

Youth: Work Jordan Study Tour Report

INTERNATIONAL YOUTH FOUNDATION

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Overview

This document describes the findings from the Youth Work Jordan (YWJ) Study Tour conducted to assess Jordanian youth worker training needs, training resources, competencies, and pathways to certification. The recommendations based on those findings will be used to produce a YWJ Youth Worker Training Curriculum, to design the implementation of the training, and to propose pathways to certification of youth workers.

The recommendations presented in this report are drawn from the data collected during interviews and focus groups with youth workers, youth, parents, IYF staff, community-based organizations, non-governmental organizations, and various Ministries of the government, including the Ministry of Labor, the Ministry of Education, and others. The study tour took place over six days, from January 5th-12th, 2012 in and around Amman, Jordan. Attached (Appendix A) is the list of study tour interviews and summaries.

Youth Worker Needs

Jordanian youth workers expressed a deep commitment to serving disadvantaged youth who need to develop their capacities for employment and participation in the civic life of their communities and country. Many/most of the youth workers live in the same communities as the youth they serve and are knowledgeable about the youth community's culture, traditions, assets, and challenges. To help youth progress toward positive outcomes, youth workers need training and other forms of professional development that will equip them with the competencies needed to help youth navigate successfully through the milestones of the adolescent stage of development. Several research reports indicate that in addition to a strong foundation in youth development, youth need youth workers to know how to facilitate individual and group interactions, to create meaningful opportunities for youth participation in leadership roles, and to structure learning experiences that build skills. See Appendix F for a list of sources. To develop these competencies, a system of coordinated training, coaching, and education needs to be available to youth workers. The youth worker professional development program outlined in this report includes foundational training, workshops, coaching, and opportunities for academic courses. Jordan currently does not have such a system for youth workers. To address this gap, YWJ will begin to build this system: YWJ will produce a curriculum, training, and coaching program based on researched youth worker core competencies. This training program will give youth workers the core knowledge, skills, and attributes required for successful youth work. YWJ will work to establish partnerships to offer additional training, academic courses, and pathways to certification for youth workers.

Framework for Youth Worker Core Competencies

Data from focus groups, interviews, and a review of program materials and job descriptions were analyzed to develop the framework for Jordan Youth Worker Core Competencies. In addition, to provide additional rationale for our findings, a global analysis of international youth workers standards was conducted, and common youth worker core competencies required for professional development and certification from various countries around the world were mapped. These countries included the United Kingdom, Australia, the Commonwealth Secretariat for Youth Work Education and Training (Africa, Asia, Caribbean, and Pacific), Canada, United States, Singapore, and New Zealand. (See Appendix B for more information).

While the international review yielded ten core competencies, the Youth Work Jordan Core Competencies Framework has five knowledge areas. Some of the core competencies have been

combined in one knowledge area, and some have been added or omitted since they were/were not identified as priority areas or knowledge assets/gaps by Jordanian youth workers (see Appendices C, D, and E for more information). The five Jordan Youth Worker Knowledge Areas are:

- I. **Introduction to Youth Development** — This knowledge area provides youth workers with an understanding of the youth development approach to youth work, principles and practices of youth development work, youth outcomes, resiliency factors, and the Search Institute’s 40 developmental assets. Youth workers will learn the characteristics of the youth work profession and create a personal vision of youth development (their beliefs and commitment). Youth workers will also learn how to establish relationships with youth through active listening, establishing boundaries, and giving feedback.

Competency Description- *Youth workers know youth development concepts, the research that supports these concepts, and how to apply these concepts in their work with youth.*

International Competencies that this Competency Area encompasses (see Appendix B):

- C-1 – Child/Adolescent Growth and Development
- C-2 – Interactions with Children/Youth

Training topics that would fall under this competency area include:

- What is youth development?
- Principles of youth development
- What does youth development look like in practice?
- How to promote positive youth outcomes
- How to identify youth resiliency factors
- How to identify developmental assets
- Active listening
- Establishing boundaries
- Giving feedback

Rationale: The youth development framework gives youth workers a set of researched-based practices to use that will strengthen youth capacities and offer youth opportunities to develop new knowledge and skills.

- II. **Understanding Youth** — Youth workers will learn the social, physical and psychological dimensions of adolescent development and the impact of those dimensions on how youth learn, behave, relate to peers and adults (particularly adults in positions of authority). This knowledge area will help youth workers understand the Jordanian youth culture; how untested assumptions, negative attitudes toward youth, and stereotypes about youth diminish the promotion of positive youth outcomes; ways to help youth and parents engage in healthy interactions; dimensions of early, middle, and late adolescence; understanding stages and milestones in Jordanian culture. Gender specific development will be included.

Competency Description: *Youth workers have an understanding of how youth learn, and develop as they transition through early, middle, and late stages of adolescence. Youth workers know how to interpret youth behaviors, understand the significance of youth culture, and increase their awareness of youth worker biases toward youth.*

International Competencies that this Competency Area encompasses:

- C-1 – Child/Adolescent Growth and Development
- C-4 – Cultural Competency and Responsiveness

Training topics that would fall under this competency area include:

- Understanding Adolescent Development (in the context of Jordanian youth)
- What is youth culture?
- Understanding Jordanian youth culture and its impact on positive youth development
- What is “adulthood”? How does it impact youth? Strategies for addressing adulthood
- Understanding the developmental needs of male and female adolescents

Rationale: Youth workers will use the information they learn about youth to develop activities that meet the needs of youth as they transition through the early, middle, and late stages of adolescent development. Knowledge of healthy and unhealthy indicators in adolescence will help youth workers to reinforce healthy behaviors and rely less on their personal experiences and biases to work with youth.

- III. **Youth Development Program Best Practices** — This competency will help youth workers connect their work to the mission, goals, and values of the program or organization they work for. In addition, this competency will help youth workers develop skills needed to implement programs that promote youth development i.e. group facilitation, creativity, genuine youth participation strategies, program assessment, family and community supports assessments, observation, and program planning. Professional behaviors, workplace skills (record keeping, time management, monitoring), conflict management skills, and assessment of individual youth (assets, needs, and emotional, social, and physical) are included.

Competency Description: Youth workers have experience using the youth development best practice concepts, supports and opportunities to create a youth program or have experience integrating those same concepts, supports, and opportunities into existing programs.

International Competencies that this Competency Area encompasses:

- C-3 – Safety and Wellness
- C-6 – Learning Environment and Curriculum
- C-7 – Youth Empowerment
- C-9 – Program Planning and Development
- C-10 – Gender and Development

Training topics that would fall under this competency area include:

- Youth program best practices for promoting youth development
- What is genuine youth participation?
- Program planning and organizational operations, and policies
- Youth participants’ safety and wellness
- Workplace skills (time management, information sharing, using creativity and critical thinking)
- Program strategies for promoting positive male and female relationships

Rationale: Youth programs that promote development are staffed by youth workers who know which elements of their program promote youth development, and who have the skills to create programs and activities that include those core elements.

- IV. **Community Supports for Youth Development**— Youth workers need to know how to identify community resources, connect youth to those resources, and help them access those resources through follow up, brokering, and advocacy. In addition, community practices include working with parents, teachers, and other adults who support youth.

Competency Description: Youth workers can identify existing community resources to support youth, can help youth access those resources , and know strategies for addressing gaps in resources needed by youth

International Competencies that this Competency Area encompasses:

- C-4 – Cultural Competency and Responsiveness
- C-5 – Families, Communities, and Schools
- C-6 – Learning Environment and Curriculum

Training topics that would fall under this competency area include:

- Referral and follow up strategies for counseling and other interventions
- How to establish partnerships with schools, CBOs, and youth-serving entities
- Understanding the role of youth workers as advocates for and with youth and their families
- Understanding global and Jordanian parents role in the youth development process

Rationale: Young people grow up in communities with the guidance and support of their families. Therefore, youth workers need to understand both of these important groups: communities and families. Community practices help youth workers understand the role that families play in promoting youth development, and the community resources needed to support youth and their families. In addition, community practices give youth workers the skills needed to connect youth and their families to the schools and other institutions in their community.

