

Levels
(according to the National
Qualification Framework)

Level II

Work with young people under guidance with some autonomy;
Take responsibility for one's own actions;
Be responsible for one's own actions, adapting under certain guidance one's own behaviour to common situations and circumstances in a pre-structured framework

Level III

Work with young people in simple situations autonomously and self-responsibly;
Take responsibility for one's own actions consistent to the situation;
Independently adapt one's own behaviour to the state and circumstances of common situations in a pre-structured framework

Level IV

Work autonomously and self-responsibly with young people in changing routine situations;
Plan, carry out, and evaluate projects;
Independently adapt one's own behaviour to different situations and under varying conditions to the respective state and circumstances

Level V

Act independently and flexibly in varying and even unpredictable situations
Coordinate and manage projects and / or teams independently
Instruct colleagues in changing assignments
Participate in the professional development of organisational structures and / or educational concepts

Level VI

Lead complex and comprehensive functional areas and / or projects independently and ultimately responsible
Deal critically and responsibly with actions of colleagues as well as project and working teams
Take responsibility for managing professional development of individuals, teams, organisational structures, and educational concepts or those of a similar nature

Underlying principle: All actions of youth workers are consistent with the content of the Universal Declaration of Human Rights, as well as with an environmental, social, economically sustainable global development. Young people are always appreciated and treated respectfully.

Areas

Dimensions



Competence Framework for Youth Work

Enable, initiate and promote learning



- Set educational goals using a participatory approach and support young people in achieving these objectives
- Create settings which promote (self-)education and learning processes
- Facilitate (self-)educational processes and shape learning processes
- Use appropriate methods for successful learning
- Evaluate and develop learning processes

Support identity development and approaches in coping with everyday life



- Support young people in the development of their identity and further personal development
- Enable young people to experience self-efficacy
- Promote responsibility and independence of young people
- Strengthen personal recognition and sense of community
- Support young people in coping with everyday life

Enable participation, represent interests



- Organize activities / offers / projects participatory
- Use appropriate methods and procedures for successful participation
- Enable participation in the development of the organisation
- Promote social and political participation of young people
- Represent the interests of young people

Act and interact consciously and responsibly



- Take responsibility
- Implement roles conscientiously and with consideration
- Include the different dimensions of diversity in the work
- Design group / team settings
- Initiate and design group / team processes
- Accompany and develop group / team processes
- Act constructively and solution-oriented in problem and conflict situations
- Act competent with risks

Organize and manage (projects)



- Design organisational processes
- Use appropriate methods for successful organisation
- Evaluate and develop organisational processes
- Carry out administrative tasks and use financial resources responsibly
- Carry out communication and public relations
- Shape and develop the organisation

II

III

IV

V

VI

Introduction

What is the Competence Framework for Youth Work?

The present Competence Framework for Youth Work shows how people act competently in youth work. It covers both the open youth work and youth work in youth organisations. The Competence Framework is a translation tool from qualifications of youth work to the Austrian National Qualifications Framework (NQF). In turn, the NQF makes qualifications visible and comparable through the European Qualifications Framework across Europe.

The Competence Framework

- visualizes competences of persons involved in youth work, making them comparable
- encourages the development of essential competences – from which young people will benefit in the future
- clarifies what youth workers do and which quality standards they follow within this work
- promotes networking, cooperation, further development and mutual recognition of youth work providers, educational providers as well as related fields, such as: social work in schools, health prevention
- increases the quality of trainings

In addition to this basic information, the whole Competence Framework is available on this website in German:
www.kompetenzrahmen.at

How is the Competence Framework structured?

There are five different content areas:



Enable, initiate and promote learning



Support identity development and approaches in coping with everyday life



Enable participation, represent interests



Act and interact consciously and responsibly



Organize and manage (projects)

Each of the five areas is subdivided into different dimensions that specify the area in each case.

In addition to the content-related division into areas and dimensions, the Competence Framework also makes a distinction between **different levels**.

These levels **correspond to the levels of the National Qualifications Framework in Austria (NQF)**. From the levels you can trace the degree of requirement associated with each action:

The Competence Framework has five levels, starting with level 2. Level 2, in accordance with the NQF, describes work with young people under guidance with some autonomy. As the level increases, the work presented becomes more demanding. Levels 3 and 4 describe independent work with young people in routine situations. Levels 5 and 6 define actions that exceed routine situations.

The **descriptions of competences** explain for every dimension how people working in the field of youth work act competently at each level.



Area (e.g. enable, initiate and promote learning)

	Level II	Level III	Level IV	Level V	Level VI
<i>Dimension e.g. set educational goals using a participatory approach and support young people in achieving these goals</i>	• Descriptions of competences in this dimension at level II	• Descriptions of competences in this dimension at level III	• Descriptions of competences in this dimension at level IV	• Descriptions of competences in this dimension at level V	• Descriptions of competences in this dimension at level VI
<i>Dimension e.g. create settings which promote (self-) educational and learning processes</i>	• Descriptions of competences in this dimension at level II	• Descriptions of competences in this dimension at level III	• Descriptions of competences in this dimension at level IV	• Descriptions of competences in this dimension at level V	• Descriptions of competences in this dimension at level VI

Descriptions of competences that build on one another across different levels are connected to each other in the Competence Framework by arrows. The terms written in black make the difference in level visible, as shown in the example of two descriptions of competences that build on one another (see below). In such cases, the description of competences of the lower level(s) is generally included in the higher level.

People working in youth work...

• prepare an educational programme **for a short period of time** (e.g. for a month) based on the educational goals and/or the principles of the organisation and **put it into practice**.

▶ • **plan and create a diverse** educational programme based on the educational goals and/or the principles of the organisation **for a long period of time** (e.g. for a year)

How can the Competence Framework be applied?

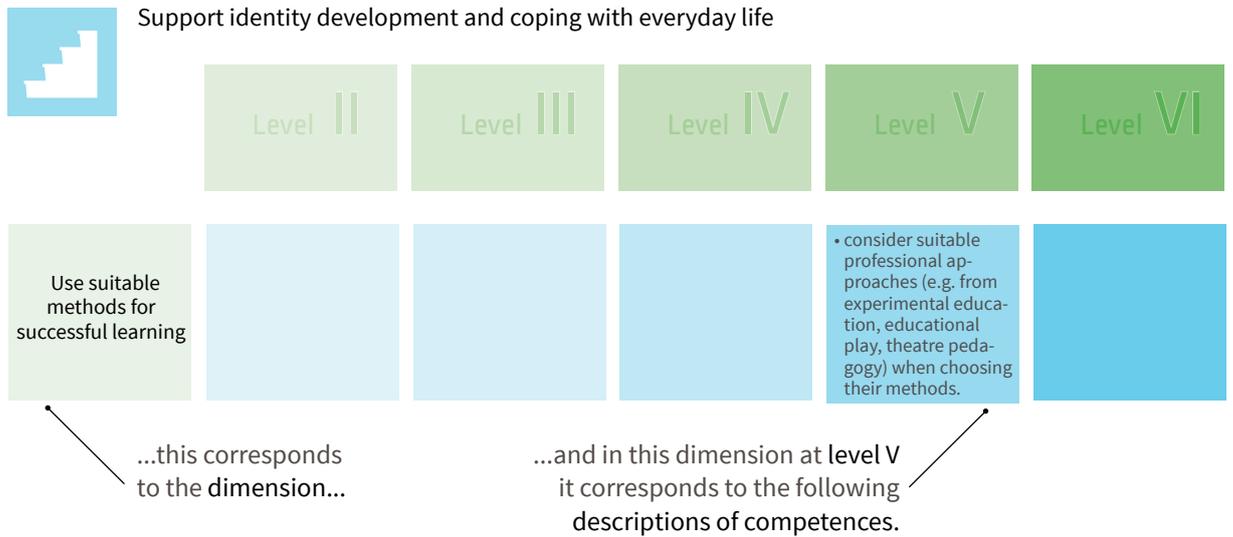
In particular, the Competence Framework is part of the aufZAQ certification of training courses for people active in youth work. aufZAQ certifies the quality of trainings for youth work. For this, the Competence Framework is a translation tool for the National Qualifications Framework. Trainings can refer to the appropriate level of the Competence Framework through learning outcomes. Learning outcomes are described by the training provider. They indicate what participants know, understand, and are able to do once they have successfully completed the training.

An example of a learning outcome:

In the final thesis, the participant explains the selection of methods used in the practical project, referring to present concepts of youth work.

The individual learning outcomes of a training are compared with the dimensions and descriptions of competences of the Competence Framework. The learning outcome described above can be located in the Competence Framework as follows:

In the area...



The positioning of the learning outcomes of an entire training within the Competence Framework leads to a reference to the appropriate level of the Competence Framework. This is part of the aufZAQ certification of trainings.

