

Educational and Career Pathways of Youth Workers - Ethical standards in Youth Work

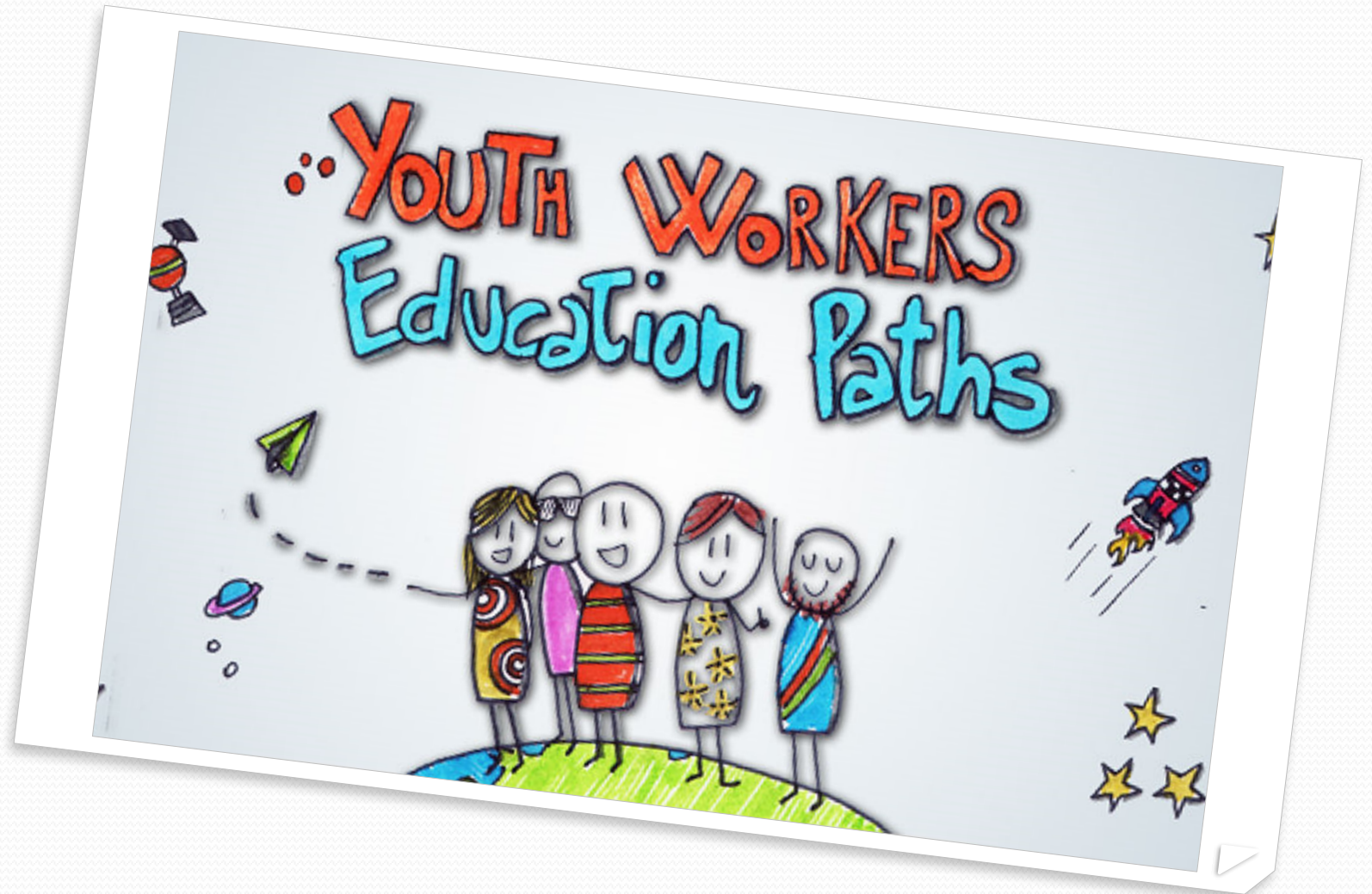
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#EAYW, 23 May 2019



