, young people. They all belong to the youth work community. And I know that youth work contexts differ. But I think we should not let those differences blind us. In plenty of European contexts, it is easy to find a common ground and agree and respect each other. So, the basis of the community is there, although our daily realities may differ considerably."

When talking about the community and common ground, we are also talking about a common framework. "We need to be able to evaluate and describe our work. It's not an individual, but communal effort. And we need strategies, evaluation of quality and the ability to spell out what youth work is all about."

Defining the Common Ground

On the one hand, the issue of diversity in youth work contexts is a source of learning and excitement (as stated at the very beginning of this chapter), but it is also a challenge when trying to come up with a common framework. As Tomi Kiilakoski asked the audience: "How do we come up with a common framework, if we know about the diversity? We can agree on the values, and we can agree that we need to come up with a flexible framework, but is there really something that we could agree on, so we could come up with a European answer?"

Tomi Kiilakoski's opinion is that we are not there yet, although many things have been tried and significant progress has been made. There are youth work conventions and declarations, different national Competence Models, as well as the ETS Competence Model. "Finding a common framework for youth work education is also about stating what youth work stands for and what constitutes good youth work. Therefore, it requires some common frameworks as well. Competence descriptions, evaluation practices, philosophic principles, ethical guidelines. [...] Moving towards common ground, I have my doubts on all of these things, but I still think it is really important to try to get there and try to express ourselves as a European community of youth workers, because that day the community might be stronger."

What is ETS?

As written in the call for participants for The Quality Bonus conference:

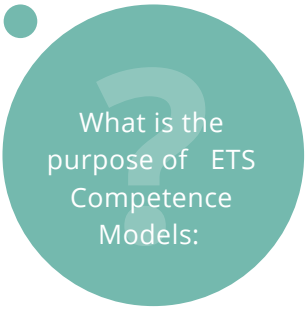
> The ETS is the strategy that focuses on capacity building for the development of quality youth work. It started in 2000 under the Youth Programme (2000–2006) and continued under Youth in Action (2007–2013) and now Erasmus+: Youth in Action (2014–2020). The implementation of the ETS represents a major step forward in the assurance of quality training and support measures in the youth field. While with Erasmus+ a new generation of an integrated programme started, quality youth work went higher on the political agenda. This is reflected in the current ETS, particularly when it comes to the support of the development of quality youth work in Europe through capacity building.

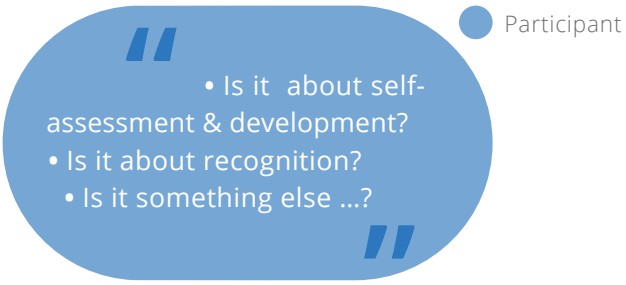
Starting with the basics and in preparation for the conference, participants had a little warm-up task on Actionbound. The first question was: "What does ETS stand for?" All 53 participants that took part in this activity selected the correct answer: European Training Strategy.

The European Training Strategy (ETS) encourages decision makers, experts and practitioners to cooperate on a broader scale to improve the quality of youth work and its recognition. Besides the development of competence frameworks for youth workers and for trainers, ETS supports peer learning processes and the exchange of existing concepts and good practices. To support knowledge, the ETS also calls for online platforms and research to give key actors the opportunity to evaluate their work. Based on these measures, guidance and quality elements for capacity building in the field of youth can be established at European and national levels.

The ETS has several fields of action:

- Encouraging European cooperation among the different stakeholders to foster quality youth work in Europe and its recognition through strategies for capacity building;
- Generating more knowledge on capacity building in youth work and its impact on quality youth work;
- Developing a modular system to train trainers in Erasmus+: Youth in Action in order to guarantee the development of the essential competences of trainers and the necessary high quality of training;
- Building a modular system of training for youth workers in Erasmus+: Youth in Action to foster a sufficient quantity and high quality of training based on the Competence Model for Youth Workers to Work Internationally;
- Offering capacity building tools for the support of quality youth work in Europe at the EU level;
- Supporting the competence building of Erasmus+: Youth in Action NA staff in the development of quality youth work.





ETS Competence Model(s)

Given that competence development was mentioned by all the teams participating in the Actionbound activity, it is important to emphasise that two Competence Models have been developed as part of the ETS. The first one is the ETS Competence Model for Trainers working at the international level, and the second one, the ETS Competence Model for Youth Workers to Work Internationally, is the one that the conference focused on.

The ETS Competence Model for Youth Workers to Work Internationally has eight competence areas. When participants were asked which competence areas needed special attention in their countries, all eight competence areas were mentioned, with some emphasised more than others. Arranged according to the number of times participants mentioned them, these are as follows:

- Networking and advocating;
- Developing evaluative practices to assess and implement appropriate change;
- Displaying intercultural competence:
- Facilitating individual and group learning in an enriching environment;
- Collaborating successfully in teams;
- Communicating meaningfully with others;
- Organising and managing resources;
- Designing programmes.

ETS and Me!

Participants in the conference were also invited to reflect on how they could benefit from ETS. They shared a variety of answers, grouped below into several categories.

The first one, which was mentioned by more than half of the participants, is **"Recognition"**.

This was closely followed by **"Personal and Professional Development"**. This includes helping to create a picture of the here and now; awareness of competences; personal development pathways; a plan to develop competences; capacity building and training and professional development opportunities.

"Networking and Cooperation" was also present to a greater degree in the answers, perhaps resulting from the need for common ground and a common framework. This section included networking opportunities and support for the gathering of key people in European youth work; European cooperation and networking at the youth level; creating a community and cooperating for further development.

As expected, **"Quality"** was also high on the agenda and includes establishing and reaching common quality ground; quality in youth work; quality in training and setting (new educational) standards to improve quality.

The issue of applying ETS at different levels, or moving from the **"European to National/Local Level"** was mentioned a number of times during the conference as well as during this particular activity. It included the dimension of European values; a European common vision to also benefit at the national/local level; identifying needs for the development of youth work at the local level; understanding how ETS can support national developments; opening local youth work to the international level; using the

new tools in local contexts; increasing knowledge on how to become more strategic at the national level and exploring new horizons for the South MEDA countries.

Another area mentioned was the support needed for conducting **"Education and Training of Youth Workers"**. In this area, some very concrete needs were mentioned. These encompassed new youth worker education approaches; a common value-based approach to training; strategic planning of youth work education; content of the courses delivered at universities; inspiration for the training programmes for youth workers and applying the Competence Models in training on inclusion and diversity – how to promote/mainstream inclusion and diversity in ETS.

As one of the aspects of using the Competence Models, **"(Self) Assessment"** unsurprisingly also found its place. Some more concrete answers included understanding other people's needs and being able to assess them; assessing professional competences; tools for self-re-evaluation and self-assessment and development.

"Ideas, Tools and Inspiration" also came up and included new project ideas, activities, and "aha" moments; acquiring ideas and inspiration; supporting the quality development of future projects and beneficiaries; finding new ways/tools/methods to help young people and getting inspiration from the Competence Models for the frameworks and tools already in place in the organisation.

For **"Support the Development of Practices"**, the emphasis was on the exchange of good/new practices; the exchange of experience in theory and practice in youth work and the comparison/discussion/analysis of the different realities of the participants.

"Cross-Sectoral Cooperation" was another aspect present in the answers as well as during different moments throughout the conference. Specific answers included cross-sectoral exchanges of practice; information and experiences from formal programmes for youth work; including non-formal learning at all levels of education and connecting formal education to Erasmus+.

The other elements that were mentioned a number of times were:

- Peer learning;
- ETS as a reference framework;
- Synergy/synergies;
- Being informed (about ETS and the opportunities);
- Taking initiative at the European level when it comes to working with trainers.

The conference was based around five theme tracks. Four of the theme tracks had already been introduced prior to the conference as a series of questions and statements on the SALTO Facebook page. Participants and a broader audience were encouraged to answer and give comments in response to each of the theme tracks as they were revealed, one per week, in the weeks leading up to the conference itself. The following five chapters provide an overview of each of the theme tracks, including the fifth, with material gathered from social media prior to the conference and especially during the conference itself.

Why the Education and Training of Youth Workers?

There was a mixed initial reaction to this particular theme track. For some, the response was: "Why are we still asking this question?" Someone else on Facebook stated: "I do not know any profession that performs its duties and services being untrained, it is a pity to see that in 2018 we still need to look for reasons to justify youth workers' training". While for others it was welcomed: "Such a wonderful question to ask – which we are not asked too often in the youth sector!" This immediately showed the diversity of situations that youth work is facing across Europe.

Others started to explore the question, emphasising that the strong reactions from different people highlighted its continued relevance, especially in connection with recognition. They went on to pose further questions of their own: "What do we need education of youth workers for? What is the goal? And the objective? What do we want to be committed to? What changes do we want to bring together to our shared future?"

Recognition

The issue of recognition seems to keep coming back and was explored extensively through Facebook in a series of pre-conference questions. The issue was not whether there should or should not be recognition, but rather the lack of recognition and how to change this situation. Views expressed on social media asked how we could expect the outside world to take us seriously, if we did not take ourselves seriously. Others argued that we did take ourselves seriously but that the problem was more the need for justifying youth work to other services or the public or local government. Again, the issue for moth though comes back to the question of self-recognition: "If we want to be recognized as a vocation, profession and/or service, we need to start with ourselves". For some, the answer to this is to institutionalise youth work in order to reach recognition and sustainability.

Federica Demicheli explained the "Recognise It" project in her contribution, "Why Investing in Youth Work Quality Development in South Med Countries". This focuses on how to increase the recognition of youth work and non-formal learning in South Med countries. One of the primary purposes of the project is to explore how to develop national strategies for recognition beginning with the NGOs.

What is Youth Work?

This is an inevitable and eternal youth sector question. The "Professional Open Youth Work Europe" network (POYWE) has made an attempt to define youth work through describing the principles of youth work. They have explored the difficulties in defining both youth work and youth worker due to the differences between the various forms of youth work and the diverse roles that exist, from "youth leaders" to "professional youth workers". This point was made in a series of questions that appeared on the Facebook page: "Who are the youth workers? Where can we find them? Which of them would honestly confirm they are youth workers? What would they mean by that? Formal contract? Experience? Role? The way they picture themselves? Professionals – or occasional contributors?"

Untrained or Trained?

After the "pre-conference online exchanges" on recognition and what is youth work, the focus returned to the subject of "why training". Arguments emerged regarding the need or otherwise to be trained, with one online participant explaining:

> "The best two face-to-face youth workers I ever worked with had no youth worker training behind them ..."

Participant

This quickly received several responses and further related discussions.

It was argued that yes, there could be good untrained youth workers who are doing an amazing job because of their passion and personal engagement, but this is not enough. "Fluffy and charismatic characteristics" do not make "quality criteria and framework". It was also pointed out that passion and charisma is not limited to the untrained intuitive youth worker. Several people expressed how their youth work career started without training but because of training later on, they discovered how they were doing many things wrong and how some of those things could potentially harm young people. The training and education of youth workers develops competences and goes a long way to ensuring quality programmes for and with young people. Quality training and education should build on the qualities that an individual has in their ability to work with young people, imparting a greater level of knowledge, skills and attitude.

Tomi Kiilakoski shared a quote from a youth worker interview he conducted:

> "We are better able to offer services to young if we know what we do. And not only to those young people we meet at the youth clubs. And not only to those young that are already active."

Youth worker

Why Qualify?

In Dermot O'Brien's contribution session, "Youth Worker Education – The Flourishing and Failures of the Formal System", there was some discussion around the "why" question. Those who attended were asked why they were educated or trained as youth workers. Their answers included: getting a certificate meant getting a job; to become a better person; because it was recommended by my youth worker; to be a change maker in my community; it was a stepping stone in further education; to explore youth work because of my own good experience; I wanted to be a youth worker; etc.

The reasons are many and one of the recurring themes, also highlighted in the conference interviews, was that many people came to be youth workers and the reason they sought education and/or training in youth work was because of their experience as a young person attending a youth work experience.

Youth Work Trainees and Students

In his keynote speech, Manfred Zentner talked about the different realities between the different countries, saying that if there are different realities, then there must also be different challenges regarding who we are teaching. He posed a series of questions:

- Are we talking about youth workers who are already youth workers or are we talking about people who think they want to become youth workers?
- How does somebody know if they want to become a youth worker?
- We have to think about who we want to become as a youth worker?
- How do we decide if someone should be a youth worker? Do we design training to kick them out?
- Who should teach?

Dermot O'Brien's contribution session further explored the point with a number of thought-provoking questions that included: Who are the students of youth work and how are they selected or decided upon? Who do we want or not want studying youth work? Who do we need studying youth work? Who do we currently get in our courses? These questions were also reversed to be analysed from the students' perspective: What did they want? What did they need? What did they get?

Manfred Zentner was asked a question at the end of his keynote speech by one of the participants:

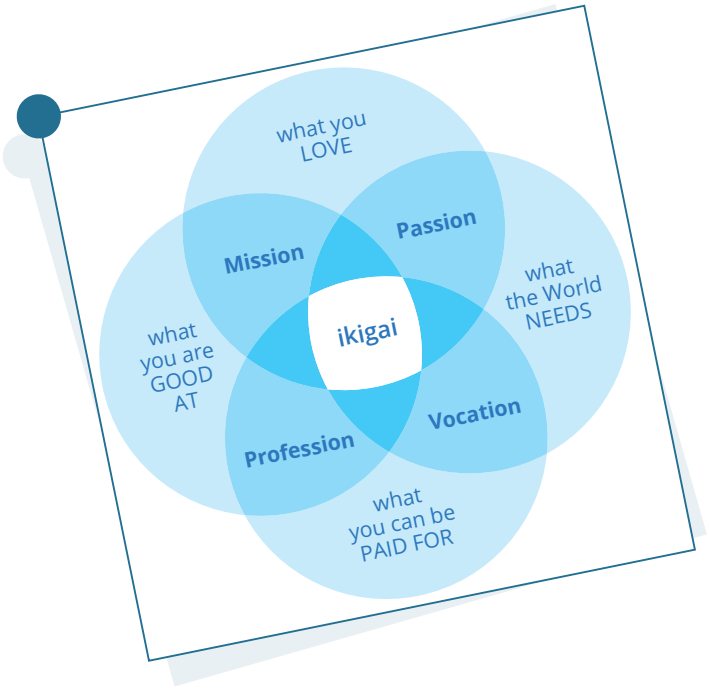
Participant asked:

> You said in your speech 'should we be training youth workers as people who want to become youth workers?' What is your opinion about this?

Manfred Zentner replied:

> "We need to make clear the responsibilities, it's not about fun, it's not about getting up late and hanging around etc. We should promote the values and the hard reality ..."

Dermot O'Brien's contribution session introduced the concept of "ikigai" – in a sense a response to Manfred's point above. It explored the idea that if ikigai is youth work, why does that person wake up in the morning? What are their passion, mission, profession and vocation? The questions were posed for each of us to answer for ourselves.



Strategies for Training

In her session, Federica Demicheli explored with the group how crucial youth work is when it is the only possibility for grassroots work to empower young people to speak up and to create the space and possibilities for the development of competences that formal education does not provide. She explained how the aim of the "Recognise It" project is not to take a "European model(s)" of youth work and copy and paste it into the South Med countries, but to explore the different contexts, opportunities and challenges. The point was also made that European countries can learn from their South Med counterparts.

The session also raised some interesting questions regarding how to conduct the transfer of learning across the Mediterranean Sea. This led to the question regarding the transfer of learning from international training activities to the national and/or local level through the Erasmus+ opportunities in order for youth workers to grow in their competences.

Quality for Youth Work

The pre-conference exchange on the "why" question acknowledged that some of the difficulty in answering the question was down to the complexity of youth work itself. We need to know how to act and react, to be able to see the bigger picture and provide an understanding of the unique situation of each individual we work with. Much of this comes from experience, but it is this experience that needs a foundation by receiving education and training. We need to understand our own intuition and natural approach in the context of scientific principles and theories, one without the other is only half the picture.

During questions at the end of Tomi's keynote, he was asked what distinguished youth work from other similar fields of work with young people. Tomi put the focus very much on the aspect of values and support. "For example, I studied school-based youth work and teachers rarely ever talk about young people. They talk about students or pupils or children, but not about young people. And youth workers, they talk about young people."

Federica Demicheli shared the following in the case of the "Recognise It" project: where there was support for the quality training of youth workers, there was a visible increase in the impact of the work done on the ground.

In his session, Dermot O'Brien introduced the concept of the competence framework for youth workers to the discussion and explored what role it had to play in the training and education of youth workers. The integration of the framework into a university or college course on youth work proved to be a popular idea with the group. It was felt that this would provide an indicator for knowing what progress an individual had made in their youth work education. The difficulty related to this would be the practical implementation. It would require a huge assessment framework that would potentially be overwhelming for many. Regardless of this issue, many felt it was worth pursuing, and ideas were generated linking the assessment process to eBadges and Youthpass.

The Formal System

Dermot O'Brien's session also explored the "flourishing" (what works well) and the "failures" of the formal system with the group.

Flourishing

They identified that the quality of the space was important. Where it is positive and constructive, students feel they are respected, especially when tutors and lecturers develop relationships with the individual students and are supportive.

Flourishing, and therefore flexible, system examples were shared: if someone needs to take a break from their studies for personal reasons, there should be a place for them to come back to; a student gets another chance if things don't go well; a space where classmates support each other; a space where an individual is "not judged because of their life outside of college or their past"; a space where a person's life experience is valued as an asset; a candidate is seen as worthy of a place on the course in the interview because of their interest and attitude, not because of previous academic qualifications; where the formal system works well in providing learning support, guidance and counselling, representing steps towards quality, for those that need it; and, finally, where there is financial support and grants, this can help in the development of quality through the inclusion of quality students as finances are often an issue.

Failings

Some of the areas where the formal system does not work well, or even at all, include: the question of how "failure" is managed by the educators within these formal systems; the extent to which students are supported in overcoming barriers, whether personal, academic or financial – in many cases they are not; and, finally, the academic aspect – this is often difficult for many students of youth work, especially those who have been out of the education system for a long time or who simply struggle with academia, either through the workload, a lack of self-confidence, hostility among the student group or experiencing learning difficulties.

