

“Don’t assume all youth work ought to resemble what is most familiar. Rather than trying to define a ‘right’ or ‘wrong’ way to do youth work maybe we need to accept that it cannot be fully defined and that it is ever changing and evolving.”

Trudi Cooper

# Becoming a Youth Worker

Reflections from the Forum

Estonia

19<sup>th</sup> 20<sup>th</sup> October 2022

Nik Paddison

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Erasmus+



erasmus+ and  
european solidarity  
corps agency

## Foreword

The Forum “Becoming a Youth Worker” organised in 2022 by the Estonian Agency in cooperation with Tallinn University Youth Studies was created to celebrate the contribution of EU Youth programmes in supporting the development of young people and youth workers education and training opportunities.

The Agency has been an active member of youth work community of practice at national and transnational level since its very beginning - for 25 years now. One can be said about the field, the craft of a youth worker has always been complex and challenging but the recent years have put an additional strain in professionals' shoulders because the times are out of joint and so many young people are facing difficulties in coping. And although youth workers can not heal time, they can help young people in making sense of and cope with the difficulty they face. Troubled times demand even more professionalism in the craft of youth work and sustainable and quality learning opportunities to support the growth of more youth workers.

“Becoming a youth worker” forum was brought to life to offer space to think critically, take stock and discuss what is needed to support youth workers today to grow in their professional pathways, in being or becoming resilient and relevant. I am proud to say it offered inspiration, insight and space for critical reflection that helps us creating meaningful solutions for today and tomorrow.

Reet Kost

Deputy Director of Erasmus+ and European Solidarity Corps Agency in Estonia

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## Introduction

The Forum is built on the progression of meetings, conferences, frameworks, expert groups and research. These include the three European Youth Work Conventions of 2010, 2015 and 2020. The last one establishing the European Youth Work Agenda and in support of that the Bonn Process. There has also the development of the European Training Strategy (ETS) with the two Quality Bonus conferences and specifically the Competence framework for youth workers at international level. There have been two Academy's on youth work. The EU-Council of Europe Youth Partnership has instigated the expert group on researching education and career paths of youth workers. There is also the strategic cooperation project "Education and training for youth workers".

Each of the above mentioned (and many others) have moved youth work forward, as a profession, in terms of recognition, and developments for the community of practice. This Forum was designed to build on all of that and challenged its organisers, speakers and participants "To think beyond!":

- Beyond some of the current conclusions
- Beyond the formal and non-formal
- Beyond competences
- Beyond doing – considering the being dimension
- Beyond the linear perspective – taking a wider view, a systemic approach
- Beyond the existing fixed opinions and concepts – to rethink and wonder

It was designed not to be a conference but to be a Forum. Collins Dictionary states, "A forum is a place, situation, or group in which people exchange ideas and discuss issues, especially important public issues."

- The 'place' or 'situation' was Estonia on the 19<sup>th</sup> and 20<sup>th</sup> October 2022.
- The 'group' was the youth work community of practice.
- The people 'exchanged ideas', 'discussed the issues', talked, asked critical questions and explored.
- The 'important public issues' were:
  1. Becoming a youth worker;
  2. Learning to become a youth worker;
  3. Re-thinking professionalism.

This report reflects the discussions, thoughts and questions of the participants. They took part in different workshops and responded to the inputs of the four speakers who shared their insights and who themselves posed numerous questions. The bulk of the report is based on the harvested material from the participants. The full text of the speakers inputs can be found in the Appendices.

The report does not reach any conclusions but shares numerous insights and questions.

"It is what I do that teaches me what I am looking for"  
Pierre Soulages

## Becoming a Youth Worker

### To think beyond!

#### Becoming a youth worker

One of the participants shared the following thought; “Youth work is a strange profession, many young people when leaving school will identify what they want to do as an adult; to be a doctor, a car mechanic, etc. but who chooses youth worker?”

Many of the participants shared how they ‘accidentally’ became youth workers. Being invited to join a project or being a young person and experiencing youth work, taking on responsibilities, experiencing self development or working alongside young people and discovering this is what it is called. “Once in the river you find yourself in the current, there are obstacles of course but the current keeps taking you”.