More information can be found on www.aufzaq.at

In general, the Competence Framework and all its contents can be used as a resource for new and further development of trainings and other learning opportunities. In addition, the content of the Competence Framework can be used for creating job descriptions, job profiles, job postings, self-assessment tools and assessment tools in job application processes.

How was the Competence Framework for Youth Work created?

The Austrian Federal Ministry of Families and Youth, the Youth Departments of the Federal States of Austria and the Youth Work Department of the Autonomous Province of Bozen/Bolzano, South Tyrol have commissioned aufZAQ to develop a standard for youth worker training compliant with the National Qualifications Framework. Thereupon, the aufZAQ Office developed the present Competence Framework for Youth Work. In this way, aufZAQ contributes to the validation and recognition of non-formal and informal learning according to European and national strategies¹.

Practitioners, experts, multipliers and stakeholders from various levels and sub-areas of youth work as well as related fields were involved in the development of the Competence Framework. The entire process was scientifically monitored by the Austrian Institute for Research on Vocational Training. In addition, exchanges at the European level helped to incorporate the content of existing competency models² into the process.

In developing the description of competences in the field of youth work in youth organisations, all youth organisations on national level were able to participate. The Austrian National Youth Council accompanied this process through the mediation of contacts to youth organisations and the entire development of the Competence Framework as an advisory expert. During the process, the youth organisations described typical actions of child and youth work within their organisation (for example, as a youth leader). Descriptions of competences were derived from these descriptions of typical actions in youth work. At the same time, bOJA (the umbrella organisation of Open Youth Work in Austria) has developed competence descriptions for open youth work in cooperation with the Institute for Educational Sciences of the University of Graz. The basis for this were existing bOJA quality concepts as well as descriptions of actions by practitioners of open youth work. The results from the youth organisations and from open youth work were finally put together to shape the Competence Framework for Youth Work.

In spring of 2016, the first draft of the Competence Framework with examples of descriptions of competences was presented and discussed at an Austria-wide symposium with representatives from children and youth work as well as related fields. Subsequently, the descriptions of competences were completed. In course of this process, there were several feedback loops in which, in addition to stakeholders already mentioned, other scientists and external experts were also involved. The current Competence Framework for Youth Work was defined as a binding standard for trainings of youth workers in Austria by the Conference of the Youth Departments of the Federal States of Austria in spring 2017.



- 1) - Bundesministerium für Bildung & Bundesministerium für Wissenschaft, Forschung und Wirtschaft (2017): Strategie zur Validierung nicht-formalen und informellen Lernens in Österreich.
- Europäische Union (2008): Empfehlung des Europäischen Parlaments und des Rates zur Einrichtung des Europäischen Qualifikationsrahmens für lebenslanges Lernen.
- Europäische Union (2012): Empfehlung des Rates zur Validierung nichtformalen und informellen Lernens.
- Partnerschaft zwischen der Europäischen Kommission und dem Europarat im Jugendbereich (2011): Pathways 2.0 – Wege zur Anerkennung von nicht formalem Lernen/nicht formaler Bildung und Jugendarbeit in Europa.
- 2) u.a. SALTO-YOUTH (2016): European Training Strategy. A Competence Model for Youth Workers to Work Internationally.

Glossary

Activity

See also: Programme, project

A weekly meeting of a children's/youth group, a 2-minute flash mob or even a two week camping trip can be called an activity.

Children's/youth group

See also: Young people

At least two young people that are in regular contact with one another in the context of youth work and that pursue one or more common goals.

Competence

There is no standard definition of competence in the discourse of educational science. A suitable definition for youth work that corresponds to the complexity of social acts in the field is the following: "A person's competence is characterised by the way he/she mobilises his/her personal resources situationally or combines them according to different situations. The term competence is a relational term as it establishes a relationship between the information (knowledge), the capabilities and abilities (skills) and the motives and interests (desires, attitudes) that are considered successful and are chosen from the individual's total repertoire as well as the possibilities available (requirements and restrictions by the environment). Thus, competence means the ability to situation-specifically concretise and relate between a person and the environment." (von Spiegel 2013, p. 73, transl.)

Competence framework for children and youth work

The Competence Framework for children and youth work is an instrument to classify descriptions of competences. This classification is made according to content (areas and dimensions) as well as corresponding increasing complexity of the require-

ments (levels). The Competence Framework describes the levels of the National Qualification Framework for youth work in Austria. The following content areas were defined: "Enable, initiate and promote learning", "support identity development and coping with everyday life", "enable participation, represent interests", "act and interact consciously and responsibly" and "organise and manage (projects)". The individual areas are each differentiated into various dimensions. Each dimension includes descriptions of competences that are divided into different levels. Learning results of educational programmes (e.g. training courses) can be compared with and evaluated against the descriptions of competences included in the Competence Framework. This associates the learning results to one of the framework's competence levels. "Learning results show what learners know, understand and are able to do after completing the learning process." (OeAD 2015, transl.) It is not necessary to make statements about every area (and its dimensions) of each level to be able to find the area of the framework a certificate of a training programme or the like fits into. For example, in training programmes with specialised content only certain areas and dimensions are covered and have to be associated to the learning results described in the framework.

Coping with everyday life

See also: Counselling

Children and young people are "supported in coping with the challenges of their everyday lives, in satisfying their needs, in solving problems and in acquiring the resources required therefore." (bOJA 2016, p. 38, transl.)

Counselling

See also: Coping with everyday life

"Counselling is to be understood as an interaction between at least two participants where the person giving counselling applies communicative means to aid the person who is seeking counselling to find solutions through the promotion of self-awareness and situational awareness as well as through the creation and activation of competences and resources" (Raithel 2006, p. 42). Non-specialised (initial) counselling in easily accessible settings can also be called counselling or social counselling. (cf. bOJA 2016, p. 39)

Diversity

A social-scientific concept used to identify, distinguish and accept individual and collective features. In the context of extracurricular youth work, the focus lies especially on dealing with fair opportunities and equal opportunities. As a working principle, diversity takes account of the differences between young people (e.g. gender identity, age, religion, world view, sexual orientation, origin and ethnicity). (cf. Krisch and Stroik 2011 in BMFJ 2016, p. 13)

Educational goal

See also: Educational processes/self-educational process, principles of the organisation

A targeted goal that young people reach at the end of an educational process. In youth work, those working in youth work usually define educational goals together with young people.

Educational processes/self-educational process

See also: Educational goal, learning process Personal and social developments that allow for possibilities to act in a self-determined, reasonable and social manner. This happens,

among other things, through the development of certain mindsets and abilities (e.g. acceptance of criticism, ability for self-criticism, readiness and ability to reason as well as empathy) (cf. Klafki 1996, p. 20). These mindsets and abilities can be attained in youth work by “supporting informal (self-) educational processes and unlocking the potential of promoting self-education”. (cf. Sturzenhecker & Lindener 2004, p. 48, transl.)

Evaluation

“A process to examine the impact and the aspired success of programmes of youth work. This is carried out using different (empirical) methods of data collection.” (BMFJ 2016, p. 14) Evaluation processes in youth work are in most cases designed to be participative and are initiated in the course of quality assurance and quality development. (cf. *ibid.*)

Group dynamics

See also: Group/team process

Means three different things: the patterns of processes and procedures in a group of people; a method which influences group-dynamic processes and makes them experienceable; as well as the scientific discipline that studies these patterns and methods (cf. König and Schattenhofer 2014, p. 12f). All three levels are included in the educational work in youth work.

Group/team process

See also: Group dynamics, team

Process of a group or a team which continuously consists of people; in the context of youth work, it especially consists of young people. It comprises group dynamics on different levels.

Identity development

The formation of the identity of young people, which takes place in the context of societal developments.

In this context, identity means the subjective feeling of belonging, inner coherence and biographical continuity (cf. BMFJ 2016, p. 18). It is an act of social construction, i.e. the individual depends on the social context to form its identity. (cf. bOJA 2016, p. 36) Identity development takes place in an interplay between the needs and wishes of the child/young person as an individual and the constantly changing demands of their social environment during the course of its development. Therefore, personal crises are often part of this development. (cf. Erikson 1991, p. 55ff) Identity development is of special importance for young people due to differentiation, pluralisation as well as detraditionalisation within society and the decreasing importance of identity-building connections – e.g. through work, church, family and handed-down gender relations (cf. Kolland 2015, p. 18).

Issue

See also: Need

Interests/wishes of one or more person(s) that are communicated explicitly.

Learning process

See also: Educational processes/self-education process

A process in which young people develop competences. Learning processes can be structured and conceptualised by the young people themselves and/or by people working in youth work.

