

# EU-NET COUNTRY FACTSHEETS



## Introduction

Country Factsheets aim to collect information about ongoing situation on youth work in the 4 partner countries:

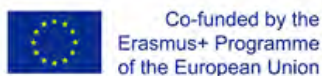
- Spain
- Italy
- Greece
- Germany

The state-of-art about youth work in different European countries can provide a general approach referred to diverse skills, tools, good practices and national policies available related to youth work. Country Factsheets will contribute to understand how this profession is recognized and share different solutions on how it could be standardized all around Europe.

**Activity Leading Organization:** Asociación Intercultural Europea - Go Europe (Spain)

### Participating Organizations:

IDEA (Spain)  
Futuro Digitale (Italy)  
Inter Alia (Greece)  
Jugend-& Kulturprojekt E.V. (Germany)



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## EU-NET COUNTRY FACTSHEETS

COUNTRY	ES, IT, EL, DE	YEAR	2017
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**How is “Youth Work” defined in your Country? Are there any differences between social and youth work? If yes, which ones?**



The concept of “Youth Work” in Spain is wide, so it is not clearly limited and defined. In fact, there is not a particular definition of “Youth Worker” as a job or career. Instead, there is a definition of “Youth Advisor”, which is a social worker specialised in groups’ management of young people in many activities related to leisure, personal growth, education and participation. The following vague definition of youth work in Spain can be provided: “Activities of a social, cultural, educational or political nature with and for young people” (The Socio-economic Scope of Youth Work in Europe, 2008)

Nevertheless, the inexistence of a specific term for “Youth Work” or the lack of a translation of the concept into Spanish does not mean that youth work does not take place in the country. There is an institutional recognition of “Youth Work” since the Youth Institute (Injuve) coordinates and promotes policies at national level, but it does not govern youth policy ([http://www.youthpolicy.org/library/wp-content/uploads/library/2014\\_EU\\_Youth\\_Work\\_Study\\_Country\\_Report\\_Spain.pdf](http://www.youthpolicy.org/library/wp-content/uploads/library/2014_EU_Youth_Work_Study_Country_Report_Spain.pdf))

Social work in Spain follows the international definition of social work and is more regulated. Difference also is that social workers work with people in all ages while youth work is done with only young people.



There is not a definition of youth work, nor a clear definition of “young people”. So far, there are no national laws regarding both youth work and young persons. All the laws dealing with this issue, both at national and regional level, have different concepts of what “young people” are.

In fact, each of these laws considers different age ranges to identify the target, depending on the issue dealt with. Italian youth policies have been oriented towards two main directions: on the one hand, they deal with young people involved in the labour market and, on the other hand, they were oriented towards prevention of crime, delinquency and drug abuse. Since 1997, policies regarding juveniles have paid more attention on the issue of promoting youth sociability and the development of educational and recreational services, which actively promote youth sociability nationwide.

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According to the country report “Working with young people: the value of youth work in the European Union” (2014), the organisations that deliver youth work in Italy share broad youth work values, which include:

- youth work should not be seen only as a way to provide instruments for the labour market;
- youth workers do not have to work only with problematic young people, they have to accompany and support all the young people in exploiting their potential;
- youth workers have to support the active participation of youth in the activities carried out at local level

There are two definitions about youth work recognized given by the insiders (members of NGOs, non-profit organizations and public bodies), and more in general the wider audience interviewed for the country report mentioned above: “animazione socio-educativa” (recognized from European Commission) and “operatore giovanile”, term used by the Italian National Youth Council (Forum Nazionale Giovani). The labour market is not still able to put a value on soft skills and the decision makers are unable to put in place an influential, clear and continue promotion of youth work.



The translation of the term “Youth Work” in Greek is quite tedious. It is not rare to use the English term as it is, in discussions among Greek people. Although, Youth Work is not recognized officially in Greece, the Greek Ministry of Education, Lifelong Learning and Religious Affairs, uses the information by the Council of Europe to provide a description of what Youth Work is. In specific, Youth Work is a tool for personal development, social inclusion and active citizenship for young people and children regardless of social, cultural, educational and political background. It includes activities “outside of the school curriculum”, through non-formal and informal learning methodologies.

