Training and Education of Youth Workers in Europe
'A snapshot – October 2005'

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European Youth Work Qualifications

Introduction

This report has been prepared in order to provide an overview of the current position in Europe for the training and qualification of youth workers. It has been commissioned by the Wales Youth Agency as a paper to be presented at a conference in Cardiff on 21st October 2005. The conference is to be held as part of the UK presidency of the EU.

Within this report I will provide a brief overview of the European Context and some of the history in trying to move towards understanding across Europe of the training and recognition of youth work. I will then briefly outline the methodology of the primary research and outline some of the limitations experienced.

The findings include information on the current prevalent definitions of Youthwork; the extent to which youth services are provided by professionally qualified staff and by volunteers; the current range of professional training programmes; the extent to which there are developing vocational routes to qualification; the current demand for youth workers and workforce development issues.

I will then consider two case studies of current training opportunities for youth workers based on research in Scotland, focusing on work-based vocational routes to qualification and in Malta, considering the role of university training in a country where there is no official recognition of youth work as a profession.

Historical Perspective

A meeting of experts was held at St Patrick's College, Maynooth in Ireland in June 1990 to examine the existing situation regarding professional and vocational training for youth workers in the Member States of The European Union.[1] This followed on from the Paris meeting of the French Presidency in 1989 where there was a firm commitment expressed to develop a citizens' Europe both with and for young people, from which also stemmed the first formal council of Youth Ministers during the Italian presidency. The report includes information of the 10 member states and the meeting consisted of an examination of the existing situation regarding professional and vocational training for youth workers; it also explored the ways in which professional mobility, exchange and partnership could be enhanced within the Community.
There were some general policy principles that emanated from the meeting, some of which are outlined below:

Policy Principles
There should remain a variety of modes of entry into a professional youth work career
Basic vocational and professional training for youth workers should have a

'[1] Professional Youth Work Training in the European Community', Report of a meeting of experts. Maurice Devlin, Maynooth May 1991

generalist orientation, providing a broad and solid base on which specialist or further training for workers might be built
Entry requirements for vocational and professional youth work training should not be exclusively academic
Youth work and Youth Policy initiatives at Community Level must take account of the range of sectors involved in the administration, development, support and delivery of youth work services
There is a need at Community level to explore possibilities for initiatives in the area of volunteer training
Forthcoming initiatives in youth work and youth policy should be undertaken in a spirit of cooperation with the Council of Europe and European Youth Centre

In 2001a study on the 'State of young people and Youth Policy in Europe' was commissioned by the Directorate General for Education and Culture, with contributors from the 15 member states of the EU, which included Austria Finland and Sweden who had joined the EU in 1995. This report included a review of Education and Training of Youth Workers in Europe.
The report focused on 5 main areas:

Report themes
Official term of youth work
Education and training pathways
Relevant settings of employment
Focus of youth work – issues and activities
Extent of European Influence

Within the official term of youth work, the report identified five different concepts of youth work although it was acknowledged that 30 terms for 'youth worker' had been used in the responses received. The terms identified were

Definitions of Youth Work
Youth Worker
Cultural Animator
Social Worker
Social Pedagogue / Social educator
Youth Policy Professional

Within the context of this study these terms have been used, excluding the term youth policy professional. Both reports highlight the difficulties in understanding terminology across the member states of the European Union and this has been found to still be the case in relation to this study. The report notes that 'Youthwork can be characterised as a mixture of leisure activities, non-formal education and socio-political responsibilities.'[2] Noting the different

[2] IARD Study on the State of YP and Youth Policy in Europe Jan 2001

priorities within the youth work context it then identifies 6 areas of activity which are common across Europe, although have greater or lesser significance in each member state.

Activities of Youth Workers
Leisure Activities
Cultural Activities
Work with marginalised groups /prevention of social exclusion
Youth Unemployment
Gender issues
Health and Prevention

Interesting perhaps to note at this point that education, be that formal of informal was not mentioned within this. The corporately developed Curriculum Statement drives the Youth Service in Wales and is deeply embedded in youth work practice. The first of it's stated aims is to provide opportunities for young people that are educative.

Specific to the structure of education and training, the report found that the degree of specialisation of training was significant. Where a higher level of training is offered – usually through the equivalent of a degree or HE diploma programme; then there was found to be less specialisation within the training in specific youth work. This is based largely on the experience of the Northern European countries such as Germany, Netherlands, Belgium and Austria, where youth worker training is a specialism within the context of social work, social pedagogy or social / educational sciences. Youth work specific courses had been established at the time only in the UK, Ireland, Iceland, Finland and Sweden at degree or diploma level.

In relation to training at lower levels the study found that most countries offered a variety of short-term training, often provided by non-government organisations or by umbrella voluntary organisations. With the exception of France it found that there was no recognition for these training programmes in the higher level programmes in almost all countries. The report notes the dividing line between professionals and volunteers and the need to broaden access to qualifications and professional youth work. To fully exploit the vast experience and range of skills that is provided by the voluntary sector and volunteers it notes the need to recognise and accept practical and context experience in entrance requirements for professional training that should be valued at least on a par with school qualifications.

Bridges for Recognition

In January 2005 a European conference was held in Leuven to promote the recognition of non-formal learning and youth work in Europe. One of the recurring themes within the conference was the need for the Recognition of youth workers, youth leaders and youth trainers. A proposal was formulated to work on the functional analysis and occupational profiling, particularly in the area of training.[3] The Council of Europe presented the work it has undertaken on the development of a Youth Worker Portfolio. Whilst it is not evident at

[3] Bridges for recognitions Report, SALTO-YOUTH.net, January 2005

this stage that this will impact directly on the formal training of youth workers in member states, it is an attempt to identify the common elements of training that are applicable to adults working with young people in member states and presents a modular approach to training. This links into the approach that was proposed by ECYC and perhaps again highlights the difficulties of such attempts, without a clear system of credit recognition in place, no inbuilt academic credibility nor endorsement from the professional youth work bodies in member states.

EU Policy

Within the European Context there have also been significant developments in recent years which pertain to the training and development of youth workers. The accession of 10 new member states to the European Union in 2004 means that co-operation across Europe now includes 25 countries. Gaining clear understanding into both the practice and policy of youth work is now on a wider basis and with a greater number of partners than ever before.
The White Paper – A new impetus for European Youth was published by the European Commission in November 2001. Within the area of education and lifelong learning the White Paper suggests that youth associations, and those who work with young people would benefit from

Recommendations for youth associations
a clearer definition of the concepts, of the skills acquired and of quality standards
a higher regard for the people who become involved in these activities
greater recognition of these activities
greater complementarity with formal education and training

The European Commission Communication – Nov 2001. Making a European Area of Lifelong Learning a Reality also has implications for the training of youth workers.
It calls upon Youth Organisations to make visible and publicise the outcomes of non-formal and informal education that results from their activity. The Paper details that member states are fully responsible for the content and organisation of their own education and training systems stating that it is not the EU's role to harmonise and regulate in these fields. However, the Treaty provides for a key role for the Community in enhancing the quality of education through European co-operation in this field. Within the field of youth policy it suggests that there is an increased need for twinning activities; greater use of ICT and more opportunities to facilitate exchange of experience and good practice.[4]
The Bologna Declaration[5] was signed by 31 representatives of 29 EU member states and ascension candidates. It includes that by 2010 the following aims shall be reached:

[4] The European Commission Communication – Nov 2001. Making a European Area of Lifelong Learning a Reality.

[5] European Higher Education Area. Joint Declaration of the European Ministers of Education convened in Bologna on 19 June 1999

- A system of easily readable and comparable degrees shall be introduced, supported by the implementation of the Diploma Supplement. (Note: The diploma Supplement is an additional record identifying what the student has achieved.)
- Higher education course systems shall be based on two consecutive cycles: the undergraduate cycle, lasting three years, shall qualify students for employment, whereas the graduate cycle shall lead to Master's and/or doctorate degrees.
- In order to ensure student mobility through the transferability of their achievements, a credit system similar to ECTS shall be launched; credits shall also be obtainable in non-HE contexts such as life-long learning.
- The European dimension shall be promoted in HE through curricula, inter-institutional co-operation and mobility schemes for both students and teachers/researchers.

The ability to implement these policy reforms in the education and training of youth workers in member states is included within the research below. These policy developments all represent additional challenges to the implementation of training for youth workers as well as the methods and assessment systems used. The research will show good progress toward the demands of the Bologna agreement. However regard for youth workers and their professional status remains variable across Europe. The exchange of experience and good practice happens in pockets and within some networks. Attempting to gather a broad picture of the current training and education for youth workers has shown that there is still clearly significant progress to be made in this area.

Findings from Research

Methodology

The primary source of evidence for this study has been by way of electronic questionnaires sent to national youth agencies in each member state as well as to university personnel where there is known to be youth work training courses provided. Telephone interviews have supplemented the information with a small number of countries. Secondary sources include web-based and literature searches including the European Commission Youth Policy reviews that have been produced for EU member states.