Need

See also: Issue

Needs, feelings and desires which are important for personal and/or collective wellbeing, frequently exist only implicitly and are not articulated verbally. On the one hand, there are immediate needs “of young people that they themselves also perceive as their own wishes, necessities etc.

[...] And on the other hand, there are needs that are attributed to young people or requirements they have to meet as a member of society.” (bOJA 2016, p. 44f, transl.)

Organisation

Provides and offers activities, programmes and/or projects targeted at different young people. Organisations can e.g. be providers of programmes for location-based and mobile youth work, be local groups, provincial associations and federal associations of youth organisations.

Participation

This is one of the fundamental principles of extracurricular youth work (cf. BMFJ 2016, p. 24). Children and young people participate in the processes, take part in decisions that are relevant for them or decide for themselves and are actively involved in the (co-)organisation of their areas of life. People working in youth work initiate and create activities, programmes and/or projects with the aim to enable young people to participate and/or to represent the interests of young people.

People working in youth work

See also: (Extracurricular) children and youth work

“A technically qualified person working youth work full-time [and/] or voluntarily. In Austria, different terms are used to describe people working in youth work, e.g. skilled worker in open youth work, youth information worker, youth worker, youth care worker, youth leader or children’s and youth group leader”. (BMFJ 2016, p. 20, transl.)

Principles of the organisation

See also: Educational goal

Visions, goals, principles, rules and/or concepts that are shared within the



organisation and that are the basis for the work within the organisation. They can be put down in writing (e.g. in a guideline, mission statement, statute, educational concept).

Project

See also: Activity, programme

An undertaking or initiative with a time limitation. Thus, for every project a beginning and an end are defined. Furthermore, a clearly defined objective is of importance.

Programme

See also: Activity, project

Programmes are concrete, binding and reliable non-cash benefits and services for target groups, different stake holders or initiators. The level of bindingness can vary. (cf. bOJA 2016, p. 54)

Self-efficacy

The degree of certainty a person has about being able to solve a task (cf. Bandura 1997). This certainty is strongly connected with the personal belief in one's own capabilities and competences. Self-efficacy can be learned and increased to a certain extent. A sense of achievement is crucial for this because the more often one succeeds in doing something by oneself the more self-effective one becomes. Moreover, self-efficacy is a basis for the participation of young people in society (cf. BMFJ 2016, p. 35).

Setting

Setting means the immediate conditions for youth work. The setting can include a physical space (e.g. the premises of a children's and youth association, a youth centre, nature, a public park) and/or a virtual space (e.g. an online participation tool). Additionally, the setting includes the environment (e.g. other people in a public park or in a virtual space), the space's design (e.g. colour of the walls, light, web design), the room setup (e.g. PC, projector,

refrigerator, functions of a website), the material available (e.g. music instruments, climbing harnesses, board games) and the atmosphere as well (e.g. volume of background noise). Settings are often flexibly created and adapted together with the young people according to the situation.

Staff

These are voluntary and/or full-time staff. Voluntary staff are people working voluntarily and without payment in associations, institutions, projects, initiatives and the like (cf. Federal Ministry for Labour, Social Affairs, Health and Consumer Protection 2015, p. 13). Full-time staff are paid employees working in youth work based on a job description with required qualifications.

Target group/dialogue group

Young people, regardless of their social status, gender, ethnicity or religion, that should be reached with a certain action or with which people working in youth work enter into dialogue. Especially because youth work is done in different places, the target groups/dialogue groups are highly heterogeneous and subject to change. "Adolescents look for and need different things depending on the local circumstances, age, gender, social class and their belonging to a clique. This makes the adaption of youth work to fit the addressees a constant challenge. An "adaption" is only successful if, on the one hand, there is as much knowledge about the target group as possible and, on the other hand, changes are constantly observed." (Deinet 2009, p. 227)

Team

See also: Group/team process

A group of people having a common goal for which they are collectively responsible and for which they fulfil tasks and/or solve problems.

Young people

See also: (Extracurricular) youth work, children's and youth group

The term young people refers to youth. In Austria, there is no standard legal definition for these terms. According to the federal act for the representation of the issues of the youth (The Federal Youth Representation Act) and the federal act for the promotion of extracurricular youth education and work (The Federal Youth Promotion Act), all people until the age of 30 are considered young people. From the point of view of developmental psychology, it can be said that a child turns into an adolescent with the beginning of puberty, but the transition from the juvenile phase into adulthood cannot be clearly defined. (cf. Schröder 2013, p. 111)

Youth work

See also: Person working in youth work, young people

"A field of socialisation and a social area consisting of manifold extracurricular activities, actions, programmes and fields of work carried out by, for and with young people that are based on voluntary participation." (BMFJ 2016, p. 10, transl.) Youth work is made up of many different structures. These range from open youth work in associations to youth information, international youth work and informal initiatives. The principles of youth work are openness, orientation to living environments, participation, equal rights and a non-commercial approach towards programmes. (cf. BMFJ 2017) The principle of openness plays an important role in open youth work. A difference is made here between three concepts of openness: Openness towards target groups, programmes (freedom and space to create) and results. (cf. bOJA, 2016, p. 42ff)

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Enable, initiate and promote learning

Level II

Level III

Level IV

Level V

Level VI

Dimensions

People working in youth work ...