Social Work is considered to be different in a sense that the target group and the aims and activities involved are different, and in the case of Social Work specific training and skills of psychological support are required to become a professional social worker.



The German law, SGB VIII (SGB VIII Kinder- und Jugendhilfe–Sozialgesetzbuch), defines youth work as following: “Youth Work offers to young people a support for their development by picking up their interests allowing codetermination, fostering self-definition and encouraging social responsibility and participation.”

The website “praxis-jugendarbeit.de” describes the youth work in Germany as a collective term of all pedagogic measures that refer to young persons and are not planned and realized by parents or the family. Besides, youth work is meant to be the non-school education of the youth.

Youth work is divided into the three pillars of pedagogy (family, school, youth work). It is realized by two different providers: the public ones and non-governmental providers. In most cases, it is seen in connection with the work with children and for this reason is the part of the law concerning children and young people. It is focused mainly on these topics and assumptions:

[http://www.kinder-jugendhilfe.org/en\\_kjhg/cgi-bin/showcontent.asp?ThemaID=4492](http://www.kinder-jugendhilfe.org/en_kjhg/cgi-bin/showcontent.asp?ThemaID=4492)

Social Work is both an academic discipline and profession that concerns itself with helping individuals, families, groups and communities enhance their social functioning and overall well-being. (Wiki) “Target groups” of social work and social pedagogy (different from the social work) can be individuals and groups coming from all paths of life and all age spectrum. Therefore, in this context term youth work is self-explanatory. The target group are young people, and youth work is just a part of social work and social pedagogy. See:

1. [The Socio-economic Scope of Youth Work in Europe - Final Report \(Germany\)](#)
2. [The History of Youth Work in Europe. Youth Work, Integration and Youth Policy, The German Perspective](#); Christian Spatscheck

**Is any Qualification Framework for youth workers already available in your Country? And is there a Common Framework for youth work at European Level? Please describe the current state of the art.**



There is no specific national law regulating Youth Work in Spain at the national level. Instead, regional laws regulate youth centres and define the concept of “youth advisors” (youth workers). For instance, in Valencian Region, DECREE 86/2015 of Consell (Regional Government Cabinet), 5 June, develops Youth Regional Law 18/2010 of 30 December, made by Generalitat Valenciana (Regional Government), which regulates and defines youth centres and the concept of youth workers.

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In general, in order to become “Youth Advisor”, there are two possible ways:

- Through Formal Education
  - University Degree in Social Education
  - Higher Vocational Training in Technician of Socio-cultural Touristic Entertainment
- Through Non-Formal Education
  - Course to become Child and Youth Leisure Instructor. Certification for implementing educational activities targeted to children and young people in holiday centres and during free time
  - Course to become Coordinator of Leisure and Free Time. Certification for coordinating entertainment activities and projects for children and young people in holiday centres

“Youth Work” is understood differently in the countries where it does exist. The diverse nature of youth work and the different conditions under which it takes place has led to the fact that differing concepts and practices are being assigned to the term youth work in different countries. This has in turn led to that some countries have developed sub-concepts and a vocabulary around youth work that other countries lack or have developed in another way, like Spain ([http://ec.europa.eu/assets/eac/youth/library/reports/quality-youth-work\\_en.pdf](http://ec.europa.eu/assets/eac/youth/library/reports/quality-youth-work_en.pdf))



Some regions, such as Lombardy and Piedmont, approved regional laws to define minimum standards requirements for youth workers (between 2004 and 2008). Generally, youth workers could have been volunteering before, lacking work experiences and trained in specific sectors which could be applied in the sector they are working/volunteering. Those statements remark both a fragmentation among the Italian regions and the absence of a training strategy for youth workers.

Youth work in Italy had the chance to boost its growth thanks to the cooperation between schools and the third sector organizations, encouraging the design and implementation of Comenius Regio and Leonardo projects. “Comenius” is a programme, which permits to the students of schools to develop competences through cultural and linguistic diversity, to learn the languages and to know the advantages of European mobility.

Even though youth work is not a recognized profession, it still needs tools and specific program to upskill workers. In fact, youth workers across Europe could benefit of the programmes for the sustainable development of HR, youth workers and the relevant stakeholders, underpinned to the European Training Strategy (ETS) and embedded to the European programmes, such as the Erasmus plus programme.

