



## Progress report

### Youth Workers certification system development and outreach

Linked to the 1st training for youth workers on the 'Designing Programmes' competence area, implemented from 28th November to 4th December 2023 in Lithuania.

## Initial plan

When applying for [Erasmus+ Accreditation](#), we aimed to lay the foundations for developing the certification of youth workers and trainers by using digital Open Badges aligned with the ETS competence models for youth workers and trainers working internationally.

We envision that the badge meta-data can be used to generate **Youthpass certificates**, which, starting in 2022, introduced the ETS competence model for youth workers.

We added budget and activities for system development to each training course, as each course will have its system of badges linked to the specific European Training Strategy competence area for youth workers and trainers.

The system development is connected with each training activity and consists of the following actions:

→ Defining a range of badges and building them into a comprehensive **badge-based recognition system** for each course and each competence area for youth workers and trainers.

→ **Relating a specific competence** to specific youth work and training competence frameworks of countries involved in each training course.

→ Promotion of badge-based recognition systems on:

- Cities of Learning communication channels (monthly newsletter, social media accounts)
- Partners' websites
- EU Year of Skills website: <https://year-of-skills.europa.eu/>
- Through relevant European events and to relevant stakeholders

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<sup>1</sup> On 10th May 2024, the Nectarus organisation changed its name to Awero. Read more about changes [here](#)





In this report, we share progress and provide evidence of youth workers' certification system development and outreach linked to the **1st training for youth workers on the 'Designing Programmes'** competence area, implemented from 28th November to 4th December 2023 in Lithuania.

## European-level development and outreach

Together with partners, we have launched the **Youth Work Pathways to Professional Development and Recognition [platform](#)** where anyone can:

- Promote and find learning and training opportunities relevant to youth work competence development;
- Offer open learning activities and educational resources to support youth workers' competence development;
- Access the ETS competence model for youth workers and use 360-degree assessment to complete self-assessment, ask for external feedback, compare both, and identify and set professional development goals.
- Issue and earn digital Open Badges to validate and recognise learning.

For the training course on programme design, the training team created nine learning activities (see Annex 1). All learning activities used ETS competences (attitudes, skills, knowledge, behaviours) for youth workers in the skills tags, which will be encoded together with evidence in the meta-data of badges earned by participants.

Participants were invited to the dedicated [training activity on the platform](#) to easily find, access, and navigate through the badge recognition system that was made available for the training course.



Image: Screenshot of the badge system on the platform



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To support participants' competence development and recognition on personal and social levels, the training team offered such activities:

- **Before the training**, invited participants go on a platform and complete a self-assessment of their competences in Designing programmes.
- **During the training**, on day 1, participants completed the self-assessment on Reflective Practice and shared in a peer-participants reflection group.
- **During the training**, on day 2, participants shared experiences and insights from completing competence self-assessment before the training activity.
- **During the training**, on day 4, participants reflected on learning and started claiming the first badges.
- **During the training**, participants concluded their learning in the final reflection session, revisited and adjusted competence self-assessment, and invited other participants to give feedback using the platform.
- **In the follow-up** of the training, claim all available badges and complete the Youthpass individual learning part.

Some results based on the stats and analytics available on the platform:

- Participants made 248 actions to join playlists and activities.
- They earned 191 badges.
- 4 badge quests left in progress.

We reached out to the following European stakeholders to promote youth workers' recognition developments in the following ways:


- Presented first ideas and the concept during the partners' online meeting on the 21st of June, 2023.
- Presented, recorded and disseminated the certification developments during the online Cities of Learning Community call on the 3rd of August 2023 (view [recording on Youtube](#))
- Featured 360-degree assessment solution in the Cities of Learning Newsletter
- Shared via email about our efforts and developments to create a recognition system with the SALTO Training and Cooperation Resource Centre and their team of researchers involved in the SNAC.
- Engaged with the [Alliance of Youth Workers Association](#).
- Disseminated developments to 11 National Association of Youth Workers and Youth Work providers:

