



The European
Training Strategy &
the Competence
Model for Youth
Workers to Work
Internationally

What is in the presentation for you?

- Who is SALTO T&C RC and what is our role
- What is behind the European Training Strategy (ETS)
- Presentation of the Competence model
- Next steps
- Q & As



ETS – What for?

The European Training Strategy (ETS) is the main strategy for the development of **quality youth work**

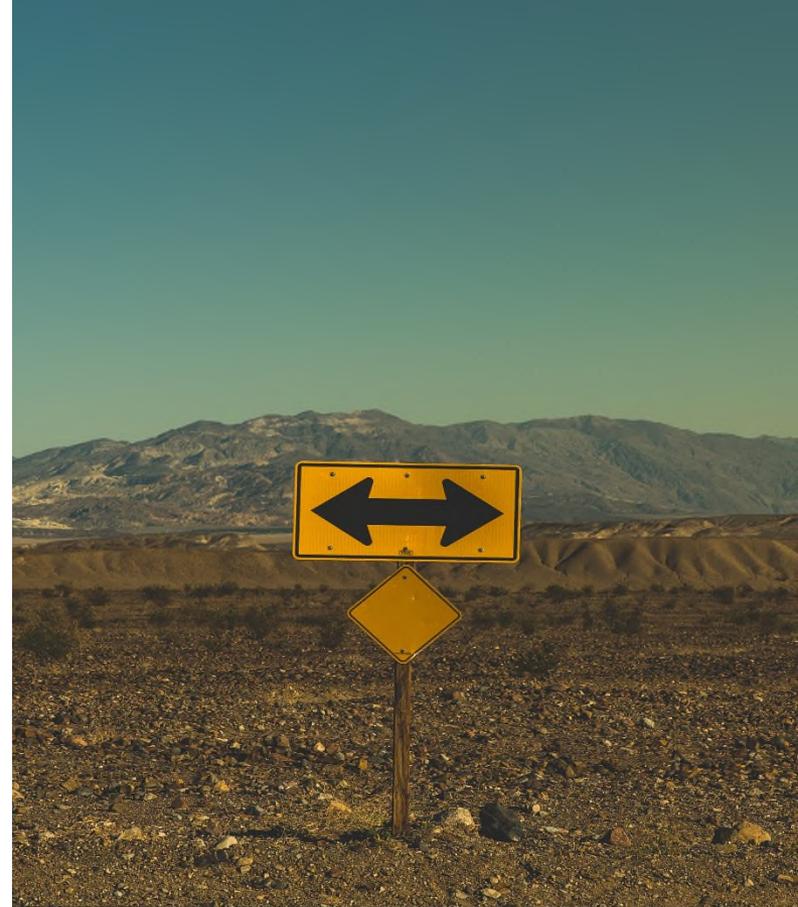


ETS supports **linking youth policy developments in youth work** with the capacity building of youth workers

