

Levels
[according to the National
Qualification Framework]

Niveau II

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

Niveau III

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

Niveau IV

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

Niveau V

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

Niveau VI

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

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

Areas

Dimensions



Competence Framework for Children and Youth work

Areas	Dimensions
<p>Enable, initiate and promote learning</p>	<ul style="list-style-type: none"> Set educational goals using a participatory approach and support children / youths in achieving these objectives Create settings which promote [self-]education and learning processes Facilitate [self-]educational processes and shape learning processes Use appropriate methods for successful learning Evaluate and develop learning processes
<p>Support identity development and approaches in coping with everyday life</p>	<ul style="list-style-type: none"> Support children / adolescents in the development of their identity and further personal development Enable children / youths to experience self-efficacy Promote responsibility and independence of children / adolescents Strengthen personal recognition and sense of community Support children / adolescents in coping with everyday life
<p>Enable participation, represent interests</p>	<ul style="list-style-type: none"> Organize activities / offers / projects participatory Use appropriate methods and procedures for successful participation Enable participation in the development of the organisation Promote social and political participation of children / adolescents Represent the interests of children / young people
<p>Act and interact consciously and responsibly</p>	<ul style="list-style-type: none"> Take responsibility Implement roles conscientiously and with consideration Include the different dimensions of diversity in the work Design group / team settings Initiate and design group / team processes Accompany and develop group / team processes Act constructively and solution-oriented in problem and conflict situations Act competent with risks
<p>Organize and manage [projects]</p>	<ul style="list-style-type: none"> Design organisational processes Use appropriate methods for successful organisation Evaluate and develop organisational processes Carry out administrative tasks and use financial resources responsibly Carry out communication and public relations Shape and develop the organisation

II

III

IV

V

VI

Basic information

What is the Competence Framework for Children and Youth Work?

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

The Competence Framework

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

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

www.kompetenzrahmen.at

How is the Competence Framework structured?

There are five different content areas:



Enable, initiate and promote learning



Support identity development and approaches in coping with everyday life



Enable participation, represent interests



Act and interact consciously and responsibly



Organize and manage [projects]

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

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

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

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

**How can the
Competence Framework
be applied?**

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

An example of a learning outcome:

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

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

More information can be found on www.aufzaq.at

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

How was the Competence Framework for Child and Youth Work created?

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

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

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

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



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