- V. **Youth Worker Professional Development** – Youth workers need to become familiar with the core competencies needed for effective youth work practice. Youth workers will use the core competencies framework to assess their knowledge, skills, and attributes needed for youth workers. Youth workers will create a professional development plan for continued learning and improvement.

Competency Description: Youth workers understand the elements and standards of youth work as a profession; Youth workers can evaluate their own skills based on youth worker standards, and develop and implement an improvement plan.

International Competencies that this Competency Area encompasses:

- C-8 – Professional Development and Leadership

Training topics that would fall under this competency area include:

- Core competencies self-assessment
- Creating a professional development plan

- Putting the professional development plan into action

Rationale: Youth work has research-based competencies that establish the standards for performance, evaluation, and continuous learning. Youth workers are expected to be able to self-assess their performance, and to access training, supervision, coaching, and formal education for improvement with short- and long-term professional development goals.

Gaps in YWJ Youth Worker Core Competencies

Over the course of the study tour, a detailed list of youth worker competencies (in the form of knowledge, skills, and attributes) was generated with input from frontline youth workers on the IYF staff, from the NGO community, and from CBOs. This list was cross-referenced with the core competencies of a youth worker as defined by the leading research and the competencies used in other countries in order to identify gaps in Jordan's youth worker knowledge. Although Jordanian youth workers identified aspects of all ten core competencies, there are competencies that they neglected to mention which are important and will be included in the YWJ curriculum:

- Follows health and safety regulations
- Encourages youth participation (mentioned but not sufficiently prioritized)
- Effectively carries out program operations and policies to achieve program goals and meet needed requirements (mentioned but not sufficiently prioritized)
- Child/adolescent growth and development (identified as an area where more training is needed)
- Safety and wellness
- Learning environment and curriculum
- Gender and development

In addition, there were competencies that were identified by YWJ focus group participants that are not among the common competencies identified via the global scan. These will be included in the curriculum.

- Knowledge
 - How to deal with male/ female relations
 - Counseling
- Skills
 - Persuasion
 - How to simplify and summarize information
 - Time management
 - Critical thinking
 - Creative thinking
- Attitudes
 - Mature
 - Happy

For more information, see Appendices C, D, and E.

Training Resources Available for Youth Workers Core Competencies

The Ministries of High Education, Education, Planning and International Cooperation, Labor, Youth and Sports, and Social Development are eager to make resources available that will support YWJ's development and implementation of a training and certification program for Jordanian youth workers.

The Ministry of Higher Education has access to university courses that could be made available and accessible to youth workers. The Ministry of Labor can work with Youth Work Jordan to test and certify trainers, programs, and youth workers. The Ministry of Labor can also help establish professional standards using the content of the YWJ training program. The Ministries of Social Development and Youth and Sports can help explore the feasibility of making available to YWJ the training offered to the staff at Jordan's youth centers. YWJ local staff should give priority to working with the Ministry of Youth and Sports (MoY&S) and the Ministry of Planning and International Cooperation.

The MoY&S capacities are:

- Serves youth with similar needs as those served through YWJ
- Hires youth workers with academic credentials; however, believes what is most important is that youth workers must want to work with youth and love the work
- Training, education, and coaching with the love of the work produces an effective youth worker
- Youth development is already a part of the new youth strategy (2011-2015)
- Offers training to its staff on competencies similar to those identified by YWJ focus groups
- MoY&S training includes a practicum that might be adaptable for the YWJ training program
- Employs 400-500 youth workers who could participate in YWJ training and become certified
- Supports minimum standards for youth workers and levels of certification
- Willing to open MoY&S training to other organizations such as YWJ
- Willing to share the MoY&S youth-friendly services guide and youth worker curriculum

The Ministry of Planning and International Cooperation (MoP&IC) capacities are:

- Offers programs to empower poor communities with a new component for youth
- Working in cooperation with the MoY&S to finalize a new youth strategy
- Competencies for youth workers align with YWJ competencies
- Will provide funds to support the YWJ youth worker training program
- Relationships with NGOs could possibly bring more support/cooperation for YWJ training

Outline of YWJ Youth Worker Curriculum

I. Table of Contents

II. Section One

- Introduction (How & Why the Curriculum was Developed)
- How the Curriculum is Organized
- Overview of the Sessions
- Trainer Preparation Materials (Facilitation Best Practices, Planning Template, Sample Session)
- Co-Facilitation Scripts
- Participant Management Tips
- Room Set Up Options
- Sample Session Agenda
- Trainer Background Readings
- Participant Handouts

III. Section Two

- Sessions 1 & 2 Building a Foundation & Understanding Youth (whether these two competency areas are taught in one session or two is yet to be determined based on activities being developed)
- Session 3 Creating a Youth Development Program

Session 4 Promoting Communities
Session 5 Youth Worker Professional Development

IV. Section Three

Participant Materials (Handouts & Session Evaluation Forms)
Draft Exam for Youth Workers
Draft Job Description for Youth Workers (to be reviewed by technical sector team)
Draft Certification Standards (to be reviewed by technical sector team)
Guide to Coaching for Trainers

Proposed Training Plan

The training will be designed to provide youth workers with 25 hours of training and 5-10 hours of application activities. Each session will be delivered in 5-hour sessions. In addition, each session will include 1-2 hours of application/reflection activities to be done before or after the training session. The content for each session will be drawn from competency-based youth work curricula identified in the global scan. Each session will be shaped with input from YWJ staff to reflect their knowledge of the context and culture specific to Jordan. A session template appears below:

Session Outline

Review Review Key Learnings from Previous Session- (n/a for session1)
Review the Session Goals and Objectives

- Introduce the Topic & Relevance to Youth Work
- Participant/Facilitator Dialogue
- Participant Individual Reflection and/or Group Interactive Learning Activity
- Debrief
- Post Session Assignment(s) & Next Session Review
- Session Evaluation

In addition, each youth worker will be coached by trainers in their work place. It is recommended that one coaching session (between 1-2 hours), take place between each classroom session, thus adding another 5-10 hours of instruction. In total, the training and coaching is expected to take place every two weeks over a 10-week period.

Proposed Steps for Implementation of the YWJ Youth Worker Training Program

Step 1: Pilot Activities

Conduct a pilot test of the curriculum and training program. The pilot will be designed to assess the clarity and usefulness of the content, and the relevance of the interactive processes. Pilot test participants should include YWJ staff, community-based organization (CBO) youth workers, contract trainers, youth mentors, recommended staff from NGOs, ministries, and other partner organizations.

Feedback will be gathered through written feedback from curriculum reviewers selected from the above groups. The curriculum consultants will propose revisions for approval by IYF US and Jordan staff. In addition to written feedback, the initial (first) Train-the-Trainer (TOT) Program will serve as the pilot for the training program. The TOT trainers will deliver abbreviated sessions

to YWJ youth workers and other youth workers invited to participate in the pilot. Youth workers and trainers will share feedback verbally and in writing.

Step 2: Revision

Revise the curriculum and training program using the feedback from the pilot activities.

Step 3: Hire Trainers

Develop trainer job descriptions, scopes of work, and prepare trainers for the TOT.

Step 4: TOT

Step 5: Training Planning

Meet with trainers to review their plans for delivery of the training. Along with the trainers, develop and roll-out a plan that ensures the integrity of the curriculum, addresses any barriers to youth workers participation in the training, proposed timetable, locations, incentives and recognition ideas for youth workers who complete the training.

Step 6: Orientation

Conduct an orientation to the curriculum and training program for YWJ staff, CBOs, and other partners. Get feedback on YWJ rollout plans.

Step 7: Training Rollout

Provide the training to YWJ staff, CBO staff and volunteers. Included in this training will be information regarding YWJ programs and the coaching program for YWJ youth workers.