Dimensions	Level II	Level III	Level IV	Level V	Level VI
<p>Set educational goals using a participatory approach and support young people in achieving these goals</p>	<ul style="list-style-type: none"> contribute to the implementation of an educational programme. 	<ul style="list-style-type: none"> contribute to the creation and implementation of a diverse educational programme for a long period of time (e.g. for a year), to which young people can contribute their opinions and issues on topics and decisions that concern them. prepare an educational programme for a short period of time (e.g. for a month) based on the educational goals and/or the principles of the organisation and put it into practice. work in a pre-structured framework according to specified educational goals/concepts/action plans (e.g. educational goals, action plan for sustainability, effective up-to-date educational concepts such as "learning by doing", learning through play, discovery learning). 	<ul style="list-style-type: none"> plan and create a diverse educational programme based on the educational goals and/or principles of the organisation for a longer period of time (e.g. for a year), to which young people can contribute their opinions and issues on topics and decisions that concern them, and put it into practice accordingly. work independently according to educational goals/concepts/action plans. regularly define the educational goals they aim to reach together with the young people and take measures to reach the set goals. observe the learning progress of young people with respect to the educational goals and derive measures for individual assistance. identify dynamics in children's/youth groups that are beneficial/detrimental for achieving the educational goals and use them consciously to achieve these goals. 	<ul style="list-style-type: none"> participate in the development of educational goals/concepts/action plans. work out agreements on objectives with the young people/team members and together develop measures for reaching the set goals. observe learning progress in the team or of the team and, together with the team members, derive measures for team development. systematically observe the achievement of the young people's educational goals. use unexpected group-specific dynamics to achieve the educational goals. 	<p>Descriptions of competences</p> <ul style="list-style-type: none"> assume final responsibility for the development of educational goals/concepts/action plans and make sure they are implemented adequately. take into account basic and current topics of the young people's environment based on specific experiences/results when developing goals/concepts/action plans. observe, recognise and reflect on the learning progress of team members/staff and independently derive conceptual measures for individual assistance. recognise and reflect on the dynamics in the organisation that are beneficial/detrimental for the achievement of the educational goals and use them in their work to achieve the educational goals.
<p>Create settings which promote (self-) educational processes and learning processes</p>	<ul style="list-style-type: none"> use a pre-structured setting in which young people experience community in a positive way and can feel comfortable and safe. use pre-structured settings (e.g. room, infrastructure) to discover/experience/learn together. give young people the possibility to make their own experiences in a pre-structured space. use existing possibilities of creation in the scope of their work (e.g. material). 	<ul style="list-style-type: none"> make sure to provide a setting where young people experience community in a positive way and can feel comfortable and safe. choose settings to discover/experience/learn together. create a learning setting that promotes tolerance and is open to all young people, regardless of their reality of life, moral concepts and youth-cultural affiliation. inform young people about the educational programme of the organisation as well as its content and goals. 	<ul style="list-style-type: none"> make sure to provide a setting that is adapted to the activities and in which young people experience community in a positive way and can feel comfortable and safe. create diverse and inspiring settings (equipment, objectives, course of a programme) to discover/experience/learn together. give young people the possibility to make their own experiences, try things out themselves, create things themselves and learn from their own success and failure. 	<ul style="list-style-type: none"> choose and create settings to discover/experience/learn together, also for unexpected situations. choose suitable settings for specific activities with regard to possible resulting requirements (e.g. for workshops, concert projects). participate in creating possibilities for the creation of a need-based learning environment (e.g. infrastructure, material). 	<ul style="list-style-type: none"> make sure to provide structural and occasion-related conditions for settings that are adapted to the goals, target group and place. give team members/staff the possibility to make their own experiences, try things out themselves, create things themselves and learn from their own success and failure. create conditions and possibilities for the creation of a need-based learning environment (e.g. infrastructure, material). regularly check if the settings they have created promote learning.
<p>Support (self-)educational processes and create learning processes</p>	<ul style="list-style-type: none"> use simple educational games and exercises with the young people under the guidance of team members/people responsible. assist team members in preparing and carrying out educational activities/programmes. share their knowledge with young people and impart their skills. 	<ul style="list-style-type: none"> prepare educational activities/programmes geared to the target group (e.g. weekly meetings of a children's/youth group, onsite leisure-educational programmes) and carry them out with the young people independently or together with the team. identify young people's needs and take them into account when carrying out the programme. promote experiencing/discovering/learning together through activities and contact with the young people. support team members/people responsible in their educational work (e.g. play games, creative work with young people, accompany them on a hike). 	<ul style="list-style-type: none"> plan specific educational activities/programmes/projects (e.g. themed workshop) with young people in a varied way and geared to the target group and carry them out individually as well as with the team. plan educational activities/projects with sufficient leeway to be able to accommodate the needs of young people/team members in the planning and implementation. promote experiencing/discovering/learning together by encouraging team members to do activities and enter into contact with young people. develop contents using a participatory approach, provided that the setting allows for it. put into practice the know-how learned during education and (further) training (e.g. development-psychological models) and/or use it to develop their practical skills. 	<ul style="list-style-type: none"> conceptualise, plan, coordinate and lead extensive educational activities/programmes/projects geared to the target group (e.g. themed workshop with other organisations, play festival in the park, multi-day activities with overnight accommodation) with young people/team members using suitable professional approaches (e.g. from experimental education, educational play, theatre pedagogy). are fully considerate of young people's/team members' needs when conceptualising, planning and implementing educational activities/programmes/projects. specifically initiate specialist (e.g. social-, leisure-, religion-educational) learning processes. lead the prepared programme in a process-oriented way, so that content is used and intensity as well as group processes are managed. constantly reflect on their role model effect for young people and use it responsibly in learning processes. recognise current living environments of young people (e.g. with regard to leisure habits of young people in the local community/region and on the internet) and consider them in content and work practices. 	<ul style="list-style-type: none"> assume final responsibility for the conceptualisation, planning, coordination and leading of complex and extensive educational activities/programmes/projects (e.g. international youth exchange, cross-regional events, cross-sectoral networking events) with young people/team members/staff using suitable learning theories (e.g. observational learning). encourage team members/staff to participate in activities/programmes/projects that enable learning and support them in the implementation of the same.
<p>Apply suitable methods for successful learning</p>	<ul style="list-style-type: none"> apply simple methods (e.g. games) under guidance for successful learning and use essential action-oriented elements (e.g. interaction). support the methodological covering of topics in a pre-structured framework according to their role. 	<ul style="list-style-type: none"> apply simple methods for successful learning as well as action-oriented elements (e.g. creativity, self-organisation) in a purposeful way. apply simple presentation methods (e.g. visualisation of content) for learning processes. take the young people's issues into account when choosing a method. 	<ul style="list-style-type: none"> apply specific methods for successful learning (e.g. group dynamic exercises) as well as action-oriented elements in a way that is purposeful, situation-related, geared to the target group and diverse. apply specific methods of presenting and moderating for learning processes as well as methods of documentation of results. prepare topics using a variety of methods (e.g. balance between content, play and physical movement). 	<ul style="list-style-type: none"> apply differentiated methods for successful learning (e.g. role play, group exercises, feedback) as well as action-oriented elements in a way that is purposeful, situation-related, geared to the target group and diverse. apply differentiated methods of presenting, moderating (e.g. collect ideas using a participatory approach), reflection and documentation of results. take into account suitable professional approaches when choosing their methods (e.g. from experimental education, educational play, theatre pedagogy). adapt methods to the situation and flexibly apply them according to the setting and tasks. 	<ul style="list-style-type: none"> take into account suitable professional learning theories when choosing their methods (e.g. observational learning).
<p>Evaluate and further develop learning processes</p>		<ul style="list-style-type: none"> broaden and consolidate their repertoire of methods through education and training, the sharing of knowledge with experienced team members and/or reflection on practical work with young people. 	<ul style="list-style-type: none"> evaluate educational activities/programmes/projects with simple methods (e.g. evaluation and interpretation of feedback sheets, writing of documentation). support prospective team members in their work, pass on their experiences and are available as contact persons. 	<ul style="list-style-type: none"> evaluate educational activities/programmes/projects specifically and from various perspectives and develop them further based on the results, either individually and/or with the team. systematically and specifically broaden their repertoire of methods through education and training, inter-supervision, sharing of knowledge with experienced staff and/or evaluation of personal experience. participate in the further development of applied methods and/or the development of new methods. observe educational work of team members, give well-founded, helpful and constructive feedback and also seek feedback regarding their own work. 	<ul style="list-style-type: none"> develop new methods and concepts or develop them further, if applicable, and in doing so, take the current state of scientifically confirmed knowledge into account. write material about educational topics (e.g. supporting material) or publications which comply with scientific criteria. create framework conditions for the networking of people working in children and youth work. formulate intended effects of learning processes and indicators of their achievement. check the effectiveness of learning processes by applying methods used to check effectiveness.

Underlying principle: All actions of youth workers are consistent with the content of the Universal Declaration of Human Rights, as well as with an environmental, social, economically sustainable global development. Young people are always appreciated and treated respectfully.

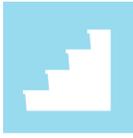
Level II

Level III

Level IV

Level V

Level VI



Support identity development and coping with everyday life

Level II

Level III

Level IV

Level V

Level VI

Dimensions

People working in youth work ...

Support young people in the development of their identity and their personal development

- apply **simple** methods (e.g. games) **under guidance** of team members/people responsible to promote the personal and social development of young people.
- **raise** the young people's **awareness** for their environment and the people around them.
- enter into contact with young people in an active and supportive way.
- support team members/people responsible to deal with challenges that arise concerning the development of young people.

- apply **simple** methods **purposefully** to promote the personal and social development of young people.
- **give** young people the **chance and time** to discover/explore their environment and to change it.
- support young people in the development of their own world view.
- make an open and safe exchange with young people possible.
- show an interest for individual strengths of young people and promote their development.
- offer young people the possibility to talk and discuss and thereby encourage reflection.

- apply **specific methods purposefully** (e.g. group-dynamic exercises) to promote the personal and social development of young people.
- help young people to get to know their own limits through programmes and conversations.
- encourage young people to go to their limits in activities and, where appropriate, push their limits without overwhelming them.
- actively include collective action when supporting and promoting the personal development of young people.
- appeal to young people by taking into account their manifold personal forms of expression and not only emphasising single aspects.
- give young people sufficient opportunity for physical activity to support their physical development.

- support young people in finding out their strengths and weaknesses, in becoming aware of their feelings and needs and in talking about them.
- promote the finding of and confrontation with personal values and standards as well as those of social environments.
- give young people self-motivated feedback about how they view their way of life or their attempts to solve problems.
- help young people to consciously shape the way they use media and to reflect on it.
- lead projects with a focus on the skills and strengths of the individual young people.

Descriptions of competences

- support young people in coping with the consequences of differentiation, pluralisation and detraditionalisation of society by applying up-to-date educational methods that are based on specialist theories (e.g. about identity development).
- apply up-to-date educational concepts and specialist theories to support young people with manifold problems (e.g. difficult family context, low level of education, debt), identity issues, an identity crisis and/or searches for meaning.
- include scientifically confirmed knowledge in their professional relationship practice alongside their personal biography.

Allow young people to experience self-efficacy

- encourage young people to make use of their individual skills.
- inspire young people to try something new.

- make it possible to experience self-efficacy without pressure to perform **in a group**.
- define achievable goals for young people to make success visible and allow for a sense of achievement.
- call young people's attention to the necessary boundaries for their actions to live together in a respectful way.

- **support young people** in the development of their skills and interests as well as in expanding their strengths, especially through constructive criticism, encouraging them to formulate qualified feedback for others, encouraging them to practice self-criticism and supporting them in self-reflection.
- offer young people adequate freedom which supports and encourages curiosity and allows them to make discoveries about themselves.

- **enable the experience of self-efficacy** within and outside the organisation.
- **take into account** the special skills, interests and needs of young people/**team members/staff** and thereby **promote** their trust in themselves and their skills.

- **enable different young people, especially those with multi-dimensional problems** (e.g. difficult family context, low level of education, debt), to experience self-efficacy through the application of specialist theories.