Ongoing Education and Training

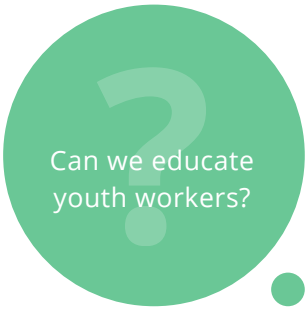
The concept of ongoing education and training came up in the pre-conference Facebook discussions. Issues such as the ever-changing world of young people's cultures and subcultures came up together with the need for youth workers to remain up to date with current trends. The issues young people face also change and evolve over time, and the youth worker needs to remain ahead of this. A youth worker will need to adapt current thoughts and practices and will need to adopt new ones, many of which were probably not covered in their original youth work course. Youth workers continuously need to develop new competences in different areas that are crucial for young people. It is this ongoing development and learning that makes them better in their work and increases the quality of youth work.

Tomi Kiilakoski also explored this in his keynote speech, breaking it down into three parts: the need for training before beginning the work, the need for an induction phase of training in the early years of a career and a phase of continual development throughout a youth work career.

Participants in the conference added to this discussion, with one person expressing that for them, every day in the many layers of their youth work, they discover how much they don't know. The tool in this field is the youth worker, and the tool requires continuous professional and personal growth. The individual youth worker needs ongoing personal transformation in order to keep growing into their role of youth worker.

Some people felt that education and training need to be seen as separate stages. A person should receive a generic youth work education at the beginning of their career and then utilise training to continue their development but also to explore specialisms. To pursue outdoor education with young people they could attend a training course, or to learn more about arts and youth work they could attend a different training course, or for working with extremism, detached work, gender—based work, etc.

Closing Comment



Manfred Zentner

What Do We Focus on Youth Worker Education and Training?

This theme track focused on aspects like curriculum, i.e. content and subjects, it explored the different types of courses that could be provided and it looked at what the focus of a youth work course should be. In his keynote speech, Tomi Kiilakoski explored some of the difficulties faced when deciding what should or should not be included in any youth work training curriculum. He highlighted how some youth work in Europe is conducted on a professional basis, perhaps even as a career, while in other countries it is project-based, with zero recognition. This aspect has a major influence on what youth worker training consists of.

Curricula Differences

In the context of higher education, different countries and even different universities in the same country often have a different focus and different directions in youth work. A colleague of Tomi's conducted a comparison of four university youth work curricula: one from Estonia, two from Finland and one from the USA. His colleague found there was little common ground between them. The background theories differed and the methodologies differed. Tomi stated that, in his opinion, there needs to be coherence in the training and education of youth workers. It does not mean everything needs to be the same, but it needs to be coherent. It cannot work if one aspect that is taught in one place goes against another thing taught in another place.

In 2017, the Council of Europe introduced the "Recommendation on Youth Work". This states that in order to promote youth work, member states need to establish "a coherent and flexible competency-based framework for the education and training of paid and volunteer youth workers that takes into account existing practice, new trends and arenas, as well as the diversity of youth work".

Developing a base for the limits of youth work, rather than restricting its definition, could go a long way to supporting the coherence of youth worker education in higher education establishments. It would require a higher level of communication and cooperation between the youth work sector and higher education institutions as well as between the institutions themselves.

Curricula

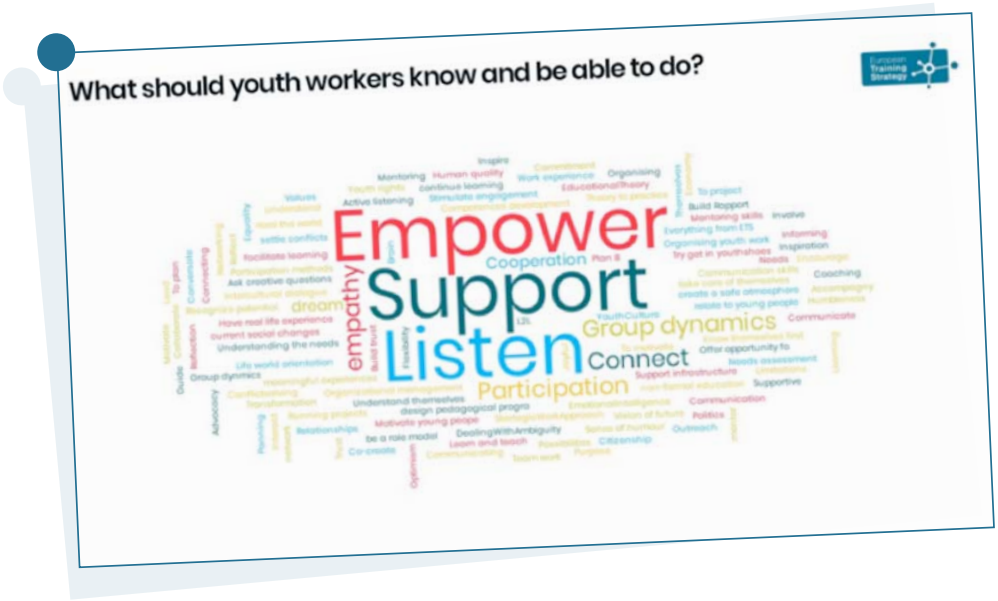
A question, coming from one of the people watching Tomi's live stream at home, asked what was more important to have in a youth work curriculum – "academic knowledge or practice reflection from lecturers and from practical work?" Tomi responded by explaining: "If you talk about non-formal learning and importance of your experiences, the programme itself should be based on those principles. But they need academic subjects as well. We need theories of learning, we need to know how society works, we need to know how our quality system works, and, of course, we need to know how Europe works. Not only for the sake of getting money, but understanding our situation. And if you do it well, if you are able to connect those things. This would be a degree curriculum."

For some, the basis of a youth work curriculum meant "creating a safe space for the development of an inclusive, critical pedagogy is vitally important." Others felt the priority should be based on the "needs" of young people and at the same time on the "needs" of those who work with young people.

Another participant shared that, in their experience, a youth work diploma was too "academic" in its approach and lacked the connection to learning and developing in actual practice. The response to this was the explanation that "the Italian 'Liceo Scientifico' and the Political Sciences degree of my formal education did not probably give me the specific tools to be any good in what I try to do, but together they meant a great deal in defining my identity and my general ability to understand what goes on around me." This person went on to explore how being able to understand political and social changes in society and being able to read and respond to research in the youth sector is vitally important. Therefore, some level of academic knowledge is important. Although it should not be the only way to learn, learning in any form is much more difficult without it.

It was also expressed that the youth work practitioner needs to understand people as a fundamental aspect of their practice and this, therefore, needs to be represented in education. Interestingly, "neuroscience", nurturing imagination, altruism, and compassion cannot be found in any youth work curriculum. For some people it was important for a curriculum to include the "how" and "why" of what we do, rather than the traditional development of tools and methods. However, it was also recognised that this needs to be balanced. For example, there is a high-level need for youth workers to gain digital competences and to be up to date with the latest apps and trends of young people.

The subject of curricula was explored in the keynote speech by Manfred Zentner. Manfred linked into the different realities faced and how these might or might not direct the essence of youth worker training. He asked the conference for their views on what should be included in youth worker training and what are the essential competences a youth worker should gain from their learning.



The conference responses placed a large focus on so-called "soft skills" and aspects related more to the "attitude" area of competence than to hard skills, reflecting many of the aspects shared in the previous paragraphs – the need to support, to empower, to listen, to be empathic, to understand group dynamics, etc. Whilst on one level these can be seen as skills that can be learnt, they all rely heavily on the attitude development and behaviour of the youth worker. Manfred picked up on the example of being a "role model". He said: "...it came up in the word cloud but how do you explain that

to a dean in a faculty to be part of the curriculum? And who do you get to come and teach it?" Even though elements of youth work, such as being a role model, are crucial, is it even something that can be taught?

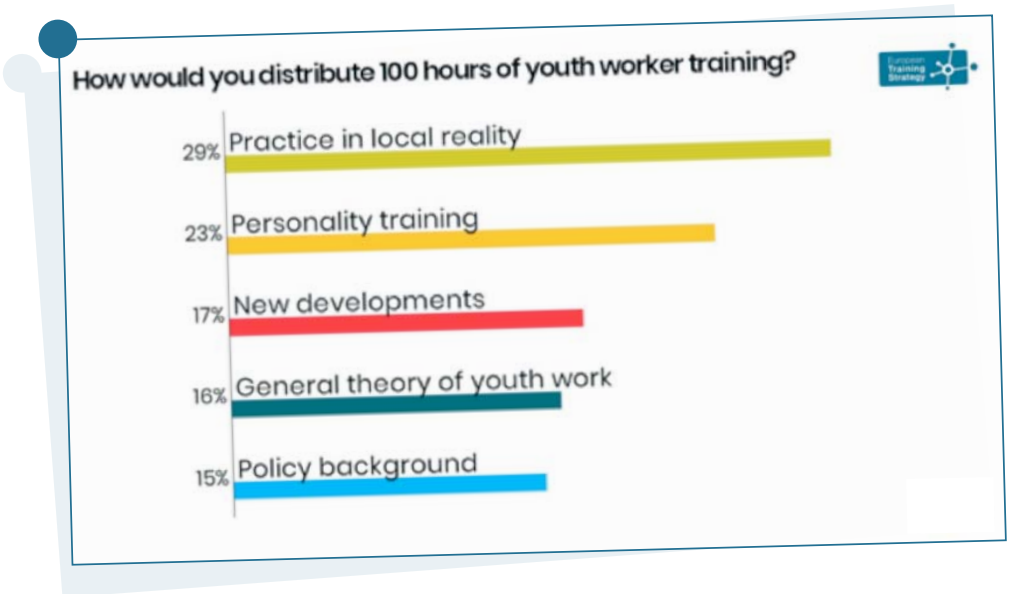
Interestingly, in one of the contribution sessions where potential curricula elements were listed, there was more of a leaning towards aspects of knowledge:

- Young people studies and community development;
- Understanding youth work;
- Communications;
- Young people in society;
- Working with young people;
- Community development practice;
- Work experience;
- Substance use issues in youth work;
- Social justice principles;
- Personal effectiveness;
- Digital competence.

Manfred picked up on the difficulty of choosing what to include or what not to include, this time from the perspective of the different sectors within the youth work field. He talked about policy makers, researchers and face-to-face youth workers, each having their own ideas, needs and views. Who should get to choose and what should be prioritised? He also highlighted another issue: "Does one size fit all?" This means that even if the "perfect" curriculum is developed, who is it perfect for? What is right for one person is not necessarily right for another, although one member of the conference reacted by saying that they felt "maybe there are only small differences".

Apart from thinking about what should be included, there is also the issue of how much time and credits should be devoted to different subjects. Manfred produced a list of potential curriculum subject areas and challenged the conference to think about how much time and energy should focus on each.

Using Mentimeter, the conference was asked: "How would you distribute 100 hours of youth worker training?" More theoretically-based subjects like "policy background" and "general theory of youth work" proved to be less popular than the more practical aspect of, for example, "practice". Following from comments and perspectives from the conference and its participants held in previous sections of this report, it is clear that the theoretical elements are considered necessary, even if they are not so popular.

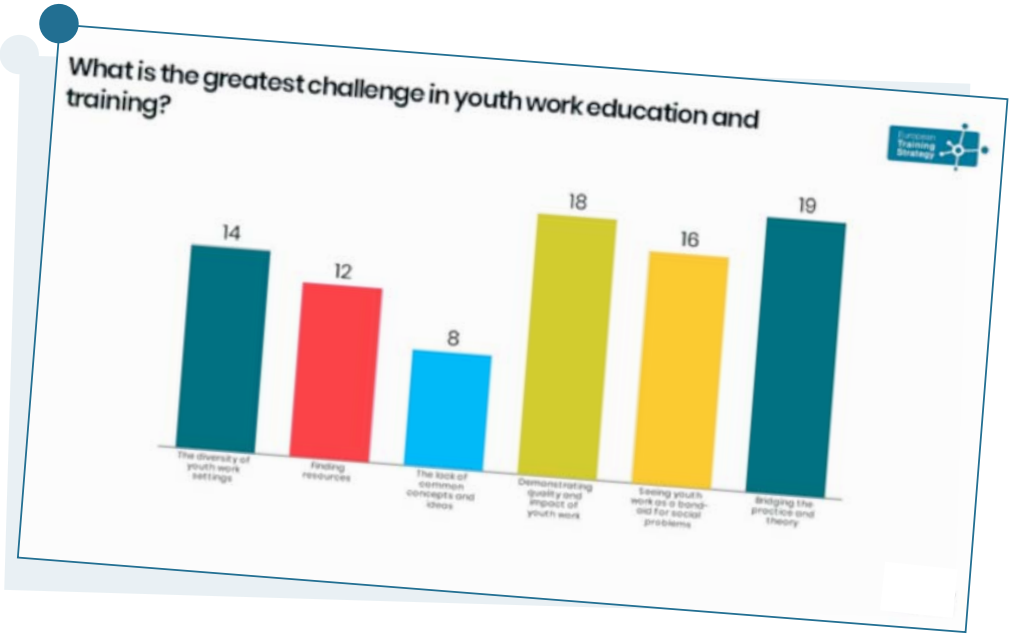


The Challenges

The conference participants were asked what they felt were the "greatest challenges in youth worker education and training?" The responses were quite varied with the three that scored the highest being: "Bridging the Practice and Theory", closely followed by "Demonstrating Quality and Impact of Youth Work" and "Seeing Youth Work as a Band-Aid for Social Problems". "Diversity of Youth Work Settings" and "Finding Resources" were next with "The Lack of Common Concepts and Ideas" placed in a lowly last place.

Interestingly again, the concept/issue of theory and practice emerges with the issue this time being how to bridge the two. This also indicates a desire to see the two connected and balanced, not necessarily half and half, but an appropriate balance according to national, regional or perhaps personal needs.

"We can probably safely conclude that all of these things are important. And that, at least, in some European contexts these things are a challenge and we need to work on all of these levels. I am not going to argue with you, all of these things are important and, depending from where you come from, these things might look differently."



Tomi Kiilakoski

There were a number of live online responses to this subject area showing the level of importance many people attribute to this subject and question. These included proposals for other challenges to be included in the list, e.g. "Developing Commonalities and Mutuality Amongst Separated Youths".

Cooperation Within the Sector

The contribution session "Research and Training – How do we Improve the Relationship?" was delivered by Mark E. Taylor. This contribution session raised two key questions: "How can those involved in developing training courses use research findings to improve their training offers?" and "How can we collaborate better with researchers directly in our training activities?"

This area of cooperation with the sector was explored by Tomi Kiilakoski in his keynote speech when he talked about how he works a lot with youth workers and one of the most important things he has learned is the need to listen to the youth workers in order to understand their learning needs. He went on to share a story about a youth project he was working with in Kokkola, Finland: "At first, the youth workers were quite sceptical about our ideas, because they thought it takes away their creativity and it somehow forces them to be something that they don't want to be." He explained that, over the years, the youth workers started to see the benefit of having someone with a broader overview of their work, with one even stating: "We are better able to offer services to young if we know what we do." The addition of strategies proposed from a research perspective directly supported the face-to-face youth work taking place. It also supported the youth work team in undertaking outreach work and successfully targeting many disadvantaged young people they had not previously been able to reach.

Manfred Zentner also covered this in his keynote speech, starting from the perspective that "youth researchers know what young people need and pass this information to the youth workers". Through their work, youth researchers can also pinpoint needs – from girls and young women, to boys and young men, to rural youth and inner-city youth.

Manfred Zentner stated that:

> "We have learned through different research projects that there are different needs and different understanding of the needs of young people."

He went on to explore the issue, using an example to explain that young people see their needs as entry to the labour market, being autonomous and growing up. Youth workers see young people's needs as the development of individual and social capacities, while youth researchers see young people's needs as making a career and having money.

Three options were proposed by Mark Taylor for developing cooperation within the sector:

- Enhance our antennae for what people think and say, i.e. become a kind of hybrid between trainer and researcher;
- Work much more closely with researchers on the what and how of their research AND consider their findings more systematically,
- Try to get the so-called "golden triangle" of practitioners, researchers and policy makers really working!

The following from Nikola Baktea shows that there are solutions and examples of cooperation in the sector. In her contribution session, "Youth workers qualifications and formalization of youth workers education – what competences do we expect?" she presented the Croatian Lifelong Learning Programme. This is cooperation between the University of Rijeka and the Institute for Social Research in Zagreb. The course deals with different aspects relating to young people and provides different competences for youth workers and other interested students. The course is balanced between the theoretical knowledge, research skills and community involvement required by youth workers.

Influences on Youth Worker Training

From Learning to Act to Learning to Learn!

Darko Markovic introduced "From Learning to Act to Learning to Learn and Back …" This contribution session was based on the article "The present and the future of youth worker training in Europe" from the publication "Thinking Seriously About Youth Work and How to do it" from the European Union and Council of Europe Youth partnership, written by Gisele Evrard Markovic and Darko Markovic. The session explored the current and future trends in youth worker training in Europe and whether training courses were leaning more toward learning or citizenship, personal transformation or social transformation.

From the period of the YOUTH Programme to the period of the Youth in Action programme there was a shift towards Learning to Learn. Now in the current Erasmus+, it is reverting to Learning to Act. Another aspect to be considered is how much of the shift is being caused by the needs of young people and how much is it a political agenda.

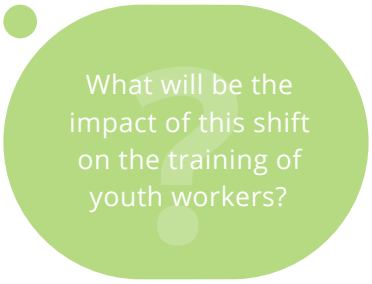
Learning to Act represents:

- Social transformation;
- Collective impact;
- A focus on service – EVS;
- Citizenship;
- The 7th competence area in ETS Competence Model for trainers;
- A revision of the key competences – civic competence as an independent competence;
- European Solidarity Corps.

Learning to Learn (L2L) represents:

- Individual impact;
- Individual learning outcomes;
- An EVS focused on learning;
- Key competences: L2L will be merged with social competences, personal development.

The question posed to the groups was:



The group explored a number of responses, for example Learning to Learn is the foundation and without Learning to Learn the other part doesn't make sense. And Learning to Act is happening, for example in the form of Solidarity Corps, and we should embrace it. Other thoughts centred on whether there might be a more strengthened political dimension to youth work.

Support or Control – ETS Competence Framework

Another influence on youth worker training is the ETS Competence Framework. Lars Norqvist held a contribution session titled "Readiness for Making the ETS Competence Models Useful!?" This session was for sharing knowledge and experiences on the implementation of strategies in educational contexts, discussing how the ETS models are perceived (as a means of support or a means of control in the youth sector) and looking at whether the group perceived the ETS Models as beneficial to organisations and individuals or not.