Partner with MoY&S and MoP&IC to formulate plans to bring the training program to their youth workers or youth work staff.

Step 8: Evaluation

Collect evaluation information from participants to document the training program content and design. **Participants will complete an exam to test the knowledge gained during the training, and the areas for improvement.**

Step 10: On-Site Coaching and Support

Conduct on-site coaching sessions with YWJ youth workers who complete the training program.

A Guide to Coaching will be produced to prepare coaches

Pathways to Youth Worker Certification

There are several avenues for certification of youth workers. While one option is recommended by the authors of this report (Option 4: Hybrid Model with Levels of Certification), each option has its merits, which are discussed below.

Option 1: IYF Certification

According to the Ministry of Labor, for those professions that do not require a higher education degree or classes, an individual is certified according to criteria set by a technical sector team. In this case, the technical sector team would be led by IYF staff. The technical sector team should begin its work after the

pilot. **The technical team will review the draft job description and standards** According to the Ministry of Social Development, the standards for certification are developed from competencies used to develop the curriculum content, and youth worker job descriptions. The job descriptions should include competencies from the curriculum. The steps to set up this certification would include:

Step 1: Identify key people to form technical sector team

These individuals would probably include key IYS staff, Youth Worker training program consultants (Elaine Johnson and Nell O'Donnell), key Ministry of Labor staff, and possibly other partners. These other partners could include personnel from other NGOs and Ministries, including the Ministry of Youth & Sports.

Step 2: Form technical sector team

Form the technical sector team, and ensure that it meets the requirements of the Ministry of Labor in terms of expertise and any other criteria.

Step 3: Formulate job description for “youth worker”

The technical sector team creates a profile of the qualifications (if any), attributes, knowledge, and skills that a youth worker must hold. The job description should also describe the work of a youth worker.

Step 4: Develop standards

Based on the job description, develop standards for those certified in the profession.

Step 5: Develop training program

Based on the standards, develop a training program that ensures that all workers have mastered the knowledge and skills need to be a youth worker. The training that is currently under development in conjunction with this study tour can/would be used here, and may include an online platform.

Step 6: Develop a post-assessment

The Ministry of Labor will provide a professional certificate based on an individual's completion of the training program and performance on a test. This test would be developed by the IYF and the technical sector team based on the standards for a youth worker.

Benefits: This option could be ideal for establishing the foundational knowledge of youth workers and for providing recognition to individuals already working as youth workers who may not have qualifications such as tawjihi, Associate's degree, or Bachelor's degree. Additionally, under this plan, “youth worker” would officially be recognized as a profession by the Ministry and the Ministry of Statistics would begin collecting data about youth workers

Drawbacks: There may be some important knowledge that should be taught in higher education that would be lost under this plan.

Option 2: IYF Certification with Continuing Education Courses

According to the Ministry of Labor and the Ministry of Higher Education, a profession that requires an individual to take classes at an institute of higher education will need to be accredited by the Ministry of

Higher Education. The procedure for establishing a certification program in partnership with an institute of higher education would most likely be similar to the process outlined in Option 1.

Step 1: Identify key people to form technical sector team

These individuals would probably include key IYS staff, Youth Worker training program consultants (Elaine Johnson and Nell O'Donnell), key Ministry of Labor staff, key Ministry of Higher Education staff, members of a youth worker "professional organization," and possibly other partners. These other partners could include personnel from other NGOs and ministries, including the Ministry of Youth & Sports.

Step 2: Form technical sector team

Form the technical sector team, and ensure that it meets the requirements of the Ministry of Higher Education in terms of expertise and any other criteria.

Step 3: Formulate job description for "youth worker"

Create a profile of the qualifications, attributes, knowledge, and skills that a youth worker must hold. The job description should also describe the work of a youth worker.

Step 4: Develop standards

Based on the job description, develop standards for those certified in the profession.

Step 5: Identify continuing education courses

Identify university courses that a youth worker would need to take to meet some of the standards for a youth worker.

Step 6: Develop training program

Develop a training program that covers all of the standards that are not covered by continuing education programs.

Step 7: Develop a post-assessment

The youth worker certification will be accredited by a professional organization based on an individual's completion of the required courses, training program, and performance on a test. This test would be developed by the IYF and the technical sector team based on the standards for a youth worker. The professional organization could be led by the IYF, or some other entity.

Benefits: This plan will enable youth workers to gain more knowledge through courses at an institution of higher education. It would be open to a variety of learners since distance education programs do not require students to have passed the tawjihi.

Drawbacks: This program is more complex, and does not necessarily include official recognition from the Ministry of Labor. It would also require youth workers to travel to an institution of higher education in order to attend classes, since there are virtually no distance learning (e.g. online) options, and courses are typically held on campus. It is also unclear whether or not the courses that would be needed for this certification would be available through the departments of continuing education of any universities in Jordan. Finally, the recognition by a "professional organization" may require additional coordination and research.

Option 3: IYF Certification with University Degree

This option would also primarily fall under the coordination of the Ministry of Higher Education, since it would require students to hold or gain a tertiary degree.

Step 1: Identify key people to form technical sector team

These individuals would probably include key IYS staff, Youth Worker training program consultants (Elaine Johnson and Nell O’Donnell), key Ministry of Labor staff, key Ministry of Higher Education staff, members of a youth worker “professional organization,” and possibly other partners. These other partners could include personnel from other NGOs and ministries, including the Ministry of Youth & Sports.

Step 2: Form technical sector team

Form the technical sector team, and ensure that it meets the requirements of the Ministry of Higher Education in terms of expertise and any other criteria.

Step 3: Formulate job description for “youth worker”

Create a profile of the qualifications, attributes, knowledge, and skills that a youth worker must hold. The job description should also describe the work of a youth worker.

Step 4: Develop standards

Based on the job description, develop standards for those certified in the profession.

Step 5: Identify university degree programs

Identify university degree programs (Bachelor’s or Associate’s) that a youth worker would need to complete/have completed to meet some of the standards for a youth worker. Degrees may include M.A. in Social Work, M.A. in Psychology, etc.

Step 6: Develop training program

Develop a training program that covers all of the standards that are not covered by the degree program.

Step 7: Develop a post-assessment

The youth worker certification will be accredited by a professional organization based on an individual’s completion of the degree program, training program, and performance on a test. This test would be developed by the IYF and the technical sector team based on the standards for a youth worker. The professional organization could be led by the IYF, or some other entity.

Benefits: This plan would raise the level of qualifications of a youth worker drastically. It would put youth workers on the same level as many other professions that require a tertiary degree. This could help to raise the prestige-level of the workforce. The Ministry of Higher Education recommended that current university students should be targeted for this program, at least in the beginning, rather than looking for individuals already in the workforce to return to university to get a degree to become youth workers.

Drawbacks: In addition to the drawbacks stated above for Option 2, this program would exclude those people who wish to be youth workers but did not pass the tawjihi. It might encourage job-seekers to require higher salaries from CBOs than they are able to pay, since the job-seekers hold higher qualifications.

Option 4: Hybrid Model with Levels of Certification (Recommended)

The hybrid model would include all of the options above, but where each option pursued would give the youth worker a different level of certification.

Level 1: IYF Certification

Youth workers with Level 1 certification would be certified by IYF and/or the Ministry of Labor. (using the steps from Option 1).

Level 2: IYF Certification with Continuing Education Classes

Youth workers with Level 2 certification would be certified by the IYF and/or the Ministry of Labor and/or the Ministry of Higher Education after completing an IYF training course and TBD continuing education courses (using the steps from Option 2).

Level 3: IYF Certification with a University Degree

Youth workers with Level 3 certification would hold a tertiary degree in one of several approved subjects and would have completed an IYF training course (using the steps from Option 3).

Benefits: This is the most flexible plan for youth workers, and allows youth workers of all backgrounds to improve their practice.