Promote that young people take responsibility and act independently

- talk to young people about the fact that there are certain rules in our society (e.g. laws), about their purpose and what the consequences for breaking these rules are.

- promote mindful and respectful interaction in the group and with other people, the environment and nature.
- encourage young people to act more independently (e.g. by offering them the possibility to take over tasks in the group).
- support young people by distributing tasks in a way that is age-adequate and meets their interests.
- support young people in making decisions in the group.

- support young people in self-consciously shaping their lives (e.g. by putting them in charge of something, through a positive athletic experience).
- promote young people in developing a healthy lifestyle and in taking age-adequate responsibility for their health.
- support and promote the development of risk awareness among young people and related independent decision-making processes.
- develop principles of collaboration (e.g. agree on rules) together with young people, follow them and expect the same from others.

- talk to young people about different possibilities of shaping one's life (if applicable, with reference to their own biography).
- apply methods that enable young people to take responsibility for their own personal development step-by-step.
- create possibilities for personal development of young people/team members by imparting new knowledge and establishing competences to change perspective.

- **aid different young people, especially those with multi-dimensional problems** (e.g. difficult family context, low level of education, debt), to take responsibility and act independently by applying specialist theories.

Foster personal recognition and a sense of community

- promote the young people's sense of community and solidarity.
- expect young people to listen to other people and to hear them out.

- strengthen **young people's** confidence (e.g. by making progress visible).
- recognise situations of belittlement, (danger of) exclusion and discrimination of **young people**, evaluate them and **intervene in a suitable manner** (e.g. talk about it, get support).
- promote mindful and respectful interaction with other people through participating in suitable activities (e.g. social projects).

- recognise situations of belittlement, (danger of) exclusion and discrimination of **young people and/or in the team**, evaluate them and **purposefully and systematically implement measures to combat them** (e.g. initiate a workshop about exclusion/bullying).
- create safe settings in which young people can perceive and experience community.
- reflect on views and ways of living together with young people to develop perspectives for acting in a self-determined and solidary manner.
- in games/exercises, address in a sensitive manner differences in perception regarding exclusion and discrimination and raise awareness for them in the participants.
- work towards a culture of conversation that leads to violence-free communication.

- foster **team members'** confidence and their ability to reflect (e.g. by making progress and success visible and talking about them).
- recognise situations of belittlement, (danger of) exclusion and discrimination **in the organisation**, evaluate them and purposefully and systematically implement measures to combat them.
- create integrative/inclusive settings and programmes, as a result of which they enable experiences of belonging and appreciation and try to avoid scenarios of belittlement and exclusion.
- motivate group members to reflect upon depreciation, exclusion and discrimination within the group, especially when it results in conflict.

- take purposeful and systematic measures against **social** depreciation, exclusion and discrimination (e.g. because of social and ethnic origin, religion, sexual orientation) **in the local community and/or the region**.

Support young people in coping with everyday life

- show **empathy and understanding** for young people's problems/fears.
- **support** young people in **coping with everyday life** (e.g. everyday conflicts with parents/school/friends) within the scope of their personal resources/competences.

- **take care of** emerging **issues, challenges and problems** concerning the development of young people.
- **accompany** young people to counselling centres and/or network partners.

- **are at** the young people's disposal as contact persons for their **specific problems and issues** (e.g. exclusion from a peer group) within the scope of their personal resources/competences.
- provide **individual help** to young people with challenges/problems regarding their development.
- if needed, **refer** young people to suitable centres (e.g. addiction advice centre) with the help of network knowledge and experience.
- if needed, **activate** at short notice **additional resources** for young people (e.g. last-minute appointments at respective centres/specialised facilities) via existing networks in the local community/region.

- plan professional specialist (e.g. socio-pedagogical, social work) counselling processes (e.g. easily accessible offers for young people), carry them out and evaluate them.
- counsel young people based on specialist knowledge (e.g. socio-pedagogical counselling, empowerment approach) and personal resources/competences and know their personal limits concerning this matter.
- check the effect of counselling.
- apply specialist (e.g. socio-pedagogical) methods (e.g. social individual case aid, group work, method-integrative social work, crisis intervention, social diagnosis, expert opinion and professional statement) and reflect on them.

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Level II

Level III

Level IV

Level V

Level VI



Enable participation, represent interests

Level II

Level III

Level IV

Level V

Level VI

Dimensions

People working in youth work ...

Descriptions of competences

Design activities/
wprogrammes/pro-
jects using a partici-
patory approach

- invite young people to participate in the organisation's initiatives/programmes/projects of and to help shape them.

- promote that young people participate in and help shape the organisation's initiatives/programmes/projects.

- estimate the young people's ability or readiness to participate and plan appropriate measures.
- allow for the young people to have a say in relevant decisions or decide for themselves (e.g. through putting young people in charge of making decisions in a way that is appropriate and geared to the target group).

- promote that young people that are **disadvantaged in access to social participation** due to external circumstances participate in and help shape the organisation's initiatives/programmes/projects to promote their social inclusion.
- support young people in expressing their opinion.

- promote young people's ability to make decisions by adequately reducing the complexity of decision-making situations.

Apply suitable methods and procedures for successful participation

- under guidance, apply simple methods and principles (e.g. respectful communication) for successful participation.

- independently apply simple methods and agreed principles for successful participation.
- go along with young people's decisions within a given framework, regardless of their own personal interests (e.g. by implementing them together with young people).

- independently apply **specific** methods (e.g. simulation game, group discussion) and agreed principles (e.g. conversational rules) for successful participation.
- identify issues/expectations of young people as a basis for choosing the method.
- document the results of decision-making processes.

- independently apply **differentiated** methods for successful participation **that are based upon suitable theories of participation** (e.g. participation scale).
- establish differentiated methods and principles for successful participation of young people in the organisation, develop these further and create a positive environment for this purpose.
- take the opinions and expectations of all participants into account in decision-making processes.
- evaluate participatory processes together with young people and take the findings into account in future participatory processes.

- establish **wide-ranging** methods (e.g. processes for participation) and principles (e.g. principles of the organisation) for successful participation of young people/team members/staff in the organisation, develop these further and create a positive environment and positive **circumstances** for this purpose.
- apply socio-scientific tested methods for the organisation and support of participatory processes.
- apply socio-scientific data collection methods.
- participate significantly in discussions concerning their field of activity and enable related decision-making processes.
- make contact with relevant decision-makers/decision-making bodies and keep in contact with them.
- bundle interests within their field of activity to include them in discussions and in decision-making processes.

Enable participation in the development of the organisation

- involve young people in activities within the organisation (e.g. taking over tasks).
- actively address interested parties and involve them in youth work and in the potential to participate in and help shape youth work.

- enable young people/team members to **constructively participate in and help shape** the organisation (e.g. taking over responsibility/tasks/functions within the organisation, defining the organisation's goals).
- create participatory processes/activities/programmes within the organisation that contribute to the development of the organisation.

- establish and **guarantee** possibilities for participation **as a fundamental principle of the organisation**.

- create participatory processes/activities/programmes **across** organisations (e.g. networking events, working groups) that contribute to the development of the organisation.
- go along with decisions within the organisation and implement them together.
- promote structured and respectful communication within the possibilities of participation in the organisation.

Promote social and political participation of young people

- foster the **solidary commitment** of young people by applying suitable methods (e.g. social educational games).
- enter into **dialogue** with young people about current topics.
- work on topics together with young people that are important for their life (e.g. socio-political, social, ecological, cultural topics).
- invite young people to participate in social events (e.g. public sports activities) and to help shape them within the scope of their possibilities.

- foster young people's **awareness of democracy** by applying suitable methods (e.g. for decision-making where the issues of minorities are taken into account).
- enable **discussion** about current **socio-political** topics within the children's/youth group.
- include current political and social events in their work with young people.
- participate in regional and cross-regional activities of participatory nature **together with young people**.
- encourage young people to **think about** political opinions, parties and groups.
- enable young people to participate socially (e.g. through political education projects, social projects).

- identify and **broach the issue** of current events to which young people can actively and self-effectively contribute.
- shape youth participation projects in the local community/region and, if applicable, cross-regionally.
- contribute **possibilities** for political and social participation in activities.
- support young people in **influencing** social and political developments in their **direct environment**.
- promote the political participation of young people in the local community, region and/or cross-regionally (e.g. by establishing contact between young people and the local government).
- show young people the possibilities for social participation in their close environment, the local community and the region.
- act as mediators between the expectations and interests of young people and the rest of society.