Outline

- Background
- The research on educational and career pathways of youth workers in Europe 2017-2018
- Trends and Practice architectures for Youth Worker Education in Europe
- Mapping Educational and Career Pathways of Youth Workers - Challenges
- Reflection #1 - innovative approaches to challenges
- Ethical standards in Youth Work
- Requirements for ethical youth work practice and policy
- Reflection #2
- General Zoom out questions

Background

- EU-CoE Youth Partnership objective: ‘Better knowledge on youth’.
- Mapping educational and career pathways of youth workers in Europe: project aims to contribute to a better understanding and sharing of information about the education and training of youth workers across Europe and their ensuing employment/career paths - in support of the implementation of the Youth Work Recommendation CM/Rec (2017)4 and of the EU initiatives on promoting quality youth work development.
- Steering group and Expert group on researching education and career pathways of youth workers:
<https://pjp-eu.coe.int/en/web/youth-partnership/expert-group-researching-education-career-paths-youth-workers>.



The research on education and career pathways of youth workers in Europe

A survey of 41 Council of Europe Member State on five broad aspects (2017):

- **youth policy and legislation;**
- **educational and training** for youth workers (in formal and non-formal settings);
- **quality assurance and competence frameworks;**
- **associations** of youth workers;
- **employment opportunities and career paths** for youth workers and professionalisation.

- Part I. Report Mapping educational and career paths of youth workers, edited by James O'Donovan: https://pjp-eu.coe.int/documents/1017981/11516594/01-Mapping_for+printing_without+maps.pdf/192e0cd5-5e74-7d38-76cd-2ba3d108bb43.
- Part II. Diversity of practice architectures on educational and career paths of youth workers in Europe, by Tomi Kiilakoski: https://pjp-eu.coe.int/documents/1017981/11516594/02-138018_partII-SCRIB.pdf/c35f1d87-b007-6cdb-24a9-825d6c57605f.

Thematic papers - 2018

The perspective of youth work organisers, educators and managers:

- Views of educators and youth work managers on the **competences of youth workers** by Dunja Potočnik: <https://pjp-eu.coe.int/documents/1017981/11516594/05-SCRIB.pdf/5f256f35-2e17-183f-1404-2d10ae9a9ea1>.
- What do you see? A look at youth work through the prism of **sociology of occupations** by Marti Taru: <https://pjp-eu.coe.int/documents/1017981/11516594/04-SCRIB.pdf/7fb04f92-7226-2f3c-ed00-a9b46f43406e>.
- **Ethical standards in youth work** and how they support education and career pathways of youth workers by Sladjana Petkovic and Ondřej Bárta: <https://pjp-eu.coe.int/documents/1017981/11516594/06-SCRIB.pdf/41cea176-d7fa-3167-a716-11af717b1559>.

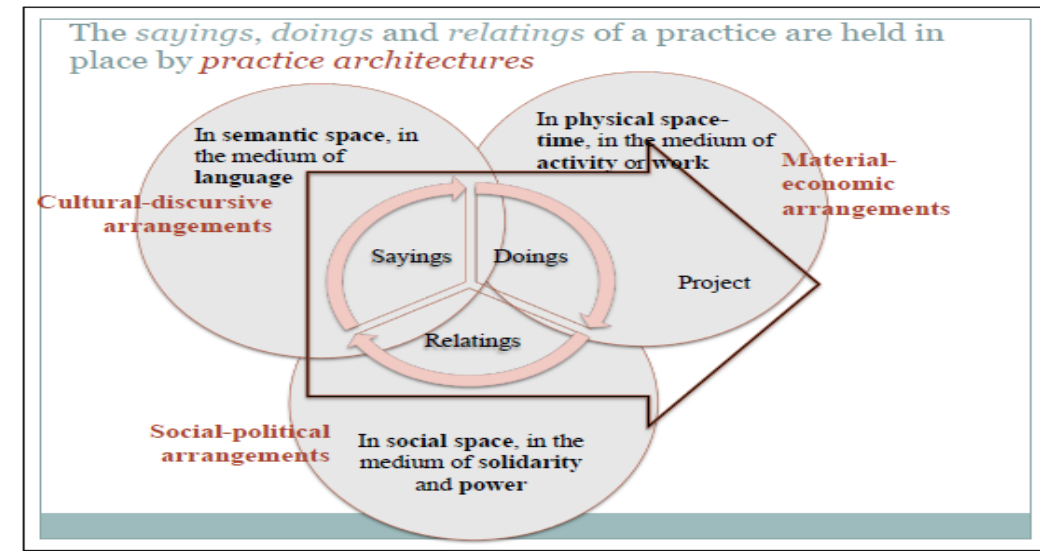
The perspective of youth workers:

- Youth workers in Europe. **Associations, networks and support** by James O'Donovan: <https://pjp-eu.coe.int/documents/1017981/11516594/03-SCRIB.pdf/56cb372f-fea3-aa9c-5013-faa56aeb4c5c>.
- **Early career perspectives** on the educational pathways of youth workers by Tomi Kiilakoski: <https://pjp-eu.coe.int/documents/1017981/11516594/07-SCRIB.pdf/3d3973ef-2dc1-e277-82ec-615bf942bbcd>.
- Youth workers **learning in non-formal contexts** by Dunja Potočnik: <https://pjp-eu.coe.int/documents/1017981/11516594/08-SCRIB.pdf/04539924-1d47-9975-317d-77a7fcc60de5>.

Trends and Practice architectures for Youth Worker Education in Europe

Theoretical framework (Kemmis)

- **Saying**/cultural-discursive dimension: how youth work is recognised, formulated, talked about and debated. *Professional vocabulary, professional recognition and theories of how good practice is organised.*
- **Doing**/structural-occupational dimension: how youth work education is supported and how youth work can be a sustainable career. *Physical and economic realities. Design of youth work places, wages of youth workers, economic status of youth work organisations, sustainable career pathways.*
- **Relating**/social-political dimension: how youth work is recognised, supported and organised so that it can relate to young people, general public and other professional cultures. *Social relationships and power, resources, relations to other professions and groups.*



Group 1. Strong practice architectures

Belarus
Belgium (French)
Estonia
Finland
France
Germany
Ireland
Luxembourg
Slovakia
UK (England)
UK (Wales)

1. Legislative definitions
2. Competency description and/or
3. Quality assurance

Associations of youth workers

1. Vocational education on youth work
2. Tertiary education for youth work
3. Public support for non-formal learning
4. Identifiable and sustainable career paths

The author created the four groups based on the information provided by member state representatives in EKCYP and verified by CDEJ representatives. The listing in each group is in alphabetical order. Full scoring of the data received and analysed is explained in the analytical paper on the topic.

Group 2. Strong practice architectures, room for development

Austria
Belgium (Flemish)
Belgium (German)
Czech Republic
Iceland
Liechtenstein
Malta
Portugal
Russian Federation
Serbia
Sweden
The Netherlands

1. Usually legislative definitions
2. Competency description and/or
3. Quality assurance work

Associations of youth workers

1. Usually vocational education on youth work and/or
2. Tertiary education for youth work
3. Usually public support for non-formal learning
4. Usually identifiable and sustainable career paths

The author created the four groups based on the information provided by member state representatives in EKCYP and verified by CDEJ representatives. The listing in each group is in alphabetical order. Full scoring of the data received and analysed is explained in the analytical paper on the topic.

Group 3. Practice architectures where some parts have been developed

Armenia
Bulgaria
Latvia
Lithuania
Norway
Slovenia
“The former Yugoslav Republic of Macedonia”
Turkey

1. Usually legislative definitions
2. In some cases competency description and/or
3. Quality assurance

In some cases associations of youth workers

1. Usually vocational education on youth work and/or
2. Tertiary education for youth work
3. In some cases support for non-formal learning
4. Usually no identifiable and sustainable career paths

The author created the four groups based on the information provided by member state representatives in EKCYP and verified by CDEJ representatives. The listing in each group is in alphabetical order. Full scoring of the data received and analysed is explained in the analytical paper on the topic.