Drawbacks: This option is the most complex, and will most likely take some time to implement. It will require coordination with a number of different entities and organizations, and may prove challenging in terms of logistics.

Potential partners for certification would include those previously mentioned:

- Ministry of Labor
- Key CBOs
- Ministry of Higher Education
- Ministry of Youth and Sports
- Universities
- Members of the NGO community with similar goals

Other partners could include:

- Ministry of Planning and International Cooperation: The Ministry of Planning and International Cooperation has already indicated that it may be able to fund some portion of this program. This is a viable partner if funding is needed.
- Ministry of Education: There may be some overlap between the qualification needs for some school staff and the qualification needs of youth workers. Working with the Ministry of Education may be difficult, since they have their own challenging training mandate.
- Ministry of Social Development: There may be some overlap between the qualification needs of juvenile facility staff and other staff under purview of the Ministry and the qualification needs of youth workers. The Ministry of Social Development is a viable partner for this project.
- Private Universities and Technical Colleges: Al Quds College/Luminous, in particular, seemed eager to be a partner. Although they do not currently offer any courses relating to youth development, it seems as though there may be some aspects of youth development work

(particularly around life skills) that they would like all of their students to know. Additionally, if IYF can show a large enough market for youth workers, they may be interested in working in partnership to create a youth worker certification program.

Appendix A: Study Tour Schedule

January 5 – January 12, 2012

Day	Time	Meeting	Location	Summary
Thursday, January 5	11:30 – 1:00	Ministry of Health	MoH	Discussion of the services provided to youth, primarily through schools and youth clubs, and relative lack of youth-specific health services in health centers. This meeting also highlighted the importance of working with parents to reach youth.
Sunday, January 8	9:00 – 10:00	Orientation on the program by Rana Turk/ Country Director	IYF office	Discussion of the outcomes desired for this study tour, including (1) agreement and support for a set of core skills for youth workers, (2) description of infrastructure for embedding youth worker training in existing programs, and (3) description of the youth worker training curriculum.
	11:00 – 1:00	Focus group for youth from urban settings	Snabel Al Khair Association / East Amman	Focus group on youth needs, youth understanding (or lack thereof) of what a youth worker is and does, and what a youth would like an adult to know/do to be more effective in working with youth.
	1:00 – 3:00	Focus group for parents from Urban settings	Snabel Al Khair Association / East Amman	Focus group on parental desires for youth: care and respect from youth, good influences, career opportunities, and more. Parents would like youth workers and CBOs to be more consistent in the services they provide to youth.
	4:00 – 5:30	<i>Meetings with IYF team</i>	<i>IYF office</i>	<i>Canceled due to time constraints</i>
Monday January 9	9:00 – 11:00	Focus group for youth in rural settings	Al Taawon/ Shuneh	Focus group of the most valuable aspects of the CBO's youth services, from the youth perspective. Youth also shared the qualities/skills that make adults most helpful to them, and who the adults who have been most helpful are.
	11:00 – 12:00	Focus group for parents in rural settings	Al Taawon / Shuneh	Focus group with parents that articulated parents' goals for their youth, particularly around education, personal goal attainment, and cultural/religious development.
	1:30 – 4:30	Focus group with youth workers	IYF office	Focus group that gave a definition of a youth worker, from the staff of this CBO's perspective. An initial list of youth worker competencies was generated.
Tuesday January 10	9:00 – 10:00	Meeting with ministry of Labor	MoL	This meeting was useful in providing an initial map of the ways in which youth workers could become certified, including the different levels of accreditation that could be made available in cooperation with the Ministry of Labor, Ministry of Higher Education, and other entities such as universities and NGOs like IYF.
	10:30 – 11:30	Meeting with ministry of MoSD	MoSD	This meeting helped to clarify some of the different titles that youth workers may hold and their qualifications. This meeting also established the MoSD's support of a youth worker training program.
	11:45 – 1:00	Meeting with Ministry of Planning and International Cooperation	MoP&IC	The most surprising outcome of this meeting was an unsolicited promise of funds—they said they would be thrilled to provide funding for this program. This meeting also highlighted the need for entrepreneurship to be considered as a topic for youth and youth worker training.
	1:00-2:30	Focus group with	Khawla bnt Al Azwar/Zarqa	During this meeting, we were able to hear from an experienced CBO what they see are the gaps in the

		experienced CBOs		trainings provided by various NGOs in the area. They also gave a profile of the type of person they tend to hire.
	3:00 – 4:00	Focus group with inexperienced CBOs	Qudorat Association/ Zarqa	This visit to an inexperienced CBO showed the contrast between what is possible and what is, unfortunately, may be more typical in terms of services provided to youth by CBOs. This site, more than anything, seemed to be simply a place for youth to “hang out,” rather than a center actively engaged in youth development.
Wednesday, January 11	9:00 – 10:00	Meeting with Ministry of Higher Education	MoHE	Discussion of some of the practical issues that would need to be addressed if a youth worker needed to take classes at an institution of higher education in order to be certified, such as entrance requirements for degree programs (Tawjihi), travel (no courses offered off-campus), and the limitations of the offerings in continuing education programs (for example, adolescent psych. not offered).
	10:30 – 12:00	Meeting with Higher Education Staff	Ammoun	Toured a site where many IYF youth are now studying hospitality. This meeting was useful in gaining the perspective of those people and institutions that work with youth <i>after</i> they have done PTS and other IYF programs.
	1:30 – 3:30	Focus group for staff from other NGOs	IYF office	During this focus group, the skills and attitudes needed for youth workers suggested by previous focus groups were reviewed and additions were made. One of the most interesting (but not necessarily surprising) outcomes of this meeting was the conclusion that there is too little coordination between the NGO community.
Thursday, January 12	9:30 – 10:30	Meeting with Ministry of Youth & Sports	MoY&S	In their work with youth, they have found that a degree (bachelors or associates versus no degree) is not a good predictor of a good youth worker. Instead, a passion for working with youth and the ability to communicate with youth are the most important attributes.
	11:30 – 1:00	Meeting with other Higher education staff	Al Quds college	This highly professional institution was able to give insight into how they evaluate their youth counselors/career coaches. They also expressed interest in teaching PTS in all of their programs, since they have found that their students sorely need life skills training. Moreover, this private institution may prove much easier to work with in setting up a certification program since it has mechanisms in place to support those who do not have the Tawjihi.
	1:30 – 2:30	Meeting with Ministry of Education	MoE	Unfortunately, we were unable to meet with the key individual here. Instead, we met with the person in charge of afterschool sports programs. He was able to share with us the qualifications of those who work with youth on sports (“trainers”).
	3:00 – 5:00	Meeting with IFY staff	IYF	This final meeting with a cross-section of IYF staff, mainly including frontline staff and the managers of frontline staff, was eye opening since they expressed the belief that the youth workers that they encounter in their work know/are able to do many of the things identified by the participants in our study tour. This seems to indicate that there is already a base-level of knowledge that must be validated and built upon.

Appendix B: Mapping of Youth Worker Core Competencies

Youth worker core competencies are the knowledge, skills and personal attributes necessary to provide quality services for young people and their families. By adopting a set of core competencies, youth workers gain a clear sense of what professional development opportunities will help them sharpen their skills, develop their knowledge, and advance them in the youth work profession.