The following are some of the reflections from this group:

Support

- Connecting the models to support identified needs might help in understanding the initiative as support;
- If policy background is understood and shared it can be seen as support;
- Countries involving the youth field in policy making are more easily seen as providing support;
- Ownership is important;
- Putting the model, for example, in a training session for youth workers can help in the support and acceptance of the model, even though the policy reasons for developing the model remain unclear;
- "Celebrities in the field" informing the public about the model (such as Tomi in Finland) would trigger greater consideration in the Finnish youth work scene;
- Initiatives should complement each other and European developments could be a common "fireplace" bringing experts together to share;
- (European) competence recognition as an objective of the model could be a stronger tipping point than competence development.

Control

- From an organisational perspective it appears to be a state initiative linked to funding and might therefore be considered more control than support;
- Background policy is often not understood and outcomes are seen as control;
- In some countries, policy is copied from other countries or is created for certain beneficiaries and thus state developments are seen critically in general because ownership is missing.

Subjects of Learning

The conference provided a wealth of ideas and proposals regarding subjects a youth worker may be familiar with and or trained in. Some of these connected with the recurring subjects in the conference are listed below.

Digital Youth Work

Tomi Kiilakoski touched on the subject of digital youth work in his keynote address. He started by insisting that understanding the impact of digital cultures on the lives of young people requires education and training.

Tomi Kiilakoski went on to say:

> "There is a need for education, to share things professionally, developing an understanding of what young people are doing on the Internet and why they are doing it and what kind of digital cultures are born while using the Internet."

Youth workers need education, training and opportunities to talk about these issues, to share good practices and express their doubts and fears. They need to understand and know how to use the devices, what can be done on Instagram, what Snapchat is, what young people are doing on these platforms, what ASKfm is, and so on. There is also a need to share pedagogical ideas; if we are talking about digital youth work it has to be about youth work and the youth worker must be able to use it, i.e.

> "What can I use that will support young people to have fun and become citizens of society?"

Nerijus Kriauciunas explored S. Covey's seven habits, from the book "The Seven Habits of Highly Effective People", a set of principles and practices to guide people from dependence through independence on to interdependence and to practice effective leadership. The session was based on how such principles can be applied to support youth workers in developing their competences for digital youth work.

During the #ETSconference we look at how we can use S. Covey's model of 7 habits for training youth workers for #DigitalYouthWork

The European expert group on the digitalisation of youth work recently published recommendations that include a set of competences that youth workers should be equipped with to be able to implement digital youth work in their practice.

Nerijus stated that "digital youth work is part of youth work reality (not a method)". With the group, he went on to explore whether youth workers should, in essence, be leaders not followers. In digital youth work, this means keeping up with the latest trends and being proactive towards what young people are using and why they are using it, i.e. their needs, motivations, etc.

Nerijus went on to say:

> "When young people hung out on the streets, we invented street work, nowadays young people are hanging out in digital spaces, should we do something similar?"

It is necessary to deconstruct the idea that the digital world is about lonely people, it is in fact a world full of people working cooperatively. If someone is using an app, Snapchat for example, what are they using it for? For reaching out, building connections, getting help with something, being inspired or being inspiring. Digital youth work is like having a virtual youth centre – something that can be a useful alternative and solution for youth work in rural areas.

Covey's model encourages people to first move from "dependence to independence", meaning to be proactive, to begin with the end in mind, to put first things first. Subsequently they move from "independence to interdependence", meaning thinking to win, seeking first to understand then to be understood and synergising. Finally, there is the concept of "continual improvement", meaning to keep the saw sharpened.

Niels Brüggen also ran a contribution session on digital youth work titled "An Agile Mindset is Crucial – Developing Digital Youth Work". He presented the handbook "Developing Digital Youth Work" which acts as a working definition of digital youth work and explores how digital media or technology can be proactively used and or addressed.

Support and Well-being

"The Youth Workers We Deserve – Well-being in Youth Worker Education and Training (a core element or an optional extra?)" was a contribution session given by Dermot O'Brien. The support and well-being of youth workers appeared numerous times in the conference and in this section it was related to the training of youth workers. Dermot led a joint reflection on how we should be supporting youth workers or trainee youth workers in learning how to manage their own well-being as they develop on their journey within youth work.

It was a session of many questions: "Is this an important consideration in modern youth work?"; "Should it be?"; "Is there scope to support and nurture well-being within youth worker education so as to ensure that young people get the youth workers they need and deserve?" and "Where should this element sit in the hierarchy of youth worker education and training?"

Migrants and Refugees

Tomi Kiilakoski shared his views on multicultural youth work in Europe from a Finnish perspective. He started by relating the realisation in Finland that the proportion of young migrants attending youth activities was far smaller than proportion of young migrants living in Finland. Something was wrong with youth work. When young migrants did come to youth work activities there were many difficulties working with them.

There should be an emphasis on human rights and human rights education.

The youth sector realised they needed more knowledge, education and training.

The work with migrant youth requires new knowledge and new perspectives;

The situation revealed that even skilled youth workers need education to cope better with the changing social context. Whenever society changes, education is needed. Learning is necessary in order to be able to change. Education and learning are needed, even in the most professional circles.

THEME TRACK 3.

How Do We Do Youth Worker Education and Training?

This theme track took a look at the approaches, methodology and methods of how youth worker education and training is actually being conducted and supported. It also explored the different, alternative, new and innovative approaches being tried and adopted.

In his keynote speech, Manfred Zentner approached the subject of "how". Through a series of questions, he challenged the conference to reflect on several different aspects. He asked whether youth worker training should be in the community or in a lecture theatre. He proposed the idea of a "trial youth centre" where "some of the students play the parts of the young people and other students get to work with them".

He emphasised the need for practice and a potential need for trainee youth workers to have a supervisor watching over them. The question regarding the balance between formal and non-formal education and how to combine them came up again. Alexandro Jan Lai from the Facebook discussion compared the formal and non-formal education contexts: "[formal] education is a complex and long road to take, while training is more a specific-focused intense short and very focused 'maintenance' or 'enhancement' of the above mentioned education."

The "how" is closely linked with the "who". Manfred challenged whether training should be conducted by academics, youth researchers or someone from the field? And if a face-to-face youth worker were to teach, how would they balance their time between teaching/training and their daily youth work? If the trainer has "retired" from face-to-face youth work, how will they know what the latest trends and realities are?

He closed this series of thoughts with another question and a quote. The question was: "Can we really teach youth work or do we help them discover?" while the quote was: "You can't teach people anything, you can only help them discover it within themselves."

Learning Through Community

Nerijus Kriauciunas voiced his opinion on the importance of learning through the exchange of practice with the community of practice. He explained that this was particularly important where there were few or no opportunities for training youth workers. However, this is not automatically an easy solution as most youth workers struggle with their workloads and lack resources.

Tomi Kiilakoski added to this in his keynote speech. He feels that the learning process itself takes place in a larger community.

> "Learning is often seen as acquisition of knowledge, but then it is really about participation. And then we become aware of the youth work community."

He went on to explore the need for youth worker education as a means to learning about how to become members of the community. He also pushed the idea that youth work education is not only about learning the methodologies, but that there is also a need to understand the basics behind it by working with groups, peer learning and individual work. He also suggested that we should

connect ourselves to the professional community in order to learn what has previously been done in youth work, what is valued in youth work, why we are doing it, what could be done, what the points of development are, how we evaluate our situation, how we talk to young people, how we do community work, etc.

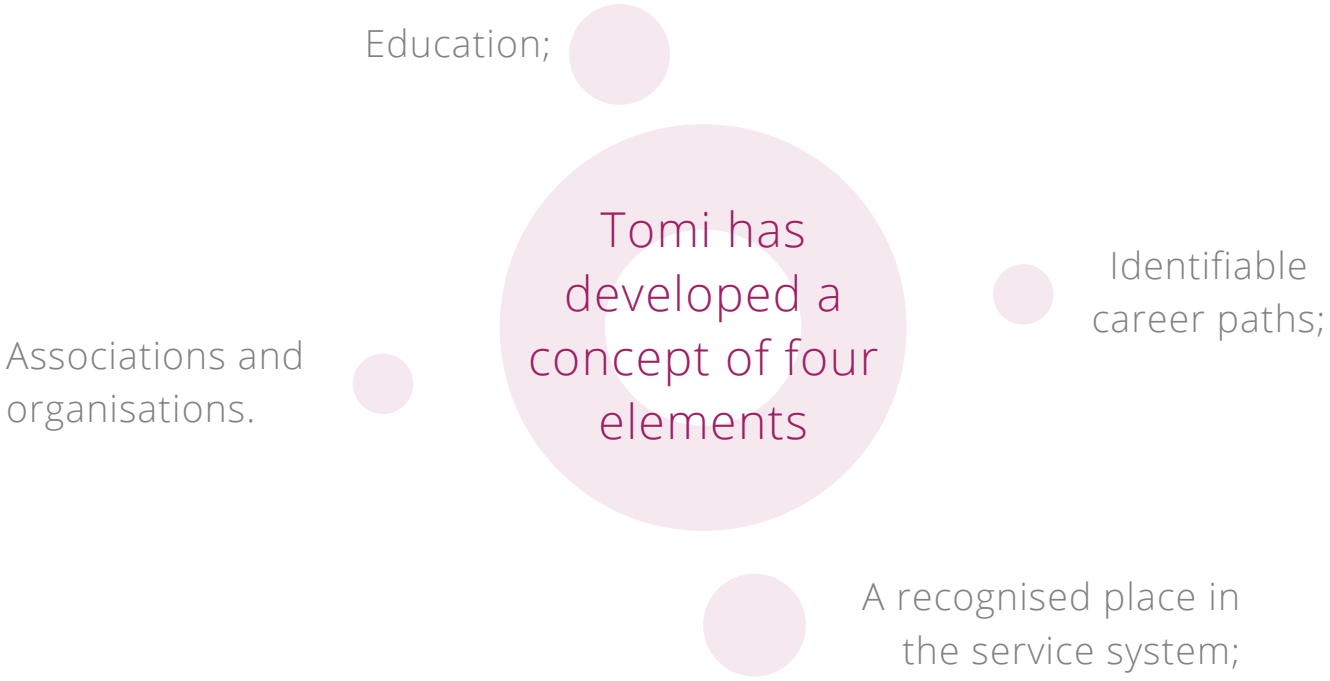
The discussion was also explored online, where the negative aspects of learning were highlighted. This began with scepticism about the effectiveness of youth worker training when it is purely classroom based. It was argued that many youth workers do not grasp the reality of youth work and that they need to be community-based in order to grow their understanding. The example of how too many youth workers still conduct youth exchanges as a "consuming travel activity" rather than an educational and cultural exchange was discussed. Another perspective was for the creation of a balance between idealism, i.e. learning about youth work in the classroom, and innovation, i.e. discovering and developing youth work in the community. It was felt that one should not exclude the other.

Approaches to Youth Worker Education

During the conference, a number of different approaches to youth worker education were proposed, mostly through the contribution sessions.

Building Awareness

In his keynote speech, Tomi Kiilakoski talked about the formal and non-formal context of youth work learning, education and training. He highlighted that in some countries there are well-developed programmes, while in others there is nothing at all. He explained that there are so many different forms of non-formal learning taking place in so many different locations across Europe that in reality not much is known about youth worker education from this side. "But if you look at formal education, 17 out of 41 countries have some sort of degree in youth work. Either in vocational education or on the university level."



He sees this as a dynamic system that needs to link with supporting structures in Europe. Because there are so many ways of learning how to become a youth worker, he feels that there needs to be recognised options: short-term and/or long-term training and education and formal and non-formal learning paths

Changing the Educational Approach

Nerijus Kriauciunas raised an issue about ongoing commitment to the education and training of youth workers in the traditional way. He pointed out that it was becoming more and more difficult for people to attend regular courses and those micro-courses were probably a way forward in the future. Such micro-courses would be connected to one another. He proposed exploring new and different approaches to training and education – short-term, 2 days, one week – and how these could connect with each other into educational pathways and learning trajectories, rather than "education".

Support and Well-being

Concern was expressed at training course programmes in the Erasmus+: Youth in Action programme that run for 12 hours or more per day. It was felt that there needs to be a balance between work time and personal time, either for simply relaxing or for people to connect with their online world – work, studies, personal, etc. People "need time to process". There is a belief that if we try to cover everything in a few intense and very long days, much will be gained by the participants. In reality, the opposite is true: it is better to do fewer things thoroughly and provide space for reflection and being. This is more beneficial and healthier for trainers and participants.

A contribution session was connected to this subject of support and well-being. Tanya Basarab and Tomi Kiilakoski put together this session titled "Youth Workers' perspectives on their education and support before and while doing youth work". They prepared a series of questions on the different phases of education and practice, from what motivates someone to become a youth worker, to exploring if that motivation changes over time, and to what kind of on-the-job support they receive. They also asked participants what they thought would be needed for the future:

- A rights-based approach to youth work;
- A training and advisory system to help organisations become more competent;
- A Youthpass for organisations;
- Conferences/meetings for youth workers, NGOs, NAs and policy makers to talk about concrete problems and come up with concrete solutions;
- A map of the competences needed in youth work and in the organisations;
- A need to create learning networks – this is not only about sharing good practice but also about mentoring and support;
- A complex mentorship programme with supervision, personal development plans, on-the-job learning and group support;
- A common framework for guidance (A, B, C steps);
- Having ongoing conversations with new and experienced youth workers;
- What to do?
  - A questionnaire to beneficiaries about what support they need in the future;
  - Work more on understanding why they don't use the support that is already offered to them;
- Supporting the concept of a shared vision on the future in Europe which helps youth workers define their goals;
- Acceptance of youth work and non-formal education by the public, politicians, etc.;
- Systematic financial support for organisations.

Tomi Kiilakoski highlighted that in any profession, the first years are a continuous learning experience and, as a result, a lot of support is needed.

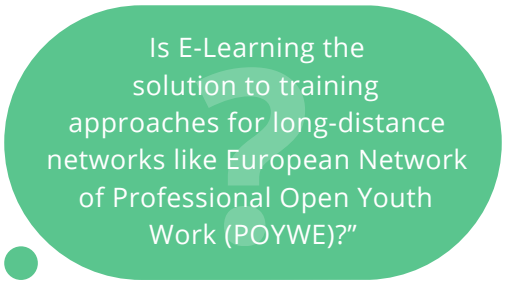
Social Intelligence

Olga Poddubnaya hosted the following contribution session: "Social Intelligence: how research in this field can influence educational environments". Daniel Goleman is one of the people pushing this concept and Olga wanted to share it as an approach that could be integrated into the education of youth workers. This could be achieved through exploring how we connect with different patterns of behaviour and knowledge of this concept could influence the design of the learning experience, support online learning and be used to support personal development plans.

Social intelligence includes social awareness and social facility. General intelligence derives from social intelligence. Interestingly, while society and culture value general intelligence very highly, little is known about social intelligence. In essence, social intelligence is all about paying attention to what is going on around us and making social connections. In a group, the dominant emotion will define the general mood of the group. This dominant emotion could come from one person who is dominant in the group, or it could simply be that the person who expresses themselves most strongly has the influence.

Social intelligence means connecting to different parts of the brain and recognising the chemical reactions in our bodies. For example, relationships with others not only affect what jokes are preferred but also affect our genes, the actual cells of the immune system. Therefore, a toxic relationship literally makes you ill over time. The amygdala part of the brain scans everyone we interact with and informs us whether a person can be trusted or not. This is not about what we hear the person saying, but rather about a subconscious level of analysing the person based on the emotions they express: if there is any mismatch, then the person will be judged as untrustworthy.

Digital Youth Work



This contribution session was conducted by Alexandra Beweis. Even before the contribution session, there were already numerous responses on social media to the question posed by Alex.

Some felt that e-learning itself was not an answer, but that a combination of Internet-based and face-to-face learning (blended learning) was a better option. For some, the belief is that learning is based on an interactive process that only takes place in person. There was a general feeling that utilising the Internet for learning opportunities means reaching people who would not normally have the opportunity to attend residential training courses. One of the main counter arguments focused on the practical differences between an online experience and a residential experience. An online experience creates or maintains an element of isolation, while face-to-face experiences offer a sense of belonging and being part of something.

While many agreed on the blended learning approach, there was also a train of thought that wanted to see a complete re-think about how learning takes place online – an exploration of new platforms, approaches and formats. This would probably require a re-think about education, including non-formal education.

As a network, POYWE supports the training and education of youth workers. They have recently developed an online course called "Youth Work: Of Pride and Prejudice". As a result of developing and implementing this course, they were faced with the many questions surrounding e-learning.

Specific questions included:

Some of the lessons learned through experience are that participants need to be continuously motivated and the course needs to be paced at a speed everyone (the majority) can manage. If the demand is too high, participants will drop out. Geographically, it is a very inclusive approach, although there also needs to be reliable Internet access and access to a computer. For them, the informal part of training was missing, which they felt no tool could recreate. Rewards are not the answer to maintaining commitment; rather, it is important to offer various options so the participants can participate in those aspects that interest them. Participants also often want certificates. Not everything that works offline also works online. They concluded that blended learning, a combination of online and offline tasks, works better for them.

Schools

"Youth worker education methods, training strategies and quality assurance in a multinational volunteer project" was a contribution session by Mareike Schwartz. Mareike presented the Coloured Glasses project run by Youth For Understanding. This project trains volunteers to deliver "Intercultural and Global Citizenship Education Workshops" to school classes and other groups of young people through a peer-to-peer learning approach. They use a variety of methods (online and offline) that ensure high-quality youth worker training.

Members of the group shared their thoughts on the connection between youth work and schools in their countries.

- **Lithuania:**
  often it is not clear what youth work even is and the youth workers themselves struggle to express their added value and competences;

- **Slovakia:**
  the youth work field still has a long way to go to create structures that allow for projects like this and for the non-formal to enter the formal sphere;

- **Tunisia:**
  schools are more open towards youth workers and non-formal education but youth work and its connection to youth organisations can be a challenge.

Escape Room Theory

Gabi Steinprinz held a contribution session on "Eduesc@peroom – an adventure of supporting learning". This session explained escape room theory and its link to the Competence Models. Eduesc@peroom is an escape room in an educational context, designed as a creative learning environment.

The session allowed participants to explore how they, as youth workers, could design and create such learning environments, what the role of the educator (youth worker or trainer) is and how to develop trainer or youth worker competences with this tool?

In all escape rooms there are educational elements, many linked to cooperation and communication and especially problem solving. In escape rooms, learning is organic and everyone finds their own way to play and learn. There is usually a lot of confusion to begin with as people look at things in different ways.