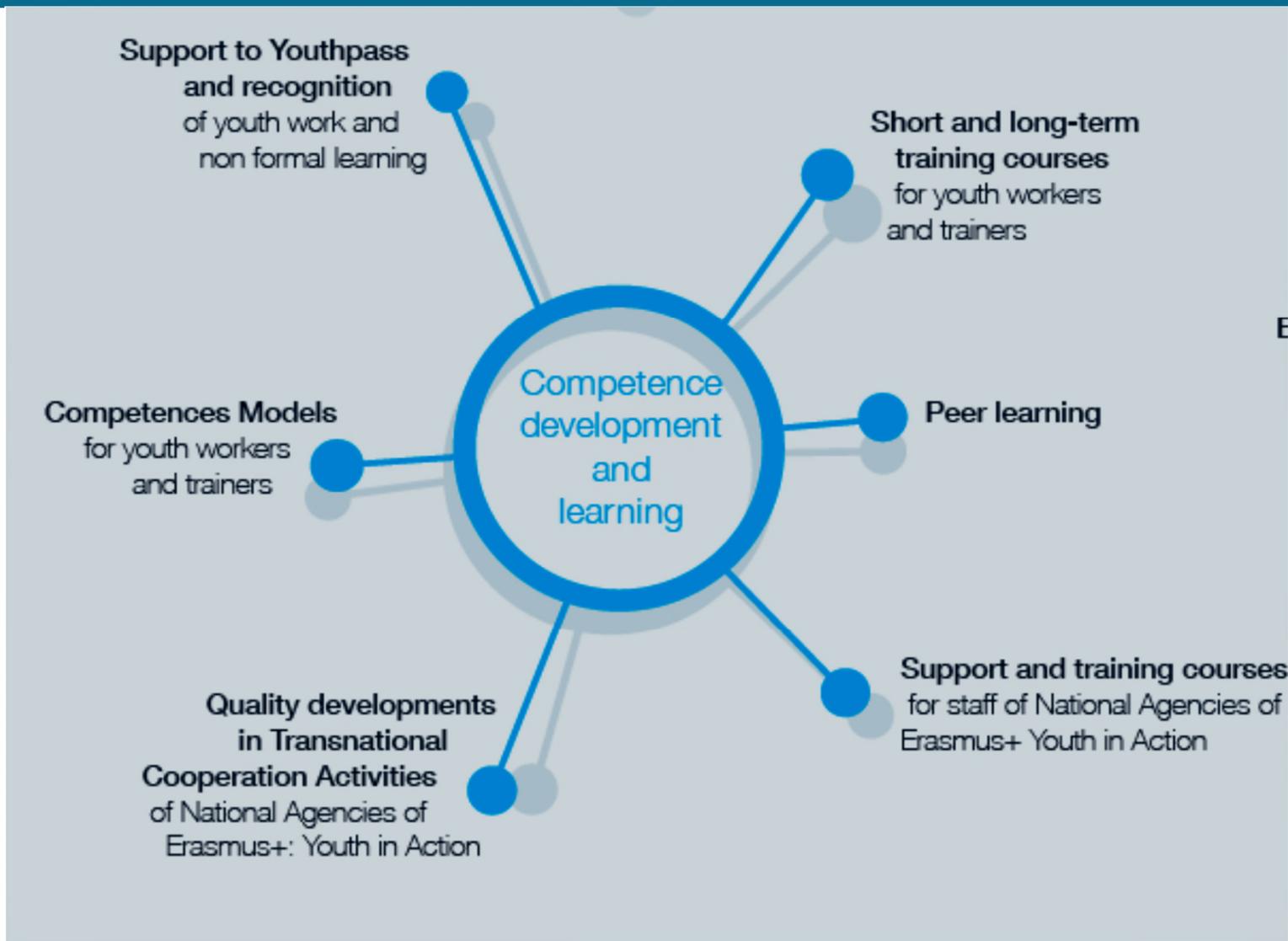
ETS – What does it focus on and who is it for?

Capacity building as one of the key elements for the development of quality youth work in Europe