The following mapping of youth worker core competencies includes analysis from the following organizations:

- Children’s Workforce Development Council (United Kingdom)
- Commonwealth of Australia/ Community Services Training Package (Australia)
- Commonwealth Secretariat- Youth Work Education and Training (Africa, Asia, Caribbean, Pacific)
- North American Certification Project (Canada)
- Washington State Core Competencies for Child and Youth Development Professionals (United States of America)
- Social Services Training Institute (Singapore)
- Youthline (New Zealand)

The analysis yielded ten core competencies:

<i>Common Youth Worker Competencies</i>	<i>Country</i>
C-1: Child/Adolescent Growth and Development	United States of America, United Kingdom, New Zealand, Australia, Singapore, Canada, Africa, Asia, Caribbean & Pacific
C-2: Interactions with Children/Youth	United States of America, United Kingdom, New Zealand, Australia, Canada, Africa, Asia, Caribbean & Pacific
C-3: Safety and Wellness	United States of America, United Kingdom, New Zealand, Australia, Singapore, Canada, Africa, Asia, Caribbean & Pacific
C-4: Cultural Competency and Responsiveness	United States of America, New Zealand, Australia, Canada, Africa, Asia, Caribbean & Pacific
C-5: Families, Communities, and Schools	United States of America, United Kingdom, New Zealand, Australia, Singapore, Canada, Africa, Asia, Caribbean & Pacific
C-6: Learning Environment and Curriculum	United States of America, United Kingdom, New Zealand, Australia, Singapore, Africa, Asia, Caribbean & Pacific
C-7: Youth Empowerment	United States of America, New Zealand, Australia, Singapore, Africa, Asia, Caribbean & Pacific
C-8: Professional Development and Leadership	United States of America, New Zealand, Australia, Singapore, Canada, Africa, Asia, Caribbean & Pacific
C-9: Program Planning and Development	United States of America, New Zealand, Singapore, Canada, Africa, Asia, Caribbean & Pacific
C-10: Gender and Development	Africa, Asia, Caribbean, Pacific

As well as several less common competencies:

<i>Less Common Youth Worker Competency</i>	<i>Description of Competency</i>	<i>Country</i>
C-11: Information Sharing	Skills and knowledge outlined in this area include understanding and respecting the legislation and ethics surrounding confidentiality and security of information	United Kingdom
C-12: Policy Planning and Implementation	Develops skills in influencing policy-making processes, including a focus on action research. It centers on the study of national youth policy - analyzing existing policies and seeking ways to improve or replace them	Africa, Asia, Caribbean, Pacific
C-13: Promoting Enterprise and Economic Development	Understands the links between economic development and youth development work; skills for promoting self-employment and micro-enterprise	Africa, Asia, Caribbean, Pacific
C-14: Sustainable Development and Environmental Issues	Youth worker stimulates awareness of environmental issues among young people and help them make an active contribution to sustainable development; builds environmental protection into economic and social development	Africa, Asia, Caribbean, Pacific

The core competencies are described in greater detail below.

Common Competency: *Child/ Adolescent Growth and Development (C-1)*

Organization/ Country/ Website	Description of Competency	Indicators/ Assessments
Washington State Core Competencies for Child and Youth Development Professionals United States www.schoolsoutwashington.org	Understand how children and youth learn, develop, and acquire language and creative expression in each of the domains: physical, social, emotional, and cognitive	Aware of the basic stages of child and youth development; identifies child and youth development frameworks pertaining to positive youth outcomes (e.g., 40 Developmental Assets, Positive Youth Development); recognizes that children and youth learn and develop through experience; values different personalities in children and youth; assesses and responds to the individual needs of children and youth, including those with special needs; acknowledges and accepts cultural differences, including family values and strengths, and the positive effects those differences may have on behavior and development.
Children’s Workforce Development Council United Kingdom www.cwdcouncil.org.uk	Understanding the developmental changes children and young people go through can be key to interpreting their behavior.	Youth workers understand what makes children and young people think and act in the way they do, and respond to and support their needs as they emerge.
Youthline New Zealand www.youthline.co.nz	Understands principles of adolescent and youth development.	Youth workers can explain the physical, social, and emotional changes during adolescence and how these interact with family relationships, peer networks, community and socio-political climate; staff understand factors which assist with healthy adolescent development.
Commonwealth of Australia/ Community Services Training Package - Australia www.cshisc.com.au	Work effectively with young people in the youth work context	Apply understanding of the social, historical, economic, legal and political contexts of young people; apply understanding of the context of youth work; work within the core values and practice frameworks of youth work; work with understanding of the impact of values in determining the approach to working with young people.
Social Service Training Institute Singapore www.ssti.org.sg	Stages of Development for Youth	Knowledge and understanding of stages of youth development; understanding and awareness of youth culture and behavior; awareness of all aspects of a young person’s life; awareness of current youth trend and issues; ability to apply fundamentals of positive youth development; ability to apply theoretical knowledge on risk and protective factors.
North American Certification Project (NACP) Canada www.acycp.org	Applied Human Development	Well versed in current research and theory in human development with an emphasis on a developmental-ecological perspective.
Commonwealth Secretariat- Youth Work Education and Training Africa, Asia, Caribbean, & Pacific www.thecommonwealth.org	Young People and Society	Relate the theory and practice of youth development work to the social context; explore how young people, and the transition from childhood to adulthood, is seen by different societies.

Common Competency: *Interactions with Children/ Youth (C-2)*

Organization/ Country/ Website	Description of Competency	Indicators/ Assessments
Washington State Core Competencies for Child and Youth Development Professionals United States www.schoolsoutwashington.org	Establish supportive relationships with children and youth and guide them both as individuals	Provides activities in a safe, fun learning environment; interacts with children and youth in a positive, warm, nurturing manner, and avoids interactions that would cause physical and/or emotional harm to participants; builds rapport and establishes relationships with individual children and youth (e.g., addresses participants by name and knows their basic interests); follows established guidelines for supervision and behavior management; interacts in a manner reflecting respect for self and others; uses positive behavior guidance in responding to behaviors or situations of concern; understands and maintains personal boundaries with children and youth (e.g., physical space, time, etc.)
Children’s Workforce Development Council United Kingdom www.cwdcouncil.org.uk	Effective communication and engagement with children, young people and families	Youth workers know the importance of how to listen, empathize, explain, consult, and seek support.
Youthline New Zealand www.youthline.co.nz	Demonstrates high- level interpersonal skills	Staff can describe the importance of respect in professional and personal relationships; can demonstrate active listening skills; can identify and demonstrate appropriate feedback; can describe the appropriate use of self-reflection as a tool for understanding themselves and others; can demonstrate the ability to support young people when they are experiencing strong emotions; understands both the importance of confidentiality for young people and can manage the limitations of this with regards to the safety of the young person and others.
Commonwealth of Australia/ Community Services Training Package Australia www.cshisc.com.au	Engage respectfully with young people	Communicate effectively with a diversity of young people; reflect understanding of youth cultures, sub cultures and development; work with the young person as the focus
North American Certification Project (NACP) Canada www.acycp.org	Relationship & Communication: Relationship Development	Assess the quality of relationships; form relationships through contact, communication, appreciation, shared interests, attentiveness, mutual respect, and empathy; demonstrate the personal characteristics that foster and support relationship development; ensure that applicable procedures regarding confidentiality, consent and record keeping are explained and clearly understood by the parent/caregiver and the child
Commonwealth Secretariat- Youth Work Education and Training Africa, Asia, Caribbean, & Pacific www.thecommonwealth.org	Conflict Resolution Strategies and Skills	Explores conflict, mediation and negotiation, studying competing views among youth, and between youth and established society; knows strategies to express differences positively and work towards consensus or accommodation