- **Czechia**, Ceska asociace streetwork, z.s., [www.streetwork.cz](http://www.streetwork.cz)
  - **Italy**, NINFEA National Informal and Non-Formal Education Association, <https://ninfeaassociazione.it/>
  - **Georgia**, Youth Workers' Association Association of Georgia, <https://ge.linkedin.com/company/ywag>
  - **Greece**, Hellenic Youth Workers Association (HYWA) - Panellinio Somateio Symvoulon Neon, [www.youthwork.gr](http://www.youthwork.gr)
  - **Lithuania**, Lithuanian Open Youth Centres Association (LAJCA), <https://www.facebook.com/ltajca/>
  - **Macedonia**, SOJUZ ZA MLADINSKA RABOTA SKOPJE The Republic of North Macedonia, [www.smr.org.mk](http://www.smr.org.mk)
  - **Malta**, Maltese Association of Youth Workers (MAY), <http://www.maymalta.org>
  - **Netherlands**, BEROEPSVERENIGING KINDER- EN JONGERENWERKERS, [www.bvjong.nl](http://www.bvjong.nl)
  - **Portugal**, APPJUVENTUDE - Associação Portuguesa de Profissionais de Juventude Portugal [www.appjuventude.pt](http://www.appjuventude.pt)
  - **Serbia**, NACIONALNA ASOCIJACIJA PRAKTICARA/KIOMLADINSKOG RADA-NAPOR, [www.napor.net](http://www.napor.net)
- Presented project developments during the Bonn Process Coffee Talk on National Processes involving focal points meeting on the 17th of January, 2024. [All focal points](#) involved received follow-up emails.
  - Presented project developments during the ETS Advisory Board meeting on the 6th of February, 2024.
  - On the 29th of April, 2024, we met online with the SALTO Training and Cooperation Resources team and EU-CoE Youth Partnership representative to present and exchange information on European recognition developments.
  - Our team ran a workshop on good practices during the European Academy on Youth Work, 14–17 May 2024.

## Country-specific developments and outreach

After closing the participants' selection, we reached out to partners in the countries of participants, asking for their contributions to the recognition system development:

- Supporting participants before and after the training, especially in reflection and recognition of competence development.
- Expressing interest and commitment to translating the ETS competence model to partner languages.
- Expressing interest and commitment to translating all or selected open learning activities and educational resources on the Youth Work Pathways platform.

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- Providing up-to-date knowledge and information on youth work recognition situations in their countries.
  - Identifying, engaging and/or facilitating contacts with relevant recognition stakeholders in their countries.

Further, you can read accounts and find evidence of contributions made by our partners to start recognition system development and outreach.

## Armenia

### Gyumri "Youth Initiative Centre" NGO (YIC)

- Participants obtained visas late in the preparation process. Therefore, we will contact this partner to collect information about the youth work recognition situation in the later stage.

## Austria

### Plattform Generation Europa

- We had only one participant, an Italian national living and working in Austria. Therefore, we will contact this partner to collect information about the youth work recognition situation in the later stage.

## Cyprus

### PlanBe, Plan it Be it

- Partner delivered an overview of the [youth work recognition situation in Cyprus](#).
- Partner translated the ETS competence model for youth workers into Greek-CY.
- Partner translated three open learning activities and resources on the Youth Work Pathways platform.

## Czechia

### Youth Progress, z.s.

- For the [youth work recognition situation overview in Czechia](#), we used available information provided by the Alliance of Youth Workers Association from the research in the KA2 Erasmus+ project titled "European Youth Workers Unite to Empower Youth and Youth Field - Youth Work is a lifestyle".

## Greece

### Hellenic Youth Workers Association

- Partner delivered an overview of the [youth work recognition situation in Greece](#).



## Ireland

### Youth Work Ireland Midlands

- Partner provided their organisation's youth workers' [competence](#) model to be uploaded and used for self-assessment.

## Italy

### NINFEA

- For the [youth work recognition situation overview in Italy](#), we used available information provided by the Alliance of Youth Workers Association from the research in the KA2 Erasmus+ project titled "European Youth Workers Unite to Empower Youth and Youth Field - Youth Work is a lifestyle".

## Lithuania

### Nectarus

- We met with the National Youth Department and learned the latest news about registering the Youth Workers' profession. We have learned that the currently available National youth workers' certification system includes international training activities when validating competences. This may change with new regulations after the youth workers profession is registered. We decided not to pursue more until this step is completed.
- We met with Lithuanian Open Youth Centres Association representatives to discuss our developments. We reach an agreement to establish collaboration with this organisation.
- [Lithuanian youth workers' competence model](#) is available for assessment on the platform.

## Moldova

### "Millenium" Training and Development Institute


- Partner delivered an overview of the [youth work recognition situation in Moldova](#).
- Partner translated the ETS competence model for youth workers into the Romanian-MD language.

## Netherlands

### Breakthrough Foundation

- For the youth work recognition situation [overview](#) in the Netherlands, we used available information provided by the Alliance of Youth Workers Association from the research in the KA2 Erasmus+





project titled “European Youth Workers Unite to Empower Youth and Youth Field - Youth Work is a lifestyle”.

## Portugal

### JumpIN Hub - Associação para a Inovação e Empreendedorismo

- For the youth work recognition situation [overview](#) in Portugal, we used available information provided by the Alliance of Youth Workers Association from the research in the KA2 Erasmus+ project titled “European Youth Workers Unite to Empower Youth and Youth Field - Youth Work is a lifestyle”.

## Serbia

### BalkanIDEA Novi Sad

- Partner connected with the stakeholder responsible for [youth work recognition in Serbia](#).
- Partner translated the ETS competence model for youth workers into the Serbian language.
- Partner translated three open learning activities and resources on the Youth Work Pathways platform.