Participants also expressed that youth work meant being a part of something and having a sense of belonging as a young person and paying it back as an adult – to offer others the opportunity to experience that environment. Some felt that it was connected to the character of a person and other felt that maybe “we are searching for something.” It was agreed that becoming a youth worker does not happen overnight, it is a long process and “slowly becomes a part of our identity.” Another participant stated: “There are so many tiny things make the youth worker, both personal and professional but most importantly there is often an inner motivation.” It is clear that most people are not in youth work for the money, for most it is about seeing the opportunity and possibility for change in the young people (and for themselves).

#### Youth worker identity

“Identity – once a youth worker – always a youth worker!” was expressed by one of the participants. Tomi Kiilakoski in his input talked about youth worker identity and how for some who step into the world of youth work and then follow another career, there is still a sense of having that identity. He shared the story of Tomi Joutsen, Finnish lead singer of the heavy metal band Amorphis, who despite his successful music career still recognises and keeps his youth worker identity.

Tomi Kiilakoski also shared the concept of how identities are formed from sociologist Zygmunt Bauman. Bauman referred to the Pilgrim and the Tourist. Tomi expanded this to include the Drifter. In the context of youth work Tomi describes:

- The Pilgrim as someone who starts off by being involved in youth work as a young person, goes on to organise youth work sessions and finally gets themselves a qualification for it to become a career.
- The Tourist is someone who qualifies and has a career outside of youth work but connects with non-governmental organisations as a student. Dips into civil society periodically. Realises they want to change career, returns to studies to gain a qualification in social sciences, lands a job with a youth organisation and becomes a youth worker.
- The Drifter is someone who studies for social services work, finds a strong connection when working with young people. Finds work in a youth organisation, eventually leaves, finds another job connected with young people but not youth work, comes back to youth work because that is where their heart is.

#### What is not youth work

An interesting discussion point was raised by Trudi Cooper, “Don’t assume all youth work ought to resemble what is most familiar.” Rather than trying to define a ‘right’ or ‘wrong’ way to do youth work maybe we need to accept that it cannot be fully defined and that it is ever changing and evolving.

There is often a gap between decision makers, local administrative workers, and youth workers in understanding what youth work is! However, it should not be defined by funding, activities and job titles but by purpose, process and values. Youth workers have to fight for themselves to explain and promote what

youth work is though the skills to do this are often lacking. Youth work is a very broad concept and there are no uniform expectations for youth workers with regards to the skills and knowledge they need. But questions remain, especially regarding the line between youth work and specialist help. As was stated in the Padlet, “anything can be youth work but not everything is!”.

### **Defining youth work**

As mentioned above, Trudi Cooper talked about defining youth work through the concepts of Purpose, Process, and Values, this was also explored by Hilary Tierney and Illona-Evelyn Rannala in their input:

- The Purpose is to support young people in their personal, social and societal development and to empower young people to engage in community and society.
- The Process is through informal and non-formal learning methods and approaches, challenging young people in their beliefs and attitudes, building their knowledge, skills, attitudes and values, and providing opportunities for young people.
- The Values should include the concepts of:
  - o collaborative, non-authoritarian, non-manipulative, trustworthy, and honest relationships;
  - o commitment to democratic values such as human rights, social justice, equity, fairness, social inclusion, participation;
  - o care for whole person by supporting them in social connections with peers and with adults;
  - o commitment to seeing the young person as being central, respecting and supporting their autonomy.
- This is achieved by getting to know and understand young people’s needs, interests, ideas and experiences. The youth work practice itself needs to be accessible, open and flexible.

## Learning to become a youth worker

### To think beyond!

#### Education and learning

Trudi Cooper talked about the many ways to learn, providing a brief and simple explanation:

- Informal learning: Learn informally, by working alongside experienced youth workers.
- Non-formal training: Competency-based training, focus on demonstrable skill development.
- Formal education: University-based courses, focus on knowledge about youth work and young people, and its application to practice.

In terms of learning to become a youth worker, Tomi Kiilakoski shared the theory of Illeris (2009 pp139-140) which talks about “Learning spaces in society” and talked about its relevance to an individual becoming a youth worker:

1. Every day learning
2. School and educational learning
3. Workplace learning
4. Interest based learning
5. Net based learning

Tomi Kiilakoski also shared his own youth work educational path; going through formal education, observing colleagues, making mistakes and trying not to repeat mistakes, getting help from friends to be better, learning about the rules, learning how to break the rules!