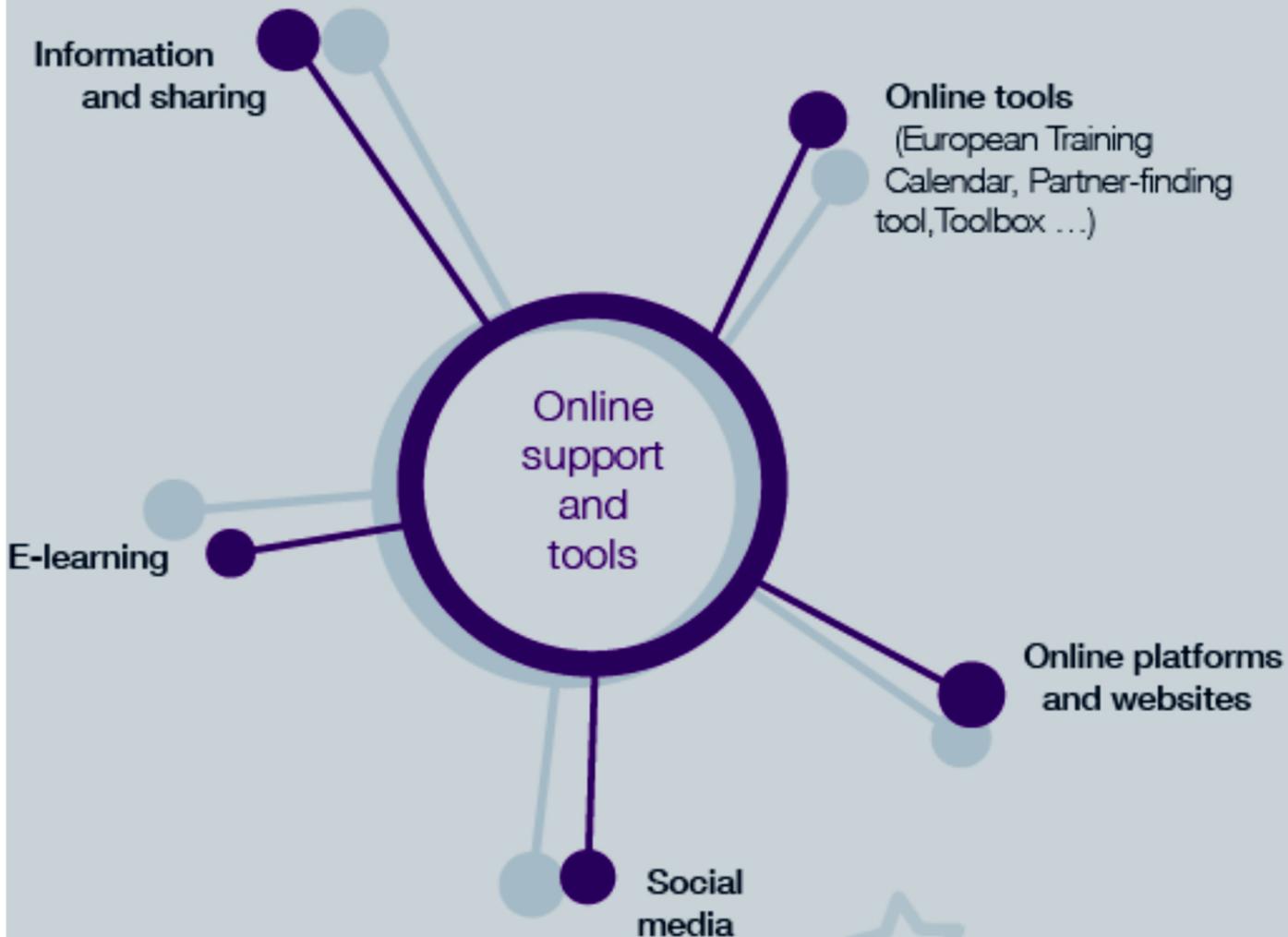
- **Support for individuals**
- **Organisational development**
- **Systemic framework development**



ETS - fields of actions : Competence development and learning



ETS - fields of actions : Online support and tools



ETS - fields of actions : Contribution to building [more] knowledge about capacity building in youth work



ETS Competence Model for Trainers



The competence model for trainers was developed between in **2012 & 2015** by Rita Bergstein, Arturas Deltuva, and Gisele Evrard Markovic.

It is based on **competence models used in Training of Trainers strategies (TALE, ToT, EE)**

ETS Competence Model for Youth Workers : for what and for who?

Now it is your turn:

→ Which competences do youth workers need to work internationally – different from working local/national?

ETS Competence Model for Youth Workers : for what and for who?

Focusses on the **demands of youth workers**

- to integrate European issues into daily work life
- to work in international teams
- to support young people in international learning mobility projects



ETS Competence Model for Youth Workers : for what and for who?

The international dimension

Characteristics of international youth work

- happens with international colleagues/in international teams, in most cases in another language than the native one,
 - value-oriented contexts, e.g. as in European programmes: participation, inclusion, democracy, human rights, etc.
 - the mainly residential character of activities (living and working together 24hours influences non-formal and informal contexts), and
 - the political contexts, be it in Europe or in worldwide environments.



ETS Competence Model for Youth Workers : for what and for who?

Target groups

- Youth workers involved in international learning mobility projects for young people
- Support staff (pedagogical including trainers) of structures and organisations active in international mobility projects
- Organisations and institutions developing and offering training & education strategies for youth workers



ETS Competence Model for Youth Workers : for what and for who?

What is a youth worker?

- work with young people
- variety of non-formal and informal learning contexts
- typically focusing on the young peoples' personal and social development
- one-on-one relationships and group-based activities