Group 4. Practice architectures in need of development

Albania
Azerbaijan
Bosnia and Herzegovina
Croatia
Cyprus
Georgia
Greece
Italy
Moldova (Republic of)
Montenegro
Poland
Romania
Ukraine

1. Usually legislative definitions

In some cases associations of youth workers

1. In some cases tertiary education for youth work
2. In some cases public support for non-formal learning

The author created the four groups based on the information provided by member state representatives in EKCYP and verified by CDEJ representatives. The listing in each group is in alphabetical order. Full scoring of the data received and analysed is explained in the analytical paper on the topic.

Mapping Educational and Career Pathways of Youth Workers - Challenges identified 1

- Embedding youth work in and ensuring that it is an integral part of all youth related policies/strategies and implementation.
- Reaching a European wide consensus on who "youth workers" are, what education/training "qualifies" them to be youth workers and what employment and career paths are available to them, regardless of the nomenclature, status or role of "youth workers" in individual member states.
- Further developing and strengthening over-arching structures for non-formal education and training that ensure an appropriate level of provision, funding and accreditation and that align methods, themes and competences.
- Strengthening and expanding formal education and vocational training for youth workers, particularly in those Member States where it is under-developed or absent.

Mapping Educational and Career Pathways of Youth Workers - Challenges identified 2

- Affording additional supports to the voluntary youth sector and NGOs in those member states where they play the leading role in promoting youth work and the youth work profession.
- Promoting and supporting innovative and experimental approaches in developing and implementing quality assurance and competency-based frameworks and systems.
- Exploring the role that associations and networks of youth workers might play in supporting the development of youth work and the youth worker profession.
- Promoting the formal recognition of youth work as a profession and parity of status with related professions.
- Further developing and strengthening the data, knowledge and research base of youth work particularly with regard to the voluntary youth sector and NGOs, quality and competences, associations and networking, and employment and career options and opportunities.