Whilst there have been many limitations on the gathering of evidence, information has been supplied directly by 20 countries. The timing of the research was July to October 2005. This coincided with university and other holidays, so the access to some key personnel has been limited. In carrying out this study it is apparent that there is no one easy network that reaches across Europe to provide a central focus for research into youthwork qualifications. One of the aims of this conference is to develop links and networks to help to better understand the different training and education models and methods available across Europe. The experience of working on this project would certainly reinforce the need for easier lines of communication and access to such information.

Definitions of Youth Work

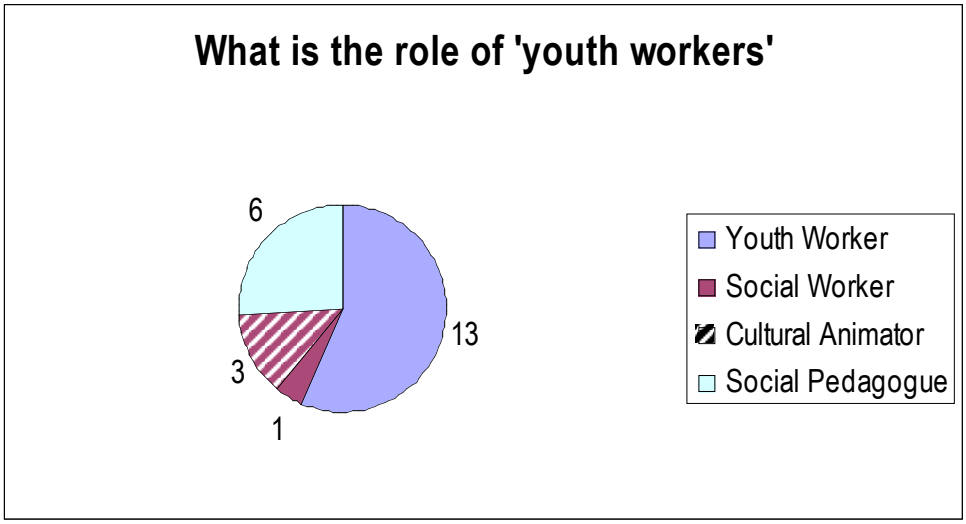
The starting point of the research has necessarily involved an attempt to clarify what is meant by 'youth work' across the EU. It has been well documented that there are very different understandings of youth work in the member states of the EU. In order to try and locate youth work practice and hence understand the role and areas of work that 'youth workers' undertake, it was therefore necessary to gain some understanding of the definitions of youth work. A starting point was taken from the 'cheat sheet' provided by Lynne Chisholm at the Bridges for Recognition conference[6] earlier this year.

> *Youth Workers are people who work with young people in a wide variety of non-formal and informal contexts, typically focusing on personal and social development through one-to-one relationship and in group based activities. Being learning facilitators may be their main task, but it is at least as likely that youth workers take a social pedagogic or directly social work base approach. In many cases, these roles and functions are combined with each other.*[7]

Whilst accepting this definition, respondents were asked to indicate the particular role that youth workers play in their own country and description of their role. The responses were varied, with 'youth work' as a term being recognised in all of the respondent countries. The next most common term used was of social pedagogue, with cultural animator recognised in 3 countries and just one respondent included social work within the youth work role.

[6] Bridges for recognitions Report, SALTO-YOUTH.net, January 2005

[7] Terminology Cheat Sheet by Lynne Chisholm. SALTO Bridges for Recognition 2005



For example in Denmark:
Being learning facilitators may be their main task, but it is at least as likely that youth workers take a social pedagogic or directly social work base approach. In many cases, these roles and functions are combined with each other. This definition from Lynne Chisholm suits very well the Danish definition of social pedagogy.

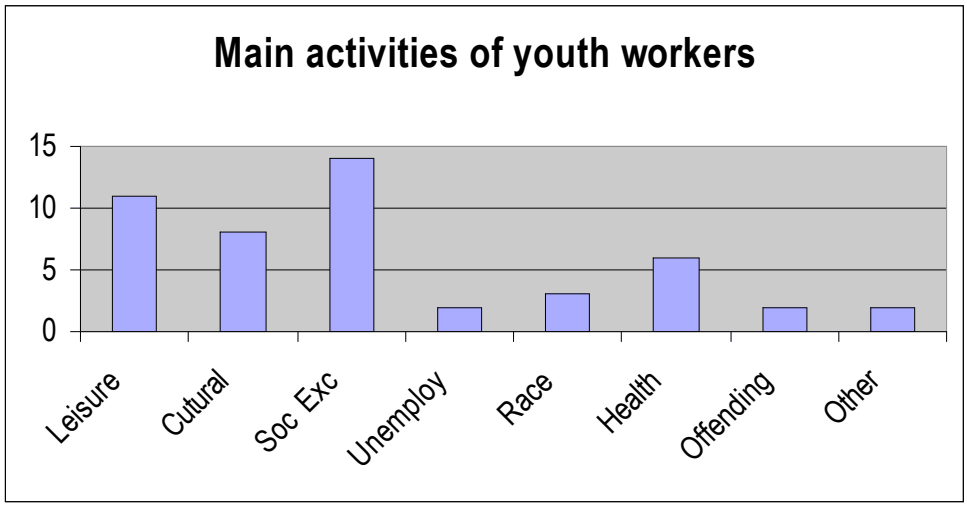
Similarly in Switzerland:
We generally consider "youth worker" to be exactly a mixture of the other three possible roles…the central paradigm nowadays is "Soziokulturelle Animation" but tasks like the organisation of leisure and cultural activities, counselling and support and informal education are all regarded equally as essential parts of the role of a youth worker.

A problem was highlighted by a number of respondents who suggested that there is sometimes a gap between workers own perception of their role and the understanding of local and national policy makers in the youth field as to what the role should be.
The respondent from Estonia commented that there are

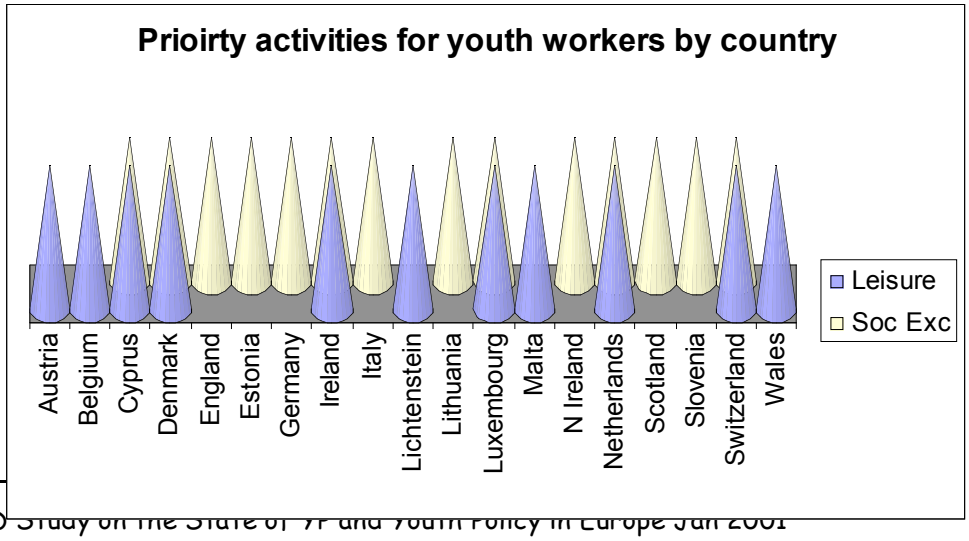
> *difficulties for youth workers in securing a perception that is accepted by youth workers. Therefore the social perception would be of cultural animators, although youth workers see their role as learning facilitators.*

To understand better the current role of youth workers we also asked respondents to indicate what the current priority areas of activity are for youth workers and also the extent to which

volunteers and professional youth workers carry out these tasks. The AIRD report in 2001[8] identified 6 main areas of activity for youth workers in Europe. The categories used for this report were included in the questionnaire in order to gauge any changes that may have taken place over the last 4-5 years as well as to understand the relevance of these categories in the accession countries. Each respondent was asked to indicate whether the categories identified were areas of work that youth workers are engaged in and then to indicate the level of priority of each. The results are presented in the table below.



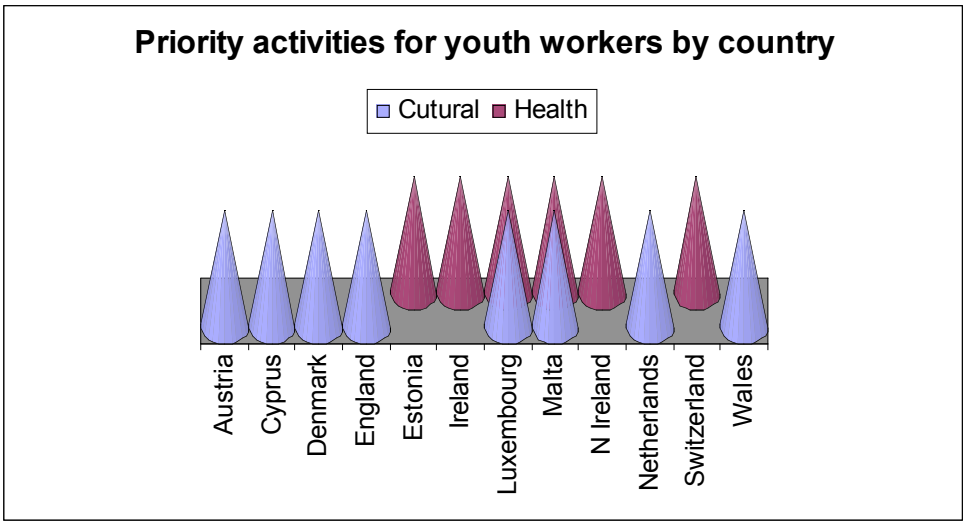
Analysis of the results shows that 20 countries responded and the categories that scored most highly were to provide leisure activities and to work with marginalised groups to prevent social exclusion and is shown in the chart below. In many ways this helps instantly to locate the dual focus and at times tension in youth work between providing activities for young people, currently expressed in the developing youth policy in England as 'Things to Do and Places to Go'[9], and the work of engaging with hard to reach young people who often have multiple and complex problems and need help to address the difficult issues in their lives.