So far, the ETS, therefore the EU programmes are the only framework the youth workers could refer to, when it comes to consider training. In fact, the ETS guarantee to whom is working with/for youth the chance to boost skills and knowledge connected to the specific sector through non-formal learning path, to learn as well how to include non-formal activities to the daily activities.

Those trainings could be found through the SALTO platform, the Italian Youth centres network (Servizi Informagiovani), the Eurodesk Network spread either in the web and all over the country (therefore the ERYICA and EYCA networks) and the medias managed by NGOs, formal (universities and students' clubs) and non-formal training institutions.



There is neither official professional nor educational program in Greece that provides certificates for ensuring professional rights to Youth Workers. Some social studies may equip potential youth workers with a good breadth of knowledge basis but still not eligible.

In order to become a Youth Worker in Greece, usually you need to have a mentor or a coach to guide you. At an informal level, you could be provided with tools and methods by a specialized on youth and on non-formal education organization. Nevertheless, there are European trainings for Youth Workers (Erasmus+ Training for Trainers, Council of Europe programmes). The approval for participation to this programme for Greek citizens usually goes through the Youth and Lifelong Learning Foundation (INEDIVIM), and through National Agency for the Erasmus+ Youth as well. The Common Framework for youth work at European Level is provided through the Council of Europe publications and tools, as well as EC's Youth Strategy 2020 guidelines.



In order to become a Youth Worker in Germany you need to have a Degree of Social Work or Social Pedagogy, or Educator Degree from Fachhochschule. See: [CLASSIFICATION OF YOUTH WORKER QUALIFICATIONS PROPOSAL FOR ADOPTION](#)

**How soft skills are considered in the labour market of your Country and, which is the perspective on volunteer youth worker (could it be a better employee?/are there in the labour market knowledge about the importance of past volunteering experiences/youth working experiences?, etc..) This give us an outside/in point of view about youth working.**



Soft skills are important in Spain. There is a lot of research coming from Spanish universities, which has treated the topic of how to introduce soft skills in the academic curriculums. The initiatives are not only appearing in the academic context, but also in companies, where there are trainings on soft skills. (<http://www.tuningjournal.org/article/view/1063/1273>)

Tasks of youth work depend on where it's being done: public youth services concentrate on awareness raising and publicity campaigns, individual provision of information, advice and guidance, as well as establishing online information and advice centres.

The third sector is organised around youth associations where young people are the leaders and managers of their own projects, but there are also NGO's or youth clubs that provide group activities and individual advice and support. However, the difference between them is not always clear. There are qualified youth workers in the third sector and there are volunteers collaborating with administration services.

At volunteer level, voluntary youth associations offer training for volunteers, which may be coordinated by regional adult education centres which result in certificates. These courses do not require a university degree.

([http://ec.europa.eu/assets/eac/youth/library/study/youth-work-countries\\_en.pdf](http://ec.europa.eu/assets/eac/youth/library/study/youth-work-countries_en.pdf))



The soft skills development arouses the interest of various stakeholders. Among these, universities play an important role and sometimes offer targeted training, such as MOOCs in the Polytechnic University of Milan. Furthermore, the ManPower Group carried out a survey in collaboration with the Department of Education and Psychology of the University of Florence to create a basis for the development of a national "observatory" on soft skills recognized and required by the labour market. The ManPower Group has identified a set of soft skills connected with the three levels of organizational roles:

- Fundamental operational
- Managerial
- Executive

For the first one, team working and orientation to results are the most requested competences. With regards of the managerial roles, the need to provide concrete solutions and/or alternatives to daily problems, by bringing together and harmonizing the contributions of various collaborators is fundamental. Two skills emerge for the executive roles: leadership and strategic vision. In general, given the current and changeable working environment, adaptability and integration in the employment context become essential ("Lost in translation. Soft skills development in European countries", M.Cinque, Tuning Journal for Higher Education, 2016).

When it comes to break into gathering the opinions of the employers about the knowledge requirements at job entry-level, the focus derives from the knowledge gained from formal education (see “Comparing training needs trends and employability in France, Spain, Germany and Italy”, outcome of the Erasmus Plus funded project “Approaching Europe and its Job Opportunities”, Project No. 2015-1-ES01-KA202-015881).