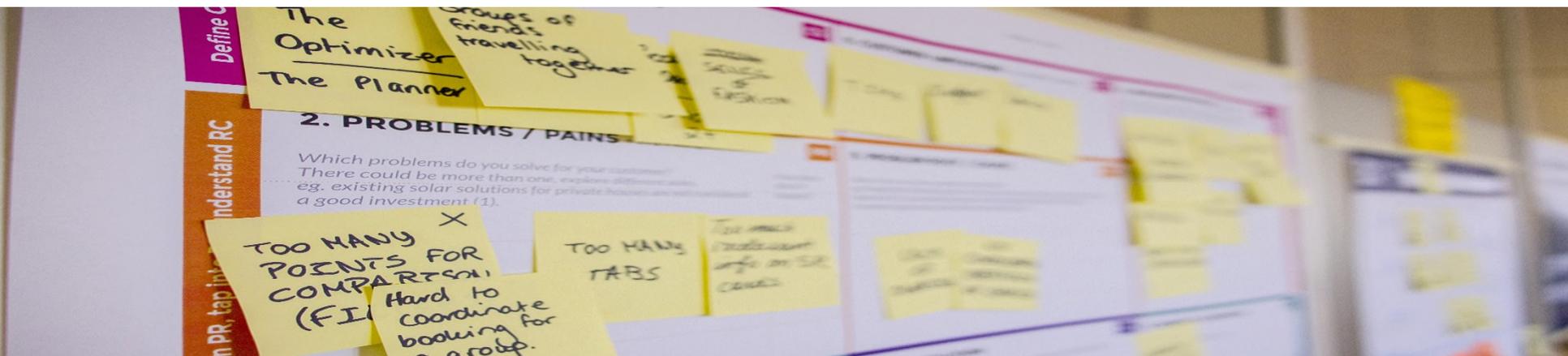
While acting as trainers/facilitators may be their main task, it is just as likely for youth workers to take a socio-educational or social work-based approach.



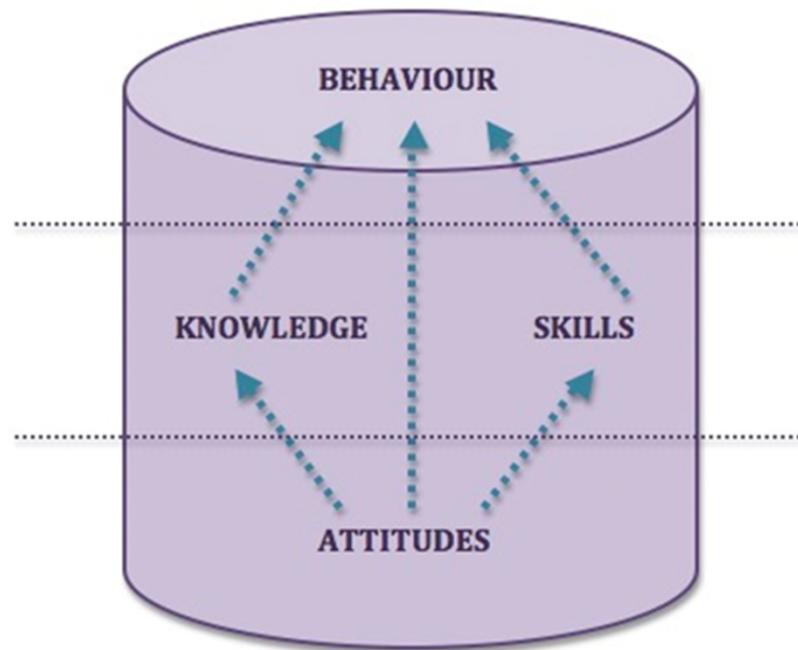
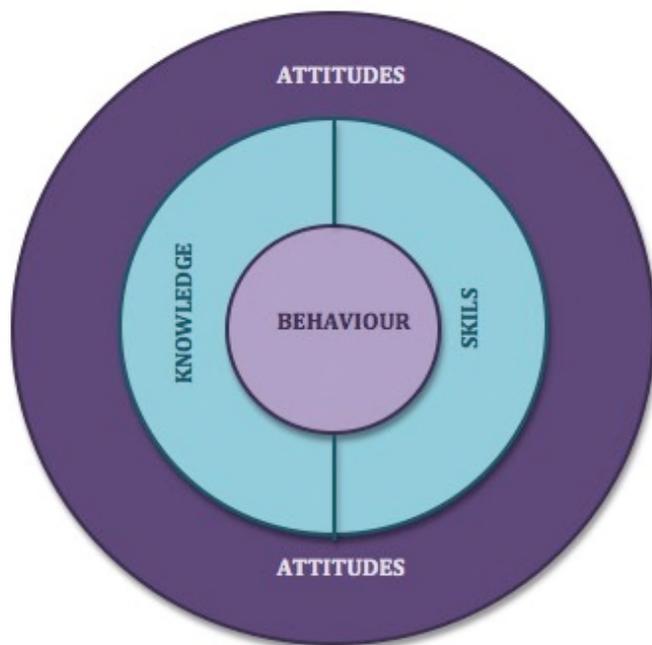
ETS Competence Model for Youth Workers : for what and for who?