[8] IARD Study on the State of YP and Youth Policy in Europe Jan 2001

[9] HMSO 2005, Youth Matters Green Paper

The significance of providing cultural activities is also high across Europe and the next most important area identified perhaps represents a change in youth work practice where health and health prevention has gained in significance. It is has not been possible to identify the reasons why this is more significant. It is interesting to note however, that whereas the 2001 report identified that this was a key priority in the Nordic countries, Denmark no longer sees this as a priority area. Other countries such as England, Switzerland, Malta, Wales, Republic of Ireland and Estonia do now see this as a priority.



Volunteers and professional Workers

In order to understand the training and educational needs of staff working as youth workers it is important to have a sense of what the proportional numbers of each group are. Here too the issue of definition and terminology again proved difficult with countries having different systems and hence different understandings of what is meant by a volunteer. For the purposes of this report we have taken the meaning of volunteer to be those people who are not paid for the youth work they do, regardless of the training or professional qualifications they have. The spirit of volunteering is of course often about spontaneous local responses to local need and as such cannot be easily quantified and is often not recorded. Therefore when asked to estimate or provide figures on the numbers of volunteers involved in delivering youth work all respondents include a degree of caution and so the figures provided can only be estimates for the relevant countries.

Percentage of Youth Work carried out by volunteers

Percentage of Youth Work carried out by volunteers

Denmark	
Liechtenstein	
Netherlands	
Switzerland	10-24 %
Estonia	
Italy	
France	
England	25-50%
Slovenia	
Greece	
Luxembourg	
N Ireland	51-75%
Wales	
Scotland	
Belgium	
Cyprus	
Germany	
Malta	
	85-100%

Even allowing for inaccuracy in actual figures it is evident that volunteers are significantly engaged in providing youth work in all the respondent states of the EU. There is no clear pattern which can be identified between the role of the youth worker – the extent to which is focuses on animation or social pedagogy- and the extent to which volunteers are engaged. This would suggest that regardless of whether the main focus of the work is informal education, animation or social pedagogy there should be systems and opportunities tailored to the needs of volunteers that give them appropriate levels of qualification and recognition for any training they undertake.

Nationally Recognised Professional Qualification

In just over half of the responding countries there is a recognised professional qualification for youth work as shown in the chart below. In all cases the qualification is set at degree or diploma level and is taught by universities. The only exception to this is in France where there is a range of recognised qualifications, which relate specifically to the job role of the youth worker – with diplomas required at 5 different levels appropriate to the level of the job. These diplomas are regulated by the Ministry of Youth and Sport but are not run by universities or colleges. Non –Government Organisations (NGOs) run the programmes and require approval from the Ministry to be able to run the courses and award the qualifications. In some countries such as Switzerland and Belgium, there is not a recognised qualification for youth work, but there are a number of degree courses in social pedagogy, social work and cultural animation, which would enable one to apply for youth work related jobs, but do not represent a single recognised youth work qualification.

Is there a nationally recognised qualification for youth work?

	Yes		No
Austria	1	Belgium	1
Denmark	1	Cyprus	1
England	1	Estonia	1
Finland	1	Greece	1
France	1	Italy	1
Germany	1	Lithuania	1
Ireland	1	Luxembourg	1
Liechtenstein	1	Poland	
Malta	1	Slovenia	1
N Ireland	1	Switzerland	1
Netherlands	1		
Scotland	1		
Wales	1		
Rep. Ireland	1		
	14		9

One issue to emerge from the questionnaire is the low status of youth work in some of the states which have most recently joined the EU. Therefore we found that in Slovenia, Lithuania, Estonia and Cyprus there was no university based training courses available at degree level for youth work. This is also true of Greece. Describing the situation in Slovenia the respondent states:

'Youthwork is not recognised as 'serious' work. Although the demand for youth workers is high among NGO's, most of the youth work is done by non-professional volunteers'

Interestingly in Lithuania although there is no degree programme available, Vilnius University has opened a specialization in the Social work masters programme – 'social work with young people'.

There are links developing between national youth agencies to exchange ideas and put in place exchange programmes with young people, however in pursuing the debates at European level about harmonisation and recognition of qualifications, the situation of those countries with no professional training opportunities must not be overlooked.

One of the challenges currently facing university based courses is the need to meet the demands of the Bologna Agreement which states that:

A system of easily readable and comparable degrees shall be introduced…higher education course systems shall be based on two consecutive cycles: the undergraduate cycle, lasting 3 years, shall qualify students for employment…[10]

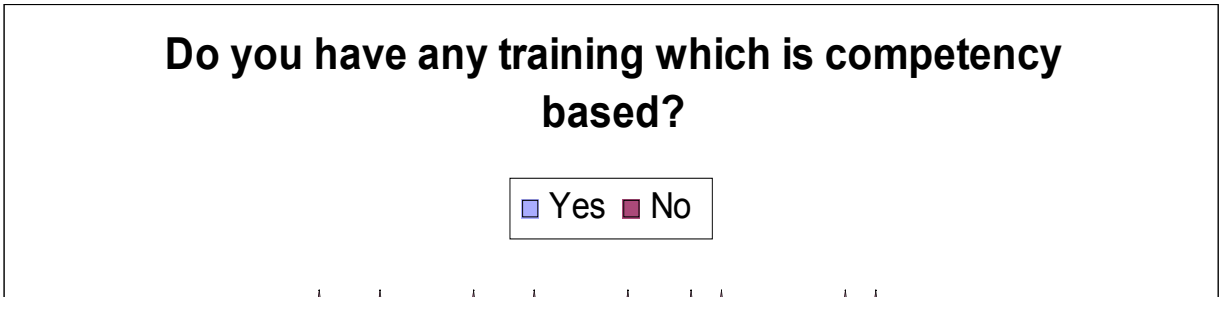
[10] European Higher Education Area. Joint Declaration of the European Ministers of Education convened in Bologna on 19 June 1999

The challenges that this brings are illustrated by the differing experiences of the UK and Germany. In the UK the traditionally accepted qualification is set at the Higher Education Diploma level. This is typically a 2 year course with placement requirements, and the typical student is more mature and does not come straight from school or with high previous academic achievements, but with a good level of practical experience in youth or community work. The need to move to a 3 year degree programme presents challenges for universities to ensure that students can achieve the required academic level, whilst also requiring greater financial and time commitments from students from what is a 2 year full-time course to a now 3 year full-time course.
In countries such as Germany the reverse is the case; where the challenge is to reduce a degree programme from 4 to 3 years. Students have traditionally entered higher education at 18 with no previous work experience and here the particular challenge includes the ability to ensure that there is sufficient practical content to enable students to leave the course able to fulfil the professional youth worker role. The new qualification at Universities such as Koblenz is a degree course in 'Soziale Arbeit' (Social Professions) leading to a professional qualification worker as "Sozialearbeiter/-in" and "Sozialpadagogue/-in", covering both of what had traditionally been the two distinct routes of social work and social pedagogy. Therefore an additional challenge presented includes the ability to cover a wider range of issues within a shorter time span, whilst also ensuring that graduates are, as suggested in the Bologna agreement, qualified for employment.

Competency Based Routes to Training

In many countries there is a system of part-time workers who are paid to provide specific sessions of youth work and in some states there is training provided for them with access also given to volunteers working in similar roles. Across the UK there is a pre-professional system of training in place which has been well developed and endorsed by the national youth agencies to try to assure quality and provide local recognition for courses delivered and qualifications obtained. More recently the UK has adopted National Vocational Qualifications as a pre-professional training programme. This will be examined later in the case study report on Scotland – however it is important to note that this system provides for pre-professional training at NVQ levels 2 or 3 dependent on job role. The European White Paper on Youth and the Lifelong Learning Paper both encourage 'greater complementarity with formal education and training'[11]. When asked about the development and availability of competency based training opportunities for youth work, this was available in just over half of the countries that responded.

Interestingly in France, which previously operated vocational training routes, these are now no longer offered as employers found that it was not an efficient way to train employees and also that it was too expensive to operate. However, there is a good range of competency based programmes which are offered at 3 pre-professional levels by NGOs.