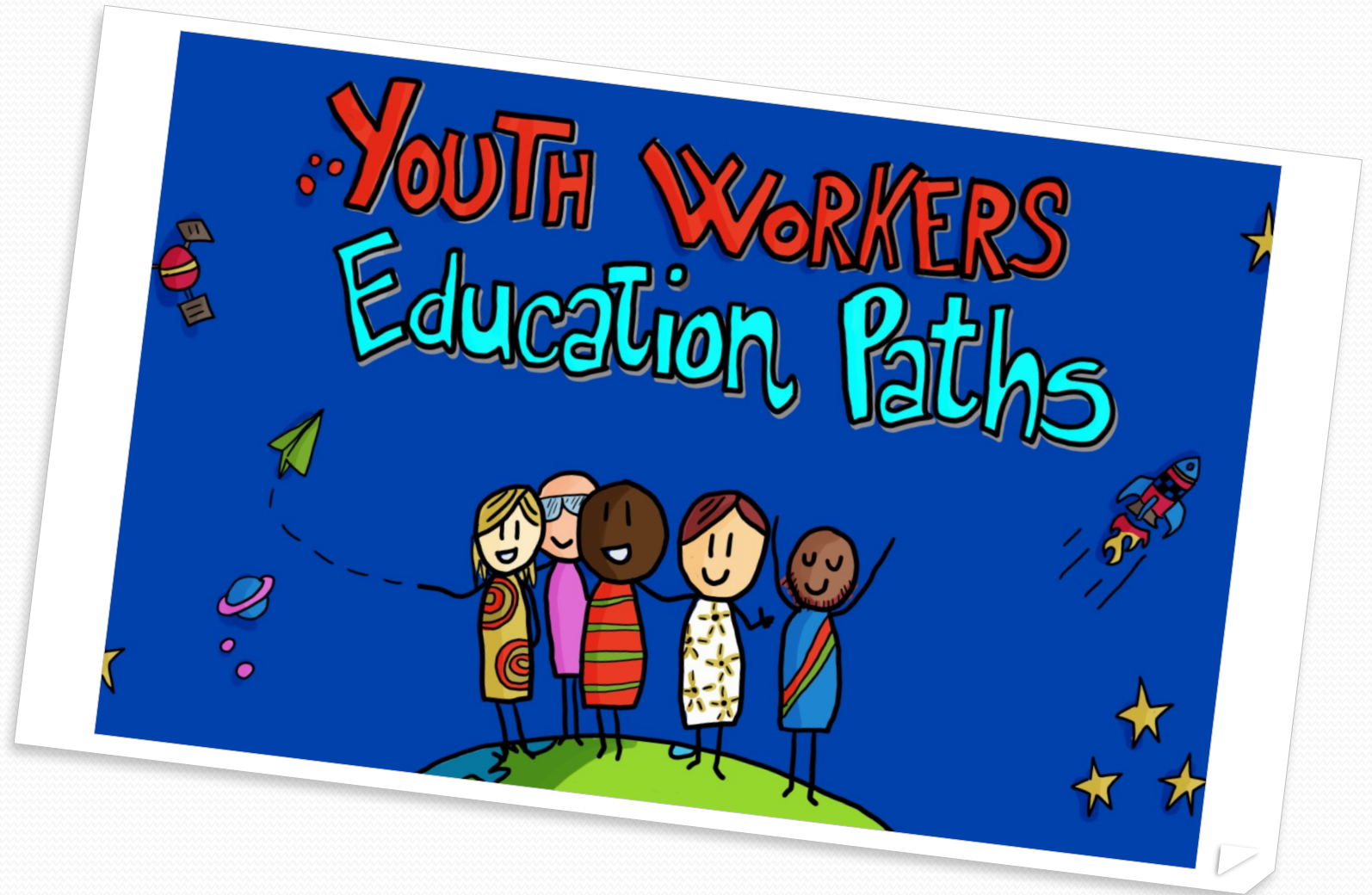
Reflection #1

- What is the role of innovation in supporting development of educational and career pathways of youth workers?

Ethical standards in Youth Work

- Serving the higher purposes of inclusion and social cohesion, youth work has inherent moral elements representing a value-driven social practice which produces actions that have moral, social and political consequences.

(Council of Europe 2015)