## Slovenia

### TiPovej!, Institute for Creative Society

- Partner connected with the youth work recognition stakeholder and asked to review the situation.
- Partner decided not to translate the ETS competence model for youth workers into the Slovenian language. Instead, they asked, and we uploaded their national youth workers' competence model.



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This project has been funded with support from the European Commission. This publication (communication) reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



## ANNEX 1. Activity list to facilitate

### ETS-competence development and recognition for youth workers

Want to translate? Contact [info@awero.org](mailto:info@awero.org)

#### Programme design competence area

No.	Activity name	Competences	Languages
1.	<a href="#">Self-assessment using the European Training Strategy (ETS) competence model</a>	<ul style="list-style-type: none"> <li>Competence in action (behaviour): where relevant, uses digital tools to support the assessment and evaluation process or the data analysis</li> <li>Attitude of openness to different evaluation and [self-] assessment approaches in non-formal learning environments</li> <li>Readiness to learn about evaluation and assessment</li> <li>Knowledge of evaluation processes, assessment mechanisms and tools</li> <li>Knowledge of ICT-related techniques concerning assessment and evaluation</li> </ul>	<a href="#">EN</a> , <a href="#">NL</a> , <a href="#">SR</a>
2.	<a href="#">Why bother going international? Assessing young people's needs</a>	<ul style="list-style-type: none"> <li>Competence in action (behaviour): Assessing the needs of young people before or at the very beginning of the activity (and proceeding with tailored adjustments if needed)</li> <li>Knowledge of assessment practices in non-formal learning</li> <li>Skills of assessing/analysing the needs of young people and then involving them in developing a corresponding programme</li> <li>Skills of adjusting the educational approach to the needs of the young people</li> <li>An attitude of displaying genuine interest in the group's needs</li> </ul>	<a href="#">EN</a> , <a href="#">NL</a>
3.	<a href="#">Young people in the digital world</a>	<ul style="list-style-type: none"> <li>Skills to increase inclusion for all participants when using digital environments for activities</li> </ul>	<a href="#">EN</a> , <a href="#">GR</a> ,
4.	<a href="#">Your youth work system and systemic view</a>		<a href="#">EN</a>
5.	<a href="#">The Power of Reflection in Youth Work</a>	<ul style="list-style-type: none"> <li>Skills of initiating and supporting self-reflection on learning</li> </ul>	<a href="#">EN</a> , <a href="#">NL</a> , <a href="#">SR</a>



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6.	<a href="#">Digitalisation of society</a>	<ul style="list-style-type: none"> <li>• An attitude of being curious about political and social developments, including in the digital sphere</li> </ul>	<a href="#">EN</a> , <a href="#">GR</a> , <a href="#">NL</a>
7.	<a href="#">Applying non-formal learning in international youth work programmes</a>	<ul style="list-style-type: none"> <li>• Competence in action (behaviour): applies non-formal learning principles in programme design with emphasis on youth-centeredness, transparency, democratic values, participation, empowerment, and social transformation;</li> <li>• Knowledge of the values and key principles of non-formal learning;</li> <li>• Willingness to research and stay up-to-date with the newest developments in non-formal learning-related practices.</li> </ul>	<a href="#">EN</a> , <a href="#">NL</a>
8.	<a href="#">Dealing with Ambiguity</a>	<ul style="list-style-type: none"> <li>• Competence in action (behaviour): Has the courage to improvise and experiment and recognises the importance of this</li> <li>• Competence in action (behaviour): Is OK with imperfections, failures, and mistakes</li> <li>• Attitude: Readiness to improvise and accept ambiguity</li> <li>• Attitude: Being open towards learning/unexpected learning (for oneself and others)</li> <li>• Attitude: Willingness to address ethical issues as a source of learning about and from others.</li> <li>• Attitude: Being open and accepting that failure is a part of learning</li> <li>• Skills: Empathising in a way that others can learn from one's experience</li> <li>• Skills: Ability to generate conditions where group members can show and build solidarity within the group</li> </ul>	<a href="#">EN</a> , <a href="#">NL</a>
9.	Playlist <a href="#">European Funding Programmes</a> with 4 activities	<ul style="list-style-type: none"> <li>• Competence in action (behaviour): Involves the young people in designing the programme, where possible</li> <li>• Knowledge of the values and key principles of non-formal learning</li> <li>• Willingness to research and stay up-to-date with the newest developments in non-formal learning-related practices</li> <li>• Skill in developing meaningful programmes that motivate and engage young people</li> <li>• Ability to create conditions for young people to feel and show solidarity with different values, beliefs and</li> </ul>	<a href="#">EN</a> , <a href="#">NL</a>



		<p>worldviews</p> <ul style="list-style-type: none"><li>• Skill of identifying external influences on the development of the practice of youth workers</li></ul>	
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