The Maynooth conference stated the need to explore training initiatives at European Community level and there have been some attempts to address this. Volunteers and voluntary organisations represent the largest contribution to youth work in many of the member states of the European Union. Therefore in considering developments in the professional training of youth workers, it is of course essential to assess the extent to which this largely 'voluntary' group gains access to such opportunities. Working at a European level the European Confederation of Youth Clubs (ECYC) was founded in 1978 to provide networking and information sharing opportunities, to run joint programmes and to provide training. In February 1999 ECYC organised a seminar for youth workers involved in education or training to consider the current European position. Recognising that there was no consistent qualification across Europe, that there was an absence of clear progression routes and access to training within some organisations as well as high turnover of staff, a working group was established to explore these issues further. The working group concluded that a pan-European training programme was not a realistic possibility at this time but recommended the development of a number of training modules to cover common themes and issues which could be incorporated into a variety of broader training schemes and contexts. The training modules have now been developed by the working groups and cover 6 themes:

Training Modules
Role and Purpose of Youth work
Methods of Open Youth Work
Communication Skills
Human Rights and Tolerance in Youth Work
Setting up a Youth Club or Project
Understanding the Key issues that face Young People

With funding from the Council of Europe ECYC had planned to role this programme out through a 'training the trainers' approach. However funding has not yet been made available for this and so although the materials are web based and easily accessed, there is no monitoring of take up of the materials at this stage and so there is no reliable data to evaluate the effectiveness of such an approach.

Other examples of modular training include the Council of Europe working in partnership with the European Commission who have also developed web based training materials that can be used across Europe.

> *The aim of the partnership in youth worker / youth leader training is the promotion of European Citizenship and human rights, the development of high quality training modules at European level, the recognition of non-formal learning in youth work and the publication of reference documents in the field of youth.*[12]

The partnership on youth worker / youth leader training started in 1998 and the following training kits (t kits) have now been produced:

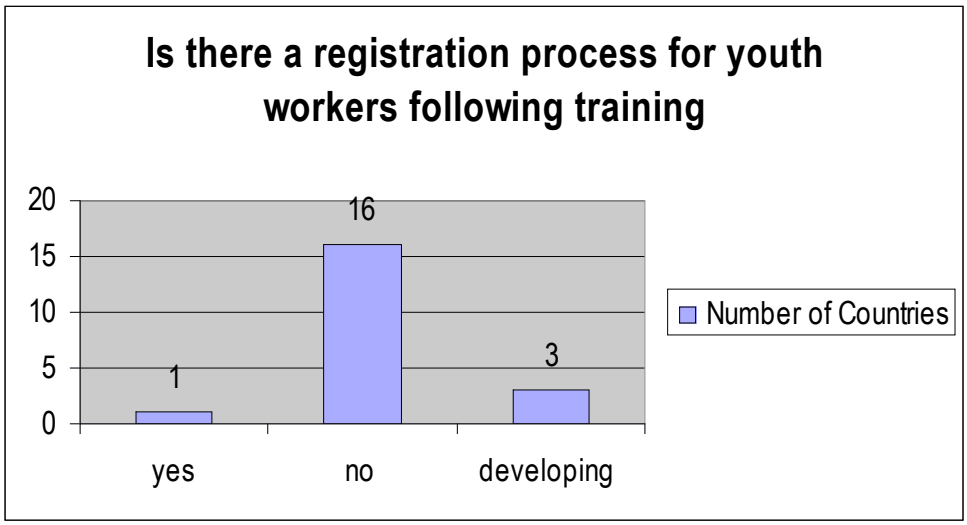
- Organisational Management
- Methodology in Language Learning
- Project Management
- Intercultural Learning
- International Voluntary Service
- Training Essentials
- Citizenship, Youth and Europe
- Social Inclusion
- Funding and Financial Management

At national level there are also examples of accredited training for volunteers. In Belgium each youth work umbrella organisation provides training courses for voluntary youth workers at a range of levels. The accreditation of these qualifications is arranged by law under the Flemish Youth Administration although it is now under review in the light of continuing debate about non formal learning development. In Lithuania the University of Vilnius is providing in-service training for those working in youth work and is currently in discussion with colleges and universities about possible ways to develop a competency portfolio as the basis for training. St Martin's College Lancaster, in England is also working with the Lancashire Youth Association, a regional umbrella organisation to develop accredited training routes for volunteers at pre-professional level, endorsed by the university.
It would appear that there has been a growth in competency based routes to qualification since the study in 1990 with attempts to provide recognised training to volunteers. However the need to operate within systems that fully credit the training undertaken in ways that can be recognised both nationally and other member states is still an area that is underdeveloped.

Professional registration

[12] http://www.youth-knowledge.net/INTEGRATION/EKC/aboutPart October 2005

There are systems across Europe that register professional status of individuals following training in social professions. For example in Malta a system of warrants was introduced for social workers in 2004 and teachers in England must be registered with the government's Department for Education and Skills. However within this research only Germany has a registration system although a number of other states, including Scotland, Estonia and Belgium stated that they are currently trying to develop systems for registration.



Workforce Development

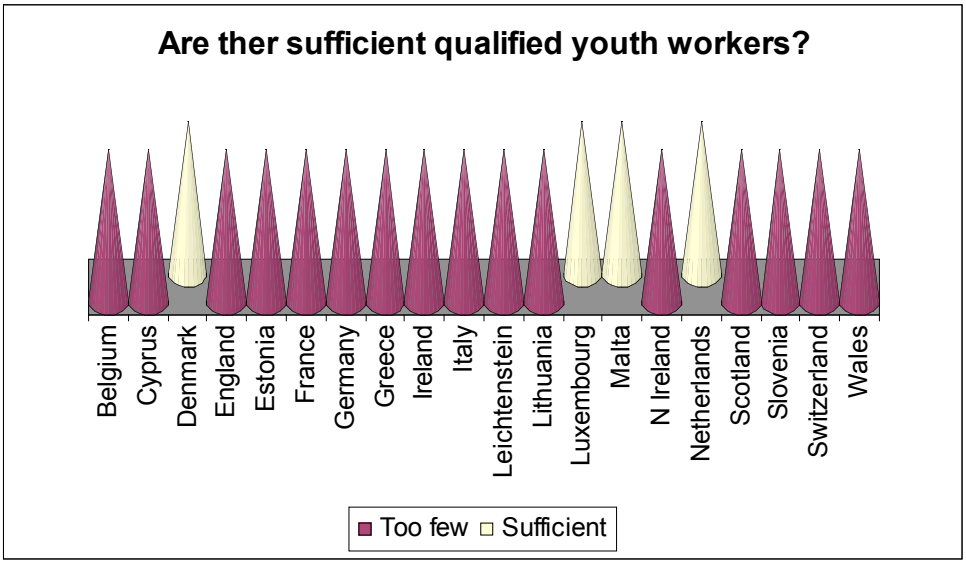
The title of this conference is 'a workforce fit for the 21st century' and so far we have considered some of the training routes available for workers. In addition all respondents to the questionnaire were asked to detail the current demand for youth workers in their country and the sufficiency of qualified youth workers. The results showed some interesting variation across Europe. No country suggested that there are too many youth workers; although in 6 countries which, with the exception of Malta are the countries that have a long tradition of social pedagogy as the basis of youth work with long established university routes to qualification, all said that there were sufficient youth workers.

Are there sufficient youth workers in your country?

	Too many	*Too few*	*Sufficient*
Belgium			1
Cyprus		1	
Denmark			1
England		1	
Estonia		1	
France		1	

Germany			1
Greece		1	
Ireland		1	
Italy			1
Liechtenstein		1	
Lithuania		1	
Luxembourg		1	
Malta			1
N Ireland		1	
Netherlands		1	
Scotland		1	
Slovenia		1	
Switzerland			1
Wales		1	
		14	6

Countries were also asked to comment on the sufficiency of numbers of qualified youth workers and here there is overall parity with the situation shown in the chart above. However even in some countries such as Germany, Italy and Switzerland where there is considered to be sufficient youth workers, there is still a demand for more qualified workers.



Summary

The situation across Europe is by no means uniform, either in nature and purpose of youth work or youth work structures. However this research has demonstrated that there are common themes and aims which are relevant in many of the European Union states. In particular there is a current high demand for youth work with the overwhelming number of countries stating that there is a demand for more qualified youth workers. We have shown that university based qualifications exist in the majority of the member states and that competency based training exists in over half. Issues around the status of the youth work profession show that training has professional recognition in only half of the states responding to this survey although academic validation is provided through higher education systems. There is a registration processes for youth workers in only one member state, although 3 countries confirmed that this is a developing area and a current subject of debate. Given the current demand for qualified youth workers it would appear essential to further progress the debate about extending access to training and developing accredited routes in order to enable this demand to be met.

Case Study – Malta

Introduction
Malta was chosen for the case study as it provides interesting insight into how university based education of youth workers is impacting on the nature of voluntary youth work and the development of youth organisations. It also raises some interesting questions for debate about the role of university education in relation to national youth policy in a country where there are no full-time youth work jobs and there is no professional recognition of youth work.