According to the National organisation for the Certification of Qualification and Vocational Guidance (EOPPEP) the basic soft skills considered in the Greek labour market are:

1. Good knowledge and use of the Greek language;
2. Knowledge of foreign languages;
3. Numerical ability;
4. Digital competence;
5. Capability of lifelong learning;
6. Flexibility and adaptability;
7. Interpersonal and communication skills;
8. Problem solving;
9. Creativity;
10. Working in a group;
11. Initiative and entrepreneurship;
12. Specific professional skills;
13. Other skills.

It has been observed that volunteering experiences and active social participation develop skills and competencies and are highly valued and considered in the private labour market. Since, there is no official recognition of the volunteer experience and youth work, the public sector usually ignores this particular experience. Indeed, in Greece neither youth workers nor volunteers working with youngsters are sufficiently recognized.



Soft skills have become very important in the labour market starting from big companies to youth associations which take into consideration skills and competences that are acquired through experiential learning, non-formal and informal education. Recognition and evaluation of skills acquired non-formally and informally are often based on collectively agreed settlements; standard tools used in the employment system are staff appraisals and employer's references as well as assessment procedures, analyses of potential and profiling.



The significance of informally-acquired skills in the employment system is highlighted not least among people working in apprenticeship trades who have not completed the specific vocational training for the trade, or indeed any vocational training at all. By international standards, the proportion of employees without, or with no-known, vocational training in Germany is relatively low. Nevertheless behind the numbers are a large number of employees who have acquired job-relevant skills, knowledge and abilities either informally on the job, or non-formally in courses.

Relative to the employment system as a whole, their semi-skilled work status must therefore be deemed precarious. In practice, in addition to describing the activities, companies generally class the competences expected of their current and future employees – such as ability to work under pressure, commitment and willingness to take responsibility, learning competences, teamwork, communication and conflict-handling skills – in employer’s references under “Strengths” and “Personal qualities” in a relatively undifferentiated way and irrespective of academic standard.

In Germany it is impossible to work as a youth worker without diploma. There are cases where people without the needed diploma can assist youth workers and other professionals, specially now during the refugee crisis that Germany lacks in youth workers who can speak foreign languages. Different trainers and volunteers can benefit from this situation due to their involvement in the so-called social projects (working with kids, youth, elderly). It helps their future employment and there is a possibility that their work experience will be recognized when enrolling in the university (for example, they will study for a shorter period because they already have experience working in the specific field they applied for).

**What qualifications, required set of skills, formal and/or non-formal education have to be pursued in order to become a youth worker in your country? And is it officially recognized?**



There are no minimum qualification standards for youth work in Spain and youth work still does not exist as an academic subject in formal education. Therefore, youth workers in Spain are trained via other professions. Moreover, Youth Work is not an officially recognised occupation in Spain. A broader professional group (social workers, social educators or cultural animators) carries out some aspects of youth work. It seems that the lack of youth work as a recognised occupation has to do with the weak political compromise to prioritise youth work and therefore the lack of intention to create a professional occupational status for it. However, basic competences of a “youth advisor” are:

- Organising and managing information services for young people that meet interests and needs of young people
- Developing actions of information, counselling, entertainment and education based on non-formal education
- Promoting equal opportunities among young people and the development of young people as citizens within a democratic society



Statutory youth work is almost non-existent in Italy. While one could state that non-formal/non-professional/third sector led youth work is more widespread.

In Italy youth work is intended still as a non-formal learning process aiming at developing young people in terms of their citizenship, their integration in civil society and increasing solidarity among generations. Hence, these activities are always implemented outside of formal education. The vast majority of youth workers tend to be volunteers who are trained through short courses or through the learning-by-doing process.

Therefore, since there are no minimum qualification standards at national level, and youth work is mostly delivered among organizations dealing with social services, there is a high number of youth workers who are not qualified or who are learning-by-doing and at the same time. Youth workers in Italy tend to have considerably different backgrounds (e.g. social work, psychology, sociology, sport instruction).

One could consider the departments of Educational Sciences across the country as the main providers of higher qualifications which could be applied to youth working and/or other university courses which could provide a suitable set of knowledge if matched to sector the youth worker is working in. Furthermore, many courses, as mentioned before are organized by volunteers' associations, CSV also through EU funded training courses.