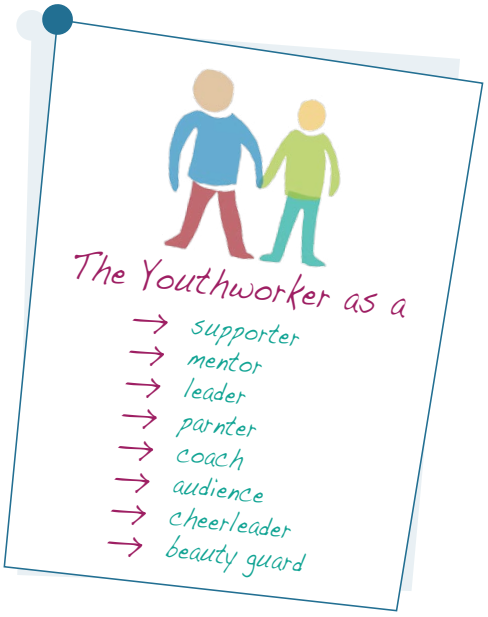
There are also many similarities to learning in non-formal education:

- There is an educational topic;
- There is a diversity in the tasks and puzzles;
- It aims to exploit the potential of all participants;
- The participants have to work together to find the answers and learn together;
- Debriefing is of high importance;
- One of the main differences is the role of the educator, who remains distant (in this case they physically leave the room).

Experiential Learning

"Experiential learning in youth worker training" was a contribution session by Eszter Dobák. Experiential learning builds on the way human beings learn, i.e. through experience and reflection. The session looked at how this concept can consciously be further built upon through debriefing, Meta reflection and group discussion.

Studies show that the way we introduce youth workers to the field of youth work is strongly correlated with how they themselves approach young people. In youth work, we aim to empower young people, to encourage them to explore, make decisions, etc. Therefore, the same principles should apply to youth worker education. Throughout their training, youth workers should be learning about themselves as well as about young people and how to work with them. They could work on personal development and awareness with regard to preferred teaching and learning styles and the different roles of leader, coach, partner, steward, etc.



Theory and Practice

Michelangelo Belletti hosted the contribution session on "Youth workers around Italy on a learning pathway". Associanimazione organised two training courses for youth workers and developed a format that fully encompasses the methodologies coming from non-formal education, thus creating a stronger link between theory and practice.

In the planning of the courses, they wanted to highlight the challenges faced by youth workers and identified five of these. Each challenge represents a thematic area in the training path which in turn has a twofold objective:

- To increase the competences of the participants as professionals able to deal with the most relevant issues related to working with young people;
- To develop new reflections and operational indications on these topics so that they can be used in a community of practice that goes beyond those who embark on their learning journey and potentially involves all those who work in an animative way with young people.

THEME TRACK 4

The "World Around" Youth Worker Education

The fourth theme track looks beyond the youth worker world and explores the links, synergies, other spaces and actors involved in, or connected to, this work.

In the discussions on Facebook leading up to the conference, a number of subject areas were raised which were related to this aspect of the "world around". It was pointed out how youth work is often seen and/or used as an emergency response tool. "When the world economic crisis hit, suddenly and unexpectedly the youth work agenda was changed from citizenship to employment. When Europe faced terror attacks, suddenly again, the youth work agenda was turned to [tackling] radicalisation and citizenship." (Nerijus Kriauciunas). Nerijus went on to point out that despite youth work being seen and used as the "answer", such responsibility does not come with any resources, although it can also be noted that, in respect to the economic crisis, youth work was reduced on many national levels.

Others pointed out that it is the people in the youth work sector who are crying out to be noticed in such a crisis as a way of gaining recognition. "I have the feeling that youth work(ers) also tend to say 'but if you give us money, we can fix this' which is partly even true and partly dangerous for our focus and values." (Alexandra Beweis). The discussion continued on this particular aspect with questions around who is actually asking youth work to save the world: is it the youth sector itself – desperate for resources – or is it governments looking for cheap solutions. In the online discussion, this point remained unanswered.

The Community of Youth Work

Another aspect in this subject requires looking inwards from a broader perspective, meaning the community of youth work and youth workers on a European or even global level. Tomi Kiilakoski stated: "The youth worker community is larger than the community where you work in your hometown or in your home country even, so we need to have a wider perspective and that's why we need education." The feeling here was that there needs to be a greater connection between those working in the youth sector from different countries. The belief is that this connection will make us stronger and more effective. It is believed that it would also support lobbying towards local, national and international decision makers, influencing policy and improving recognition in all countries, regardless of the degree to which it is or is not already recognised.

The debate also provoked many live online responses and inputs to the question posed by SALTO Training and Cooperation on Facebook: "What do we need more in youth work at the moment? Two-thirds of the participants in the #ETSconference think it is youth work communities that work together. How about you?"

> "Youth worker training and education is not only helping youth workers to learn, it is also about becoming a European community of youth workers."

Responses included the agreement that there needs to be a greater sense of community for a stronger and more relevant impact. It was felt that this would also impact the professional development of youth workers. Without a strong community of practice there is no strength or harmony for lobbying and promoting the work being done or the needs of young people. If it is only down to individual personalities

who only represent their own micro world, this may have a limited impact in the immediate vicinity, but will do nothing to support the greater good.

Cross-Sectoral

Unequal Relationships

A point was raised pre-conference about KA2 Strategic Partnership projects and how, by including partners from other sectors, e.g. schools, employers, higher education, etc., they get extra points. He went on to raise two interesting issues, one regarding the actual engagement, or lack thereof, of these partners and the other issue is that he had never heard of any of these other sectors including the youth sector in one of their applications.

Non-Formal and Formal Learning

In the contribution session "Non-formalizing the formal", Konstantinos Spatiotis proposed advocating for the insertion of "European youth work" and "Erasmus+: Youth in Action programme non-formal learning" into formal education. He believes that the presence of youth workers could enhance the formal learning environments of young people, providing support, motivation and empowerment. Another aspect worth considering is the potential development of different competences (citizenship skills, soft skills, etc.).

In the contribution session "Trainings of youth workers – how can they lead to a reference to the European Qualification Framework (EQF) in the future?", Klaus Schreiner shared that from 2019 it will be possible for non-formal qualifications to refer to the appropriate level of the National Qualification Framework (NQF). The NQF makes qualifications visible and comparable through the EQF across Europe. In Austria, youth work turned out to be a prime example in the development of methods which allow non-formal training courses to be referenced by the EQF without losing the specific training culture developed in the field of youth work.

National Agency Support

Marco Frimberger hosted the contribution session "An added value? – The role of the Austrian National Agency in supporting quality in youth work". This was a session exploring the approach of the Austrian National Agency (NA) of Erasmus+: Youth in Action programme in supporting quality development in youth work in Austria.

The Austrian NA works on all levels (local, regional, national, and international) with youth organisations, youth information, open youth work and international youth work. They aim to support inclusion, accessibility and service, to highlight the added value of working internationally, to support quality development in youth work and to cooperate with a wide range of stakeholders on a national level.

They provide information as "experts" on European policy developments – translating the information to the youth workers in an understandable language. They also support the quality development of youth work and mobility of youth work projects with special focus on organisations implementing high quality projects and first-time applicants. They ensure a high level of awareness on youth work

issues across Austria. The NA also supports a cross-sectoral approach through identifying national cooperation partners and developing a more natural, targeted cooperation. They provide advice on how to arrange cross-sectoral KA2 applications through an annual conference.

Competence Models and Recognition

At another contribution session, "First the baker then the bread!", Paul Kloosterman focused on how we can use the ETS Competence Model for youth workers as an instrument for visibility, recognition and quality improvement in youth work.

He posed a number of questions:

- How can the Competence Model be used to define youth work?
- How can the Competence Model promote and recognise youth work across Europe?
- How can we create a common framework for the education of youth workers at both a European and national level?
- How can the Competence Model make youth work(ers) sexy? Or is there too much Europe in our national/ local youth work?

Here, the discussion focused on the link between the international youth work sector and the training it conducts with youth workers and formal education. The group explored the possibilities of translating the professional competences of people doing youth work training at the European level into formal degrees.

The other part of the discussion from this group focused on the recognition concept and asked the questions:

"How to break down the results of non-formal youth worker education to be used in the youth welfare sector?" was the contribution session hosted by Anna Müller. The challenge in this session was to "translate" the results of (international) non-formal youth education to daily life youth work. It was felt that more synergies could be used if the same "language" was spoken and if the different approaches could be broken down to identify the crossover.

Another contribution session by Daniel Poli, introduced the "The German initiative 'Round Table: Training of youth work professionals in the field of international and European youth work'". The discussion focused on further developing existing training and education strategies to promote and strengthen the mobility of youth work professionals and to develop new formats of training based on the needs of youth work professionals.

For this to work, it will be necessary to bring together all the different stakeholders in training and to develop a national strategy on the training of youth work professionals, to explore what already exists at the national and European level and bring it all together in a national strategy. This means reaching out to under-represented target groups of youth work professionals, implementing the use of the ETS Competence Model at the national level and further developing the recognition systems.

This will require a political level strategy and will, organisations being open to the international dimension and individual members of the youth sector working with the concept by fitting it into their work life and then transferring the benefits.

Entrepreneurship

In another contribution session, Liliana Rujatu explored "Creating a supportive environment for youth entrepreneurship". She focused on the development of entrepreneurship competences of young people in the contexts of policy framework and formal, non-formal and informal learning educators as a support factor in entrepreneurship education. This requires a cross-sectoral approach involving the youth sector, higher education, policy makers and business. She raised the specific question: "Is it necessary to review policies and the legislation system(s) to make entrepreneurship a support for youth inclusion?"

Digital Youth Work

In the contribution session run by the International Youth Work Trainers Guild, "Digital tools for professional appraisal" were explored. The International Youth Work Trainers Guild is developing a web-based environment and 360° review tools for the professional appraisal of trainers. Digital solutions will include tools for self-assessment based on the ETS Competence Model for trainers and will offer possibilities to collect external reviews from participants, trainer colleagues and contractors. The expectation here is that new solutions will contribute to trainers' ongoing professional development beyond the youth sector. Professionalism means being professional in many areas which span and cross into different sectors. This app will support youth work trainers.

Support and Well-Being

"In between spaces" was a contribution session run by Salvi Greco and Antti Korhonen. This started out as a philosophical-random conversation on aspects of youth work and training in youth work, exploring the meaning behind what we do, the sense of inspiring precariousness in our work and the concept of "dealing with ambiguity".

They provided a series of mostly support-based questions to start the discussion:

- As a youth worker (trainer), what are the uncertainties and vulnerabilities you live with?
- How is youth work supported in your reality? What support systems do you have?
- What do you do and how do you do it when – in your reality – you have no support, or not enough support, for youth work?
- What do you think/feel is the real value that youth work has in your reality (local, national)?
- What are the real links between European and local youth work? How can we bring this together, if at all?
- Do you use self-assessment tools (Competence Models for youth workers/trainers, others)?
- What are our as yet unwritten practices and stories?

The discussion started with different reflections from the participants. Some participants spoke about merely surviving (low salaries and high workload and a lack of knowledge of career options), while others expressed how they continue working because of "personal experiences" and the rewards of seeing change and success in the young people they work with.

Darko Mitevski also focused on "The needs and well-being of trainers and youth workers". This contribution session focused on the actual education and training of youth workers and how it focuses on the content that we deliver and how it can be delivered to improve the conditions of the youth, but not on how we take care of ourselves and our needs. The issues covered mirrored the other session encompassing this subject area, with topics like challenging situations, heavy workloads, lack of infrastructure, unexpected logistical issues on projects, unpredictable emotional interactions and working with young people with fewer opportunities.

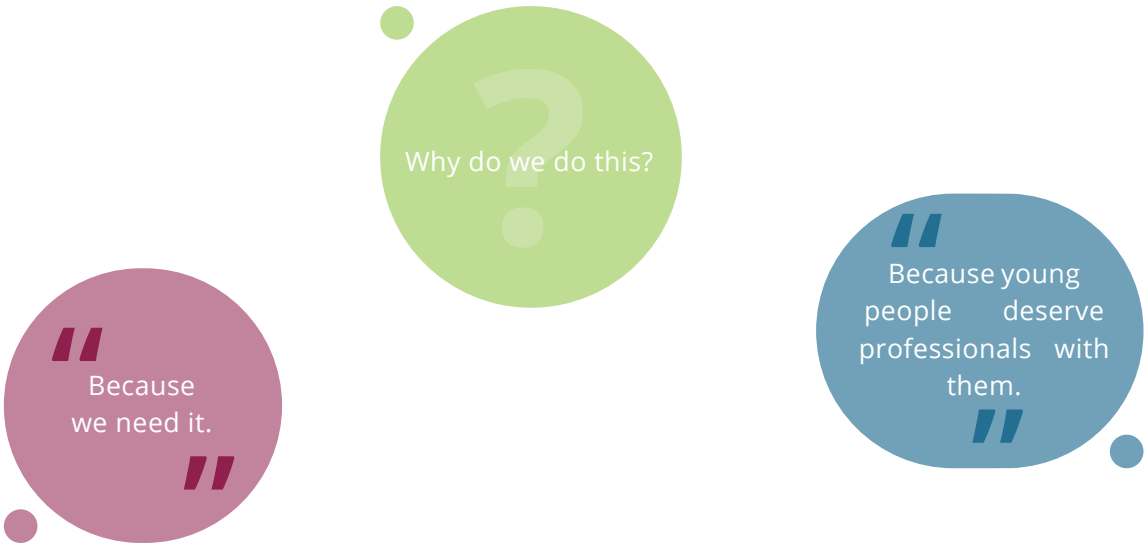
THEME TRACK 5

How Can We Guarantee Quality Youth Worker Education and Training?

Hans-Georg Wicke said: "For me, the fifth question is the most important. The previous four are very easy to be answered but fifth we need to overcome in order to get positive answers to the other four." This was a question that resulted in a lot of varied thought. For one participant it was all about "passion", while for another the answer was clearly down to "numbers of hours worked" and "strict criteria".

Another participant pointed out that when something like quality is not driven by "leadership" of some form, it can be the loudest voice that gives direction, even though loud does not necessarily mean quality. Some people felt that "quality" should be led by the institution, providing guidance from the top down. According to Ekaterini Prokopiou: "In Cyprus we just had a youth strategy last year and youth work was semi-recognised as a profession and people who will decide who will be a youth worker have no contact with youth work, training or Erasmus+. How do we make this connection, the bridge, between extreme formal education and non-formal learning?" Even where there is recognition, if there is no understanding, it can be said that nothing has really been gained in relation to quality.

Perhaps, most importantly in this debate, is the following point made by one of the participants:



Needs and Support

The final sessions of the conference saw participants coming together, at first in randomly mixed groups to discuss and identify the kind of support needed for the education and training of youth workers. Support and needs cover a wide range of issues that relate to ongoing development in youth work and youth worker training.

Education and Training

The support and/or needs included additional and more training opportunities for the Competence Framework. More specifically, another group requested actual training on the "competences" of youth workers. This was backed up with requests for an increased budget from NAs to organise and/or support training courses on the Competence Models. Others posed questions asking for support on how they could implement the Competence Models in their own training of youth workers and how they could use the ETS Competence Models in practice or help bring the ETS to life at a local level and also at the national level. This linked into exploratory questions on how to go about training youth workers at the national level.

Common Standards

A basic need of many participants is the need for a clear definition of youth work at both the national and European level. Some groups wanted to know how and when there will be common standards in youth workers' education and/or training and when will this become a reality throughout Europe. Others wanted to know how ETS could support national development in youth work and how it could bring countries closer together. Support from colleagues and other local youth workers was proposed in order to adopt a common set of quality standards to create a bottom-up approach and influence other people. Another proposal was for a glossary of European/international youth work practice terms.

National Agencies

Some groups wanted to know how the NAs and policy makers will cooperate on these strategic issues with NGOs and how can the NGOs contribute. In addition, they also wanted to know how to bring the international level policies more into the local (not institutionalised) level of youth work? Others wanted to see NAs utilising youth research materials – as pushed for during the conference in some of the contribution sessions. Another group wanted to see a competence development of NA staff in the context of ETS as a means for NAs to support the Competence Model for youth workers and the quality development of youth work. This could be done through supporting pilot projects on training courses for higher quality in youth work.

ETS

Participants proposed ETS Advisory Groups to be set up at the national level in order to host national level meetings for youth workers that would reach out to and involve local organisations. They would like to have more international seminars and conferences providing opportunities for exchanging and sharing experiences on implementing the ETS – especially with a cross-sectoral approach involving youth workers, university staff, researchers, etc. This could also be linked to Europe-wide consultations on the further development of ETS. There was also a request for an exploration of synergies and differences between the ETS Competence Models in Erasmus+ (ETS and Youthpass).

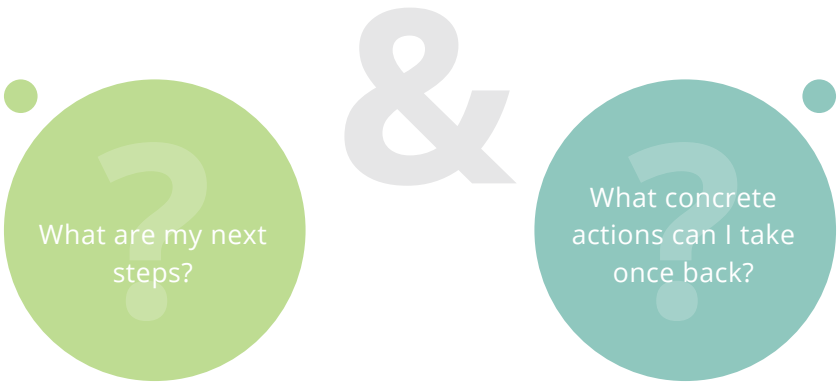
Access

For some, the need for support included access, for example the translation of the Competence Model and materials into different languages. For others, it was to have access to a simplified version of the models and of accreditation for youth workers. Access to best practices and feedback from the ETS training experiences that have taken place was another request.

Cross-Sectoral

Better information about, and recognition of the non-formal learning and youth work through the joint effort of NAs, NGOs, universities and the government sector was identified as a need related to the coming together of different sectors connected with young people.

What Next?



Promotion

One of the clear messages to the conference and to ETS in general was a desire to spread information and promote and discuss the ETS Competence Model for youth workers with different stakeholders. Participants wanted to organise meetings and create national working groups.

National Agencies

Linked to promotion was reporting back to the NAs, both those who are already very much involved in ETS and those who are still less connected. Some participants were going to propose the inclusion of the ETS Competence Model for Youth Workers in national and international training for youth workers to their NAs, especially to the NA pools of youth workers and trainers.

Applying the Competence Model for Youth Workers/ETS

Participants said they would work on linking the Competence Model to their national curriculum for youth workers. Others committed to developing and implementing training courses based on ETS and pushing the Competence Model into the national qualifications for youth workers in their country.

Others said they would start working on adapting the ETS Competence Model to national, regional and local realities and on the development of creating national quality frameworks – for some this would be through applying national frameworks from other countries to their own national and/or local level.

Cross-Sectoral

Some participants wanted to create stronger synergies between practices, youth work studies and research, while others wanted to initiate a pilot study programme at vocational secondary schools. Others saw a need to connect youth work providers and formal education youth work courses.