#### Education

For many years there has been a strong ‘them’ and ‘us’ situation with regards to formal and non-formal education. Even to the extent of the formal system being seen as the ‘enemy’ and being heavily criticised by many in the youth sector when explaining the differences between the formal and non-formal. All three key note speakers emphasised the importance of education and learning for youth workers and pushed that this education and learning is at its best when informal, non-formal and formal are all included and built one upon another.

This was echoed by the participants in their discussions, even if for some it was a new and interesting perspective. It was recognised that each form of education/learning has its limitations and that they can compliment one another in order to deliver the best possible package of learning for youth worker education and learning. Trudi Cooper spoke about taking a holistic approach to a curriculum, such an approach encompasses the benefits of all forms of education/learning (Cooper et al., 2014) and is useful for overcoming the limitations of each.

In a fast changing world, formal education structures cannot always effectively or quickly respond because curriculum changes take time, here the non-formal can offer support and cover such gaps. Where informal learning can be a huge foundation for a youth worker, many of the lessons learnt have gaps and need building on, something that both non-formal and formal can support.

This approach needs to be recognised and more widely supported in both the youth sector and formal education sector. Another aspect related to this is that many higher education institutions are adopting more non-formal approaches and the non-formal sector is recognising the importance of many aspects of the formal education – though in many countries across Europe the formal education institutions are still very rigid and uncompromising.

Becoming a youth worker through practice first or through a course/curriculum first does not matter. It is having the combination that is important.

## Learning

In terms of learning, youth work learning does not have borders or an end, the learning is lifelong. Though we can become competent there is no point where a youth worker knows “everything”. A youth worker needs to be motivated to develop holistically, they need to be developing constantly and many often spend more time in education (non-formal and formal) than many other professions.

Youth work learning is a long journey because we don’t know how youth work will evolve in the next years, therefore the youth worker needs to be continuously updating themselves and their competences. Youth workers need to have the strength to keep taking small steps in learning as they face the upcoming challenges and so continue to be proactive in their approach to the work and learning. Learning from difficult situations ultimately leads to competent development. It is important to note that no youth worker is perfect, and will never have all the competences that one is expected to have.

## Youth worker magic

One of the workshop groups explored the holistic and analytical aspect of being a youth worker and called it the “magical” dimension. They recognised that even having all the competences necessary to be a youth worker does not mean that person is a good youth worker. From another perspective, there can be someone who lacks some of the competences but they are the youth worker the young people relate to the best and who provides the best support for those young people.

Some of the magical elements that make a youth worker include:

- Personality – it is difficult to address certain topics if you don’t live them. For example, you cannot teach authenticity if you are not authentic.
- Self-awareness – this needs to be on a high level, if you don’t know yourself, it is difficult to support others on their journey.
- Playfulness – we tend to forget our inner child, so it is good that a youth worker can be on this level.
- Safe space provider – this is necessary for young people to be able to develop.
- Personal experience – defines a lot about a person, and so supports connections with the young people.
- Distinct characteristics – important/crucial for the youth worker, from emotions or weirdness, the youth worker does not need to be the perfect person.

The group that explored this concept of ‘magic’ left the open question: How do we develop these different aspects – like playfulness for example, not methods, but actual playfulness! How do we develop intuition or kindness, etc. How do we develop these elements that are not traditional competences but are crucial competences!

## Youth worker roles

Youth workers were described in many ways by the participants, they were described as explorers and even as an elephant. One description was that of a tree, with roots that feed the young people with experience, education, passion, motivation, and opportunities. The leaves and the branches create a safe environment where the young people can participate and grow the community.

It was felt that the role of the youth worker is strongly connected to the values and ideological background of youth work. Some institutions and funders see the role of the youth worker as helping young people find their place in society – fitting into existing societies norms – entering the labour market, building social cohesion, paying taxes, etc.

However, on the whole, the participants saw themselves as change makers, the ones who challenge discrimination, empower young people to explore who they are, and to challenge unfair rules of governance. The role of the youth worker is to act proactively not only reactively with and for the young people – according to their needs.