Qualifications and Skills (not officially recognised in Greece, see 2<sup>nd</sup> question):

- Supportive attitude and mentoring skills
- Knowledge about youth policies and good practices at local, regional, national level, European and international level
- At least three years / continuous interaction with young people
- Being able to inspire and empower young people by applying non-formal learning and implementing youth policies
- Being active in society involving young people and engaging them in social activities
- Works with and for the young.
- Being able to use a holistic approach of action engaging young people in various fields, not just education but also management/coordination, communication, initiative taking, etc.



In order to become a youth worker in Germany it is necessary to have a degree of social work, social pedagogy, psychology or educator degree. This position is officially recognized, but it is not called “youth worker” but mainly social pedagogue. Studies: Social pedagogue (applied science university level), psychiatrist, social work, pedagogue (university level), nursery teacher (apprenticeship vocational training).

The minimum qualification standards are the following:

- Basic knowledge about the development of children and youth and their general living circumstances and backgrounds
- Teaching of leadership skills in theory and practice
- Planning and execution of activities
- General knowledge about structures of statutory and voluntary youth services and youth work (working groups, decision making processes, funding)
- Values orientation of youth associations
- Knowledge about legal and insurance issues
- Prevention of sexual abuse
- Gender conscious work

These are all very relevant skills that are needed in most of the activities and services carried out by statutory and voluntary youth services. Due to the fact that most of the social pedagogic degrees are delivered by universities of applied sciences, internships and trainings inside different institutions and fields of social work are required. Therefore, students learn to specialise along their interests and gain insights into relevant practices.

**Is there an official youth strategy in your country and, is youth work a needed profession in your Country? Does usually youth workers become professionals in your country? Are there any data about the trend of their carrier? Please provide examples (if any)**



Youth work as such is not considered as a profession in Spain. Since youth work is not defined in Spain, there is no statistics about people working as youth workers. However, it expected to define an academic certification that recognises the particularity and needs of youth counselling.

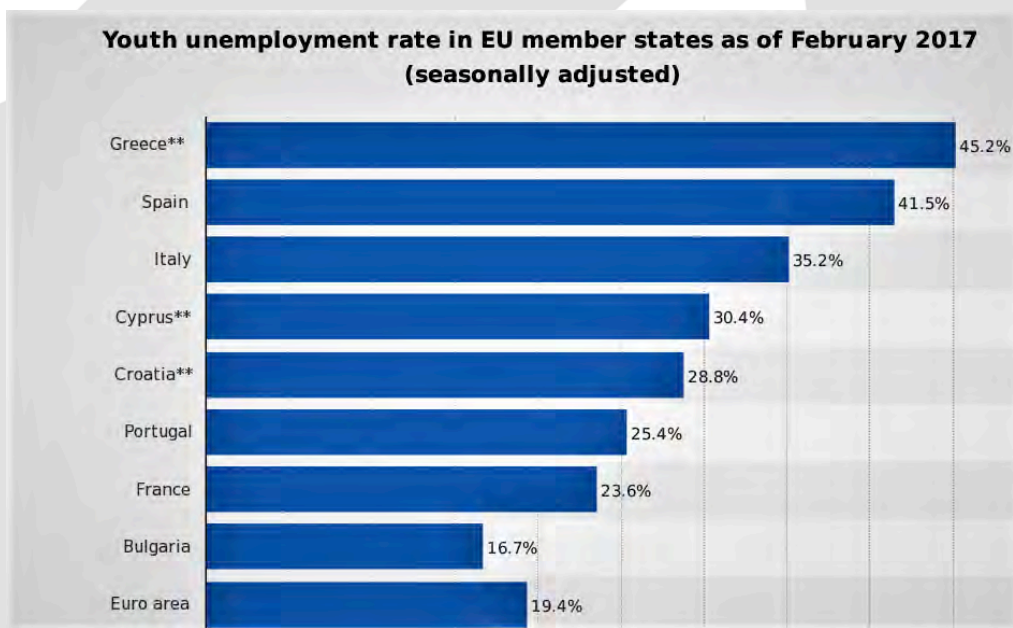
In addition, there are proposals to enhance the professionalization of counselling services for young people, through a training program with modules to be recognised by official institutions so “youth advisor” can improve their training.