The following are some key questions identified by the participants:

- What are the possibilities for more conversation and collaboration across and between formal education/VET/non-formal education/ informal education?
- How can we involve all levels and parties in the development of shared frameworks and Competence Models?
- How do we get past assumptions (sometimes negative) about what happens in universities regarding youth work?

Recognition

Recognition remains a key feature for the Western Balkans and this group of countries dedicated themselves to further efforts towards the recognition of non-formal and informal learning nationally and regionally.

Access

Some participants committed themselves to translating the ETS Competence Framework.

Digital Youth Work

Some participants committed to applying a digital dimension (theory and practice), including the development of digital youth work and educating youth workers in digital literacy.

Further questions for the future included:

Should there be e-learning in youth worker training?

&

The future of digital youth work approaches, methods and reality. Should we be online youth workers or successfully managing the digital with classical youth work?

In addition to this, participants in the conference identified some key questions for the future:

European Level

- Synergy of EU vs. national documents?
- Is there an initiative to map/document youth worker education and training at an EU level (as a means of influencing local policy on youth work through a European advocacy initiative)?
- What are the pros and cons of developing European youth work standards?

ETS

- How will youth workers get to know the Competence Model?

Youth Work

- What is the essence of youth work?
- How do other participants (youth workers) "really" work in practice?
- What do we want to achieve with young people and what is the most important thing that we should work with them on?
- How can we help small NGOs do their work well?
- Why is everyone focusing on the professionalisation of youth work? Where did good old volunteering go?
- What is the link between and the synchronisation of youth needs; what do youth workers think young people need and what does the community/society need from both?
- Do we really want youth work to be "apolitical"?

Support and Well-being

- How can I support my fellow youth workers better?
- How do we inspire youth workers to be more interested in self-development and analysis?

There were a number of words and concepts that arose repeatedly as subjects and discussions during the conference. It is these words and concepts that will form the basis of the conclusion of this report, even though many of these are still more questions than specific answers. However, the fact that they recurred so often and were talked about so much is a conclusion in itself about their current importance in the youth sector.

In addition, these conclusions could provide relevant material for discussions during the next ETS Advisory Group meeting and might lead the way to further activities and initiatives connected to Erasmus+, as well as have an impact at the policy level.

Recognition

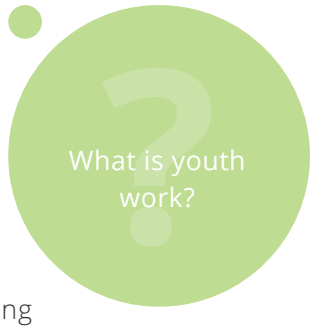
Recognition was one of the key topics of the conference. In addition, it has also been the key topic in different youth work settings around Europe for the last couple of decades. At the end of day two, one of the participants in the conference wrote: "What/whom do 'we' seek recognition from/for?"
And in the one of the closing remarks, Paavo Pyykkönen said:

> "What is in youth work? Why do we do it? What are the objectives? What is the connection with learning? If we are answering this question, then we all need to know what it is, so we also approach young people accordingly. Just spending time with young people, it is not youth work. We need to take ourselves seriously, we are competing with other sectors, we are seen as going around and doing funny stuff. We need to stand behind our values and objectives. Why are we important? Why should we be recognised? It is our job. No one will do it for us."

When asked by Rita Bergstein about the challenges of recognition and whether it is the youth workers themselves who are standing in their own way, Tomi Kiilakoski responded:

> "We need to have some shared idea of what youth work is all about. It's about the content, really. What do we want to put in and what do we want to leave out. Jonas, in his article, was talking about the clear business idea which can be said in 15 seconds. So that's the challenge, really – how to express ourselves in a way that people can understand. They want to hear what youth work is about and what do you actually do and why should we care about you."

Questions like



were at the core of the recognition discussions, even in the online space before the conference, where recognition was addressed by some of the participants in terms of the need for support from different stakeholders asking for youth work to be defined and recognised as a profession.

The other question linked to recognition was "Who are the youth workers?" Darko Mitevski responded with the following:

> "Who are the youth workers? Are they the professional ones that go to school or the young people that grow up in certain environments, go to training courses (a lot) and then they become the youth workers? I don't like that we are not closing the debate. I am a youth worker for 18 years and then the question is raised whether I am qualified to be the youth worker. It will be our starting point for putting the competences in practice."

In his keynote speech, Tomi Kiilakoski remarked that recognition is one of the core issues in the youth sector and stated that he believed it can be achieved through education and training, and that it requires common frameworks in youth work, such as competence descriptions, evaluation practices, philosophical principles and ethical guidelines to be defined and harmonised. Tomi noted the following:

> "Moving towards common ground, I have my doubts on all of these things, but I still think it is really important to try to get there and try to express ourselves as a European community of youth workers, because that day the community might be stronger."

> "ETS is like a fireplace where we come together, we share. In Slovenia it is the question of identification – how many of two million people identify as youth workers? It is also connected with the stability of our sector. These competence charts are not strong enough. But I don't find stronger tablets, so thank you at least for this."

The ETS is a strong step towards the common framework and the strengthening of the youth work identity. However, there is still much to be done. Matej Cepin put it like this:

Cross-Sectoral Cooperation

Connected to recognition, but also to quality assurance and the advancement of the youth work field, the need for cross-sectoral cooperation came up many times, both in terms of different sectors and in terms of intra-sectoral cooperation, i.e. researchers, youth workers, trainers, policy makers, etc.

It was a subject in some of the contribution sessions and it was mentioned in many of the working groups on the last day, both in terms of the support needed and the next steps. When completing the evaluation sentence at the end of the second day people wrote:

"I got [overly] excited about ..."

- ... to speak at eye level with policy makers;
- ... Vision of the future together.
- ... learning that it is important to make connections with all interested parties in order to have success with youth work;
- ... possibilities of more conversations and collaboration across and between formal education/ VET/non-formal/informal;
- ... links between formal and non-formal learning
- ... I'm asking myself if there is 'the formal' education and 'the non-formal' education?
- ... how to find a way to link and relate training and research on national level in my reality;
- ... European cooperation between providers of youth workers' education;
- ... discussing the issue about added value in youth work from the side of National Agencies;

There is a clear need to create links and seek cooperation with other sectors. Some participants think that youth work leads the way when it comes to experiential learning, combining learning and fun and real inclusive participation. It was pointed out that while this is an expertise in youth work, other sectors have their own expertise, for example writing a master's thesis on youth work requires a high level of combining theory with reflection – an expertise of the formal education sector. There is a need for a common understanding of what quality is and who provides it and to have a better level of communication about these things between us.

While reflecting on the importance of cross-sectoral cooperation, there are some questions that are left to be answered in the future:

Future Questions

- Why are policy objectives perceived differently at practice level than how they were intended (such as something other than youth work, wrong for youth work)?
- How to get past assumptions (sometimes negative) about what happens in universities about youth work?
- How to create a successful collaboration between formal and non-formal education?
- How can the National Agencies and policy makers cooperate on these strategic issues with NGOs and how can we contribute practically?
- How can we involve all levels and parties in the development of shared frameworks and Competence Models?

Quality

Some participants had further questions relating to quality when completing the interactive statement:

Others were excited at the prospect of quality and in favour of a self-regulatory approach to quality. During the closing session, Darko Markovic, said:

> "I have a feeling we are stepping on something important. I am excited. Personally, I am a big fan of self-regulation. The field regulates itself. So, let's make a step forward. I have some idea on how to do it in Serbia. Maybe we can really start thinking about the system of qualification based on the Competence Framework. Some way of self-regulation system could be a way forward to certification. As a trainer, I would appreciate if we take care of it ourselves instead of waiting for someone else to do it for us."

Darko's message was in line with the statements concerning recognition: show initiative, take what is already there and start working on the quality standards and qualifications which might be very much in line with the Competence Framework.

Support and Well-Being

Originally addressed in the contribution sessions on the second day, this topic continued to find its place in different conversations and reflections, as well as in the needs clearly expressed by many youth workers. Well-being strategies and tools for youth workers, selfcare, reflection as part of our professional practice and more, were all talked about to some degree.

> "I might have even more questions about the ways we could work on team members' and Erasmus+ programme participants' well-being. Some of us are absolutely overwhelmed with the amount of red tape and it also affects the people we interact with."
>
> Participants

Speaking in the closing session, Dermot O'Brien said:

> "I am a youth worker and my life is spent introducing myself to young people. Every group of young people I meet, there is a part of me thinking – who will be next? There is a guy here that was in my youth work and now is working in the NA. Beat that! There is something about young people dreaming about becoming a youth worker. I would like that they don't see hurdles. We can tell them our stories, but also tell them that there is the alternative and that it is easier and that it will make them flourish. I want us to help young people reach those dreams."

Digital Youth Work

Digital youth work was the dark horse of the conference and it appeared in contributions, conversations, questions, future plans and even closing remarks. This was probably partially due to the digital dimension of the conference, but is probably more related to the fact that digital youth work is becoming more and more present in the youth work context and that it also challenges, frustrates and excites youth workers on daily basis.

But even more than its development in youth work, it is being used to emphasise the importance of the education and training of youth workers. This is precisely what Tomi Kiilakoski highlighted in his keynote address: "When technology around us changes, we need to learn new things. And the thing in the modern life, not only modern societies, is that everything around us changes constantly. So, we need to learn all the time." And "So, again, there is a need for education, to share the things professionally."

Digital youth work was also represented in some of the insights/questions expressed by the participants in the conference to the interactive question:

I might have [even] more questions about ...

... effective habits for digital youth work.

... e-learning in youth worker training;

... digital youth work: it's aims, forms, practice and future perspective;

... agile mindset and digital youth work;

... digital future to the conference;

... does youth work go digital to provide services or youth workers go digital to reach youth and bring them 'back' to reality?

... I would like to know more about digital youth work;

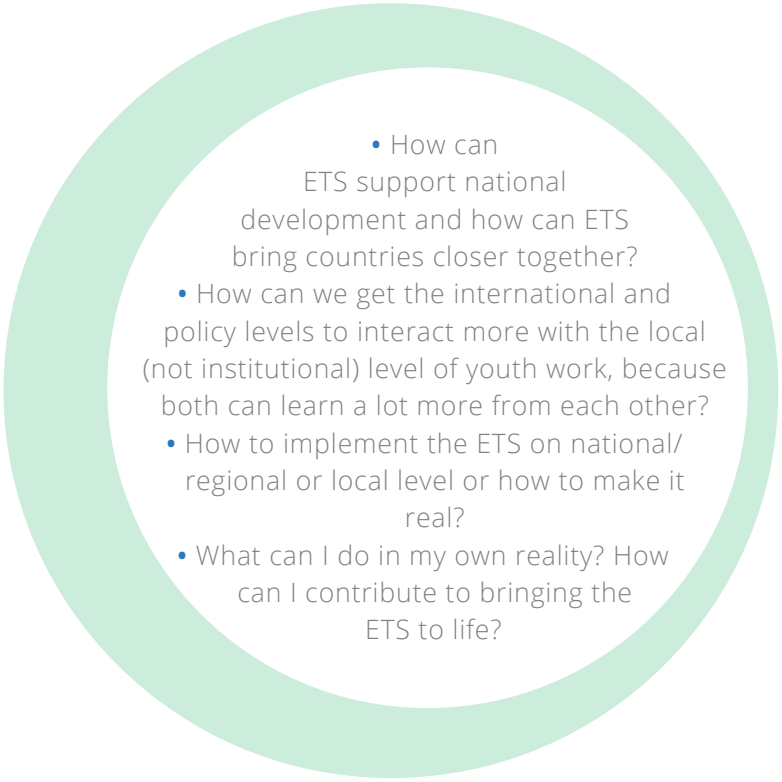
... I am thinking about many unresolved issues of digital youth work and role of youth workers in it;

... digital youth work development;

... the future of digital youth work approaches, methods, reality. Should we be online youth workers or successfully manage the digital with classical youth work?

European to National to Regional to Local

This topic was very much present throughout the days of the conference and peaked when the country groups explored the "What Next?" question. This included how to bring the Competence Models from the European to the national, regional, local and even the organisational levels:



These were just some of the questions left with the participants at the end of day two and then further elaborated in the groups on the final day. There were certainly more questions remaining (including the need for support) than answers. But one thing is certain, there is a need for using the ETS Competence Model(s) on different levels and adjusting them to different realities. It is a need that a great number of participants said they were willing to work on in the next steps after the conference.

Closing words from some of the participants:

"Promoting training and recognition of the figure of youth worker at European level is the goal of ETS and on which the conference "The Quality Bonus" of Mainz was focused. Work has just concluded and many issues are left open, but for us, we continue our commitment to support youth work on our territory!"

Sara Ka'ki

"Closing of the ETS Conference. New possibilities and synergies to discover and to discuss"

Karima Ait Mhand

Corinna Robertson-Liersch

"Lots of "Y"s ... standing for Youth, Youth Work, You, Yes, Youthpass, Yeeeyyyy...and so on!!! At conference "The Quality Bonus"."

Mihaela Amariei

"Productive and inspiring few days at European Training Strategy Conference in Germany"

Aiste Slajute

"200 social posts made by you – have fun exploring what resonated the most during the #ETSconference "The Quality Bonus"."

Laimonas Ragauskas

"On our way back from the ETS Conference with lots of input, ideas and strategies on what POYWE can do in the context of training and education of youth workers"

POYWE

APPENDIX 1

Statistics from the ETS Conference Digital Presence

The conference had a particular focus on using social media. As a result, it generated a lot of excitement among the participants and a wider audience across Europe and this was notable online. The use of social media was part of a strong digital approach to the conference, which aimed to facilitate the conference in a more inclusive and encompassing way. This was for both the participants present in Mainz and all those who were unable to join but could contribute and benefit from being engaged online. The conference had a Facebook event, where the four different core questions were shared. The same four questions, together with a fifth, were used as the theme tracks for the conference.

Actionbound was used to prepare the participants. It was used as a teaser before the conference and another Actionbound activity was used as an introductory activity on the first morning of the conference.

The majority of the online interaction took place through the SALTO Training and Cooperation Resource Centre Facebook page and Twitter account.

Within the conference itself, various digital tools were utilised as part of the overall facilitation:

- Strea.ma – a social media wall encompassing Facebook, Twitter and Instagram;
- Padlet overview and mapping of the session contributions;
- Etherpad for collaborative note-taking;
- Mentimeter for plenary interaction with all the participants of the conference;
- Actionbound for creating interactive activities to explore different aspects and subjects.

Facebook Live was engaged for the two keynote speeches of Tomi Kiilakoski and Manfred Zentner and the two question and answer sessions with them.

Hashtags

- #etsconference
- #saltotc

These were used and promoted by the organisers and used extensively on all social media channels.

Highest Contributors

The highest contributions were from the accounts of the conference organisers:

- SALTO T&C RC Facebook page, 54;
- SALTO T&C RC Twitter account, 43.

The other top 10 contributors were @nikfromuk, @pierpaolo1939, @theLIDprogramme, @EuroBugInt, @marktaylor, @Marco_Fri, @EkateriniProkop, @salvi_greco, @laimis001.

SALTO T&C RC Facebook Page

Facebook link: http://fb.com/saltotc.
In total, the page received 635 likes (as at 12.04.2018). Below are a few statistics from the page demographics:

- Most of the page likes are from Germany (47), Italy (38), Romania (31), Lithuania (28) and Serbia (28);
- The top five cities where page fans come from are Vilnius (20), Brussels (14), Vienna (13), Yerevan (13) and Athens (13);
- The page generated 25,000 organic reaches without any payment. This means that various posts from the page were shown to people this number of times;
- There were 8,967 post engagements. This is when someone clicked, liked, commented or shared something from the posts. The most popular posts linked to the ETS conference were:
  - Photos album of the Conference day 1;
  - Photo album of the Conference day 2;
  - Keynote speech by Tomi Kiilakoski;
  - Keynote speech by Manfred Zentner.

Live Streaming

Reach through live video broadcasts:

- Keynote speech by Tomi Kiilakoski: 2,700 views, 2,300 minutes have been watched since its broadcast;
- Keynote speech by Manfred Zentner: 1,700 views, 1,300 minutes have been watched since its broadcast;
- Q&A Session with Tomi Kiilakoski: 662 views, 551 minutes watched;
- Q&A Session with Manfred Zentner: 305 views, 246 minutes watched.

International Reach

- Top five countries by the number of people reached are Finland (2,859), Romania (2,505), Estonia (1,073), Italy (943) and Lithuania (849);
- The top 5 cities according to people reached were Bucharest (831), Helsinki (681), Tallinn (562), Sofia (484) and Vilnius (483).

Strea.ma

Statistics from the social streaming service www.strea-ma.com.
Source: https://strea.ma/panel/analytics/ehaoEX1X.

The service aggregated posts on social networks based on these criteria:

- Tweets on Twitter had to have one of the two hashtags;
- Posts on Instagram had to be from a public profile with one of the two hashtags;
- Facebook posts had to be from an official SALTO T&C Facebook page and include one of the two hashtags.

In total there were 234 posts displayed on the social wall:

- 144 posts from Twitter;
- 59 posts from the Facebook page;
- 31 posts from Instagram.