Common Competency: *Safety and Wellness (C-3)*

Organization/ Country/ Website	Description of Competency	Indicators/ Assessments
Washington State Core Competencies for Child and Youth Development Professionals United States www.schoolsoutwashington.org	Establish and maintain an environment that ensures children and youth’s healthy physical and emotional development, safety, and nourishment	Demonstrates awareness of the environmental safety precautions of the program or center, including environmental issues that can impact a child/youth who has allergies, asthma, or other health concerns; maintains and ensures safety in all areas, both indoors and outdoors; selects safe materials and equipment for activities; actively supervises and interacts with children and youth to ensure safety during all programmatic activities; maintains a healthy physical environment by following health, safety, and sanitation procedures; ensures that indoor and outdoor environments are structured so that all areas can be easily viewed; responds to and documents participants’ injuries and fear of injuries, and notifies supervisor and families if appropriate, while ensuring the comfort and care of other children and youth; observes children and youth daily for signs of illness and/or signs of abuse and neglect
Children’s Workforce Development Council United Kingdom www.cwdcouncil.org.uk	Safeguarding and promoting the welfare of children and young people.	Children and young people are kept safe; staff know how to identify if they are suffering harm or neglect
Youthline New Zealand www.youthline.co.nz	Risk assessment- demonstrates knowledge of significant health-related issues for young people	Staff can describe health-related issues for young people e.g. eating disorders, sexually transmitted diseases, obesity, diabetes etc, and identify appropriate agencies for referral
Commonwealth of Australia/ Community Services Training Package Australia www.cshisc.com.au	Respond holistically to client issues and refer appropriately	Establish interpersonal relationship with client; identify the range of issues impacting on the client and assess client needs; analyze and assess information to determine appropriate course of action to be followed
Social Service Training Institute Singapore www.ssti.org.sg	Managing Behavior - Intervention	Intervention skills pertaining to different youth issues (e.g. conflict resolution, adventure counseling, crisis management); skills in implementing appropriate strategies to meet youth’s needs; ability to identify potential issues, signs and symptoms that require intervention or referral (e.g. suicidal tendencies, substance abuse, violent tendencies); supervision techniques to supervise youth
North American Certification Project (NACP) Canada www.acycp.org	Developmental Practice Methods: Health & Safety	Health and Safety (environmental safety, health, medications, infectious diseases)
Commonwealth Secretariat- Youth Work Education and Training Africa, Asia, Caribbean, & Pacific www.thecommonwealth.org	Youth and Health	Knowledgeable about reproductive and sexual health; nutrition and diet; drugs; exercise and healthy living; has skills in building relationships with health agencies and NGOs (non-governmental organizations); focuses on a holistic approach to health promotion.

Common Competency: *Cultural Competency and Responsiveness (C-4)*

Organization/ Country/ Website	Description of Competency	Indicators/ Assessments
Washington State Core Competencies for Child and Youth Development Professionals United States www.schoolsoutwashington.org	Understand diversity within and across cultures and provide an inclusive, welcoming, and respectful environment where all children, youth, and families can take pride in their cultural identities, belief, and practices. Culture is defined as the intersection of one's national origin, religion, language, sexual orientation, socio-economic class, age, gender identity, race, ethnicity, and physical/developmental ability	Develops awareness of own cultural beliefs and practices; willingly seeks new knowledge regarding cultural beliefs and practices; demonstrates genuine caring and respect for individual children and youth (Palm Beach County); demonstrates fairness and consistency when interacting with children and youth (Palm Beach County); follows program guidelines that include respect and use of non-discriminatory language; provides an inclusive, welcoming, and respectful environment for all children, youth, and families (New York City Department of Youth and Community Development)
Youthline New Zealand www.youthline.co.nz	Understands the impact of culture on identity	Youth workers can recognize the impact of culture on a young person's world; support young people to identify and embrace their personal culture and beliefs; demonstrate awareness of own culture and how this influences personal identity
Commonwealth of Australia/ Community Services Training Package Australia www.cshisc.com.au	Work effectively with culturally diverse clients and co-workers	Reflect cultural awareness in work practice; accept cultural diversity as a basis for effective work place and professional relationships; communicate effectively with culturally diverse persons; resolve cross-cultural misunderstandings
North American Certification Project (NACP) Canada www.acycp.org	Cultural & Human Diversity	Actively promote respect for cultural and human diversity; seeks self -understanding and has the ability to access and evaluate information related to cultural and human diversity; knowledge and skills are employed in planning, implementing and evaluating respectful programs and services, and workplaces
Commonwealth Secretariat- Youth Work Education and Training Africa, Asia, Caribbean, & Pacific www.thecommonwealth.org	Commonwealth Values in Youth and Development	Knowledge of democracy and human rights principles; provides training in democratic styles of leadership; consensual decision-making; adapting to different cultures and religious belief; ensuring access for women and disabled people; general introduction to the Commonwealth as an institution, its decision-making structures and its key areas of work

Common Competency: *Families, Communities, and Schools (C-5)*

Organization/ Country/ Website	Description of Competency	Indicators/ Assessments
Washington State Core Competencies for Child and Youth Development Professionals United States www.schoolsoutwashington.org	Work collaboratively with families, schools, and agencies/organizations to meet the needs of children and youth and to encourage the community's involvement with child/youth development	Understands the role of the family as central to the development of children and youth; establishes positive communication and relationships with families; acknowledges and values similarities and differences in the varying cultures and structures of families; recognizes the community as a resource for services, activities, and volunteers; consistently works to maintain positive relationships between the school and the program
Children's Workforce Development Council - United Kingdom www.cwdcouncil.org.uk	Multi-agency and integrated working	Staff work together effectively with people from different professional backgrounds
Youthline New Zealand www.youthline.co.nz	Develops and maintains effective relationships with community agencies and their representatives	Staff recognize the diversity of young peoples' needs and how collaboration among youth-based service agencies can meet these; youth workers can identify key referral agencies within their respective region and can identify the different hospital, residential and community-based services
Commonwealth of Australia/ Community Services Training Package Australia www.cshisc.com.au	Work within a community development framework	Operate within a community development framework; distinguish between private and public issues arising in community development work; work with groups to achieve community development outcomes; work effectively with diversity in the community
Social Service Training Institute Singapore www.ssti.org.sg	Family and Community Engagement	Skills in engaging family members in programs and community initiatives; ability to work with parents and caregivers; knowledge and understanding of family structures; ability to recognize family assets, resources, supporting networks within the community; understanding the greater community context in which the youth and family lives in; Understanding roles of the various stakeholders and partners in youth work in Singapore; awareness of the array, information and referral processes with various stakeholders, community agencies that serve youth and families.
North American Certification Project (NACP) Canada www.acycp.org	Relationship & Communication: Family Communication	Ability to identify relevant systems/ components and describe the relationships, rules and roles in the child/youth's social systems and develop connections among the people in various social systems; recognize the influence of the child's relationship history and help the child develop productive ways of relating to family and peers; encourage children and families to share folklore and traditions related to family and cultural background. Employ strategies to connect children to their life history and relationships; support parents to develop skills and attitudes which will help them to experience positive and healthy relationships with their children/youth
Commonwealth Secretariat- Youth Work Education and Training Africa, Asia, Caribbean, & Pacific www.thecommonwealth.org	Working with People in their Communities	Knowledge and skills for working successfully with young individuals and groups; planned development process which requires forward planning and critical reflection to achieve its objectives; knowledge of the theory and practice of community development.

Common Competency: *Learning Environment and Curriculum (C-6)*

Organization/ Country/ Website	Description of Competency	Indicators/ Assessments
Washington State Core Competencies for Child and Youth Development Professionals United States www.schoolsoutwashington.org	Establish an environment that provides learning experiences that meet each child and youth's needs, capabilities, and interests	Understands that lesson plans are the blueprint for implementing curriculum and follows an activity plan; understands that the physical space/ environment can impact teaching and learning; recognizes that children and youth learn best through fun, engaging, hands-on experiences; recognizes the importance of providing children and youth with choice in the process and content of curricular activities; understands the importance of providing children and youth with opportunities to reflect on past or present experiences; recognizes the importance of providing children and youth with leadership opportunities (e.g., lead a group or mentor an individual); recognizes that children and youth are capable of making plans.
Children's Workforce Development Council United Kingdom www.cwdcouncil.org.uk	Supporting transitions	Youth workers can identify transitions, understand their likely impact and support children, young people and their families through them
Youthline New Zealand www.youthline.co.nz	Incorporates the principles of youth development and participation into daily practice	Involve young people in operational processes including program development and service delivery; involve young people in forums that identify their needs and relevant services that meet these needs
Commonwealth of Australia/ Community Services Training Package Australia www.cshisc.com.au	Support young people to create opportunities in their lives	Build respectful and trusting working relationships with young people; work with young people to identify their needs, rights, strengths, hopes and opportunities; define identified goals; develop and implement action plans
Social Service Training Institute Singapore www.ssti.org.sg	Facilitation and Group Work	Skills in facilitating and managing group sessions; ability to set group work goals and role of individuals during group work sessions; maintaining flow of discussion and participation; ability to manage teamwork and group dynamics
Commonwealth Secretariat- Youth Work Education and Training Africa, Asia, Caribbean, & Pacific www.thecommonwealth.org	Learning Processes	Youth development worker explores philosophies of education and shows how people learn and can be helped to learn; includes face-to-face work with young people in training situations.