Spain is a part of European Commissions Youth Guarantee Scheme but there is no specific policy on youth work.

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It is well known that unemployment rates in Spain, and especially among youth, are considerably higher than the European average. One task of youth work is to improve living conditions and opportunities for young people. The prevailing view of youth as a transitional stage has to be seen in the context of the recurring economic crises which have made it difficult for many generations to enter the labour market and consolidate a social, professional and family status. (Merino, Feixa, Morena)

Youth work is more necessary today than ever, not as an external resource provided by the adult world or the state, but as one of the “social skills” which young players should learn to use in order to become adults (although in a very different way from their great-grandparents a century before). (Merino, Feixa, Morena)



*Eurostat data*



Although there have been sensible changes in the asset of the governance with the establishment of the Ministry of Youth, which boosted youth initiatives, and the shared responsibility about youth with others Ministries the Youth workers are not a recognized occupation and youth workers have a low professional status. This is due to the lack of recognition of the contribution of youth workers in the achievement of specific social goals. In particular, this is noted in the educational sector where youth workers are usually not perceived as important as other professions, such as teachers. Furthermore, very few youth workers have a permanent contract and the salaries are usually low and not attractive (Working with young people: The value of youth work in the EU, Country report, 2014).

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There are not aggregated data about youth work in Italy and a lack of responsible institutions able to provide useful information. One could report the figures below as the only figures reliable found by ICF GHK Ltd, the Italian Ministry of Youth Education and research in cooperation with the Italian NA and ANCI between 2010 and 2013:

- The National Association of National Educators accounted in 2011 for 25,000 healthcare workers. However, they represent only the social healthcare sector and the number includes persons working with adults;
- The Forum Oratori Italiani accounts for more 6,000 places where churches organize activities for children and young persons, such as extended school-type activities. Overall, more than 200,000 volunteers among catechists, educators and youth workers<sup>10</sup> are involved activities such as socio-educational and leisure activities;
- Operators working at Informagiovani: 2200 (including 460 volunteers);
- Social worker: 38000;
- Entertainers: 50000;
- Guides: 6500;



There is no distinctive official youth strategy that focuses on Youth Work and non-formal education in Greece, apart from the Ministry of Education policies, the European guidelines and non-formal strategies that are followed by the youth organizations, associations and independent youth workers. The vulnerability of young people is very high, on personal and professional level due to multifaceted crisis in Greece (economic, political, social, etc.).

Youth workers could tackle these by strengthening the active participation of youngsters in their local communities and engagement with finding solutions to local problems. Youth work is important as a profession that can decentralize the governing of our lives, and give new perspective to society, by enabling alternative trajectories from this well-organized dead end that we face being citizens of anti-social states. The educational system needs to embrace non-formal education methods and alternative approaches to learning.



Youth legislation is shaped first and foremost by Germany's [Social Code—Volume 8](#), which deals specifically with child and youth welfare services, and more recently by the [2011 Protection of Young People Act](#).

An [English overview](#) illustrates the centrality of the social code to the youth policy system. Framed by the above legislation, youth policy is currently implemented at federal level through the [Federal Child and Youth Plan](#) (KJP). Additionally, the government has recently developed a new federal framework for an independent youth policy, [Acting for a youth-adequate society](#), launched in July 2015. In 2014, new [youth policy principles](#) and [youth policy guidelines](#) were published to guide the development process.

In order to become a youth worker in Germany, it is necessary to have a degree of social work or social pedagogy, or educator degree from a Fachhochschule.

Germany lacks in human resources in fields of social work, social pedagogy, youth work and education (teachers in all formal levels, including VET and education for adults). The need for youth work is constantly on the rise also due to the refugee and immigrant crisis.