Methodology
Research methods included interviews carried out in Malta in October 2005 with representatives of the University of Malta, Students at University of Malta, Ministry of Education Youth and Sport officials, chair of Maltese Youth Council and the chair of the Maltese Youth workers Association. Supporting literature was available in the form of the National Report on Youth Policy in Malta 2003 from the Ministry for Youth and the Arts, Malta as well as the European Review of Youth Policy in Malta.[13]

Background
Malta joined the EU in June 2004. Malta is a small island of 316 square miles and sits in the Mediterranean Sea. Six islands make up the archipelago, three of which are inhabited. Malta is the largest of these islands and the current population is approx 370,000. It is the most southerly European country equidistant from Sicily and North Africa. The Catholic Church is at the centre of life in Malta and society subscribes to core Roman Catholic values, and both divorce and abortion are illegal in Malta.

> *There is a strong culture of volunteering and religious organisations form the largest group in the sphere of youth work with a share of 21.5%. This is followed by organisations dedicated to educational activities (18.9%) and social activities (16.6%)*[14]

In 2001 there were more than 200 voluntary youth organisations in Malta. Whilst membership in traditional voluntary youth organisations had dropped slightly over the previous 5 years, participation in trades unions, sporting, health and community services had increased over the same period.[15] There is a small and developing culture of youth work provided by local authorities with 7 youth empowerment centres having recently opened, staffed by paid part-time staff. Part-time workers are also employed in community and lifelong learning centres. However there are no full-time youth work posts in Malta in either the voluntary or statutory sector.

University Training
The first university based youth work course was initiated in 1992 when Dr Anthony Azzopardi was appointed as Director of the Institute of Youth Studies at Malta University following a request from the Ministry to establish this Institute. He spent time initially looking at youth and community courses in England and the Republic of Ireland before

[13] Full list of references can be found at Appendix 2
[14] Youth Policy in Malta 2003, Joint Council of Europe
[15] National Report on Youth Policy in Malta 2003, Ministry for Youth and the Arts, Malta.

starting the first diploma course in 1993. This was set-up as a part-time course which students could access through evening classes at the University. This was a significant step for youth work in Malta and reflected a growing interest in youth issues following the appointment of a Parliamentary Secretariat for Youth affairs within the Ministry of Education in 1990. In 1992 this was transformed into the Minister of Youth and Arts and a National Youth Council was also established that year.

Maltese students attending full-time courses at the university in Malta do not pay fees and receive a stipend whilst they are in full-time education. Part-time students however do pay fees, albeit that they are subsidised, and are not eligible for a stipend. The youth and community work courses that have existed in Malta since 1993 have always been part-time courses which run in the evening and so students have always been self-financing on these courses. This means that the typical student does not come straight from school and is usually already in full-time employment when they start the youth and community work course.

The courses available at the University of Malta have included:

Youth Studies Programme Malta University	
Diploma in Youth Studies	2 year part-time
Bachelor of Arts Degree in Youth and Community studies	3 years part-time, following completion of diploma.
BA (Hons) Degree in Youth and Community Studies	5years part-time –optional to stop after 2 years, eligible for Diploma
Masters in Youth and community work	2 years part-time + one year to write thesis

In line with the Bologna agreement all courses are now offered at degree level or above. Entrance requirements to the degree programme include a school matriculation certificate, students should be at least 23 years old and they must pass an English proficiency test as well as prove an aptitude and appropriate attitude towards youth work in an interview.

The aims of the Youth Studies Programme are to:

- Provide professional training for prospective youth and community workers
- Undertake research on and analysis of issues that concern Maltese young people, in particular:
- Provide information and to make suggestions about policies that concern Maltese young people, both within the local and foreign contests; and
- To develop an international dimension through contacts with foreign universities and institutions in youth studies

Over the duration of the course, each year group has averaged 15-20 students. Therefore there are now around 120 students who have completed either a degree or diploma in youth work on Malta. Despite this there are no full-time paid jobs for youth workers. This creates an

interesting situation. Obtaining a degree in any subject will attract a promotion or salary increment in some employments; particularly the civil service, which accounts for 33% of employment in Malta or in organisations such as banks so there is some financial incentive for some students linked to employment. However, this clearly can not account fully for the motivation of so many students to undertake such a long programme of study.

In interviews with degree students, Masters' students and the Malta Association of Youthworkers, it quickly became evident that participation in this educational programme has had significant impact on both the range and provision of youth work on the islands, but also on the expectations of those who hold the youth work qualification.

The reasons that students gave for participation in training included:

Reasons for studying for Youth work Degree
to gain a broader knowledge of youth work
for information about youth work in other countries
to develop a more professional approach to voluntary youth work
to gain a degree level qualification
to gain insight into adolescent development
to better understand the nature of young people
to gain practical skills e.g. first aid
to improve planning of youth activities

For those who had completed the degree course and had now embarked on the Master's programme reasons included:

Reasons for studying Masters Degree
to gain a wider understanding and analysis of research into youth issues
to consider youth work in the context of wider social policy
for the opportunity to consider youth work in more depth and breadth than in the degree programme

Of the fifteen degree students I met only half had worked as youth workers prior to starting the course. However 13 of the 15 stated that they would now very much like to have a full-time job in youth work when they complete their degree and all were currently involved in voluntary youth work. This creates a somewhat frustrating situation for those individuals involved, where they recognise that they have trained to a professional level but there is no scope to progress into a profession or gain employment in their chosen area. There clearly are benefits for young people in Malta and improvements in the quality of the voluntary youth work provided, which is examined below but the levels of frustration and determination amongst youth work graduates to see a change in this situation should not be under-estimated. All students on both the Masters' and degree programme supported the recognition of youth work as a profession.

The Malta Association of Youth workers (MAY) was established by the first students graduating from the Youth Studies programme with the aim of raising the profile of youth work on the national agenda. MAY is recognised by the Maltese Federation of Professional Associations, which means that they are represented in Government consultations with professionals in the development of relevant policy areas although they are clear that this is not yet sufficient as their ultimate aim is to see the full-recognition of youth work as a profession with appropriate employment opportunities available.

Impact on Practice

The overwhelming response that I heard from both past and previous students in Malta was that the fundamental change for them had been a shift from understanding youth work as being about organising thing for young people; they had learned that youth work is about empowering young people and enabling them to organise things for themselves and develop their own skills, confidence and personal development. Students also identified the following areas of their voluntary work as having improved as a consequence of professional training.

Impact of training on voluntary youth work practice
better quality youth work
offering young people professional help with problems
preventing abuse of young people
knowledge of first aid
better planning skills
becoming mediators for young people
better knowledge and information about sexual health for young people

Another worker described the positive impact on levels of enthusiasm and commitment from trained youth workers, where in her own youth projects which had opened once a week it now opens 3-4 times a week and has gone from a handful of young people involved previously to around 900 currently. Secular youth work is developing in Malta with local youth councils being established in many localities. There is also a strong commitment to youth exchanges and accession to the EU has enabled significant numbers of young people to participate in such programmes. Youthworkers explain these developments as a direct impact of having participated in the university training, by gaining knowledge of Youthwork practice in other countries and trying to implement it where possible in Malta.

Training of Volunteers

There is evidence that some of the larger voluntary organisations (NGO's) offer training opportunities for volunteers in Malta. This includes the Silesians, the Diocesan Youth Commission and ZAK - all of which are religious organisations. Some volunteer youth workers access training organised at European and Commonwealth level on particular issues or themes.
Informal training opportunities are also offered by graduates of the youth studies programme. This was described as common within youth organisations where there are any colleagues who held the youth work degree. The Malta Association of Youthworkers has also tried actively to promote training for volunteers, by organising informal 'training workshops' which are open to any youth worker every 6-8 weeks. However there is no system of modular or competency based training which is recognised in Malta. This was highlighted by both the Ministry of Education and the national Youth Council as an area that should be better developed and requires a system of accreditation or certification to be introduced.

Youth Work Policy in Malta

It was noted earlier that there was significant support for the development of youth work and youth policy in the early 90's. There have continued to be significant developments in youth policy, which include the first National Youth Policy in 1999 and the establishment of the National Youth Council. The National Youth Council is an elected council of representatives from 30 youth organisations. The membership is taken from political, religious, student and social youth organisations as well as trades unions. The National Youth Council aims to:

- Be a consultative body for the State on all issues relevant to young people and to youth organisations
- Promote cross-sectoral youth policy
- Influence the youth policy at a regional and international level
- Increase the participation of young people and youth organisations in society as well as in the decision making process
- To promote the exchange of ideas and experiences, mutual understanding and equal rights and opportunities among young people[16]

However the National Youth Council has only limited contact with professional youth workers and has no formal link to the Malta Association of Youthworkers and does not support the need to establish youth work as a profession in Malta. Given that the definition of youth in Malta includes young people up to the age of 30, there is a sense that young people should organise themselves and learn the skills to do so, without the need for adults to come in and do this for them. Here too this appears to hark back to the difficulty of clearly understanding what the role or purpose of youth work is.