Traditions of youth worker education and training in the European countries are very different

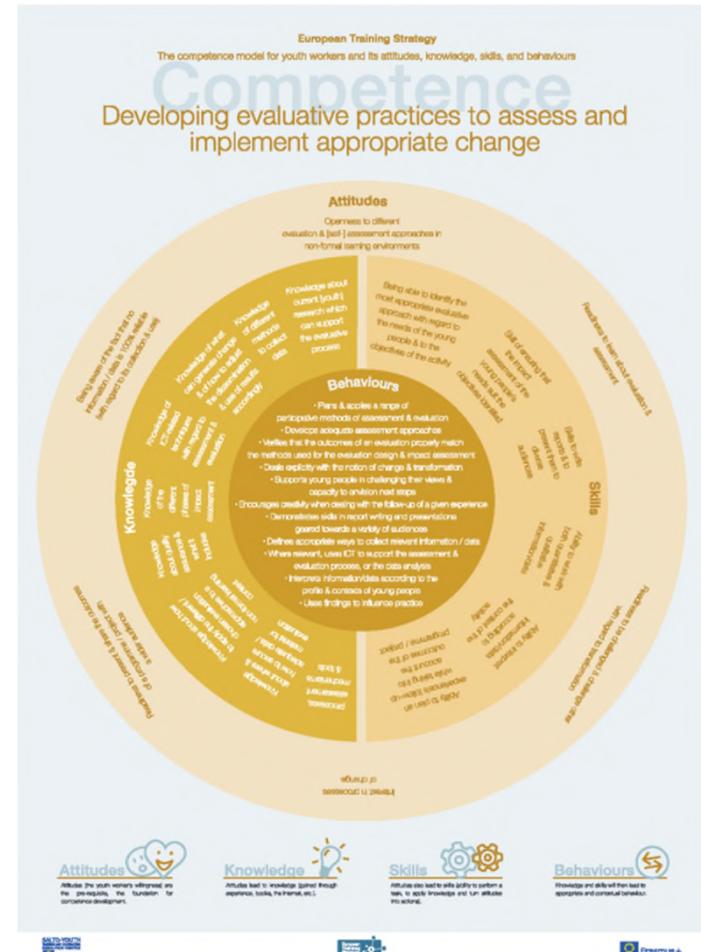
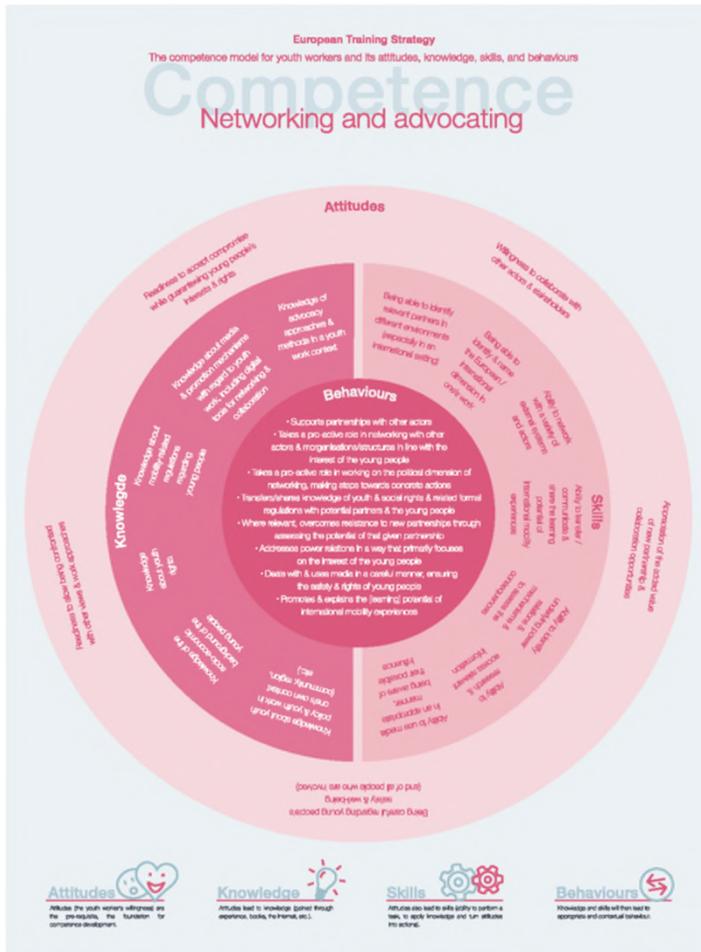
- Formal education in youth work exist or not
- youth work profession/occupational profile exists or not
- paid or voluntary youth work
- the longer or shorter tradition in youth organisations (small/big scale)
- Between mainstreamed concept and the tailor-made approaches