**Is the current situation concerning definition and qualification framework of youth work the same in each region of your Country, or on the contrary are there any relevant differences locally and/or regionally?**

<p><b>Your Region of Reference:</b></p>	<p>SPAIN (Go Europe and IDEA):</p> <ul style="list-style-type: none"> <li>- Valencia</li> </ul> <p>ITALY (Futuro Digitale):</p> <ul style="list-style-type: none"> <li>- Latium, Campania and Calabria</li> </ul> <p>GREECE (Inter Alia):</p> <ul style="list-style-type: none"> <li>- Athens, Attiki</li> </ul> <p>GERMANY (Jugend-&amp; Kulturprojekt E.V.):</p> <ul style="list-style-type: none"> <li>- Saxony</li> </ul>
<p><b>Other relevant Regions/Areas of your Country:</b></p>	<p>SPAIN (Go Europe and IDEA):</p> <ul style="list-style-type: none"> <li>- South of Spain</li> <li>- Catalunya</li> <li>- Aragon</li> </ul> <p>ITALY (Futuro Digitale):</p> <ul style="list-style-type: none"> <li>- Lombardy, Piedmont, Apulia, Emilia Romagna</li> </ul> <p>GREECE (Inter Alia):</p> <ul style="list-style-type: none"> <li>- Greece is a small country and the current situation regards the state of the art of youth work applies to all the country</li> </ul> <p>GERMANY (Jugend-&amp; Kulturprojekt E.V.):</p> <ul style="list-style-type: none"> <li>- All others</li> </ul>

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Please briefly elaborate a comparative analysis between your and the other regions of your country highlighting differences and similarities concerning definition and recognition of youth work:



The definition and qualification framework seems to be the same in all of Spain. But for example, the unemployment of youth is worse in the south of Spain so the need of good youth work is even bigger there.

In most regions, there are youth councils, that organise different workshops, courses, give information for youth etc. Then there are youth centres that work to organize free time activities. Looks like most people working in the centres are titled as: "educadores" (which means educators).



In Italy, there is not a comprehensive legislation about the topic; hence, Italian regions designed and implemented varied social and youth policies, addressing the needs of the territories/areas. In this context, the third sector has become a pivotal player in the delivery of youth work; to support this process, several laws have been put in place to youth work activities.

The Law 285/1997, granted the autonomy of the regional government on managing social policies and youth policies, causing, as a side effect the fragmentation of the views and perspectives about youth working and youth workers. Emilia Romagna, Piedmont and Lombardy, recognized the important role of youth worker.



It is more or less the same in all Regions.



The German child and youth (welfare) policy is under the responsibility of the federal state, the *Bundesländer* and municipalities. This is taking into account the principle of subsidiarity (*the principle that a central authority should have a subsidiary function, performing only those tasks which cannot be performed at a more local level*) and is carried out in cooperation with voluntary service providers in child and youth welfare.

**What actions have been taken or are planned by your Country in order to gain recognition and/or strengthen the profession of “youth worker”?**



Examples of some actions that could be considered as actions to strengthen youth work and situation of youth in Spain:

- Spain is a part of European Commissions Youth Guarantee
- In 2010 the law about young people in Valencian community was created (LEY 18/2010, de 30 de diciembre, de la Generalitat, de Juventud de la Comunitat Valenciana. [2010/14172])
- There have been different Erasmus+ training courses and youth exchanges about the topic where participants have been from Spain or they have actually been held in Spain.



As mentioned above there is not a comprehensive plan/strategy for the recognition of Youth work and it never happened to have it at national level. This is due to:

- a) Lack of policy coordination between local, regional and national level
- b) The autonomy of the Regions which are entitled to define autonomously minimum requirements for youth workers, and the related strategies
- c) The fragmentation of the responsibilities on the topic. In fact, several Ministries are in charge of youth policies and the ones related to youth and youth working



A collective effort from the Pan-Hellenic Association of Youth Workers (Πανελληνίου Σωματίου Συμβούλων Νέων) calls for the official recognition of Youth Work and the establishment of the Greek term “Σύμβουλος Νέων” (youthwork.gr). Furthermore, the General Secretariat for Youth in the Ministry of Education has started official discussions with the Greek youth organizations in December 2016 to officially recognize Youth Work in Greece. It is a long process that takes time to be put into force.





Germany has ‘youth law’/legislation that specifically refers to youth issues/laws in a section addressing the needs and/or rights of young people. This comes under the Social Code, Book VIII – Child and Youth Welfare (Achtes Buch Sozialgesetzbuch –Kinder-und Jugendhilfe) –Article 1 of the Act of 26 June 1990 (see above). The law states that every young person has a right to his personal development, therefore youth work has to be subsidised and funded in order to provide adequate activities.