- support young people in **continuously contributing to decisions or making them in the local community, region and/or cross-regionally** (e.g. through dialogue with political decision-makers, pointing out possibilities for participation, communication of young people's issues via the media, surveys, conducting appropriate participatory events).
- advocate for young people **to be able to raise** their issues in the local community, region and/or cross-regionally **like adults** are (e.g. by being available as a contact person for young people in the local community/region, working in mediation work, fulfilling the role of a point of connection, contributing their expertise and know-how).
- prepare political decision-making processes in a way that is transparent and geared to the target group and discuss them with young people.
- include relevant environments (e.g. the media, interest groups) into their work.

Represent interests of young people

- represent the interests of young people **within the organisation** (e.g. in team meetings).

- represent the interests of young people **vis-à-vis stakeholders and financial backers in the direct environment** (e.g. vis-à-vis the local government and religious communities on a local level).

- represent the interests of young people **in/vis-à-vis networks, interest groups as well as social institutions/decision-makers in the direct environment** (e.g. federal youth advisory board).
- advocate the interests of young people publicly (e.g. on the organisation's social media channels, in interviews for local media).
- observe the developments about topics relevant for young people in the local community, region and/or cross-regionally and identify the relevant interests for young people.
- prepare positions/statements together with young people and convey/communicate them to the outside world.
- do lobbying with their work for framework conditions that allow young people to grow up autonomously.
- work with conventional and new media to draw attention to the interests and requests of young people.

- represent the interests of young people **in the local community, region and, if applicable, cross-regionally** (e.g. vis-à-vis the public administration, religious communities, political parties).
- systematically, continuously and purposefully advocate for the interests and requests of young people and regularly evaluate the effect of this lobbying.
- regularly and systematically survey the interests and issues of young people in the local community, the region and/or cross-regionally.
- participate regularly and, if possible, within the framework of an institution in opinion-forming processes and decisions in the local community, the region and/or cross-regionally.
- contribute their specialist know-how about young people to current political discussions.
- specifically undertake activities to assert and extend the right of young people to participate in and shape their own field of action and the local community, the region and/or cross-regionally.
- represent the bundled interests and the decisions made within the organisation to the outside world.

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Level II

Level III

Level IV

Level V

Level VI



Act and interact consciously and responsibly

Level II

Level III

Level IV

Level V

Level VI

People working in youth work ...

Dimensions

Dimensions	Level II	Level III	Level IV	Level V	Level VI
Take responsibility	<ul style="list-style-type: none"> take responsibility for one's own actions in pre-structured situations (e.g. in activities planned by experienced team members). get support when they reach their personal limits. discuss difficult situations in working with young people with team members/people responsible. reliably comply with agreements (punctuality, fulfilment of assumed tasks). support young people as well as team members/people responsible in their tasks. identify the need for support in simple situations and actively offer help to team members/people responsible. 	<ul style="list-style-type: none"> take responsibility for young people in activities that take place regularly (e.g. weekly meetings of a children's/youth group, on-site leisure-educational programmes). be considerate of the personal limits of young people (e.g. regarding physical performance) and make sure these are not exceeded (e.g. by assisting them in activities/programmes). work with young people while paying particular attention to relevant legal framework conditions (e.g. children's rights, youth protection regulations, guidelines on equal treatment). 	<ul style="list-style-type: none"> take responsibility for young people in extensive activities/programmes/projects (e.g. multi-day activities with overnight accommodation). talk about these relevant legal framework conditions with young people (e.g. children's rights, youth protection regulations, guidelines on equal treatment). support team members in their work with young people in a context-dependent and proactive way. 	<ul style="list-style-type: none"> assume responsibility in teams. be considerate of the personal limits of team members and make sure they are not exceeded. prepare themselves for meetings, contribute constructively and make decisions responsibly. make decisions in a decision-making process on their own authority and autonomously while involving the team. estimate the effect of their decisions realistically and are considerate of the interests of the concerned parties. prepare future colleagues for the assumption of responsibility (e.g. independent work with young people) by assisting them. 	<p>Descriptions of competences</p> <ul style="list-style-type: none"> assume responsibility for staff and necessary decisions in the organisation. be considerate of the personal limits of staff and make sure they are not exceeded. when necessary, make structural decisions (e.g. the distribution of funding to different sub-sections of the organisation) in the designated committees or alone, provided that they are authorised to do so. encourage suitable people to assume tasks/responsibility within the organisation. sensibly distribute the responsibility for organisational tasks within the organisation/in their field of work.
Use roles consciously and conscientiously	<ul style="list-style-type: none"> are aware of their role and act accordingly. act as role models for young people by being open-minded, appreciative as well as tolerant and exemplifying democratic, social and solidary commitment. teach careful and sustainable use of nature and available resources through their own behaviour and actions (e.g. food, material). 	<ul style="list-style-type: none"> consciously and adequately deal with proximity and distance to young people in their work. exemplify organisation-specific values and principles in all activities with young people. 	<ul style="list-style-type: none"> reflect on the way they work with young people and develop it and themselves further. are willing to engage in compromise and act in a socially responsible manner. take over an adequate role depending on the conversational and group situation and support, lead, guide or participate accordingly. 	<ul style="list-style-type: none"> constantly reflect on their role and use it specifically in their work with young people, parents and other actors. continuously reflect on their work to prevent overworking themselves and immediately take measures (e.g. burn-out prevention) in case of risk of exhaustion (e.g. due to excessive stress, excessive readiness to wear oneself out, disbalance between demands and resources). exemplify personal development for young people/team members by exposing themselves to unfamiliar situations and allowing changes to take place. use their effect as a role model consciously (e.g. to broach or problematise the problem of gender stereotypes). 	<ul style="list-style-type: none"> continuously observe team members/staff in order to take immediate measures in case of excessively occurring stress (e.g. redistribution of resources, reinforcement of health consciousness, burn-out prevention). develop their own pedagogical profile depending on the tasks and functions and act accordingly. expose themselves to different situations at different levels of the organisation and reflect on their experience to develop themselves further. give team members/staff feedback to support their personal and professional development.
Include the different dimensions of diversity in their work	<ul style="list-style-type: none"> promote the appreciation of group heterogeneity. create activities/programmes in a way that is open and appealing to young people, regardless of gender, age, skin colour, social and ethnic origin, physical and mental impairment, sexual orientation, religious confession and level of education. ask young people/parents about possible special needs in advance. deal with the different living environments of young people. support young people in realising that people are different (e.g. regarding their strengths and weaknesses, preferences and aversions etc.). realise, reflect on and discuss expressed preferences and their consequences with young people. 	<ul style="list-style-type: none"> specifically promote a positive approach to diversity among young people. equally take into account the needs of the young people, that differ due to different living environments, relating to gender, age, skin colour, social and ethnic origin, physical and mental impairment, sexual orientation, religious confession and level of education (e.g. when implementing their suggestions), and adapt their own behaviour to the corresponding circumstances in their work, especially when planning and carrying out activities/programmes/projects. challenge established norms and social constructs (e.g. of gender and sexual orientation) with young people. use language that is gender-neutral and free of discrimination in communication with young people, team members, parents and other contact persons and promote the use of the same with young people/team members. distribute tasks contrary to traditional role models and in a way that well-practised stereotypes are not fostered. support parents, teachers and other contact persons to also view the world through the eyes of young people. 	<ul style="list-style-type: none"> specifically promote a positive approach towards diversity in the team. create settings in a way that all participating young people, regardless of gender, age, skin colour, social and ethnic origin, physical and mental impairment, sexual orientation, religious confession and level of education, can identify themselves with the settings and a high level of participation of everyone is made possible. specifically promote that young people look at different dimensions of diversity, i.e. gender, age, skin colour, ethnicity/nationality, social and cultural origin, religion and world view, sexual orientation, physical and mental impairment, and promote a constructive dialogue about it (e.g. with issue-specific workshops). choose methods depending on the context that promote inclusion and diversity (e.g. gender-sensitive work, getting to know other organisations). enter into contact with the young people actively and in a supportive way. offer young people open access to diversity (e.g. social and ethnic origin, gender roles, sexual orientation). 	<ul style="list-style-type: none"> specifically promote a positive approach towards diversity in the organisation. by applying specialist educational concepts, create settings in which young people can learn in a safe space to look at/study/think about/consider heterogeneous (e.g. religious, political) values and norms, get to know other points of view and reflect on them together with their own points of view to prevent conflicts due to different values and norms. specifically include people in the organisation regardless of gender, age, skin colour, social and ethnic origin, physical and mental impairment, disability, sexual orientation, religious confession and level of education. 	
Create group/team settings	<ul style="list-style-type: none"> agree on organisational matters and content with team members/people responsible. share tasks and responsibility within the children's/youth group equally and depending on the competences and capacities available. 	<ul style="list-style-type: none"> aim for a gender balance when composing a group/team in order to provide contact persons for all young people equally. create group settings that promote respect and appreciation within the group and that promote positive group dynamics. create group settings for young people in which they can interact with the group. ensure an appropriate ratio between young people and people responsible in activities/programmes/projects and inform the team or the organisation in case the ratio is not ensured. exchange expectations within the team. 	<ul style="list-style-type: none"> compose a group ensuring a balance in terms of the number of participants and relevant characteristics of diversity (e.g. age, gender, social origin), ensure a fair distribution of resources and tasks and expect the same from team members. set up teams that are fit for work and do so taking into account individual and situation-dependent resilience of team members and take measures against possible exhaustion. agree with the team on principles of teamwork and comply with them. support the team methodologically to get fit for work (e.g. be able to make decisions) and to stay that way. react to the needs of heterogeneous groups in a sensitive way. 	<ul style="list-style-type: none"> structure settings for responsible teamwork of team members/staff. ensure adequate human resources for activities and projects. support the team structurally to get fit for work and to stay that way. 	
Initiate and create group/team processes	<ul style="list-style-type: none"> go along with decisions within the team and implement them together. build a good relationship with young people/team members. 	<ul style="list-style-type: none"> intervene when required due to group dynamics. accept different opinions of group members and respect them. positively influence group phases, roles, and processes as well as conflicts, whenever needed. support young people in finding their place in the group. promote cooperation among young people. allow for constructive group processes to happen and give the participants enough time and space during these processes. enable group members to get to know each other by applying suitable methods (e.g. introductory games, fulfilling shared tasks). inform young people about the team's decisions. take over simple tasks as a team and complete them. Team einfache Aufgaben und erledigen diese. 	<ul style="list-style-type: none"> lead group processes with young people. support team members in the best possible way in handling the tasks they have taken over and show compassion as well as understanding for their problems/fears. initiate and create group processes (e.g. group building) in a collaborative and target-oriented way. show empathy in group processes and listen carefully to derive appropriate actions. recognise group-internal problems of young people early on and promote the finding of solutions. encourage groups/group members to do target-oriented activities/programmes/projects. adapt ongoing activities/programmes/projects flexibly to concrete group situations and change them if necessary or desired. promote respect and appreciation within the group in activities/programmes/projects. include group phases, roles and processes in the selection of methods. support young people in becoming aware of the dynamics within the children's/youth group. actively use knowledge about recurring group-specific dynamics in the shaping of group processes. 	<ul style="list-style-type: none"> lead team processes. specifically guide the development of the group or the team through the selection and application of methods. promote the team's sense of community and its solidarity. distribute tasks to other team members when necessary and do so taking into consideration needs, resources as well as individual competences in the team. structure the teamwork processes using a participatory approach and implement them accordingly. take over the organisation, moderation and leading of the team if necessary. encourage team members and show appreciation in an adequate and timely manner. support individual team members in achieving their personal goals. promote dealing with group diversity and controversial topics within the group in a constructive way. 	<ul style="list-style-type: none"> lead and guide staff. positively shape the long-term development of the team through the selection and application of methods. coordinate processes and make decisions as a team. work with different groups and act competently (e.g. regarding conversation techniques, empathy). recognise the different interests of the team and their staff, for whom they are responsible, and show consideration for them.
Accompany group/team processes and develop them further.	<ul style="list-style-type: none"> regularly talk with team members/people responsible about group/team matters. contribute observations from their work with young people when reflecting with the team. 	<ul style="list-style-type: none"> clearly express their personal needs, goals and expectations. 	<ul style="list-style-type: none"> document, reflect on and interpret experiences together with the team to learn for current and future situations. if necessary, be an observer in group processes and, based on observations, make decisions for their own work with groups. 	<ul style="list-style-type: none"> assist team members regarding their goals and issues either in groups at meetings/activities or through individual conversations. regularly give team members adequate feedback and encourage them to give each other feedback too. can define the state of development of their team with the help of specific methods (e.g. a group development model). specifically apply methods for the further development of the team as well as of children's/youth groups. 	<ul style="list-style-type: none"> secure experiences of teams and team members in the organisation through documentation and systematic communication (e.g. counselling, further training) for the work with young people in the future.
Act in a constructive and solution-oriented manner in problem and conflict situations	<ul style="list-style-type: none"> get support in problem/conflict situations in time. 	<ul style="list-style-type: none"> address emerging conflicts with young people and/or within the team or the organisation to enable reflection on them. 	<ul style="list-style-type: none"> assess frequently emerging conflict situations among young people realistically and take solution-oriented measures to constructively overcome them (e.g. conversations, use of suitable methods). if necessary, overcome emerging crises by getting help from others and use it as a chance for their personal development. 	<ul style="list-style-type: none"> assess different, even complex problem/conflict situations among young people realistically and take solution-oriented measures to constructively solve/overcome them... help young people/team members to identify emerging conflicts among them, to find possible solutions and, in doing so, to discuss emerging challenges. 	<ul style="list-style-type: none"> assess different, even complex problem/conflict situations in the organisation realistically and take solution-oriented measures to constructively solve/overcome them.
Show risk competence	<ul style="list-style-type: none"> make sure that young people are mentally and physically safe, as far as possible. report to team members or the organisation in case the mental and physical safety of the participants is in danger in an activity. react fast in case of emergency (e.g. in case of imminent danger, physical violence, medical emergency, traffic accident), if necessary and possible, give aid and get help when needed. 	<ul style="list-style-type: none"> plan activities so that young people and all participants are kept mentally and physically safe. work in a foresightful and observant manner to prevent potential dangers, emergencies and crises in the best possible way. intervene immediately in case the mental and physical safety of the participants is in danger. act in a way that all young people's mental and physical safety is maintained in case of emergency, as far as practicable. 	<ul style="list-style-type: none"> take possible risks into account as early as in the stage of planning of activities/programmes/projects and plan preventive measures to prevent unnecessary risks. assess the environment and circumstances realistically to evaluate potential moments of risk. identify the need for action in moments of risk, derive suitable measures and implement them to reduce the risk for all participants as much as possible in a reasonable way. transfer knowledge gained from experience and things they have learned to new risk situations. 	<ul style="list-style-type: none"> check activities/programmes/projects within the field of activity for potential sources of risk and take preventive measures to prevent unnecessary risks. coordinate a team in case of emergency. 	<ul style="list-style-type: none"> check activities/programmes/projects of the organisation for potential sources of risk and take preventive measures to prevent unnecessary risks. coordinate relevant subsections of the organisation and communication with the outside world in case of emergency (e.g. vis-à-vis decision-makers, the media).