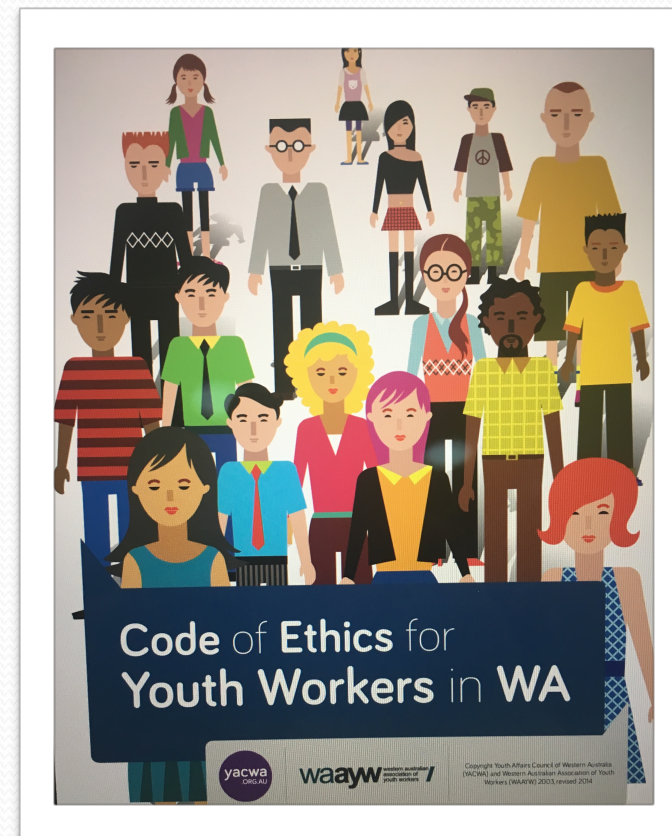


Requirements for ethical youth work practice and policy

- Framework for ethical youth work (Sarah Banks): Ethical youth work practice is often defined through a set of ethical 'standards' encompassing I) **ETHICAL PRINCIPLES AND VALUES**, specific II) **RULES AND POLICIES**, and III) moral qualities, dispositions and **COMPETENCES**.
- Why development of ethical standards is important?
 - a) provides a conceptual framework for recognition, reflection and discussion on ethical issues in youth work;
 - b) identifies ethical principles and values, offering guidelines for improvement of youth work practice.

I) Ethical principles and values

- **Commonly accepted ethical standards** - challenges may arise in implementation due to the interpretation of the general principles and values which can vary widely, both within and between people of different historical and cultural origins (Imam 1999).
- The **values** provide an ethical foundation that informs professional principles and practice.
- The **principles** apply the general values more directly to youth work practice and define the essential activities of enabling young people's voluntary participation and actively seeking accountability to them and their communities.
- **Close relationship between values and practice:** youth workers need to be involved in continuous professional reflection and development to ensure quality and ethical practice.



II) Rules policies and procedures

- Relevance for youth workers who are often **exposed and isolated** when handling sensitive and challenging issues **in a specific context** which has traditionally been more informal and less rule-bound than many other professions in the welfare field.

‘Recognition of the boundaries between personal and professional life’; ‘Report possible abuse’ (NYA 1999a:20, in Banks 2010); ‘Preventing corruption’ (CS 2014; YACWA, WAAYW 2014a; cf. YWAS 2017); ‘Refuse to use illegal drugs or alcohol prior to and during work’ (The UK CYWU 1999: 23, in Banks and Imam 2000).

- A model of integrating ethics into policy formation at the agency level:
 - a) *Codes of ethics*, at the agency level, represent the standard professional codes for youth work; or they could be specific to the agency, composed of usually general clauses.
 - b) *Codes of practice* (‘practice principles’) refer to the way that ethical clauses play out in a particular context - still at the level of principle but firmly applied to a particular situation.
 - c) *Codes of behaviour* refer to actual actions and activities of youth workers.