Common Competency: *Youth Empowerment (C-7)*

Organization/ Country/ Website	Description of Competency	Indicators/ Assessments
Washington State Core Competencies for Child and Youth Development Professionals United States www.schoolsoutwashington.org	Provide opportunities for youth leadership, voice, and empowerment by facilitating the knowledge, attitudes, skills, and actions needed for youth to influence, motivate, inform, and inspire desired actions and reactions by others	Listens to and values child/youth input, recognizes that young people are assets to and experts about their communities, and gives children/youth choices (Innovation Center for Community and Youth Development); values positive group management practices and ensures program participant safety by developing healthy relationships and appropriate physical and emotional boundaries with children and youth; incorporates children and youth in the implementation of lessons and activities; understands different leadership roles for children/youth within programming; celebrates child/youth successes and supports opportunities to learn from trial and error
Youthline New Zealand www.youthline.co.nz	Incorporates the principles of youth development and participation into daily practice	Provides evidence of involving young people in operational processes including program development and service delivery; provides evidence of involving young people in forums that identify their needs and the relevant services that can meet these needs; facilitates the involvement of young people in community activities; encourages the development of youth leadership by demonstrating how she/he has involved young people in the leadership of programs and activities and by assisting in youth leadership programs; utilizes current research regarding youth development
Commonwealth of Australia/ Community Services Training Package Australia www.cshisc.com.au	Support client self management	Provide support in a client- focused manner; provide strengths-based support; support positive coping skills and behaviors within a person-centered framework; support service and resource access
Social Service Training Institute Singapore www.ssti.org.sg	Mentoring and Engaging Youth	Ability to model, demonstrate and teach positives values; ability to develop and maintain a relationship of trust with youth; skills in fostering youth participation; ability to recognize and respond to youth needs and interests; ability to involve youth in planning and goal setting; ability to identify and capitalize on youth strengths; understanding the value of youth voice/input
Commonwealth Secretariat- Youth Work Education and Training Africa, Asia, Caribbean, & Pacific www.thecommonwealth.org	Principles and Practice of Youth in Development Work	Able to analyze contemporary approaches: crisis intervention; crisis prevention; centralized and outreach work; youth empowerment

Common Competency: *Professional Development and Leadership (C-8)*

Organization/ Country/ Website	Description of Competency	Indicators/ Assessments
Washington State Core Competencies for Child and Youth Development Professionals United States www.schoolsoutwashington.org	Serve children, youth, and families in a professional manner and participate in the community as a representative of the child/youth development field	Understands that employees' personal behaviors and actions within the work setting are reflected on the program; enjoys working with children and youth and models a positive attitude; exhibits good hygiene and a neat personal appearance; demonstrates respect for self and others; demonstrates quality work habits; supports and complies with program and government regulations and standards; values performance improvement and reflection on teaching and learning, using staff interaction, training/education, and journals; demonstrates awareness of professional ethics for the child/youth development field; acts ethically, maintaining confidentiality and impartiality; shows commitment to the program's philosophy and goals; demonstrates fairness and consistency.
Youthline New Zealand www.youthline.co.nz	Recognizes importance of professional development for youth workers	Attends professional seminars/workshops at least twice a year; enrolled in a relevant education program; describes a personal experience that demonstrates the importance of feedback and self-reflection within professional growth and development; attends supervision regularly (minimum monthly) and describes how the supervision has furthered their youth work practice;
Commonwealth of Australia/ Community Services Training Package Australia www.cshisc.com.au	Contribute to Occupational Health and Safety (OHS) process	Plan and conduct work safely; support others in working safely; contribute to OHS participative processes; contribute to hazard identification, OHS risk assessment and risk control activities; participate in the control of emergency situations
Social Service Training Institute Singapore www.ssti.org.sg	Managing and Supervising Staff	Supervision, mentoring and appraisal skills; skills to develop staff training and development plans; team building skills; ability to conduct in-house training for staff pertaining to youth work
North American Certification Project (NACP) Canada www.acycp.org	Professionalism	Are generative and flexible; self-directed and have a high degree of personal initiative; performance is consistently reliable; function effectively both independently and as a team member; are knowledgeable about what constitutes a profession, and engage in professional and personal development and self-care; is aware of the function of professional ethics and uses professional ethics to guide and enhance practice and advocates effectively for children, youth, families, and the profession
Commonwealth Secretariat- Youth Work Education and Training Africa, Asia, Caribbean, & Pacific www.thecommonwealth.org	Management Skills	Worker is a leader; covers self-management; managing staff; organizational development; needs assessment and analysis; budgeting; scheduling and evaluation

Common Competency: *Program Planning and Development (C-9)*

Organization/ Country/ Website	Description of Competency	Indicators/ Assessments
Washington State Core Competencies for Child and Youth Development Professionals United States www.schoolsoutwashington.org	Establish, implement, and evaluate child/youth development programs	Behaves as a responsible staff member and contributes to the program staff team; keeps appropriate records; complies with program policies and standards; knows and understands the program’s purpose and supports the program’s mission statement; values involving children and youth in the planning process
Youthline New Zealand www.youthline.co.nz	Understands the role of ongoing research to improve youth work	Demonstrates understanding of the importance of research in youth work; demonstrates an awareness of current best practice guidelines; recognizes need to involve young people in research; able to use literature resources to access relevant information either by personally accessing resources or getting assistance from a colleague or information service to do so; able to collect feedback and evaluation forms from young people
Social Service Training Institute Singapore www.ssti.org.sg	Program Development (Planning, Implementing and Evaluating)	Understanding the need for developmentally appropriate activities; ability to formulate / plan programs with goals and measurable outcomes; ability to implement activities/ programs based on clear objectives; skills in designing program evaluation and assessment tools
North American Certification Project (NACP) Canada www.acycp.org	Developmental Practice Methods: Program Planning and Activity Programming	Connect own childhood activity experiences and skills, and adult interests and skills, to current work; teach skills in several different domains of leisure activity; assist clients in identifying and developing their strengths through activities and other experiences; design and implement programs and activities which integrate age, developmental, preventive, and/or interventional requirements and sensitivity to culture and diversity; design and implement challenging age, developmentally, and cultural and human diversity appropriate activity programs
Commonwealth Secretariat- Youth Work Education and Training Africa, Asia, Caribbean, & Pacific www.thecommonwealth.org	Project Planning, Monitoring and Evaluation	Knows all the processes involved in designing and delivering a successful project, from identifying the needs, to bidding for funds, to bringing the project to “self-sustainability” – the capacity to keep going without the youth worker

Common Competency: *Gender and Development (C-10)*

<i>Organization/ Country/ Website</i>	<i>Description of Competency</i>	<i>Indicators/ Assessments</i>
Commonwealth Secretariat- Youth Work Education and Training Africa, Asia, Caribbean, & Pacific www.thecommonwealth.org	Explores ways to ensure quality of outcomes for young women and men, covering the range of theoretical perspectives and their implications	Develops techniques of encouraging participation among women and promotes skills in gender-sensitive project planning, implementation and evaluation

Appendix C: Jordan Youth Worker Competency List: Knowledge, Skills, and Attitudes of a Youth Worker*

These are the core competencies (described as Knowledge, Skills, and Attitudes) of a youth worker, according to those who work as a youth worker or with youth workers in Jordan.