Underlying principle: All actions of youth workers are consistent with the Universal Declaration of Human Rights, as well as with an environmental, social, economically sustainable global development. Young people are always appreciated and treated respectfully.

Level II

Level III

Level IV

Level V

Level VI



Organise and manage (projects)

Level II

Level III

Level IV

Level V

Level VI

People working in youth work ...

Dimensions

Shape organisational procedures and processes

• support team members/people responsible in carrying out activities that take place regularly (e.g. weekly meetings of a children's/youth group, on-site leisure-educational programmes) according to set goals.

• prepare activities that take place regularly according to set goals (e.g. time frame and financial framework) alone and/or in the team with the help of experienced team members/people responsible, carry them out and follow up with a debriefing session.

• plan, lead and coordinate organisationally diverse activities/programmes/projects (e.g. on-site leisure-educational programmes, themed events of the organisation) including preparation and follow-up work independently or in the team.

• plan, lead and coordinate organisationally extensive activities/programmes/projects (e.g. cross-organisational workshops, public cultural events, play festival in the park, networking events, multi-day activities with overnight accommodation) including preparation and follow-up work independently or in the team.

Descriptions of competences

• communicate relevant information (e.g. times and dates for programmes) to young people or their parents in a timely and reliable manner.

• create long-term planning (e.g. annual planning) for different simple activities/programmes and put them into practice.

• create long-term planning (e.g. annual planning) for different extensive activities/programmes and put it into practice.

• create long-term planning (e.g. annual planning) for complex and extensive activities/programmes and take care of its structural implementation.

• take young people's needs, issues and expectations concerning content into account when planning, leading and organising activities/programmes.

• take into account the issues of the participants in the planning, leading and organisation.

• take into account the issues of the participants in the planning, leading and organisation.

• structure the organisational processes using a participatory approach and implement them accordingly (e.g. by systematically involving the interests and issues of young people).

• plan simple projects (e.g. a practice project for a weekend) on a local/regional level without assistance and carry them out.

• plan simple projects (e.g. a practice project for a weekend) on a local/regional level without assistance and carry them out.

• specifically involve relevant contact persons (e.g. parents) in activities/programmes/projects.

• communicate relevant information to the staff and/or committees of the organisation (e.g. board) in a timely and reliable manner.