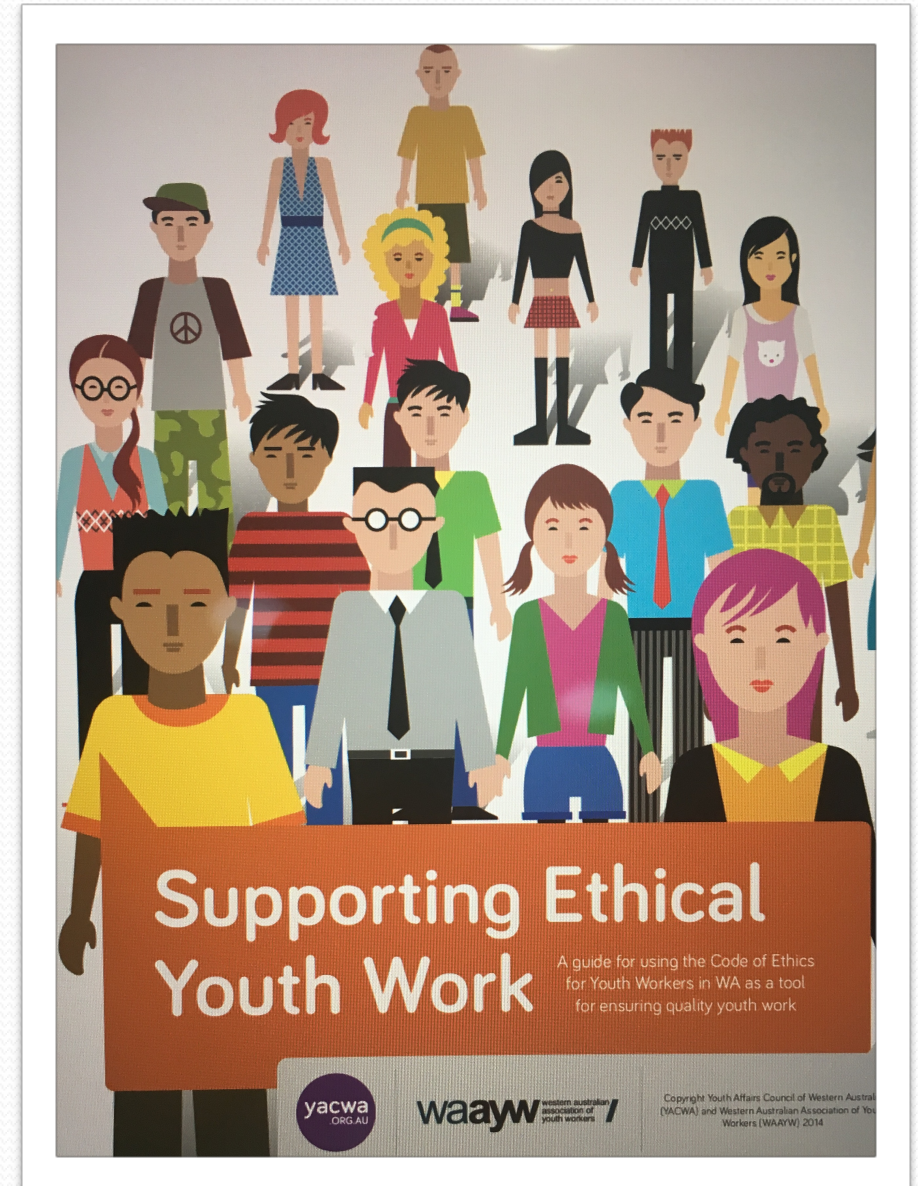
III) Competences

- An important part of any 'ethical framework' for youth work is the development of youth workers' competences and skills through **education, supervision and debate** with colleagues.
- **Identifying** youth work values and practice, and **applying** values and principles to practice, are considered to be some of the **essential skills** for understanding youth work roles and its responsibilities (Sapin 2012:20).
- **'Moral reasoning'**- *the ability to see the ethical issues in a given situation, to identify ethical principles and rules involved, to prioritise and weigh them against each other, to consider the possible courses of action and their consequences and to justify a decision taken. Moral reasoning, dependent both on the internal values, and ideally also based on the ethical code of conduct, is the ultimate tool of any professional in a dilemma, including youth workers (Banks et al 2000).*
- The empirical data analysis (FGI_1-7): **induction phase is essential**. Survey1: youth workers consider **education background important**; Survey2: widely rooted framework for the development of competences, and moral qualities of the responding youth workers.

What about implementation?

Guidelines provide practical tips and resources in order to help organisations that employ youth workers to put the ideas given in the ethical code into practice.

- Building awareness of the code of ethics;
- Using the code in policies and procedures;
- Employing ethical youth workers;
- Supporting ethical youth workers.



Ethical issues and conflicts identified

- CONTEXT (*'Ethics and agency policy'; 'Youth work and the state'*).
- PROFESSIONAL DEVELOPMENT OF YOUTH WORKERS (*'Self-determination and negotiation of personal and professional values', 'Interests and commitments'; 'Professional development and self-care'*).
- RELATIONSHIP WITH YOUNG PEOPLE (*'The ethics of power'; 'Professional boundaries and dual relationships'; 'Empowerment and dependency in the youth work relationship'; 'Taking care and managing risk'; 'Confidentiality'*).
- RELATIONSHIP WITH OTHER PROFESSIONS (*'Referral and working across professional disciplines'*).

Reflection#2

- What is your experience in applying ethical standards in youth work practice and policy and what types of challenges have you encountered?

Youth Partnership

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



EUROPEAN UNION

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

THANK YOU!!