At this point it is interesting to draw on a parallel profession of social work. Social work training started at the University of Malta in the late 1970's. Until that time there was no Social Services Department, all such activity being undertaken by the Catholic Church and religious organisations. As with Youth Studies this was initially a part-time certificate and then diploma course run in the evenings. In 1992 the first Bachelor of Arts degree programme

[16] National Youth Policy Malta 2003

began and still runs averaging 40-45 graduates per year. In 1987 the first real drive to establish a social work service began with a significant national recruitment campaign for social workers. The Professional Association of Social Workers was re-established and has campaigned for the professional recognition of social work since 1993. The first draft legislation to regulate social work and psychology was published in 1994 and on 1st June 2004 the law was enacted. This provides for the registration of social workers and the introduction of a warranty system. There are many parallels between the development of social work and the development of youth work in Malta. However the recognition of Social work is much further advanced and does now have political commitment which is not apparent for youth work to the same degree.

Summary

Youthwork was described to me in Malta as a very new profession that has not yet clearly identified its role or purpose. For those who had completed the university course the overwhelming definition of youth work presented was of 'empowerment of young people'. However it would appear that the exact nature of that empowerment, the settings and contexts in which it should take place is not yet embedded into practice and is not clearly communicated to those in power. Amongst policy makers there are notions of youth work that could contribute to the development of community and lifelong learning and I have already mentioned the recent development of empowerment centres to provide information and advice to young people. There is also consideration of the role of youth workers in extended school settings and as supporting youth participation through youth councils. However there is no clear commitment or articulated need for a regulated and developed profession of youth workers currently. There is also a strong belief in Malta that the Government should continue to promote volunteering and as such, whilst there is such an active voluntary sector, there is no clear incentive to replace voluntary youth work with professionals employed by the state.

Therefore there are many unanswered questions about the future of youth work in Malta. From this study there is evidence that the introduction of a professional training programme has provided a significant group of workers with the additional skills, knowledge and confidence required to promote a professional understanding of youth work and provide improved services to young people. The range of youth provision is widening and is influenced by those who have studied at the university. However there remain gaps in training provision and skill development for those who work with young people as volunteers and are not able or do not wish to undertake a degree. There is no long term strategy in place either to develop volunteers locally or commitment to the development of a youthwork profession.

Case Study Scotland.

Introduction

Scotland was chosen as the second case study in this report in order to focus on work-based routes to training for youth workers. Within Scotland there is heavy reliance on part-time workers and volunteers to deliver youth work and work has been going on across Scotland to address shortages in full-time youth worker posts as well as to better equip existing part-time and voluntary staff for the roles they undertake. The case study shows that many of these approaches are still in development, but there are already helpful messages and lessons learned in some of the benefits and difficulties in establishing work- based routes to qualification.

Methodology

Colleagues Maggie Farrell and Karin Douglas carried out the primary research in Scotland through interviews with representatives from Youthlink Scotland, CeVe, Edinburgh City Council, Glasgow City Council, Project Scotland and Careers Scotland as well as with participants from the training scheme Route 98. Secondary evidence was available as publications including "Empowered to Practice: The Future of Community Learning and Development in Scotland" 2003 the evaluation of Route 98 and in a range of documents about the Scottish Certification and Qualification framework and implementation guidance for vocational qualifications.

Background

Scotland forms the northern part of Great Britain and is surrounded by sea on three sides: to the west and north by the Atlantic Ocean and on the east by the North Sea. Its only land border is with England. Scotland's population based on the results of the 2001 Census was 5,062,011. Glasgow is the largest city with a population of approximately 619,000 while the capital, Edinburgh, has around 448,000.

In a referendum held on 11 September 1997, Scots voted in favour of the creation of their own devolved parliament. This led to the introduction of the Scotland Bill in January 1998, which became law as the Scotland Act in November of that year. The new Scottish Parliament, the first to be convened since 1707, sat for the first time on 12 May 1999.[17]

In 2001/2 local authorities in Scotland spent £35.1million collectively on youth work. Almost 40,000 adults support youth work at local level. One fifth of the youth work workforce is employed by local authorities. Of the total workforce 17% is paid, with 83% being volunteers.[18]

Community Education and Youth Work in Scotland

[17] http://www.visitscotland.com/aboutscotland/Geography/Population
[18] Mapping the youth work sector in Scotland, Youthlink 2003

The Community Education Training Review (CETR) was established in 2000 by the Deputy Minister for Education and the Scottish Council for Research in Education (SCRE) was commissioned to work with an Advisory Committee to:

Aims of Community Ed Training Review
Map training needs required for practice at qualifying and pre-qualifying levels.
Map current training at these levels.
Consult a range of stakeholder interests on changes required.
Identify opportunities for multi-disciplinary training.
Make recommendations on the future for qualifying and pre- qualifying training.

Consultation was carried out with a wide range of stakeholders across Scotland and recommendations submitted to the Scottish Executive for consideration. The Scottish Executive response to the review, "Empowered to Practice: The Future of Community Learning and Development in Scotland", was published in 2003.

Whilst it is difficult to predict the outcomes, it is expected they will radically alter the face of future training, development and qualified status requirements in the youth work field in Scotland.

It is also worth noting is that the CETR recommendation that degrees move from generic community learning and development qualifications to specialisms, such as youth work, community work etc, was not backed in consultation or by the Scottish Executive. There was support, however, for change at "pre-qualifying" HNC level from "Working with Communities" to specialised awards.

Work-based Training Routes

The establishment of the Work-based Training and Development Consortium**,** a partnership of current Community Learning and Development professional training providers, and its recent appointment of research and development staff to look at work-based training modules and how training in the field is delivered nationally will further impact on the sector and opportunities for entry to qualification.

The Scottish Executive has stated its intent to develop a national youth work strategy for Scotland, and this will contribute to shaping the future of training and development of workers in the field, as will the Youth Work Modern Apprenticeships which have recently "gone live".

Therefore this paper is prepared against a background of forthcoming change and unknowns in the field, with the impact (and in some cases content) of these initiatives and developments yet to be discovered. Revisiting the situation in a year to eighteen months time will no doubt reveal a very different picture, and, hopefully, a more cohesive and inclusive approach to routes into youth work and workforce development.

Defining Youth Work in Scotland:

Youthlink Scotland's Policy Forum drafted a statement on the nature and purpose of youth work which it is hoped will inform and help shape the development of the Scottish Executive's proposed National Youth Work Strategy. The draft was circulated widely for comment and, following consultation with the youth work sector in Scotland, there was agreement that:

The purpose of youth work in Scotland is to:

- *Build self-esteem and self-confidence*
- *Develop the ability to manage personal and social relationships*
- *Create learning and develop new skills*
- *Encourage positive group atmospheres*
- *Build the capacity of young people to consider risk, make reasoned decisions and take control*
- *Develop a "world view" which widens horizons and invites social comment.*

Step it Up… The Report of the National Development Project "Defining the Purpose of Youth Work and Measuring Performance". University of Strathclyde and The Prince's Trust Scotland (May 2003)

Youth Work has three essential and definitive features:

Young people choose to participate
The young person takes part voluntarily. She/he chooses to be involved, not least because they want to relax, meet friends and have fun. The young person decides whether to engage or to walk away.

The work must build from where young people are
Youth Work operates on young people's own personal and recreational territory – within both their geographic and interest communities. The young person's life experience is respected and forms the basis for shaping the agenda in negotiation with peers and youth workers.

Youth Work recognises the young person and the youth worker as partners in a learning process
The young person is recognised as an active partner who can, and should, have opportunities and resources to shape their lives. The relationship and dialogue between the young person and youth worker is central to the learning process.

"Statement on the nature and purpose of youth work "- Youthlink Scotland 2005

Youth work delivery – the sectors in Scotland:

Local authority – overview of services.

Prior to the reorganisation of local government in Scotland in 1996, youth work was delivered via Community Education services, which sat within the authorities' education departments. Since the unitary authorities were established, work with young people is now delivered across a range of departments, including Community Services, Neighbourhood Resources, and Culture and Leisure, as well as via Education Services.

There is heavy reliance on sessional/ occasional workers to deliver youth services which include youth clubs, youth participation work, citizenship initiatives, arts based work with young people, sports and outdoor activities, detached and outreach work, and specialist projects.

Local Authority Staff Working in Support and Delivery of Youth Work

	Full-Time Male	Full-Time Female	Part-Time Male	Part-Time Female	Vols Male	Vols Female	Total
Staff employed at council level to shape/influence policy	89	69	2	1	50	52	**263**
Staff employed in support and delivery of youth work at council level	110	152	61	82	49	47	**501**
Staff employed in support and delivery of youth work at local level	196	197	946	1827	1167	1362	**5695**
Totals	**395**	**418**	**1009**	**1910**	**1266**	**1461**	**6459**

"Mapping the Youth Work Sector in Scotland"- Youthlink 2003"

Local voluntary sector

A range of local voluntary sector service providers exists, incorporating youth-led neighbourhood based projects, community-run initiatives, street work projects, volunteer-run sporting activities, youth participation projects, local church-led youth projects etc. There is little hard data on this part of the sector.

While the sector is formally uncharted, anecdotal evidence indicates that it engages with significant numbers of often hard –to-reach young people.

National voluntary sector

A range of National Voluntary Sector organisations deliver and campaign for children's and youth services in Scotland as well as working in partnership with the Scottish Executive and local authorities to ensure national occupational standards are reviewed and met.