The role of the youth worker is also to build the trust and relations with the young people, so they have someone to go to when they are experiencing problems or issues. The youth worker is the provider of information about opportunities, for example access to international programmes, personal and professional development opportunities. It is to support young people in finding a better quality of life – though this is extremely challenging because we have to relate to each individual's needs.

Youth workers often don't have the means and the money to support people the way they want, especially if there are no complementary services available. The role of the youth worker changes according to the support available in the setting that they work in. The more possibilities, services, support they can offer young people, the more interconnected their role to society is.

One of the roles of the youth worker is to listen to the dreams and aspirations of the young people, not as a "yes" person agreeing that everything is perfect, but being honest and supportive to give feedback stating clearly if it is achievable or not bringing such dreams down to earth. Doing it in such a way that does not bring the young person down and maintains the trust and assurance that the youth worker is there for them.

Youth workers should offer a space for the young people for just safely hanging out and spending time and recognise when the young people might not want the youth worker to interfere their activities. It was commented that the miracle of youth work is seeing a young person coming to the organisation for the first time, they are shy and awkward, but after a time they begin to shine and some of these shy and awkward teenagers will be the next generation of youth worker.

The youth worker roles and description of what a youth worker should be were explored in detail by the participants, a list of words and phrases that describe what a youth worker should be and their role can be found in Appendix A.

### **Networking**

A lot of youth workers work alone or at least with very little support and without a network of peers. Youth work needs a community, hence the term "community of practice". There is a need to connect youth work and youth workers with the community of practice and wider community at local and regional levels. There are multiple stakeholders who should be a part of this wider community; schools, libraries, universities, municipal authorities, civil society, etc.

### **Challenges within**

Youth workers are becoming less motivated to participate in training courses and network events because they experience a lack of time. More and more youth workers are finding it difficult to find the time to think about their development and their learning. Youth workers need more time to grow, learn and network. It was felt that individual support was there, but there needs to be greater recognition across different sectors and institutions in order for there to be appropriate support. Proposals included the development of a network for the youth work community at the country level. The establishment of supervision and mentorship for all youth workers regardless of status. Groups set up for mental health support, case discussions, coaching training, etc.

Work life balance is another issue for many youth workers. They are generally active people, doing many different things, there is a degree of freedom not experienced in other professions which may be one of the big motivations for being a youth worker but it also means many youth workers fail to keep the balance between work and personal life and so are at risk of burnout. It becomes increasingly important to stress the element of well-being in the training of youth workers.

Finances are another challenge, many youth workers experience a low salary and organisation finances are often at risk.

**Recognition**

The issue of the recognition of youth work, and therefore the recognition of being a youth worker, varies greatly from country to country. There are constant questions about how to achieve greater recognition within the sector and complaints that we don't have greater recognition! For some youth workers there is recognition by the state, while for others, although what they describe of their work is youth work, they very strongly believe they are not youth workers because they don't have "the stamp" the qualification that says they are a youth worker. Such issues show that we as a sector are still not clear as to what it is we are actually trying to promote and get recognition for.

This is not helped when the general public sees us as social workers or teachers or even cult leaders. Because of the role many youth workers took during the COVID-19 pandemic, this led a lot of people to recognise the importance of youth work but this was still limited.

**Journey to recognition**

In terms of becoming a youth worker, 'self-recognition' is an important starting point; "Recognition starts with us! It is about recognising who we are, what we do, and knowing the value our work has. ..." <sup>1</sup> One response to this is a project being developed by the EU-Council of Europe Youth Partnership, [Visible Value](#), particularly the section of [Recognition Stories](#).

Participants described a lot of different experiences of their personal recognition journeys and development in being a youth worker. For some the recognition was not just about the face to face youth work but came from being involved in policy and strategy development, being consulted by local or national government, and finding employment and other opportunities at the national and international levels.

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<sup>1</sup> <https://pjp-eu.coe.int/en/web/youth-partnership/about-recognition>

## The Profession

### To think beyond!

- Thinking
- Being
- Doing

### Qualified or not qualified

An open question:

What separates a qualified youth-worker from a youth worker without a qualification. Does a qualification equal being better in the field or is being motivated already enough! In many countries there simply are no qualifications available, does this mean the quality of youth work is poorer in such countries?