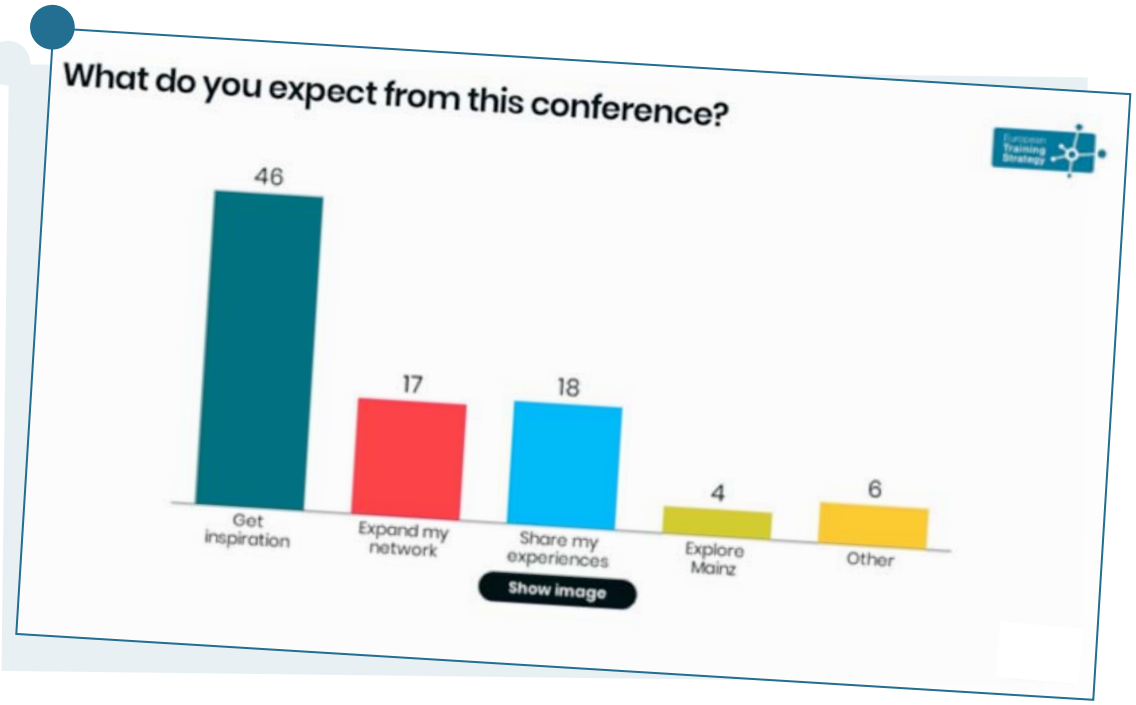
Actionbound

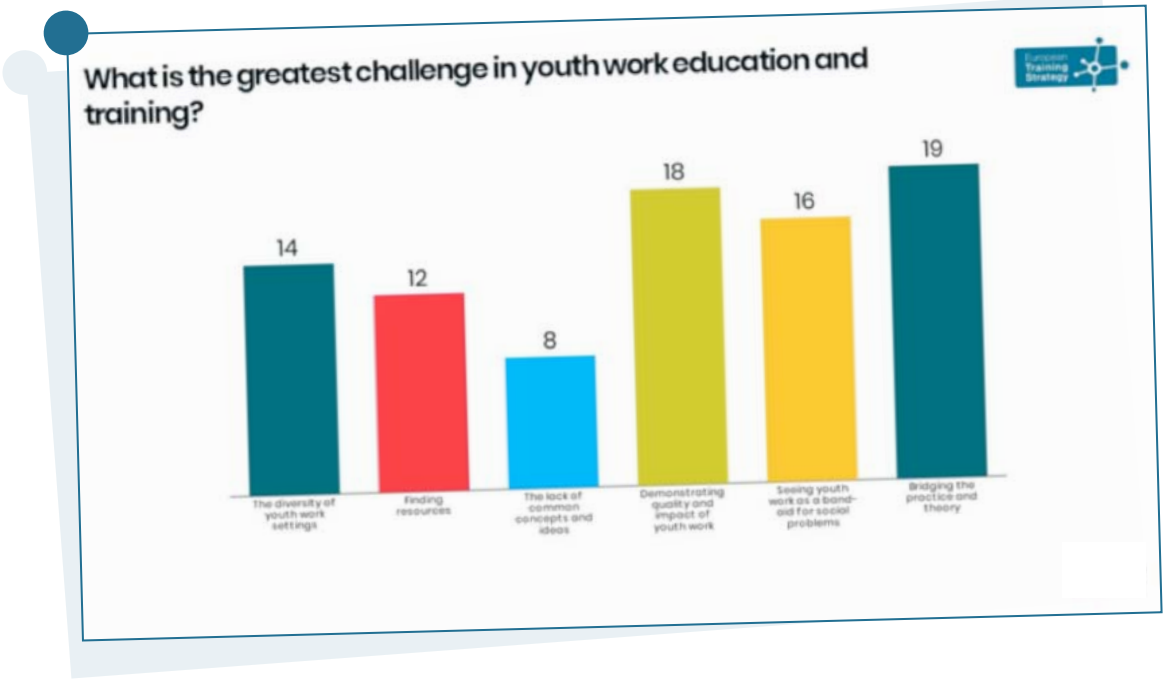
We used Actionbound for preparing participants and during the conference.
The Actionbound preparation, "Getting ready for the Quality Bonus", was played by approximately half of the conference participants – 60 people in total. On average, it took 26 minutes to complete all missions. The results from the Actionbound preparation were used in the conference venue lobby and included quotations about the youth workers' first training experiences. Videos recorded by participants were shown on the morning of day two.

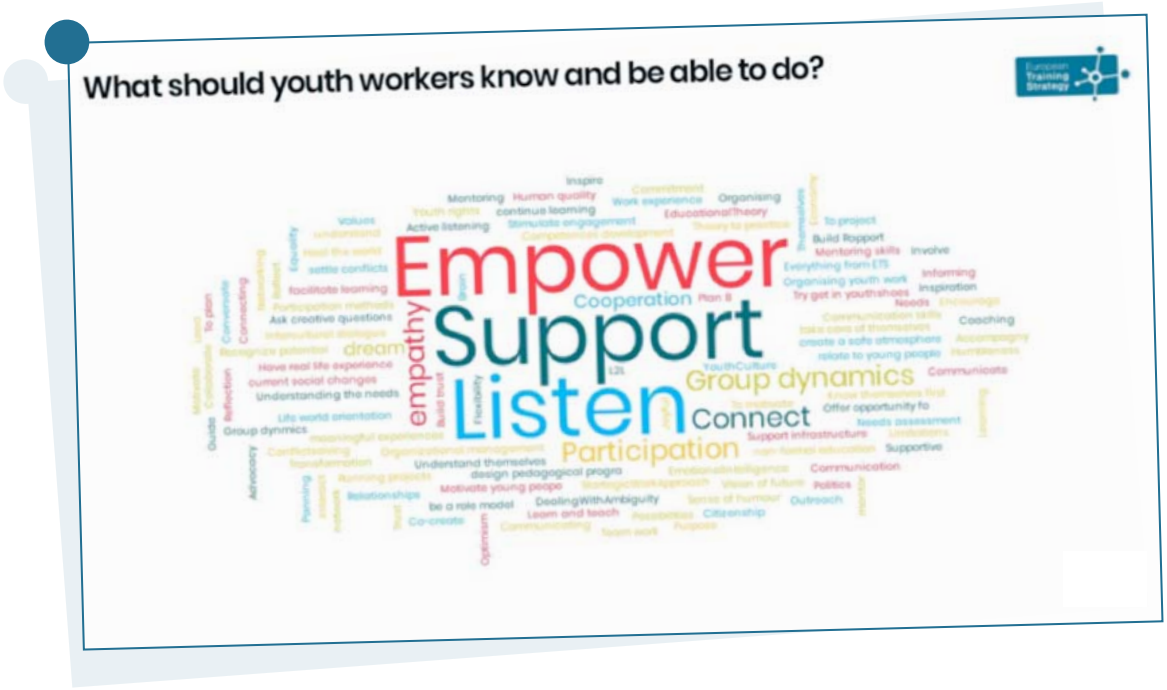
An Actionbound game, "Unlocking ETS", was played by 27 teams with a total of 83 people. Teams uploaded 62 photos. In total, 972 minutes were spent playing Actionbound and exploring European Training Strategy.

Mentimeter

We used Mentimeter for engaging the audience in communication with the keynote speakers and for checking the pulse of the audience. Up to 92 people expressed their opinion by using their phones to vote for questions presented on the screen. In total, people voted 579 times.


What do you expect from this conference?
46
17
18
4
6
Get inspiration
Expand my network
Share my experiences
Explore Mainz
Other
Show image


What is the greatest challenge in youth work education and training?
14
12
8
18
16
19
The diversity of youth work settings
Finding resources
The lack of common concepts and ideas
Demonstrating quality and impact of youth work
Seeing youth work as a band-aid for social problems
Bridging the practice and theory


What should youth workers know and be able to do?
Empower
Support
Listen
Cooperation
empathy
Group dynamics
Connect
Participation
dream

How would you distribute 100 hours of youth worker training?
29% Practice in local reality
23% Personality training
17% New developments
16% General theory of youth work
15% Policy background

APPENDIX 2.

Key Messages

Background

The conclusions below - shaped as take-home messages - result from the stocktaking and exchanges that took place during the first **European Training Strategy Conference**, **'The Quality Bonus'**, organised by SALTO Training and Cooperation Resource Centre with the support of JUGEND für Europa in Mainz, Germany from 26 to 28 March 2018.

The European Training Strategy (ETS) is the main strategy for the **development of quality youth work.** While its implementation began under the previous YOUTH and Youth in Action programmes, the ETS represents a major step forward in the assurance of the necessary quality and quantity of training and support measures for youth workers.

Building on the above, 'The Quality Bonus' conference aimed at **sharing, exploring and discussing ideas and strategies for better capacity building and quality development within youth work, through enhanced youth worker education & training**. As its base, it used the ETS Competence Model for Trainers Working at International Level, the ETS Competence Model for Youth Workers to Work Internationally and the experiences of those working with them.

The conference hosted **119 participants from 37 countries**: policy-makers in the field of youth, researchers, experts in the field of education and training of youth workers, trainers of youth workers and youth workers themselves, as well as representatives of institutional actors, including NGOs, the National Agencies of Erasmus+: Youth in Action, SALTO-YOUTH RCs and the Partnership between the European Commission and the Council of Europe in the field of youth.

From the results of the discussions and the exchanges between participants during the conference, the ETS Advisory Group drafted the conclusions below[1]. These address mostly policy makers, stakeholders in the education and training of youth workers and trainers at the European and national level, with the purpose of **supporting the elaborating strategies, programmes and related frameworks for the education and training of youth workers in Europe**.

[1]These conclusions, or take-home messages, represent the views of the members of the ETS Advisory Group and do not necessarily represent the views or position of the European Commission.

Take-Home Messages

Youth workers and trainers are crucial stakeholders in the quality development of youth work projects and processes. Hence, it is important to [better] **support quality in all forms of youth work through enhancing the training and education of youth workers in Europe**. This implies a **continuous investment in the education and training of youth workers for volunteers and professionals at both the European and national levels,** and **providing regular impulses for the development of systems for the training and education of youth workers.**

As underlined in the Council of Europe's CM Rec/2017(4) Recommendation on Youth Work, the **development of strategies and the establishment of support systems to validate the education and training of youth workers** are central to support and sustain quality youth work in Europe. Quality implies programmes and opportunities that enhance the empowerment of young people's paths as engaged, autonomous and active citizens. In line with their role in the ETS, such developments and support systems sh**ould be reflected in the European Agenda on Youth Work in the frame of the EU youth strategy 2019-2027 and the Council of Europe's youth sector strategy 2030.**

The **ETS** is one of the key instruments at the European level designed to improve the quality of youth work and its recognition through capacity-building in the youth field. **Investing in its further development** would safeguard the accomplishments and support the implementation of some of its tools for quality youth work, in particular the **two competence models for trainers and youth workers** and the concrete steps for the **development of tailor-made competence-based training systems** in Erasmus+: Youth in Action.

Youth work needs to be recognized, both as a form of political and social engagement as well as a profession. Education and training need to be complemented with **support mechanisms, such as mentoring, supervision, guidance or peer support** for all those dealing **with improving quality youth work across Europe** and/or **the professionalization of youth workers**.

Cooperation is key to ensuring the necessary conditions for holistic, complementary and quality youth work education and training systems. This is particularly true **between formal and non-formal education,** both within the field of youth and with other sectors. **The different actors involve policy, institutions and administrations, educational bodies, researchers, civil society actors, trainers and practitioners.** Developing and safeguarding a **European cross-sectoral platform,** as well as a **community of practice** in the education and training of youth work in Europe would support such a cooperation.

Moreover, to facilitate this cooperation and support further developments relating to the professionalization of youth work, **peer learning and peer support** in concepts and practices in the education and training of youth workers at different levels must be encouraged and supported.

Programmes such as Erasmus+: Youth in Action play a crucial role strengthening youth work as a practice and as an occupation and recognizing the status of youth workers in Europe. Actors in youth worker education should **ensure formal and non-formal learning opportunities for all youth workers to develop their competences.**

Finally, **recognizing the value and contribution of paid and volunteer youth workers and their status** compared with other occupations in the social field should be an objective of youth work policy at all levels.

APPENDIX 3.

Contribution Sessions

THEME TRACK 1

Why the Education and Training of Youth Workers?

10. Why invest in youth work quality development in South Med countries

By Federica Demicheli

Description: Because of this time of incertitude and the challenges that we are experimenting with around youth work in the wider perspective of Erasmus+, it is important to reflect on why investing in greater support for the recognition of non-formal learning in the South Med countries and how this impacts the quality of youth work. The role of youth work in certain countries is crucial and the only possibility for grassroots work is to empower young people to speak up and to create the space and possibility for the development of competences that formal education is not providing. In this framework, sometimes only international programmes such as Erasmus+ can provide tools and possibilities to the youth workers to grow in their experiences. The idea with this contribution is to collect and present some examples of the work done by SALTO EuroMed in cooperation with the network of National Agencies (e.g. national strategies developed in the frame of the "Recognise It!" project or the impact of the work done in other international cooperation projects) and collect feedback.

Duration: 30 minutes

2. Youth worker education – The flourishings and failures of the formal system

By Dermot O'Brien

Description: A sharing of reflections and stories about youth worker education and the challenges that we face as educators when some of our students struggle on their journey towards "qualification", especially when those struggles often mirror the youth work world itself in terms of issues such as disadvantages, addiction, criminality, mental illness, racism etc.

The questions that will be tackled include: Who are our students (who are not our students?!)? How do we manage "failure" as educators within these formal systems? How can we support those students for whom the barriers to success are often perceived as insurmountable obstacles? What role can the Competence Model play in this formal education environment?"

Duration: 60 minutes

What do We Focus on in Youth Worker Education and Training?

5. Skills in targeted prevention of racism, extremism and discrimination

By Romy Nowak

Description: Youth work holds particular potential for democratic education because of its commitment to openness, voluntary participation, advocacy for underprivileged young people and the non-formal and informal learning opportunities it provides. Nonetheless, professionals need specific competences when working with young people who show discriminatory or right-wing oriented attitudes to correctly address their needs. The questions that support this joint reflection include: What do youth workers find challenging in this field? What competences are needed? What are the core issues to be addressed in further training with youth workers in the field of targeted prevention of racism, discrimination and right-wing extremism?

Duration: 90 minutes

10. Effective habits for digital youth work

By Nerijus Kriaučiūnas

Description: Effective habits for digital youth work are a reflective session on the approach of Covey's concept of habits for effective leadership. Covey formulated a set of principles and practices to guide people from dependence through independence on to interdependence to practice effective leadership. This session will explore Covey's model of habits and discuss how these principles can be applied to support youth workers in developing their competences in digital youth work. The European expert group on the digitalisation of youth work recently published recommendations that include a set of competences that youth workers should be equipped with to be able to implement digital youth work in their practice. It will take time until systematic training on digital youth work competences will be offered on a regular basis at European or national level youth work training activities. Together with several partner organisations, we want to adapt Covey's habits to train youth workers for digital youth work.

Duration: 90 minutes

9. The ABC of youth work

By Matej Cepin

Description: Many youth workers believe that sustainable youth groups are the basis of youth work which can ultimately have many meaningful impacts on young people and society.

Speaking about quality in youth work, we often mention advanced concepts, such as intercultural dialogue, employability, structured dialogue, smart youth work, etc. However, we often forget "basic things" such as belonging, leadership, friendship, positive feedback, etc. The ABC of youth work project

started with the desire to bring youth work back to its roots. To do this, a quality system was developed, which will be shared during this contribution with the goal of obtaining feedback. What is the ABC of youth work for you?

Duration: 60 minutes

6. A Competence Framework for youth work in Austria

By Klaus Schreiner

Description: aufZAQ has developed the Competence Framework for Children and Youth Work in Austria. aufZAQ (http://www.aufzaq.at/english/) is a certification for training courses for youth workers. After two years developing this tool, aufZAQ completed the Competence Framework by the end of 2017. This includes competence descriptions for people active in professional open youth work and in youth work in youth organisations at five different levels according the National and European Qualifications Framework. From 2019 onward, it will be possible for training to be certified by aufZAQ and it will carry a reference to the National and European Qualifications Framework. The whole Competence Framework is available on this website in German: www.kompetenzrahmen.at. The question that will be addressed in this contribution is: How can the Competence Framework be used further outside Austria and the autonomous province of Bozen/Bolzano (South Tyrol)?

Duration: 45 minutes

13. An agile mind-set is crucial – Developing digital youth work

By Niels Brüggen

Description: After a short presentation of the handbook, "Developing digital youth work", the participants will have the opportunity to talk about a working definition for digital youth work, referring to it as youth work – with the same goals as youth work in general – where digital media or technology is proactively used or addressed. In addition, there will be the opportunity to talk about the competence areas necessary for digital youth work.

Duration: 60 minutes

8. Readiness for making the ETS Competence Models useful!?

By Lars Norqvist

Description: This contribution offers a space for conversations about the relationship between political intentions and how they are understood by organisations. The purpose of this presentation is to create a common (strategic) space for sharing knowledge and experiences about the implementation of strategies in educational contexts. Core questions are about understanding when organisations and individuals in the Erasmus+: Youth in Action show readiness for the Competence Models for trainers and youth workers. Are the models perceived as support or control by individuals or organisations working in the youth sector? And are the models beneficial from an organizational or individual perspective? This contribution will be arranged in the form of "lecture-conversations" where participants will be included throughout the whole session. For example, a specific model will be presented in order to trigger discussions where we will explore the "tipping point" at which the Competence Models are

perceived as support or control. Bring your experiences of working with the Competence Models or other training strategies to this seminar!
Teaser video and QR-code here: https://www.youtube.com/watch?v=eMTp6z2wl78.

Duration: 45 minutes

11. Research and training – how do we improve the relationship?

By Mark E. Taylor

Description: Recent research from the RAY network, an article in the new POYWE LOGBOOK and experience in involving researchers directly in the training process – all of these point to issues concerning training for competence development in Erasmus+ courses. After a short presentation of the major points, let's challenge each other (in the nicest possible way, of course!). The key question that will be explored is: How can those involved in developing training courses use research findings to improve our training offers, including how can we collaborate better with researchers directly in our training activities? Let's see if we can generate ideas for future thought and practice!

Duration: 60+ minutes

4. From learning to act to learning to learn and back …

By Darko Markovic

Description: This contribution is based on the article "The present and the future of youth worker training in Europe" written by Gisele Evrard Markovic and Darko Markovic. The article will be used to stimulate a joint reflection on current and future trends in youth worker training in Europe in terms of learning and competence development. Where do we put more focus? On learning or on citizenship or on personal or social transformation? If you decide to join this contribution, it might help to read the article beforehand. It can be accessed here. (page 347-353).

Duration: 45 minutes

3. The youth workers we deserve – Well-being in youth worker education and training (a core element or an optional extra?)

By Dermot O'Brien

Description: This is an exploration and joint reflection of how we can/should support youth workers or trainee youth workers to learn how to manage their own well-being as they develop on their journey within youth work. The questions that will be addressed are:

- Is this an important consideration in modern youth work?
- Is there a scope to support and nurture well-being within youth worker education so as to ensure that young people get the youth workers they need and deserve?
- Where should this element sit in the hierarchy of youth worker education and training?