The majority of national voluntary sector organisations tend to specialise in one or two particular areas of specialist expertise or within a particular community of interest, e.g. homelessness, LGBT issues, drug education for young people, sexual health, employment and training etc.
A number of these such as Shelter, Save the Children, The Princes Trust, LGBT Scotland, Childline Scotland, Aberlour Trust, Stonewall Scotland, LGBT Youth, Children in Scotland, Barnardos, Fast Forward Scotland, Duke of Edinburgh and Princes Trust play a significant role in shaping and influencing youth service provision practice and policy and the promotion of children's rights in Scotland.
The Scottish Council for the Voluntary Sector and its associated members are pro active in promoting quality standards and training for staff and volunteers within this sector

Routes into work with young people.

There is a range of ways in to the youth work field, and the most common routes are:

- **Progression "through the ranks"** – from participant in youth activities to youth volunteer, then onto sessional work, with possibilities for progression to other employment in some areas of the country. This method of entry into paid employment in the field is becoming increasingly common as there is a shortage of skilled and experienced adult workers to "take up the slack" in service provision. Anecdotal evidence suggests that to date few have progressed beyond sessional work.

- Entry at **sessional level** for adults with possibilities of training/ progression to part-time/ full-time employment in the field. The introduction of the Modern Apprenticeship scheme detailed later in this paper will impact particularly on this route, enhancing the prospects of qualifying.

- Entry at **unqualified level** to employed status posts – again this is becoming increasingly common due to the shortage of qualified workers in the field. Many local authorities and an increasing number of voluntary sector providers offer professional development routes to qualification during service, and the shift towards work-based qualification routes is likely to gain pace as new initiatives looked at elsewhere in this paper develop and are rolled out.

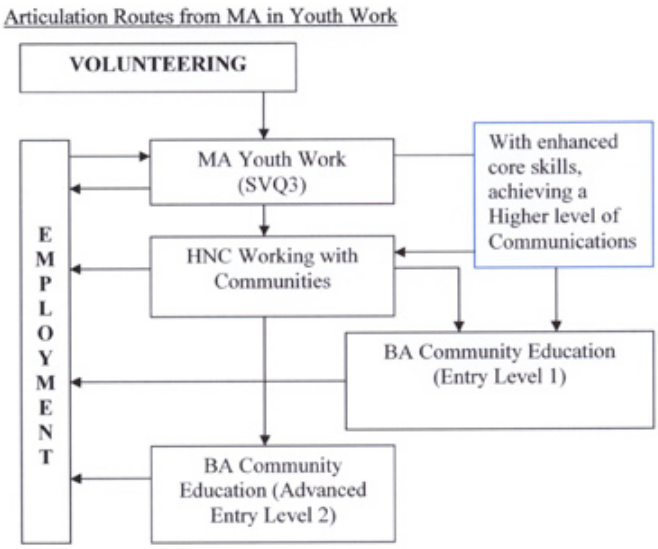
- A **career choice** – entry into **higher education** to qualify, either at degree or post-graduate level, gaining practical experience through work-based placements during the course.

The Modern Apprenticeship in Youth Work

Approval to deliver Youth Work Modern Apprenticeships was awarded in Scotland in August 2004 following the approval of National Occupational Standards for Youth Work in 2002. Apprenticeship schemes have three key elements that:

Modern Apprenticeships
Include on-the job training
Enable a young person to earn as they train
Closely involve employers

Apprentices must be under the age of 25 when they start their apprenticeship and will work towards a Scottish Vocational Qualification in Youth Work at level 3. In order to operate a Modern Apprenticeship candidates must prove their ability to perform tasks at the appropriate level as well as demonstrate that they have the underpinning knowledge to be awarded the qualification. The system of assessment relies heavily on observation of practice and the achievement of pre-set tasks. Assessors must be trained and qualified to carry out this role and quality assurance is provided through the role of the 'internal verifier' who effectively assesses the assessor. Further scrutiny is provided by the external verifier role. Possible progressions are:



There are currently 5 pilot schemes throughout Scotland via the unitary authorities, adopting a variety of approaches. Three of these will offer SVQ level 3 Youth Work first to gauge the "staying power" of candidates, all of whom are existing local authority employees, either sessional or unqualified practitioners.

As these are in their very early stages it is difficult to comment other than to give a snapshot of the situation in each pilot area and some overall observations:

Dumfries and Galloway: has approval, has identified sessional staff to participate, and has begun to deliver the Youth Work SVQs internally.

Highland: is in the process of recruiting 10-12 participants from existing staff and will deliver the SVQ.

Fife: will be run in partnership with Fife College, with 12 part-time staff attending the college one day per week. The College will train assessors for the programme.
There is a potential funding issue with Fife's programme as all participants are over the age of 25 and the Scottish Executive has stipulated a quota for this age group. LGBT Scotland is involved alongside the Fife pilot and the college will deliver SVQs to its candidates.

Dundee and Angus: these two authorities will work in partnership, identifying 4 participants from each Council, and will employ a member of staff to co-ordinate the programme. They intend to deliver SVQs first then the Modern Apprenticeship. The partnership is currently waiting for approval to deliver.

South Lanarkshire: has already delivered Community Work awards and so has quality assurance systems set up and all assessors in place. The Council will be delivering SVQ Youth Work levels 1 and to level 2 in Community Work.
South Lanarkshire is also exploring use of a Youth Work Module designed by Falkirk College. "*With this level of expertise the Modern Apprenticeship will sit alongside other training and qualifications available to staff wishing to work with Young people in South Lanarkshire"*

Key points from the pilots:

Participating authorities are focusing on their own workforce and recruiting from within for the programme so the pilot is more about an alternative route to development of existing unqualified local authority youth work staff than a new route into work with young people. It is intended that the pilots will produce an information bank which will assist any other organisation wishing to deliver the MAs in future.

There needs to be more work done on how to involve the voluntary sector and on widening access to participation to include those not already in the youth work field in some capacity. As volunteering in the field is a pre-entry requirement, it would make sense if the scheme could be tied into Project Scotland – currently involvement in one precludes participation in the other!

There is a range of practice being adopted in these pilots with some delivering the taught programme internally, whilst others are linking with colleges of further education. There are difficulties in finding suitable internal and external moderators for the schemes, with only one external moderator currently qualified in all Scotland.

Route 98: Demonstration project:

Named after the year of its launch, this project, run by Youthlink Scotland, has afforded 21 people aged 18-30 the opportunity to develop a career and qualifications in the youth work field over its period of operation. The Project is currently coming to an end, having demonstrated the effectiveness of work-based training and having gone some way to widening access to qualifications for those who would not traditionally have accessed further or higher education.

At the time of the independent evaluation of the project in 2004, the trainees had gained a total of 28 qualifications between them, with a further 9 being worked towards. Those gained sat at between levels 6- 8 of the SCQF (VQ levels 3-4 equivalent), with those being pursued rated at between levels 8-11. (Higher education qualifications - diplomas to post-graduate level).

Of entrants to the programme, most had limited experience of the education system and no prior qualifications, though two had completed undergraduate degrees and undertook the postgraduate qualifications route (work mode at Dundee University). Most of those who took up places on the programme had "come through the ranks" as service users and volunteers in youth work settings. In year one, those recruited were " not academic, but had settled lifestyles", but in subsequent years, more risks were taken in terms of access for young people who may have needed more support to see the programme through.

Qualifications	Number of Qualifications Gained by Route '98 Trainees	Number of trainees who are still working towards qualifications	Level of qualification on the Scottish Qualification Framework
Foundation Studies	15		6
Certificate in Higher Education	9	-	7
Diploma in Higher Education	4	-	8
B.A. Ordinary	-	4	9
Post graduate Diploma (work mode)	2	3	11
Total	28	9	

The programme involved work based learning via placement with a programme partner employer, and study, mainly via distance learning with the YMCA George Williams College, towards Foundation Studies Certificate and subsequent higher levels of qualification.
Due to the shortage of qualified youth workers in Scotland, a number of trainees left the programme early as when they achieved level 1 they were "snapped up" by employers – salaries offered made it difficult for them to turn down new posts to stay and complete their training, even though Route 98 salaries were competitive for trainees. Employers were getting "the full package" – trained and qualified staff that also had substantial practical experience in the field. This raised the profile and highlighted the positives of work-based training, though it made retention of trainees an issue for the project.

Some of the issues for work-based training highlighted through the experience included a tendency for study to take a back seat at busy times for the host organisations – it is

recommended that this needs to be addressed, particularly in light of the fact that most trainees are not from academic backgrounds. As distance learners, they are not able to access the support of fellow learners and direct access to academic staff in the same way as those on face-to-face courses. The need for support for placement supervisors and co-ordination of programmes, though not necessarily at a national level as in the pilot, was highlighted through evaluation.

One of the advantages of the Route 98 programme is that it could offer young people from non-academic backgrounds an opportunity to gain qualifications while undertaking meaningful employment.

While only two of the 21 trainees have acquired 'fully qualified' status, the consensus among those involved in the programme is that it has produced some excellent youth workers. This suggests that there might be merit in lowering the threshold for 'qualified' status in Scotland, or at least in further developing approaches to measuring quality that are not based entirely on academic qualifications.