### A youth work career

Many youth workers do not work in the profession for long, for many it is not a sustainable career path. In one country example, the career is limited because youth work is seen as something young people do and once you pass 35 years you are expected to get a “real” job. The same problem is reflected in other countries, though not because of the state but because of low salaries for youth workers, as one gets older and living expenses become greater, there is a move to other professions that pay better.

### Professionalism

Hilary and Ilona explored the word professional and expanded it to other aspects of the same word:

- Profess (verb): to avow, acknowledge or confess
- Profession (noun): – a solemn declaration, promise or vow – a vocation in which a professed knowledge of some department of learning or science is used in its application to the affairs of others or in the practice of an art founded upon it. Maurice Devlin (2012)
- Professional: relating to or belonging to a profession
- Professionalism: a way of thinking and acting; an approach – can imply a concern with standards, accountability, reliability
- Professionalisation: a process of change – can imply a concern with status and relationships with other occupations

An interesting question was posed: Is it the ‘professional’ behaviour or the ‘professional’ framework that we want?

Professionalism does not distinguish between being employed and paid or being a volunteer. If you invested your time in education and in work it should be valued back. Being paid does not define your value – not being paid does not mean you are not doing professional and valuable work. In some countries professional means you are being paid, it is not a measure of your competence and quality of work.

### Ensuring professionalism

Maintaining professionalism is an ongoing task, it means being aware of ones identity, values, and ethical commitments. It also requires support and supervision, engaging in reflective practice, undertaking critical curiosity, asking questions about ourselves and others, and being open to feedback. Maintaining professionalism means having a passion for the work, a fire in the belly. Its about knowing ones self in the field. Its about finding role models and finding people who will provide opportunities for shadowing, pairing up, or other forms of development. Its about undertaking regular competence assessment in whatever form that works for you, being aware of the competencies that are changing, and developing relevant indicators that measure the competences in a way that supports your development.

### Values

The concept of values in youth work was an important topic of the Forum. Both speakers and participants expressed that youth work is grounded in values. It was noted that many of the values of youth work are also in other professions, but what distinguishes youth work from the other fields is that youth work takes into

account the values of young people. Trudi Cooper talked about how becoming a youth worker requires youth work knowledge and skills applied within a framework of values and ethical commitments specific to youth work.

Participants noted that many of the values we attribute to youth work and being a youth worker are part of the competence framework that are needed to be an effective and good youth worker. When describing a value we are also describing the good practice we engage in. For example resilience as a competence requires flexibility, patience, and the ability to admit mistakes or take on new ideas. Another is courage - to be bold enough to call things out, especially when it contradicts the mainstream and people in power.

### **Values are political**

The biggest conversation around values was of them having a strong political connection. From speakers and participants it was noted that values are not or should not be politically neutral. They are a strong political force that we often don't give enough attention to in our work. Youth work needs to open the spaces for young people to reflect on their ideas and welcome all ideas. Youth workers need to know and understand the values of the young people they work with and as part of the youth work relationship, the youth worker has the role to challenge any values that are non-inclusive or express discrimination or that are unhealthy. The youth worker should then be supporting the young people in discovering the values connected to youth work.

It was asked if we do actually give space for all points of view from the young people we work with or are we too focused on changing their opinion to be more inline with our (youth works) values and human rights approaches. Also, in understanding that youth work values have a political dimension, it was challenged as to whether we are transparent about this with the young people we work with. The practice of youth workers should be to make the values that youth work is based on, visible - if we discuss democracy, methods used should be democratic, etc. We need to build our own awareness of the political agenda in youth work and how it impacts or can impact the young people. Are we acting consciously or subconsciously?

### **Accepting the values of youth work**

How much are we aware that we are functioning as a sector within a very defined value system and how transparent are we with it? There are important values in youth work such as equality and respect for diversity, what happens if we have someone with conservative right wing values who wants to be youth worker, what do we do, do we consider them as a youth worker?

We need to differentiate between political opinions and basic democratic values: political opinions can be a point of discussion, however when it comes to basic democratic values, these should be a basis and a foundation and not debate.