Duration: 60 minutes

7. We are all humans

By Martin Karen

Description: This contribution consists of a presentation of the main outcomes of a youth exchange on inclusion, called the "Human Library", where people face their prejudices and stereotypes while "reading" people's histories. It won the label 'good practice' in Czech Republic. This contribution offers the space to exchange more about the potential of the approach. As a youth worker with a disability, Martin believes in the idea that we also have to include people with special needs as they have no or reduced chances to take part in mobility projects under Erasmus+, mostly because of the fear or the challenges such situations present. During the presentation, Martin wishes to show how important this is and how it can help our development for future work with young people with less opportunities.

Duration: 30-40 minutes

How Do We Do Youth Worker Education and Training?

23. Social intelligence: how research in this field can influence educational environments

By Olga Poddubnaya

Description: This talk/reflection will be based on the book of Daniel Goleman where he explores the emerging science of neurosociology. The idea is to explore together how the finding of this research could be transmitted into principles that could support meaningful social connections during educational processes. To do this, a few main points from the research into neuroscience will be shared and discussed, with a focus on the following dimensions:

- How do we connect and what are the patterns of our social behaviour?
- How should that influence the design of learning experiences?
- How could that drive the transformation of online learning?
- How can online learning be considered in personal educational trajectories that seem to be one of the main trends for the future?

The aim is to gather ideas on what the essential parts in learning processes should be based on this research in neuroscience. Indeed, it is only recently that we have evidence-based scientific knowledge in this field – which is developing and changing rapidly – and have begun to better understand the physiological nature of social processes.

Duration: 60 minutes

22. Is e-learning the solution to training approaches for long-distance networks like POYWE (Professional Open Youth Work in Europe)?

By Alexandra Beweis

Description: One of the aims of the European Network of Professional Open Youth Work (POYWE) is to foster training and education for youth workers. In the last years, POYWE did several things in this respect, such as creating a set of principles (and a definition) for professional open youth work, an online course called Youth Work: of pride and prejudice and the development of new online tools in the framework of a European project. POYWE is currently working on training in the field of "prevention of radicalisation and violent extremism" within a Strategic Partnership. One of the next steps will be to develop an overreaching training concept with a strong focus on online learning. Therefore, this contribution consists of a joint brainstorming and exchange process with regard to:

- Can all topics/themes be addressed in an online setting?
- Which topics work, which don't and why?
- What methods do we have to create long-distance relationships via online communication?
- Can a group really be created from people who have never met before and are living diverse realities?
- Do we go MOOC or online course?

While POYWE has had some experience, it is keen to exchange ideas and brainstorm together in a group in order not to "swim in its own soup".

Duration: 60 minutes

17. Youth workers' perspectives on their education and support before and during youth work

By Tanya Basarab and Tomi Kiilakoski

Description: Together with youth workers, this workshop will explore the important phases in a youth worker's education and practice support. This will be supported with questions, such as:

- What motivated you to become youth workers?
- How did this motivation changed after you started doing youth work as a job/ occupation or voluntarily?
- What was your education/preparation before youth work?
- What kind of on-the-job support education/training/guidance do you get?
- What were the defining moments in your life that have made you a better youth worker?

Duration: 75 minutes

18. Youth workers' qualifications and formalization of youth workers' education – what competences do we expect? The LLP programme in Rijeka, Croatia

By Nikola Baketa

Description: This contribution consists of a presentation of cooperation between the University of Rijeka and the Institute for Social Research in Zagreb regarding LLP youth in contemporary society. This is a pilot project that deals with different aspects of youth and provides different competences for youth workers and other interested students. The emphasis will be on the balance between theoretical knowledge, research skills and the community involvement necessary for youth workers. The key questions that will be explored are: What do we expect from youth workers? What are the experiences of education for youth workers in your country? Is it desirable to have formal education for youth workers?

Duration: approx. 45 minutes

16. The European landscape of youth worker education and career paths

By Tanya Basarab

Description: This workshop will explore the findings of the first phase of the research project, "Mapping the educational and career paths of youth workers", carried out by the EU-CoE youth partnership in 2017. The report looked at legal and policy frameworks, the formal and non-formal education of youth workers, professionalisation, the main themes covered by the curriculum and career paths and opportunities. A further analysis of the report on practice architectures for youth work in Europe will also be shared and explored.

Duration: 90 minutes

12. Youth worker education methods, training strategies and quality assurance in a multinational volunteer project

By Mareike Schwartz

Description: Coloured Glasses is a project run by Youth For Understanding where trained volunteers deliver Intercultural and Global Citizenship Education workshops to school classes and other youth groups through peer-to-peer learning. This contribution will provide you with a look "behind the scenes" of this locally active project with its national and international training strategy. The presentation will be followed by a discussion and exchange of methods and training formats (online and offline) that can ensure high-quality youth worker training and continuing education at the local, regional and national levels. Possible discussion points include: What are the benefits and challenges connected to the training formats and methods presented? Which do you use/which would fit your project or organisation? How can cooperation across projects or organisations be used as an asset and to enhance the variety of training opportunities?

Duration: 60 minutes

21. Eduesc@peroom – an adventure of supporting learning

By Gabi Steinprinz

Description: This contribution consists of a presentation and exploration of the tool Eduesc@peroom linked to the Competence Models. An Eduesc@peroom is an escape room with an educational context and is designed as a creative learning environment (it is an intellectual output of the Strategic Partnership project looking at learning). The questions that will be addressed with regards to this tool include:

- How can youth workers design creative learning environments?
- Supporting learning: The role of educators (youth workers or trainers) in SDL.
- How to develop trainer or youth worker competences with this tool.

Duration: approx. 60 minutes

15. Estonian occupational standard for youth workers – joys and challenges

By Birgit Rasmussen

Description: Estonia created a youth worker occupational standard in 2006 and professional qualifications have been provided since 2010. Since then, more than 100 professional qualifications and almost 2,000 partial professional qualifications have been issued. The occupational standard of a youth worker is a clear sign of quality youth work and helps to develop better youth work curriculums. The system is working and we issue professional qualifications twice a year. The presentation will give you a short overview of how the system works, how we assess the competences in the occupational standard, how we have recently renewed the standard and what the applicants think the main benefits of applying for a professional certificate are. From a different perspective, you will also see the current challenges that are being faced regarding the application processes.

Duration: 45 minutes

20. Experiential learning in youth worker training

By Eszter Dobák

Description: Experiential education builds on the inherent way human beings learn – through experience and reflection. This practical workshop is an invitation to explore how we can build on this knowledge consciously, – through personal experience, debriefing the experience, followed by meta-reflection and group discussion. Being a professional working with people – be it in social work, psychology, education, youth work, etc. – some of the most important factors of our practice come from a place of self-awareness. We work on deeply personal questions, such as our preferred teaching and learning styles or our shifting roles as leaders, coaches, partners, stewards, etc. Thus, throughout training, youth workers should be able to learn about themselves in addition to gaining an understanding of youth and the world around youth work. Studies show that the way we introduce youth workers to the field they will work in is strongly correlated with how they themselves will approach youth. As we aim to empower youth, encourage them to explore, make decisions, contemplate, etc., we should give attention to the very same principles in our youth worker education.

Duration: 90 minutes.

14. Youth workers around Italy in a learning pathway

By Michelangelo Belletti

Description: In 2011 and 2014, Associanimazione, an umbrella organisation working in the field of youth work, organised two training courses for "youth workers" (using the English term) at a national level, trying to do it differently than the formal training courses. The idea was to develop a format more able to respect the methodologies coming from non-formal education and to be more effective in connecting theory and practice. After these experiences, an article was written and published in a review (Animazione Sociale) with some reflections on the methods to improve quality in the future. In this contribution, the experience will be briefly presented, asking the questions: How can we preserve the connection between theory and practice in the training courses for youth workers? How can mobility provide valuable elements for the training pathway?

Duration: 30-45 minutes

19. 4shotMovie workshop

By Kari Keuru

Description: Nowadays, making videos can be compared to literacy. People are using more and more videos in their everyday communication, which means that making a video is very basic skill. The idea in the 4shotMovie workshop is that everybody can make movies on their own topics using their own equipment (mobile phone or iPad). This is not a piece of art, but more an amateur media with personal messages and points of view. We have an idea and we are telling our own story with 4shot (each shot is max. 4 seconds). The final movie will be between 15–20 seconds, maybe 30 seconds. First, we will explore the basic elements of movie making, e.g. image sizes, camera movements and angles. Then, we will see some examples and practice shooting a video. Participants can plan and make a storyboard of 4shotMovie, and shoot.

Duration: 90 minutes

The "World Around" Youth Worker Education

31. Improving youth work – with indicators

By Jonas Agdur

Description: After a short presentation of the handbook "Improving youth work – your guide to quality development" and the booklet "IQ Youth Work", you will be engaged in a workshop where you can start building a set of quality indicators adapted to your own local reality.

Duration: approx. 90 minutes

30. In between spaces

By Salvi Greco and Antti Korhonen

Description: "In between spaces" is a philosophical-random conversation, yet a very concrete one, on aspects of youth work and training in youth work. Is about the meaning of what we do; about a sense of inspiring precariousness. Working as youth workers or trainers, it often feels as if one is "between spaces", a liminal space where dealing with ambiguity is the norm. "In between spaces" can be both a metaphorical and concrete dimension. "In between spaces" is about looking from a different angle at the value(s) of youth work (and its recognition) or, even better, at how valued it is most of the time, but rarely and consequently recognised. It is about digging in, "dealing with ambiguity" and giving it a name.

The questions that will be addressed are:

- As a youth worker (trainer), what are the uncertainties and vulnerabilities you live with?
- How is youth work supported in your reality? What support systems do you have?
- What do you do and how do you do it when, in your reality, you have no support or not enough support for youth work?
- What do you think/feel is the real value that youth work has in your reality (local, national)?
- What are the real links between European and local youth work? How can we bring it together, if at all?
- Do you use self-assessment tools (Competence Models for youth workers/trainers, others)?
- What are our as yet unwritten practices and stories?

The idea is to share what keeps us doing what we do despite the constraints and how we do that thing called "turning problems into driving challenges and opportunities".

Duration: 60 minutes

29. Spaces for [youth] activism – an Egyptian example

By Sally Salem

Description: This contribution includes a presentation of a synthesis paper that was presented as an MA thesis for the Institute of Development Studies at the University of Sussex, UK. This paper drew a contextualised understanding of activism-enabling spaces from our experience with Mesaha, a youth space in Cairo. It explores how youth activists associate meanings to their enabling spaces, unpacking those meanings in order to understand the significance these spaces hold for activism. Moreover, it looks at the strategies to create and sustain these spaces, especially within a challenging context like Egypt. The aim of sharing this at this conference is the possibility of reflecting with other colleagues from other countries on young people creating and using alternative spaces for themselves in a continually shrinking and transformative context in some parts of the world.

Duration: 70 minutes

32. Creating a supportive environment for youth entrepreneurship

By Liliana Rujatu

Description: This contribution will consist of a joint reflection, a possible short analysis and feedback regarding the education of youth workers. It includes a synthesis paper form regarding the development of entrepreneurship competences of youth in the following context: policy framework, formal learning, non- formal and informal learning as well as educators as a support in entrepreneurship education.

The contribution will address the following questions:

- Is the creation of a supportive environment for youth entrepreneurship necessary?
- Is it necessary to review policies and the legislation system(s) to require entrepreneurship to support youth inclusion in society?
- Is it necessary to train, coach and mentor for entrepreneurial activities?
- What kind of investment is needed with regard to skills for the employability of young people, through supporting education and training activities?

Duration: 45 minutes

34. First the baker, then the bread!

By Paul Kloosterman

Description: This contribution will focus on a common reflection and exchange around the Competence Models, and in particular the ETS Competence Model for Youth Workers to Work Internationally in SALTO T&C RC. It is also a reflection tool for youth workers on how we can use the model as an instrument for visibility, recognition and quality improvement for youth work.

The questions that will be put forward are:

- The Competence Model as a way to define youth work?
- The Competence Model as a chance to promote and recognise youth work Europe-wide?
- The way to create a common framework for the education of youth workers at both a European and national level?
- Does the Competence Model finally make youth work(ers) sexy?
- Or is there too much Europe in our national/local youth work?

Duration: 30 minutes

28. Non-formalizing the formal

By Konstantinos Spatiotis

Description: This contribution consists of a joint reflection on the possibility of advocating for the insertion of what "we" call European youth work and Erasmus+: Youth in Action in the change from non-formal learning into formal education. This is not only based on experiential learning and reflection,

but also on how the presence of youth workers can enhance the formal learning environments of young people, support motivation, empowerment and the development of different competences (citizenship skills, soft skills, etc.). The idea is to have an exchange on the above with regard to what is already happening in terms of practices and looking at the willingness to create synergies towards such an aim. A possible concrete outcome of this exchange could be the first steps towards a concept paper for decision makers.

Duration: 45 minutes

27. An added value? – The role of the Austrian National Agency in supporting quality in youth work

By Marco Frimberger

Description: This contribution shares the approach of the Austrian National Agency of Erasmus+: Youth in Action in supporting Quality Development in Youth Work in Austria.

This exchange will particularly focus on:

- Setting the Scene – Youth work in Austria, Erasmus+: Youth in Action in an ever-changing landscape of beneficiaries;
- Strategic focuses of the NA Erasmus+ AT – what and why? Exploring what the needs of youth work are with and within KA1, KA2 and Transnational Cooperation Activities?
- Information about the strategic planning process of the NA which includes all stakeholders;
- Sharing examples of activities and cooperation with the youth sector as well as areas for improvement.

Duration: approx. 45-60 minutes

26. Digital tools for professional appraisal

By the International Youth Work Trainers Guild

Description: The International Youth Work Trainers Guild is developing a web-based environment and a 360° review tools for trainers' professional appraisal. Digital solutions will include tools for self-assessment based on the ETS Competence Model for trainers and will offer possibilities to collect external reviews from participants, trainer colleagues and contractors. The new solutions are expected to contribute to trainers' ongoing professional development. We would like to present our ideas and discuss, together with participants, how adapted solutions can also be beneficial for youth workers' professional development at the European or national levels. For more information, see: https://appraiser.badgecraft.eu/

Duration: approx. 60 minutes

24. The German initiative, "Round Table: Training of youth work professionals in the field of international and European youth work"

By Daniel Poli

Description: The Round Table initiative brings together all relevant educational institutions in the field of international and European youth work in Germany to discuss and further develop existing training and education strategies. The aim is to promote and strengthen the mobility of youth work professionals, to overcome obstacles to mobility and to develop new formats of training based on the needs of youth work professionals.

The aim of this session is to obtain feedback and ideas for political strategies and structural frameworks on:

- How to reach under-represented target groups of youth work professionals;
- How to implement the European Competence Model at the national level;
- How to make training offers more visible and better fit the needs of different groups of youth work professionals;
- How to strengthen the political dimension of international youth work as part of training;
- How to further develop recognition systems;
- How to improve the language and communication skills of youth work professionals.

Duration: 45 minutes

25. Trainings of youth workers – how can they lead to a reference to the European Qualification Framework (EQF) in the future?

By Klaus Schreiner

Description: In Austria, as of 2019 it will be possible for non-formal qualifications to refer to an appropriate level of the National Qualification Framework (NQF). In turn, the NQF makes qualifications visible and comparable through the European Qualifications Framework across Europe. In Austria, youth work was a prime example in the development of methods which allow non-formal training to obtain a reference from the EQF without losing the specific training culture developed in the field of youth work. Klaus Schreiner represents the Austrian National Youth Council in the Steering Group of the National Qualifications Framework (NQF) in Austria. In this session, he will present the way in which youth work participates in the development of the NQF in Austria. Subsequently, there will be an exchange on how youth work and the NQF are connected in other EU member states and which perspectives exist.

Duration: 45 minutes

35. The well-being of trainers and youth workers

By Darko Mitevski

Description: Most of the education and training for us trainers and youth workers seems to focus on the content that we deliver and how we can deliver it to improve the conditions of the youth. This working group will take a step back and ask: "How do we make sure that while we take care of the youth, we also take care of ourselves?" As trainers and youth workers, we encounter many challenging

situations: heavy workloads, deadlines, unexpected logistical issues on projects, unpredictable emotional interactions, dealing with youth with fewer opportunities which is often very complicated, and more. The purpose of this conversation is to try to find solutions to help us gain the skills and build the support infrastructure to maintain our well-being and working environment so we continue to improve the well-being and development of the youth. Please join us for an additional discussion, feedback, brainstorming and input.

Duration: 30-45 minutes

33. How to break down the results of non-formal youth worker education to be used in the youth welfare sector?

By Anna Müller

Description: We often face the challenge of "translating" the results of (international) non-formal youth education to daily youth work. More synergies could be used if we spoke the same "language". In this reflection, we will collect our different approaches on how to break down the results of our training into easy language and thus make them accessible to young people with fewer opportunities.

Duration: 60 minutes

Special Feature:

Interaction with Keynote Speakers Through Live Streaming on Facebook

Description: Tomi Kiilakoski delivered a keynote on the first day of the conference and Manfred Zentner on the morning of the second day and both keynotes were broadcast on http://fb.com/saltotc.

Both keynotes were connected to the "Why education and training of youth workers" question. Because they were streamed through the Facebook page of SALTO Training & Cooperation RC, both speakers offered a possibility to participants that were not present at the conference to have some sort of interaction on day two that was dedicated mainly to spaces for contributions by/of participants. Tomi and Manfred were present on Facebook (filmed) and there was a chance to address a series of questions to them. This was not a joint session but two different ones (one with each speaker).