Employers identify some tensions in work based training including

- Tension between demands of innovative work and skills development.- a manager had to spend a lot of time reassuring trainees it was ok to move slowly, putting groundwork in place rather than feel pressured to get high profile results/ early hits in their developing projects. Feeling that it may be more appropriate to focus less on innovation and more on skills development through shadowing, generic work etc
- Dissatisfaction with YMCA George Williams College, partly due to the distance, and in part down to communication problems between college and Youthlink
- Lack of understanding of trainee needs by host organisation – one manager felt that this way of training was tough on trainees, especially as for some it was their first experience of a full time paid post, and this wasn't always recognised by supervisors when looking at required levels of support.

The experience of providing work based supervision to the trainees also provided challenges in that, all reported that supervision had impacted on their existing workload through time commitment etc, though all thought it worthwhile. There was a "fair trade-off" as more support input produced workers capable of taking on more work.
They felt that:

- Trainees challenged, refreshed and trained you
- It was a professional duty to improve the stock of qualified workers
- Taking on trainees was in line with their organisations' ethos
- Route 98 produced the best workers as they attracted appropriate, committed people
- Work-based training sat well with the philosophy of lifelong learning.

Experiences of trainees:

Paul McPeake is currently working for Glasgow Community Safety Partnership as a Restorative Justice Worker. He completed his training within the Route 98 demonstration project. He states:

It is difficult to get the balance right between building up your practice experience and following an academic course of study. When I began with Route '98, I had the advantage of having recently completed a Sociology degree. This meant the essay writing and completing the professional competences in terms of the theory was not

Associates 2005

Charlie Mooney also completed his undergraduate degree with Route '98 is also now working for Glasgow City Council as a development worker within a Diversionary Youth Project in the Toryglen area having recently left South Lanarkshire Council.
His experience of Route '98 was also extremely positive .Charlie stated:

> "I *sometimes say to people, it was almost like being woken up, I was working as a Brickie at the time I first got involved in youth work and had got involved in my local community as a young person at 17. I had no idea about the opportunities education and youth work could offer me"*

Charlie comes from a wee rural village , Douglas, 40 miles south of Glasgow where:

> ***..****no-one ever challenged your attitudes and values or the way you spoke about issues like racism much. I began doing some DJ ing workshops and started a Community Garden Project using my bricklaying skills. One of the Youth Workers got me involved in helping to run some of the groups and then suggested I did the HNC in Working with Communities at Anniesland College of Further Education. Education is really important to me I can now see how it opens so many doors for people. Route '98 showed me that it didn't matter your background rural, urban or remote whether you had been a sessional worker or a full time volunteer your experience and soft skills were going to be supported and valued. With support from Youth Link, Dundee University and South Lanarkshire Council I began to realise I could strive to reach other platforms, I could be seen as a professional worker and gain qualifications that would give me that recognition. I don't think it would have been possible for me to access learning and education in this way without a scheme such as this. There would be no way I could have afforded to stop work completely and go to college or University full time. I loved the work and assignments, the questioning new ideas and challenging old prejudices.*

Charlie also stated he felt the approach and model used by Youth Link should be further adopted by more colleges /universities in partnership with local authorities as it has proven so successful and effective in producing excellent youth workers.

> *Participating in Route '98 showed me that with a lot of self motivation and being exposed to different professionals and ways of working , shadowing councillors, managing exciting new projects with young people you can strive to achieve anything - even the hierarchy in local authority kind of disappears one you share a sense of purpose and confidence about what you are doing for local young people"*

Summary

The experience of Route 98 shows that there is a viable way to carry out work- based learning schemes which will extend access to youth workers who would not otherwise have the opportunity to train, providing well equipped and capable youth workers. However the importance of finding an appropriate learning provider and the need to ensure that supervision is well organised and suitable amounts of time provided for it should not be ignored. These lessons will be useful in the development of the Modern Apprenticeships as will the experience of Route 98 in finding ways to retain staff once they have gained their qualifications and suddenly find themselves much sought after in the market place.

The case studies seek to provide insight into the two main routes that currently exist into training across Europe for youth workers highlighting some of the benefits as well as difficulties that each system represents. The recommendations of the Maynooth report that there should be a variety of modes into a professional youth work career and that entry requirements for youth work training should not be exclusively academic are demonstrated here to have been taken forward since 1990. However the challenges to better incorporate the training of volunteers would seem to be less developed with systems not yet in place to provide accredited training which is recognised on a systematic basis, despite the large numbers of volunteers who provide youth work in Europe. The European paper on Lifelong Learning proposes more opportunities to facilitate exchange of experience and good practice and whilst it is hoped that this paper will contribute to that information exchange, there remain inadequate networks to easily learn from the experience of others in developing effective routes to training of youth worker in the member states.

Louise Atkin
October 2005.

Appendix One

Respondents from National Agencies and representatives who completed the electronic questionnaire.

Country	Name Of Respondent
Belgium	Joris de Bleser
	Michel Tirions
Cyprus	Yiannis Yiannakis
Denmark	Gert Oluf Hansen
England	Louise Atkin/Steve Drowley
Estonia	Ilona Ignatuhhina
France	David Lopez
Germany	Bernd Himler
Greece	Emmanuel Mappus
Italy	Ministero del Lavoro e delle politiche sociali
Liechtenstein	Leo Veit
Luxembourg	Claude Bodeving
Malta	Anthony Azzopardi
Northern Ireland	Michael McAlinden
Netherlands	Frans Jehoel
Scotland	Gillian Lithgow
	Peggy Macnab
Slovenia	Barbara Verbic
Switzerland	Elena Konstantinidis
Wales	Alun Griffiths

Information was also provided by:

ECYC	Andrew Cummings
Council of Europe	Mark Taylor
Wales Youth Agency	Howard Williamson
European Centre Community Education	Dkr Friedrich Seibel
The European Centre for Training & Regional Co-operation	Burt Jones
St Martin's College, Lancaster	Alan Smith

Appendix 2

Thanks to those individuals who were interviewed in Malta:

Dr Anthony Azzopardi	University of Malta,
Dr Maureen Cole	University of Malta
Dr Marceline	University of Malta
Miriam Teuma	Chair, Malta Association of Youth Workers
Michelin Sciberras	Policy Co-ordinator Education Policy Unit Ministry of Education
Adrian Tonna	National Co-coordinator European Programmes Unit Youth Section Ministry of Education, Youth & Employment
Cory Greenland	Chair, National Youth Council, Malta

Thanks also to the students in the 3rd year of the B.A. in Youth and community work and the Masters students at Malta University, who met with me and shared their views on the current situation for youth workers and youth work training in Malta.

Appendix 3

Thanks to those individuals who were interviewed in Scotland:

Contact	Position	Organisation	Local Authority
Gillian Lithgow	Senior Development Officer	Youth link Scotland	
Liza Carmichael	Careers Adviser	Careers Scotland	Renfrew
Peggy McNab	Development Officer	Communities Scotland (Ce Ve & Highlands & Islands Council)	Highlands and Islands
Rab Byfield	Senior Worker	Education	Edinburgh City Council
Kalim Uddin	Youth Issues Co-ordinator	Development and Regenration Services	Glasgow City COuncil
David Maguire	Senior Youth Services Officer	Education	Edinburgh City COuncil
Charlie Mooney	Project Worker Route '98 Graduate	Youth Services (Cultural and Leisure Services)	Glasgow City Council
Paul McPeake	Restorative Justice Worker Route 98 Graduate	Development and Regeneration Services	Glasgow City Council
Padam Singh	BME Careers Adviser	Careers Scotland	Scottish Enterprise
Sean Stronach	Development Officer	Communities Scotland	
Kathy Marriot	Development Worker/Project Co-ordinator	Save the Children: Saying Power	
Glenys Hanson	Saying Power Scheme Adminstrator	Saying Power Save the Children	
Charlie Nicholson	Team Leader	Sustainable Communities	Western Isles Council
Liz Mallinson	Operational Director	Project Scotland	
Rucelle Meldrum	Finance Director	Project Scotland	
Prem Singh	Director	Empower Scotland	

Appendix 4 – Scottish Qualifications framework

SCQF level	Individual Training Programmes	Scottish Vocational Qualifications	FE and HE Qualifications
12			***PhD: Research Degree*** Strathclyde University University of Dundee University of Glasgow
11			**MEd/Diploma** **Community Education** University of Dundee ***MScAdvanced*** ***Professional Studies*** University of Dundee **MPhil: Research Degrees** University of Strathclyde **Post Graduate Diploma: Community Education** University of Dundee
10			***BA (Hons) Community*** ***Education*** University of Dundee University of Edinburgh University of Strathclyde **BA (Hons) Community Education with Youth Studies** University of Dundee **Post Graduate Certificate: Community Education** University of Edinburgh

			University of Strathclyde
9			***BA (Ord) Community Education*** University of Dundee University of Edinburgh University of Strathclyde YMCA George Williams College **BA (Ord) Community Education with Youth Studies** University of Dundee **BA Community Education/Community Development** University of Glasgow
8		SVQ Level 4: Community Development Work Community Justice Youth Justice Services	**Diploma in Higher Education (Level 2 of BA/BA (Hons))** University of Dundee University of Edinburgh University of Strathclyde YMCA George Williams College