In societies where conservative and or religious values contradict or oppose youth work values and marginalise youth workers and many of the young people they work with, there needs to be space created to communicate and work with the leaders and communities as a whole.

### **Political Agendas**

More specifically on the political agenda of youth work, the question was asked if youth work is preparing young people to simply fit in to the existing society system – creating the “good citizen”, or should it be preparing them as a change makers! Social control or social change is an eternal youth work debate. Should youth work position itself or adopt a strategy to balance between the liberal idea that young people should be useful in society and the social democratic ideas of youth work values. How do we support the young people to live the life that they want, not the one that society asks them to!

Another perspective is in regards to the funding of youthwork. If funding is tied to certain political agendas such as career guidance, citizen integration, cohesiveness, employment, etc. where is the consent or voice of the young people themselves in the imposed youth work topics. Where are the red lines for the youth

worker and youth work as a whole, who is setting them and who regulates them? The practice of a youth worker should be a response to the individual young persons needs, yet the majority of such imposed initiatives are designed as a “one size fits all approach”.

### **Support**

There was a lot of talk and concern about the mental and emotional health of youth workers. Too many experience burnout. The needs of young people and society are constantly changing and youth workers need to stay on top of this, but to stay on top they need to be healthy. For those youth workers who are themselves young, they also share the common problems and challenges with the young people they work with. They need a lot of support to cope with that. The need for regular supervision and mentoring were mentioned as means of support in order for youth workers to break negative health habits. It is clear that this Forum was not able to properly respond to this issue in any depth but that it is a subject of concern and needs to be addressed.

The community of practice does provide support to the profession as whole as well as to individual youth workers. The international connections that youth work is able to provide many youth workers was mentioned as being important for some with such connections providing reflection for learning and growth.

## Key Note Speeches

- [Trudi Cooper, Edith Cowan University “Becoming a Youth Worker”](#)
- [Tomi Kiilakoski, Finnish Youth Research Network “Learning to become a youth worker - educational pathways; moving beyond the duality of formal and non-formal education”](#)
- [Hilary Tierney, Maynooth University and Ilona-Evelyn Rannala, Tallinn University. Rethinking professionalism “To infinity & beyond”!](#)

## Visual facilitation images

[https://europanoored.eu/wp-content/uploads/2023/01/THINKING-BEYOND\\_SUMMARY-Dotidraws.com\\_.pdf](https://europanoored.eu/wp-content/uploads/2023/01/THINKING-BEYOND_SUMMARY-Dotidraws.com_.pdf)

## Appendices

### Appendix A

#### Youth worker traits

The participants expressed the following words for describing a youth worker:

Ability to connect	Expressing Love
Ability to function in diverse working conditions	Mediator
Adventurous	Motivated
Anthropologist	Motivator
Approachable	Multitasker
Authentic	Non judgmental
Be understanding	Open minded
Being able to bridge young people to services they need	Optimist
Career advisor	Organised
Carer	Outreach worker
Caring	Passionate
Changemaker	Patient
Collaborator	Pay attention to product and process
Committed	Pedagogical competence
Communicative	Popular
Confidence to take risks and make mistakes	Positive state of mind
Continuing learning and education	Problem solver
Cooperate with different professions	Project coordinator
Coordinator	Project facilitator
Courage	Promoter of youth participation
Create a sense of ownership	Psychologist
Creative	Questioner
Critical thinker	Realistic
Culturally aware	Recognise cultural barriers
Dedicated	Reliable
Detail-oriented	Researcher
Devoted	Resilient
Digital competence	Responsible
Dignity	Role model
Educated	School counsellor
Empathic	Self-developed
Energetic	Sense of belonging
Environmentally aware	Sociable
Ethical	Social competence
Facilitator	Social worker
Feedback giver	Societal competence
Flexible	Strong
Friendly	Strong character
Goal-oriented	Supportive
Have a good reputation in the community	The ability to see the opportunities for oneself to grow
Having and showing respect	Tolerant
Having clear boundaries	Trainer
Helper	Trustworthy
Historian	Understand group dynamics
Innovator	Understanding
Intercultural competence	Visionary
Internal motivation	Volunteer
Knowledgeable	Youth policy worker
Listener	