ETS Competence Model for Youth Workers: the structure & the approach



ETS Competence Model for Youth Workers: the competence areas



ETS Competence Model for Youth Workers: the competence areas

7 Networking and advocating

...involves developing and managing partnerships with other relevant actors. Youth work does not happen isolated from the rest of the world. Youth workers facilitate networking with others and advocate for the value of youth work. They are conscious about (political) values and beliefs at play in youth work and support young people in developing independent 'political thought'.

ETS Competence Model for Youth Workers: the competence areas

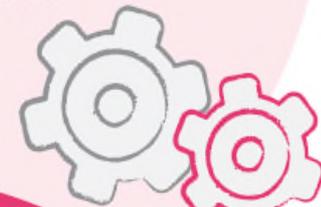


Attitudes

- Willingness to collaborate with other actors & stakeholders
- Appreciation of the added value of new partnership & collaboration opportunities
- Being careful regarding young people's safety & well-being (and of all people who are involved)
- Readiness to allow being confronted with other views & work approaches
- Readiness to accept compromise while guaranteeing young people's interests & rights

- Being able to identify relevant partners in different environments (especially in an international setting)
- Being able to identify & name the European/international dimension in one's work
- Ability to network with a variety of external systems and actors
- Ability to transfer/communicate & share the learning potential of international mobility experiences
- Ability to identify underlying power relations & mechanisms & to assess the consequences
 - Ability to research & access relevant information
 - Ability to use media in an appropriate manner; being aware of their possible influence

Skills



ETS Competence Model for Youth Workers: the competence areas



Knowledge

- Knowledge about youth policy & youth work in one's own context (community, region, etc.)
- Knowledge of the socio-economic background of the young people
 - Knowledge about youth rights
 - Knowledge about mobility-related regulations regarding young people
- Knowledge about media & promotion mechanisms with regard to youth work, including digital tools for networking & collaboration
 - Knowledge of advocacy approaches & methods in a youth work context



Behaviours

- Supports partnerships with other actors
- Takes a pro-active role in networking with other actors & organisations/structures in line with the interest of the young people
- Takes a pro-active role in working on the political dimension of networking, making steps towards concrete actions
- Promotes & explains the [learning] potential of international mobility experiences
- Transfers/shares knowledge of youth & social rights & related formal regulations with potential partners & the young people
- Where relevant, overcomes resistance to new partnerships through assessing the potential of that given partnership
- Addresses power relations in a way that primarily focuses on the interest of the young people
- Deals with & uses media in a careful manner; ensuring the safety & rights of young people

ETS Competence Model for Youth Workers is also about...



Intuition

Authenticity

Integrity

Inner
readiness

ETS Competence Model for Youth Workers : the principles



GOOD
VIBES
ONLY

The NFL principles behind the competence model

- Learner-centeredness (i.e. a focus on the learner and their development)
- Agreement between youth worker and learners on learning objectives
- Transparency
- Confidentiality
- Attention to content and methodology
- Voluntariness
- Participation
- Ownership
- Democratic values and practices

ETS Competence Model for Youth Worker is also about...

It is your turn again:

- What do you think youth worker needs in terms of training?
- How could you imagine to use the model?
- Any questions?

ETS and the Competence Model for Youth Workers : next steps

- Pilot training activities: YOCOMO
- Development of a “Manual”
- Translations into different languages
- Contextualisation in the frame of the further developed ETS (2019-2020)



Thank you very much for your attention!

www.salto-youth.net/ets

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Pictures: Teddy Kelley, Bryan Goff, Simson Petrol, Pablo Garcia Salana, James Baldwin, Annie Spratt, Emily Goodhart, Mark Adriane, Karly Santiago, Daniel Cheung, Alejandro Salarez, Healthy Mond, Ashley Batz, Javier Penas, Gemma Evans, Nik, Aline Grubnyak, Dakota Corbin, Daria Nepriakhina, Rawpixel, Lacie Slezak - all for Unsplash. Illustrations of the competence model: Mandy Krühne for kreativraum