• organise regular meetings (e.g. weekly meetings of a children's/youth group) and related activities/programmes on a long-term basis (e.g. for a year).

• apply the principles and values of the organisation to their own work in a reflected way.

• apply the principles and values of the organisation to their own work in a reflected way.

• cooperate with all participants of the organisation (e.g. young people, parents, team members, people responsible for the organisation, financial backers) in long-term activities/programmes/projects.

• take into account the real-life circumstances on the spot (e.g. facilities) when preparing and organising.

• act target-oriented in different and sometimes very diverse areas of work and make good use of their resources based on priorities.

• act target-oriented in different and sometimes very diverse areas of work and make good use of their resources based on priorities.

• develop organisational measures while including expert knowledge and experiences as well as information from the target group and their environment.

• react to minor, spontaneously occurring, organisational needs to adjust independently and depending on the situation.

• check compliance with the planning and identify possible needs for action in case the planning has to be redone/updated.

• check compliance with the planning and identify possible needs for action in case the planning has to be redone/updated.

• make sure the relevant legal provisions are complied with in activities/programmes taking place in the framework of the organisation.

• adapt activities/programmes within the organisation to the team's performance limits and the concrete circumstances.

• adapt activities/programmes within the organisation to the team's performance limits and the concrete circumstances.

• set rules for process procedures within their area of work and make sure they are complied with.

• check the organisational processes regularly for their effectiveness and efficiency (e.g. through location determination) and, if necessary, adapt the agreed processes and goals.

• cooperate with other organisations and institutions when necessary.

• cooperate with other organisations and institutions when necessary.

• cooperate with other organisations and institutions when necessary.

• make sure the organisation works in a structured and well-planned way (e.g. distribution of the working areas).

• intervene in individual areas and in the whole organisation in an occasion-related way, when necessary.

• intervene in individual areas and in the whole organisation in an occasion-related way, when necessary.

• intervene in individual areas and in the whole organisation in an occasion-related way, when necessary.

• create framework conditions for the exchange of information/coordination between the committees within the organisation.

• coordinate the collaboration and coordination between decision-makers within the organisation.

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Applying suitable methods for successful organisation

• use simple presentation techniques (e.g. flipchart for visualisation).

• apply methods of moderation (e.g. agendas, introductions) and of documentation of results (e.g. write minutes).

• apply differentiated methods of presenting, moderating and documentation of results (e.g. participative collection of ideas).

• apply complex planning and management tools for organisational processes (e.g. data banks, online communication platforms) systematically and in a way that satisfies the requirements.

Evaluate and further develop organisational procedures and processes

• evaluate organisational procedures and processes with simple methods (e.g. evaluation and interpretation of feedback sheets/writing of documentation).

• evaluate organisational procedures and processes with simple methods (e.g. evaluation and interpretation of feedback sheets/writing of documentation).

• evaluate organisational procedures and processes in a planned and multi-perspective way and develop them further either individually and/or with the team based on the results.

• structurally make sure that the conclusions drawn from completed activities/programmes/projects can be used for other activities/programmes/projects.

• use conclusions from completed activities/programmes/projects for future planning.

• use conclusions from completed activities/programmes/projects for future planning.

• create framework conditions to make results and successes of projects visible.

• use conclusions drawn from the implementation of long-term planning for future planning.

• plan activities/programmes/projects in a way that makes them effective for a longer period of time.

• plan activities/programmes/projects in a way that makes them effective for a longer period of time.

• plan activities/programmes/projects in a way that makes them effective for a longer period of time.

• take necessary steps in the organisation to establish respect for the environment, nature and fellow people.

Fulfil administrative tasks and use financial means responsibly

• fulfil simple organisational and administrative tasks under guidance (e.g. edit lists, make reservations).

• fulfil recurring administrative tasks (e.g. document activities, evaluate feedback sheets) reliably and replicably.

• provide templates for organisational procedures (e.g. project report, financial settlement) and make sure they are used.

• provide suitable templates for organisational procedures (e.g. project report, financial settlement).

• fulfil financial requirements (e.g. billing, reports) with help (e.g. with a team member, a tool) for simple activities according to the guidelines of the organisation and use financial means according to the predetermined framework.

• fulfil financial requirements (e.g. billing, reports) with help (e.g. with a team member, a tool) for simple activities according to the guidelines of the organisation and use financial means according to the predetermined framework.

• fulfil financial requirements for extensive activities/programmes/projects responsibly and transparently.

• plan the finances of the organisation/their area of responsibility (e.g. with cost calculation, liquidity planning) and manage them responsibly, transparently and traceably.

• manage the finances of the organisation/their area of responsibility in a transparent and traceable way.

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• manage the finances of the organisation/their area of responsibility in a transparent and traceable way.

• make sure the financial management of the organisation/their area of responsibility is in order.

• support the organisation in the application for funding (e.g. write applications) and implement funded activities according to internal and/or external criteria for funding.

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• support the organisation in the application for funding (e.g. write applications) and implement funded activities according to internal and/or external criteria for funding.

• apply for funding and make sure that funding criteria are complied with when implementing funded initiatives.

Carry out communication and public relations work

• can explain their work as well as the essential principles/goals of the organisation to relevant contact persons (e.g. parents, local residents, caretakers) in an understandable way.

• can explain the essential principles/goals of the organisation to relevant contact persons in an understandable way.

• contribute to public relations work (e.g. write articles for the website).

• develop and coordinate the strategy for public relations work of the organisation/the field of activity.

• use networks of relevant actors within the organisation for successful communication and public relations work.

• use networks of relevant actors within the organisation for successful communication and public relations work.

• establish contacts outside the organisation, if necessary, and maintain them.

• build, use and develop further stable networks of relevant actors within their local community, region and, if applicable, cross-regionally.

• do public relations work regularly (e.g. targeted spreading of content via different communication channels such as the website and social media).

• do public relations work regularly (e.g. targeted spreading of content via different communication channels such as the website and social media).

• make use of networks of relevant actors within and outside the organisation (e.g. to find suitable people for tasks within the organisation).

• do communication and public relations work that complies with professional standards.

• enable young people/team members to get to know each other by providing chances to meet and communicate (e.g. face-to-face meetings, social media).

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• do communication and public relations work that complies with professional standards.

Shape and develop the organisation

• participate actively in decision-making processes within the organisation.

• participate actively in decision-making processes within the organisation.

• participate constructively in cross-organisational activities/programmes/projects (e.g. networking events, working groups) that contribute to the development of their own organisation.

• work out visions/goals/strategies/foci for the development of the organisation and implement them consistently.

• discuss and reflect on values and principles of their own organisation together with young people/team members in the context of current socio-political developments and communicate perceptions and results to the organisation.

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• participate in the further development of the principles and goals of the organisation.

• lead the organisation or parts of it within the scope of their responsibility and develop them further in the long run based on defined visions/goals/strategies/foci.

• report about relevant activities/programmes/projects in the organisation in a comprehensible and replicable way (e.g. for decision-making bodies, for the handling of funding).

• report about relevant activities/programmes/projects in the organisation in a comprehensible and replicable way (e.g. for decision-making bodies, for the handling of funding).

• create good working conditions through sufficient internal communication.

• create framework conditions for learning from each other and cooperating responsibly within the organisation.

• involve young people in activities within the organisation.

• involve young people in activities within the organisation.

• identify the interests of young people/team members systematically and raise them in meetings/conferences/closed meetings and other decision-making processes.

• make open communication, critical discussion, dialogue, participation, the formation of opinions, handling of criticism as well as a constructive culture of errors possible within the organisation on all levels (e.g. bodies, creation of programmes) and derive topics, priorities and foci.

• develop a constructive culture of errors (e.g. being able to speak openly about them, learning from mistakes) that enables constant further development of the organisation and of the people that are part of it.

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• specifically apply complex methods for the long-term further development of the organisation (e.g. Open Space Technology, Future Conference).

• develop organisational structures, maintain them, reflect on them and develop them further when required.

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• promote the development and implementation of new innovative ideas within the framework of the organisation.

• inform themselves systematically about current changes in the organisation and its environment.

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• adapt requirements and the quality standards of the organisation to the existing possibilities and the actual performance limits of the people that are part of it.

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• identify need for action in feedback conversations/processes and use them for the development of the organisation.

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• recognise the position and role of their own organisation in society as a whole and promote their positive development corresponding to current socio-political developments.

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• create strategies and structures within the organisation that create sufficient space for diversity or ensure diversity (e.g. strategy for diversity-oriented opening, representative for diversity in the decision-making bodies).

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Underlying principle:

All actions of youth workers are consistent with the content of the Universal Declaration of Human Rights, as well as with an environmental, social, economically sustainable global development. Young people are always appreciated and treated respectfully.

Level II

Level III

Level IV

Level V

Level VI