## Appendix B

### Participants

First name	Last name	Country of Residence
Jasmien	Schutz	Belgium - FL
Magaly	Dezutter	Belgium - FL
Lucie	Zajíčková	Czech Republic
Sofia	Soutousko	Greece
András	Déri	Hungary
Agnes	Dóka	Hungary
David	Meszaros	Hungary
Chloe	Johnstone	Ireland
Arianna	Perassi	Italy
Madara	Mazjane	Latvia
Selen çiçek	Uçar	Turkey
Feyza	Basar	Turkey
Oguz	Karakaya	Turkey
Simona	Trifonova	Denmark
Reham	Elgebaly	Egypt
Anzhela	Abuladze	Georgia
Orkhan	Orujzade	Azerbaijan
Shahin	Rahmanli	Azerbaijan
Irakli	Giorbelidze	Georgia
Kati	Orgmets	Estonia
Leon	Kulisch	Estonia
Doris	Järvsoo	Estonia
Ragne	Toompere	Estonia
Katrin	Olt	Estonia
Kaur	Kötsi	Estonia
Riin	Luks	Estonia
Tiia	Õun	Estonia
Kai	Pata	Estonia
Lii	Araste	Estonia
Heili	Griffith	Estonia

Lianne	Teder	Estonia
Reet	Kost	Estonia
Anett	Männiste	Estonia
Lasse	Siurala	Finland

**Organiser Team**

Kristi	Jüristo	Estonia
Ingrid	Evert	Estonia

**Facilitators Team**

Marija	Farmer	Serbia
Sintija	Lase	Latvia
Mihaela	Amariei	Romania
Lucie	Schubert (Frisova)	Czech
Nik	Paddison	Montenegro
Eleni	Stamouli	Greece
Elisabeth	Purga	Estonia
Rok	Primožič	Slovenia

**Visual facilitator**

Dorottya	Budavári-Nagy	Hungary
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**Moderators**

Kristi	Jüristo	Estonia
Darko	Markovic	Serbia

**Keynote speakers**

Trudi	Cooper	Australia
Tomi	Kiilakoski	Finland
Hilary	Tierney	Ireland
Ilona-Evelyn	Rannala	Estonia



## Appendix C

### Programme

#### International forum “Becoming a youth worker: thinking BEYOND”

Tallinn, 18-20.10.2022.

Agenda:

	19 <sup>th</sup> October		20 <sup>th</sup> October
10:00	Gathering and welcome coffee Good morning!	09:30	Intro of the day Review of the day before
10:15	Official opening: Welcome to the Forum!	09:45	<b>Forum theme 3: Professional youth worker - a quality assurance of youth work. Rethinking professionalism.</b> Keynote by Hillary Tierney and Ilona-Evelyn Rannala  Q and A
10:25	Setting a scene by the forum facilitators: - intentions of the Forum - programme - participants - team	10:50	Division into groups
11:00	<b>Forum theme 1: Youth work as a praxis; becoming a youth worker</b> Keynote by Trudi Cooper  Q and A	11:00	Break
11:45	Plenary sharing - becoming a youth worker as both a competence development process and identity building? (coffee included)	11:30	Workshops - professionalisation in youth work beyond competences; what else do we need to consider?
12:40	Quick harvest of insights from the tables in Padlet		
12:55	Announcements		
13:00	Lunch break	13:00	Lunch break
14:30	<b>Forum theme 2: Learning to become a youth worker - educational pathways; moving beyond the duality of formal and non-formal education</b> Keynote by Tomi Kiilakoski  Q and A	14:30	Rapporteur: summary of where are we standing or what are we hearing
		14:50	Forum Cafe discussion: Towards the Forum recommendations for youth workers and other stakeholders in the field of youth work
15:30	Division into groups	15:50	Next steps
15:40	Coffee break	16:30	Closure of the forum
16:00	Workshops -beyond linear thinking about youth work development? considering youth work development in a more holistic and systemic way?		

17.30	Sharing & harvesting of insights in Plenary by facilitators		
18:30	Closing		
19:00	Dinner	19:00	Celebration dinner - 25 years of EU youth programmes in Estonia!