Duration of each: approx. 60 minutes

APPENDIX 4

Participant List

	First Name	Last Name	Country	Organisation
1	Karen	Ayvazyan	Armenia	Youth and Community Action
2	Arsen	Simonyan	Armenia	Stepanavan Youth Center
3	Alexandra	Beweis	Austria	POYWE
4	Marco	Frimberger	Austria	Interkulturelles Zentrum
5	Klaus	Schreiner	Austria	aufZAQ
6	Manfred	Zentner	Austria	Keynote Speaker
7	Shahin	Rahmanli	Azerbaijan	IRELI Public Union
8	Olga	Poddubnaya	Belarus	SALTO EECA Pool of EVS Trainers
9	Andreia	Henriques	Belgium	SALTO C&D
10	Judit	Balogh	Belgium - FL	JINT/Europe Goes Local
11	Jolijn	De Haene	Belgium - FL	Hogent, University College Ghent (Social Work Department)
12	Tanya	Basarab	Belgium - FR	EU-CoE Youth Partnership
13	Koen	Lambert	Belgium-Flanders	JINT
14	Marinela	Sumanjski	Bosnia & Herzegovina	South East European Youth Network
15	Stefan	Georgiev	Bulgaria	Institute for Social Integration (ISI),
16	Sofia Mihaela	Kanarcheva	Bulgaria	Human Resource Development Centre
17	Corinna	Liersch	COM	European Commission
18	Nikola	Baketa	Croatia	Institute for Social Research
19	Ekaterini	Prokopiu	Cyprus	Life Guidance Today - Kartherina Therapy Centre
20	Kateřina	Jandová	Czech Republic	Youth Information Centre Slaný
21	Martin	Karen	Czech Republic	Brno for you, z.s.
22	Lenka	Polcerova	Czech Republic	ANEV (Association of Non-Formal Education); INEX (Association for Voluntary Activities)
23	Petra Emilie	Votockova	Czech Republic	Czech National Agency Youth in Action
24	Sally	Salem	Egypt	Mesaha
25	Anne	Kivimäe	Estonia	SANA, Estonia
26	Reet	Kost	Estonia	Archimedes Foundation Youth Agency
27	Martti	Martinson	Estonia	SALTO Participation
28	Ilona-Evelyn	Rannala	Estonia	Tallinn University
29	Birgit	Rasmussen	Estonia	Estonian Youth Work Centre
30	Marko	Vene	Estonia	Archimedes Foundation Youth Agency
31	Kari	Keuru	Finland	Humak University of Applied Sciences
32	Tomi	Kiilakoski	Finland	Keynote Speaker
33	Antti	Korhonen	Finland	Youth Centre Marttinen/Finnish Youth Centres Association
34	Satu	Korpela	Finland	South Ostrobothnia Folk High School
35	Paavo	Pyykkönen	Finland	Finnish National Agency for Education (EDUFI)

	First Name	Last Name	Country	Organisation
36	Valentina	Disoska	R. of North Macedonia	Association Of Business Women
37	Vladimir	Gjorgjevski	R. of North Macedonia	CED - Center for Education and Development
38	Lulesa	Iljazi	R. of North Macedonia	
39	Jovica	Mitevski	R. of North Macedonia	National Agency for European Educational Programmes and Mobility
40	Simona	Talevska	R. of North Macedonia	Evropa Skopje, Factory for wafers, chocolates and candies
41	Federica	Demicheli	France	ASC/SALTO-Youth EuroMed
42	Marie	Julienne	France	La Guilde Européenne Du Raid
43	Mark E.	Taylor	France	Trainer and Writer
44	Sabrina	Apitz	Germany	Freelance Trainer, Board Member IYWT Guild
45	Rita	Bergstein	Germany	Facilitator
46	Verena	Droste	Germany	JUGEND für Europa
47	Gisele	Evrard Markovic	Germany	Facilitator
48	Marcus	Gloger	Germany	Photographer
49	Elsa	Gonzalez De Schroer	Germany	JUGEND für Europa
50	Michaela	Jacobs	Germany	Haus Am Maiberg
51	Darko	Mitevski	Germany	Naturkultur E.V.
52	Anna	Müller	Germany	Servicebureau Jugendinformation/ Jugendbildungsstätte Lidicehaus
53	Romy	Nowak	Germany	AGJF Sachsen E.V.
54	Daniel	Poli	Germany	IJAB – Fachstelle Für Internationale Jugendarbeit Der Bundesrepublik Deutschland E.V.
55	Senad	Sakipovski	Germany	Institute for Roma and Minorities
56	Mareike	Schwartz	Germany	Coloured Glasses - Youth for Understanding (YFU)
57	Udo	Teichmann	Germany	JUGEND für Europa/SALTO T&C RC
58	Andreas	Thimmel	Germany	TH Köln, University of Applied Sciences - Research Unit or Non-Formal Education
59	Julia	Thunecke	Germany	Valentum
60	Eike	Totter	Germany	
61	Hans-Georg	Wicke	Germany	Jugend für Europa
62	Panagiota	Karametou	Greece	Youth and Lifelong Learning Foundation
63	Evi	Koutsospirou	Greece	Youth and Lifelong Learning Foundation
64	Vagia	Pappa	Greece	Youth and Lifelong Learning Foundation
65	Konstantinos	Spatiotis	Greece	European Village
66	Eszter	Dobak	Hungary	
67	Leo	Gilmartin	Ireland	Léargas Irish National Agency
68	Dermot	Obrien	Ireland	Momentum Training & Development
69	Aiste	Slajute	Ireland	Eurobug, International Youth Work Training and Collaboration Ltd.
70	Hilary	Tierney	Ireland	Maynooth University
71	Pierpaolo	Barresi	Italy	Cartoonist
72	Miguel Michelangelo	Belletti	Italy	Vedogiovane S.C.S.
73	Salvi	Greco	Italy	Insight_Epd
74	Paul	Kloosterman	Italy	Pameabre
75	Sara	Paolazzo	Italy	Per Esempio Onlus
76	Adele	Tinaburri	Italy	NA IT
77	Alma	Brinkmane	Latvia	
78	Sintija	Lase	Latvia	Freelance Trainer, Trainers' Pool of Latvian National Agency
79	Agnese	Lorence	Latvia	Agency for International Programs for Youth
80	Valda	Karnickaitė	Lithuania	Ministry of Social Security and Labour

	First Name	Last Name	Country	Organisation
81	Nerijus	Kriauciunas	Lithuania	Vilnius Badgecraft
82	Laimonas	Ragauskas	Lithuania	Facilitator
83	Eglė	Venckutė	Lithuania	Agency of International Youth Cooperation
84	Gintare	Vysniauskaite	Lithuania	The Department of Youth Affairs Under the Ministry of Social Security and Labour
85	Bryan	Magro	Malta	
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APPENDIX 5.

Outcomes of the "Mixed" Working Groups on the Support Needed

Group 1:

- ETS Advisory Group in Ireland for discussing ETS.
- Support needed (Finland):
  - Access to/availability of "ETS agents" (expertise) to be taken/used at a regional/national level at tables/discussions;
  - Would be great to have an ETS presence on the "Youth Work Cruise" in April.
- Regional local ETS multipliers are needed without leaving out local organisations.

Group 2:

- Can we share email contacts for participants?
- "Political stability" (maybe) for youth work friendly policy;
- Europe-wide consultations on the ETS;
- Swedish NA and local networks.

Group 3:

- Seminars and conferences:
  - Exchanging and sharing experiences on implementing ETS (Competence Models, strategies, etc.) at an international level;
  - Countries would have the option to learn what has already been done and what can be used in the local and/or national context.
- Funding from governments.
- Better information and recognition of non-formal learning:
  - National Agencies, NGOs, universities, government.
- Understanding youth work and non-formal learning and the benefits for youth and society:
  - National Agencies, NGOs, universities, government.
- Compare and check national documents and strategies versus European

Group 4:

- Cross-sectoral cooperation.
- Access to best practices in ETS-based training:
  - participation in workshops/training modules to serve as a basis for reproduction, study visits.
- Meeting at a national level for youth workers (local, national, international) to discuss youth work, recognition and education and training.

Group 5:

- We just need to go and do it.
- Translation of the Competence Framework into national languages.
- Consultation with local realities.
- Support of colleagues/local youth workers to adopt a common set of quality standards to create a bottom-up approach and influence other people.

Group 6:

- Read materials and sort out all our thoughts, digest the experience.
- Transfer information to our teams and discuss with them.
- Create a plan and act!
- Keep in touch with other participants and share information about plans and developments.

Group 7:

- Inventory/overview of national NGOs, universities, institutions who deliver training for youth workers.
- Glossary of European/international youth work terms:
  - SALTO T&C with added resources.
- Translation of the Competence Model into different languages:
  - SALTO T&C with added resources.
  - NAs.
- Meetings at a national level on ETS:
  - Material including big posters.
- Analysis of cross-sectoral projects on the education of professional youth workers:
  - Where does the funding come from (youth – education)?
- Explore synergies and differences between Competence Models in Erasmus+ (ETS and Youthpass):
  - A simple explanation is needed.

Group 8:

- Seminars and workshops to connect youth work, universities and research.
- Clear definition of youth work.
- Strengthening NGOs at a national level.
- Advocacy for ETS models.
- Simplify qualification accreditation for youth workers.
- National Agency support for pilot project on training courses for higher quality in youth work.
- Fellow researchers, NAs and trainers to connect youth work and research.
- Stakeholders for the recognition of youth work.
- Training programmes for youth workers.

- Good ideas and materials:
  - Youth with fewer opportunities.
- International experience sharing.
- Promote topics of prevention of racism and right-wing radicalisation.
- Promotion of project results/materials/manuals.
- Support from National Agency for developing youth strategy.
- Materials in different languages:
  - ETS model translated.

Group 9:

Needs:

- Sharing best practice in Europe.
- More research about youth work at a local level.
- Mobilising youth workers of Armenia.
- Work closely with youth ministry.

More training opportunities:

- This would make it possible for youth workers to express and share their opinions on the ETS
- Feedback for change and development of training strategies and practices.

Europe-wide consultation process involving different levels/areas of youth work and feedback for further development of the Competence Model.
Need to identify youth organisations that were not part of the conference but should be involved in the consultation process (e.g. voluntary organisations, scouts, etc.).

Train National Agency staff:

- We need NA staff that know and promote the youth worker competency model.
- Train them on the competency model of youth workers to:
  - Promote the model among youth workers and NGOs;
  - Promote the youth worker Competence Model in the TCA training they promote.

NAs to dedicate part of their TCA budget to organise training for youth workers on the youth worker Competence Model.

- Self-assessment.
- Get recognition from youth workers themselves.
- Trainers need more than just one single training.
- This needs to happen in many places to have a substantial impact.

Trainer colleagues are required to help with training on this topic.

Group 10:

- Initiative for digital society.
- Develop digital youth work at a national level.
- Improved communication among stakeholders (private/public sector and CSO).
- Raise awareness of digital tools.
- Providing youth workers with digital literacy.
- Establishing standards in youth work.
- Developing digital entrepreneurship.

APPENDIX 6.

Outcomes of the "Country" Working Groups on the Next Steps

Armenia

- National Youth Worker Training Programme (2018):
  - Update the framework.
  - Conduct training for municipal/regional authorities.
- Online platform for youth workers (2018):
  - Sharing best practice.
  - Increasing awareness.
  - Supporting the implementation of national strategy.
- Youth worker manual (2018/2019):
  - For working with youth from rural areas and other groups with fewer opportunities.
- Presenting youth work at the youth opportunities fair, 20 June 2018.

Austria

- Conference on "Integrating digital competences in youth worker training and education".
- Exploring synergies and cooperation with National Agency Erasmus+ education and training.
- Curriculum EQF level 6 "European youth work" with validation of non-formal and informal learning.
- Feeding the ETS into the re-thinking of the Austrian Youth Strategy.

Balkan Peninsula: Montenegro, Croatia and BiH

- Western Balkan cooperation and joint initiative on the recognition of youth work (as a profession).

Matching the existing models and creating a common feature that works for the Western Balkans. Define a common understanding of youth work, youth workers and other structures of youth policy and then lobby regionally for it.

- Open existing programmes on youth work education (accredited programmes) for the future of youth workers from neighbouring countries. An example programme in Croatia is open to students from MNE, SRB, MK, KS and BiH in order to have more educated youth workers in the region.
- Regional network for youth workers in order to strengthen the profession and advocate more easily.

Belgium (Flanders and international bubble)

- How competences are reflected in the curriculum for youth workers.
- The possibility to introduce students to non-formal learning activities.
- Check how to use the competences in the training offer.
- Share the two models with colleagues, trainers and the NA network.

Bulgaria

- Pilot KA1 project on high quality in youth work.
- Support Bulgaria NA in training activities.
- Looking for opportunities to connect research field with youth worker activities and planning.
- Further efforts towards the recognition of non-formal and informal learning:
  - How?
- Promoting the ETS Competence Model for youth workers at a national level:
  - Spread among local youth information centres.
  - Spread to Bulgarian ministries of education and youth.
  - Spread among ex TCA pax
  - Spread via seminars.
  - Spread via Bulgarian National Agency website.
  - Spread via Bulgarian youth forums.

Czech Republic

- Share information and material with NAU about EE youth work occupation standards.
- Youth policy:
  - Local level – Europe goes local.
  - National level.
- Reflection on the Competence Models:
  - To define youth work.
  - To recognise youth work.

- To sell youth work (but to whom?).
- Quality (and definition) of youth work.
- Self-reflection tool from IYWT.
- Support of partnership between E and T and youth – TCA.
- Global learning.
- Youth work and formal education, amongst others.
- Sharing experiences with NGOs.
- Non-formal and informal.
- Study materials:
  - Digital youth work.
- "Learning to be a youth worker is to become a member of the community of practice of youth work":
  - No isolation.

Estonia

- To create synergies between practice, youth work studies and research (seminars and workshops).
- Communication on youth work and what do youth workers do (clear explanation).
- Strengthening youth worker organisations for advocacy and youth worker professionalisation.
- Advocating for European strategy for youth work development and implementation plan linked to Erasmus+: Youth in Action strategic partnerships (KA2) and TCAs.
- Improving the process of youth workers' professional accreditation process (user-friendliness and IT solutions).
- Communication on youth worker and trainer Competence Models in Estonia (translating the model for youth workers into the Estonian and Russian languages).
- Active sharing of experience and good practice (taking part in peer learning, articles, conferences, etc.).
- NAs TCA planning based on youth work development needs (setting longer term priorities, fostering systemic impact).
- Further developing the synergies between national and international actions that support youth work development.

Finland

- Pilot KA2
- Bringing regional reality (youth work and youth work education) to the "campfire of ETS".
- New youth policy (and youth act) now strongly supports and pushes for import/export of Finnish youth work and youth work education. We want/need/should tap into this by linking to ETS.
- International seminar on youth worker education and training.
- Research: studies on the Finnish model of youth worker education and training.
- NA: Link to Finland's EU presidency themes in youth work.
- NA: Recruitment of teachers and lecturers to future ETS/competence training/seminars.
- NA: Creating evil plans to conquer and dominate the world mwa-ha-ha-ha.

France

- Consult colleagues in the Alsace platform for exchange.
- Reflect on the use of frameworks in other training courses (also outside of Erasmus+).
- Integrate much more digital practice and theory.
- Share the Competence Framework with colleagues and training institutes.
- Report to the French NA.
- Translate the frameworks into French.
- Inform local level youth work about the framework.
- Devise national level training courses based on the competences.

Republic of North Macedonia

- Establishing standards in youth work.
- Raising awareness of digital tools.
- Providing youth workers with digital literacy.
- Improved communication among public/private/social sectors.
- Digital society.
- Develop digital youth work at the national level.
- Modules and training provided by business associations targeting competences in youth work.

Germany

- Distinction between local youth work and international/European youth work.
- The ETS should be further presented and disseminated to European youth workers. There should be a consultation process.
- Minimum criteria/values/attitudes/behaviour for youth clubs/centres/NGOs who want to be recognised as European youth work organisations.

Greece/Cyprus

- Informal recognition of non-formal learning.
- Acknowledgement of the ETS.
- Recognition of youth work.
- Open call for upgrading the pool of trainers.
- More training courses based on ETS.
- Provide information to the stakeholders regarding the competences of youth workers.

Ireland

- European/ETS Advisory Group to meet twice per year.
- National working/advisory group (young people, trainers, youth workers, NYCI, NA, youth work educators).
- Give life to the ETS.
- Sustain the energy for ETS.
- Sites of energy.
- Youth worker education – formal.
- Youth work providers:
  - Funded;
  - Non-funded;
  - Voluntary;
  - Municipal youth work departments;
  - National Agency;
  - TCA;
  - International youth work expertise.
- Nurturing young people.
- Young people flourishing.

Italy

- June 2018:
  - Pilot TC on Competence Model for youth workers.
- Translation of Italian educational tools into other languages and dissemination.
- Feedback on mapping educational and career path of youth work.
- National meeting on youth work (CoE recommendation).
- Initiatives at local level to disseminate ETS and youth work.
- To better know the quality assurance on youth work in the UK and Ireland and see whether this could be used as an example in the Italian context.

Latvia

- To inform colleagues in the Latvia National Agency and discuss how to use ETS Competence Models in training with youth workers, including in "Europe Goes Local".
- To include ETS Competence Models in developing new training programmes for youth workers in Latvia (will be developed in 2018 and launched).
- To spread the information about ETS Competence Models to larger NGOs and youth field higher education institutions.

Lithuania

- Check the relevance of ETS strategy for national youth policy developments.
- Transfer European developments to the national/local level.

Mixed group

- Develop more and improve training for youth workers.
- Multiply trainer/youth worker competence development training/workshops nationally.
- Use the ETS model in the upcoming projects.
- Get together with key stakeholders to discuss ETS.
- Implement the Competence Models for youth workers in training (mindset), (make an escape room about this).
- Share with trainer pools or pools of youth workers:
  - National level.
  - SALTOs.
- Share with the national pool of youth workers (Belarus).
- Share within the SALTO EECA pool of EVS trainers and discuss can be done about it.

Poland

- Apply new digital tools in practice.
- Develop possibilities for youth workers training with the National Agency.
- Organise meetings with other youth workers from inside and outside the organisations participating in the ETS conference.
- Follow Austrian NA's example in developing strategic plan related to youth workers.

Romania

- National Agency: TCA plan derived from consultation with stakeholders.
- Continuous training development for youth workers and trainers of youth and youth workers:
  - Explore the opportunities for this training.
  - Input on the Competence Model for SO_ youth work _ RO revision.
  - Event for aligning RO_SO_YW with EU model.
  - Active occupation.
- Local council.
- City hall.
- HCL.
- Space.
- Budget.
- Activist.
- Youth worker.
- ETS conference.

Slovakia

- Development of generic and targeted prevention of right-wing radicalisation:
  - Training of youth workers.
  - Research.
  - Recommendations.
- Who is a youth worker?
  - Initiate and coordinate a working group for the redefinition of the profession of youth work in a legal framework.
  - National qualification framework.
  - Initiate synergies between key stakeholders.
- Education of youth workers:
  - Initiate pilot study programmes at vocational secondary schools.
- Highlight the importance of digital youth work.
- Initiate TCA training courses focused on the quality of youth work.

Slovenia

- System:
  - Training following the national qualification of youth work.
- Framework of the quality youth work?
  - Does the youth sector in Slovenia need this?
- Development:
  - Dialogue with stakeholders.
  - Creating a space to talk about and shape the framework.
  - Proposing it and using it as the framework for the sector.
  - Work on the basis of this and create a quality framework.
- Reflecting.
- Destroying.
- Rebuilding.
- Ownership of the organisations in youth work:
  - What is going on?

UK

- An attempt to join the dots in the HEI sector – having an international dimension to the other ETS upcoming events.
- Increase awareness within the HEI sector.
  - Get a "buy in" from youth work training qualification bodies in the UK to carry out a mapping exercise against the Competence Framework.
  - Using the Competence Framework with the staff team to document and enhance practice over duration of the "third space" project.

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