Even if the law states that youth development is a right, it does not grant as such an entitlement to claim something specific. It only states that the state is obliged to act within the limits of available budget. Yet, the Social Book VIII places youth work at the heart of society. It should be kept in mind that the direct translation is not “youth work” but would be literally “youth help”. Therefore it is not only an instrument to provide generally activities for all young people regardless their social origin but it focuses in particular on those young people that actually do need help or assistance to make the transition from youth to adulthood.<sup>8</sup> The Social Code, Book VIII also determines the terms voluntary and statutory youth work provider and their status.

**Please share a local or national good practice in relation to the recognition of youth work nationally and, if any concerning the standardization of this profession at EU/International level**



Spain is a part of European training strategy in the field of youth (EU)

[https://ec.europa.eu/youth/sites/youth/files/eu-training-strategy-youth\\_en.pdf](https://ec.europa.eu/youth/sites/youth/files/eu-training-strategy-youth_en.pdf)

Plan Joven de la Ciudad de Valencia 2014-2018 (Youth plan for Valencia) to improve the situation of young people in Valencia. Because one issue in Spain is also the fact that young people aren’t valued enough and they don’t have a “voice” in the country.

Valencia was also a part of KA2 project “100% Youth City” (from 2015-2017) The main objectives were:

- Increase the efficiency of public expenditure and the investment in education, training and youth;
- Promoting high quality youth work;
- Promoting empowerment, participation and active citizenship of young people



Logo of project “100% Youth City”

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“Via Urbana” is a Project implemented in Silla (Valencia). It consists of a weekend festival focused on art urban and urban culture (dance, music and painting) with a social approach:

- Fund raised money was donated to Centro Ocupacional de Silla

More info: [www.facebook.com/proyectoraptola](http://www.facebook.com/proyectoraptola)



Example of a banner of a similar event organised by “Via Urbana”



**RECOGNIZE IT!** Recognition of non-formal learning and youth work in the South Med countries”

It is an international seminar promoted and organized by the Italian National Agency, held in Jordan last November 2016. It was aiming at exploring the recognition relevant issues within the framework of South Mediterranean cooperation to design national strategies about non-formal learning and youth work. The seminar included the following activities:

- Workshops about consolidated achievements such as youth work status, non-formal recognition strategies;
- Learning (from/ with/through) each others’ experience and achievements;
- Sharing with each other background about non-formal learning at national level and NGO experiences;
- Inputs about specific topics related to non-formal learning (in youth work);
- Empowering NGO’s in investing in the recognition process;
- Exchange with national delegations on how to develop such a strategy at national level: how, when and with whom participants can continue developing and implementing?
- Case studies analysis sessions



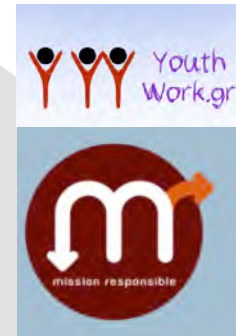
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A collective effort from the Pan-Hellenic Association of Youth Workers (Πανελληνίου Σωματείου Συμβούλων Νέων) calls for the official recognition of Youth Work and the establishment of the Greek term “Σύμβουλος Νέων” (youthwork.gr).

In addition, Inter Alia’s project “Mission Responsible” is a European funded international project that aims to establish quality standards in the field of Youth Work with the scope to promote the recognition and standardization of this profession.

Under this project the upcoming Conference “The Future of Education and Youth Work: Approaches and Practices around the World” will take place in Athens, 30 November – 2 December 2017.



"2nd European Youth Conference: Strengthening the Recognition of Non-formal Education in European Youth Work". The 2nd European Youth Conference took place in Weimar, GERMANY from 10th to 16th of October 2014. The objectives of the 2nd European Youth Conference were:

- To exchange and to develop common tools, instruments and strategies to increase the transparency and quality of youth work and non-formal education
- To facilitate the communication between involved stakeholders
- To foster the transfer of knowledge within the EU-28, EFTA and pre-accession

The activities are based on principles and practice of non-formal learning including various activities as Open Space (barcamp), speeches and inputs, exercises, roundtables etc. followed by concentrated de-briefing. The approach was to put the needs of the learners in focus and to be very flexible in the program. Last but not least the project connected the involved partner by finding synergy-effects and to develop a KA-2 under Erasmus+