Knowledge	Skills	Attitudes
Traditions & community What the role of the youth worker is What youth role does How to deal with male/female relations Youth culture Youth thinking Youth cares Youth daily lives Individuality Strengths and weaknesses of youth Friends Youth needs Youth problems How to follow up on problems Youth-friendly services Counseling Opportunities and resources in the community for youth Hobbies and interest Education Compliance Empowerment Boundaries What other organizations are doing Developmental milestones of youth Citizenship (rights of youth) How to develop self Foundation in theory of knowledge Deep knowledge of self	Listening Managing dialogue How to be an educator How to follow up with youth How to gain trust How to communicate How to get info from youth How to manage their anger How to give youth the opportunity to express themselves Good listening Patience Persuasion Social skills Resourcefulness Ability to gain new skills Belief Leadership Role model Simplify and summarize info How to develop self Reporting Reflection Planning Time management Evaluation Team building Managing expectations (of self and others) How to promote healthy relationships Values clarification Communication/negotiation Facilitation and moderation Conflict resolution and mediation Psychosocial skills Critical thinkers Creative thinkers Rights' based approach (how to mediate between tradition and this) Case management Adaptability and flexibility	Open Humble Positive Able to not get too attached Able to maintain healthy boundaries Respect Acceptance Non-judgmental Accept difference Belief in youth ability Being a team player Realistic Trustworthy Maturity Happiness Passion Feel good about self Believe in work

*Collected during focus groups with:

- Youth Workers on 1/9/2012
- Members of the NGO community on 1/11/2012
- IYF Frontline and Field Staff on 1/12/2012

Appendix D: Youth Worker Competency Analysis

Two youth work experts, Elaine Johnson (Consultant for Youth:Work Jordan) and Lori Carter Vassor (experienced youth worker trainer) analysis and compared the KSAs (Knowledge, Skills, and Attitudes) identified by Jordanian youth workers (see Appendix C) to those youth worker core competencies identified from the international study (see Appendix B).

Knowledge	EJ*	LV**
Traditions & community	C4, C5	C4, C5
What the role of the youth worker is		C8
What youth role does		
How to deal with male/female relations	C4, C10	C10
Youth culture	C1	C1, C4
Youth thinking	C1	C1
Youth cares	C1	C1
Youth daily lives		
Individuality	C1	
Strengths and weaknesses of youth (reframe as resiliency)	C1	C1
Friends	C1	
Youth needs	C1	C1
Youth problems		C1
How to follow up on problems	C5	C5, C8
Youth-friendly services	C3	C7, C9
Counseling	C3	C2, C3
Opportunities and resources in the community for youth	C5, C7	C5
Hobbies and interest	C2	C6
Education (reframe as milestones)	C1	C8
Compliance	C2	C2, C9
Empowerment	C2	C7
Boundaries	C2	C2
What other organizations are doing		C5
Developmental milestones of youth		C1
Citizenship (rights of youth)		C1, C4, C7, C10
How to develop self	C8	C8
Foundation in theory of knowledge		
Deep knowledge of self	C8	C8
Skills	EJ	LV
Listening	C2	C2
Managing dialogue	C2	C2
How to be an educator	C8	C8
How to follow up with youth		C2
How to gain trust	C7	C2
How to communicate	C2	C2
How to get info from youth	C2	C2
How to manage their anger	C2	C2
How to give youth the opportunity to express themselves	C7	C2, C7
Good listening	C2	C2
Patience	C2	C2
Persuasion	C2	C7
Social skills	C2	C2

Resourcefulness	C5	C5
Ability to gain new skills	C8	C8
Belief	C4	C10
Leadership	C7	C7, C8
Role model	C7	C7
Simplify and summarize info	C8	
How to develop self	C8	C8
Reporting	C2	C9
Reflection	C8	
Planning	C9	C9
Time management		C8
Evaluation		C9
Team building		C2
Managing expectations (of self and others)		C8
How to promote healthy relationships		C2
Values clarification		C4, C10
Communication/negotiation		C2
Facilitation and moderation		C2, C8
Conflict resolution and mediation		C2, C8
Psychosocial skills		
Critical thinkers		C8
Creative thinkers		C8
Rights' based approach (how to mediate between tradition and this)		C4, C10
Case management		
Adaptability and flexibility		C8
Attitudes	EJ	LV
Open	C2	C2
Humble	C2	C2
Positive	C2	C2
Able to not get too attached	C2	
Able to maintain healthy boundaries	C7, C2	C2
Respect	C4	C4, C10
Acceptance	C4	C4, C10
Non-judgmental	C4	C2, C4, C10
Accept difference	C4	C2, C4, C10
Belief in youth ability	C7	C7
Being a team player	C8	C8
Realistic	C3	C1
Trustworthy	C7	C2, C3
Maturity	C8	C8
Happiness	C8	C8
Passion	C8	C8
Feel good about self	C8	C8
Believe in work	C8	C8

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Appendix E: Competency Alignment Chart

These are the KSAs (Knowledge, Skills, and Attributes) generated by Jordanian youth workers aligned with common the core competencies identified by an international review of youth worker competencies. This alignment was informed by the analysis done in Appendix D.

Knowledge	International Common Competency No.	IYF 5 Knowledge Area No.
Traditions & community	C5	IV
What the role of the youth worker is	C8	V
How to deal with male/female relations	**	III
Youth culture	C4	I
How youth think	C1	II
Youth interests/ hobbies	C6	III
Individual/ youth needs	C1	II
Resilience	C1	I
Influence of Friends	C1	II
How to follow up on problems	C3	III
Youth-friendly services	C7	I, III
Counseling	**	IV
Opportunities and resources in the community for youth	C5	IV
Youth/ developmental milestones	C1	II
Policies and Procedures	C3	III
Empowerment	C7	I, III
Boundaries	C2	II
What other organizations are doing	C5	IV
Citizenship (rights of youth)	C4	I
How to develop/ deep knowledge of self	C8	V
Skills	International Common Competency No.	IYF 5 Knowledge Area No.
Listening/ good listening	C2	I
Managing dialogue	C2	II
How to be an educator	C9	III
How to follow up with youth	C3	III
How to gain trust	C2	I
How to communicate	C2	II
How to get info from youth	C7	III
How to manage their anger	C2	II
How to give youth the opportunity to express themselves	C7	III
Persuasion	**	I
Social skills	C2	II
Resourcefulness	C5	IV
Ability to gain new skills	C8	V
Leadership	C7	III
Role model	C8	I
Simplify and summarize info	**	III
Reporting	C8	III

Reflection	C2	I
Planning	C9	III
Time management	**	III
Evaluation	C9	III
Teambuilding	C7	III
Managing expectations (of self and others)	C9	III
How to promote healthy relationships	C2	I, II
Values clarification	C4/ C10	I
Communication/negotiation	C2	II
Facilitation and moderation	C7	III
Conflict resolution and mediation	C2	II
Critical thinkers	**	III
Creative thinkers	**	III
Rights-based approach (how to mediate between tradition and this)	C4/ C10	I
Attributes	International Common Competency No.	IYF 5 Knowledge Area No.
Open	C2	II
Humble	C2	I, II
Positive	C2	II, III
Able to not get too attached	C2	I
Able to maintain healthy boundaries	C7	I
Respectful	C4	I, II, IV
Accepting	C4	I, II, IV
Non-judgmental	C4	I, II, IV
Accept difference	C4	I, II, IV
Belief in youth ability	C7	I, II, III
Being a team player	C7	III
Realistic	C9	III
Trustworthy	C2	I, III
Mature	**	V
Happy	**	I
Passionate	C7	I
Feel good about self	C8	I, V
Believe in work	C7	I
Patient	C2	I, II, III
Able to adapt and be flexible	C7	III

** Item does not fit into a common competency.

Appendix F: Sources

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