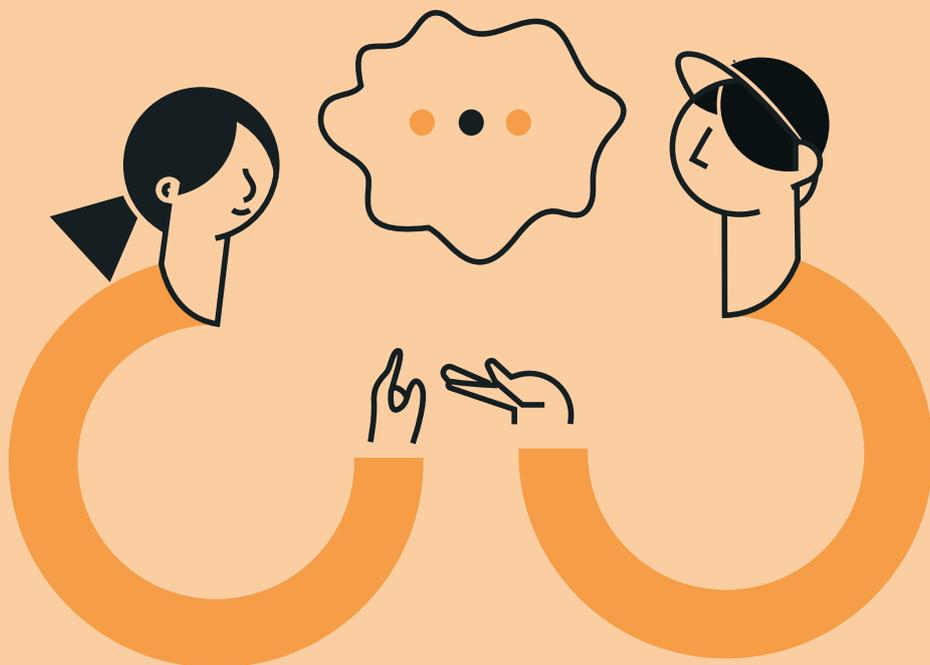


# YouthInfoComp

YOUTH INFORMATION  
WORKER COMPETENCE  
FRAMEWORK

ERYICA | EURODESK







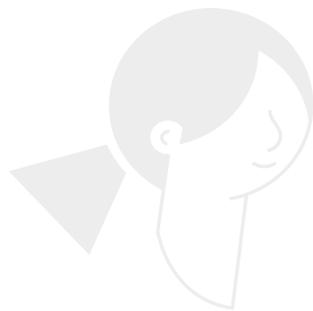
# YouthInfoComp

YOUTH INFORMATION  
WORKER COMPETENCE FRAMEWORK



eryica  
european youth information  
and counselling agency

eurodesk





European youth information  
and counselling agency

eurodesk

**Authors:** Audrey Frith, Eva Reina, Imre Simon, Safi Sabuni.

**Contributors:** Claire Conlon, Franck Chabriac, Giovanni Maccioni, Joaquim Freitas, Kadri Koort, Luis O. Reyes Torregrosa, Regina Pfeifer, Sarah Spiteri, Susan Scott.

**Proofreading:** Jessica Walker

**Layout and design:** Javier Larios (javierlarios@me.com)

We have made all possible efforts to trace references of texts and activities to their authors and give them the necessary credits. We apologise for any omissions and will be pleased to correct them in the next edition.

Published by ERYICA and Eurodesk, September 2021.

Out of our concern for the environment, this publication is mainly distributed in electronic format. We kept printed copies to a minimum, using responsibly sourced paper/recycled paper, alcohol-free ink and an environmentally conscious printing company.

This publication is licensed under a Creative Commons Attribution-NonCommercial- NoDerivatives 4.0 International License.



# Index

<b>Foreword</b> .....	<b>4</b>
<b>Introduction</b> .....	<b>6</b>
Background.....	8
Project Partners.....	9
<b>Part 1</b>	
Youth Information	
Work in Europe.....	<b>10</b>
1.1 What is Youth Information Work?.....	11
1.2 Who are Youth Information Workers?.....	12
1.3 Topics.....	13
1.4 Operation.....	13
<b>Part 2</b>	
Youth Information	
Worker Competence Framework.....	<b>16</b>
2.1 Overview.....	17
2.2 Competence Areas.....	18
2.3 Competences.....	19
2.4 Learning Outcomes.....	21
2.5 Using Competence Frameworks.....	23
<b>Annex 1 Learning Outcomes</b> .....	<b>24</b>

# Foreword



Youth information and counselling services play a crucial role in young people's transition to adulthood. While the profession is well organised and looks back on a respectable history, defining who a youth information worker is or what competences they have to possess is far from being unanimously established. This is why the authors have decided to create this competence framework. Despite national specificities, they share a common understanding of the core values underpinning the profession, as well as national good practice examples. The competence framework detailed in this publication is a first on European level and aims to be a strong reference for all countries willing to give recognition to the profession. The definition of youth information worker as a profession in the European Skills, Competences, Qualifications and Occupations database (ESCO) preceded it by just a few months.

What is youth information work, then? The delivery of youth information is a central function of youth work and shares its key values: it aims to be open to all young people and to act in their interest by covering issues that matter for them and by providing a large spectrum of activities (informing, counselling, advising, supporting, coaching and training, networking, and referral to specialised services). These activities may be delivered by youth information centres, through youth information services, youth information workers and other structures, through peers, using face-to-face and/or through digital environments with the development of digital services.<sup>1</sup>

<sup>1</sup> *Engage. Inform. Empower. Position Paper. Recommendations from the main European Youth Information and Mobility networks on the new EU Youth Strategy. EYCA, ERYICA, Eurodesk (2017).*

This publication has been produced at a time when Europe and the world is responding to the impact of the COVID-19 pandemic; the crisis exacerbated political, economic and social issues and highlighted the importance of personal well-being<sup>2</sup>, resilience and our ability to adapt to change. Also, the effects of the pandemic hit young people disproportionately. Youth unemployment has hit record highs again and almost three out of four young people have felt the need to ask for help concerning their physical and mental well-being. Furthermore, for young people, the pandemic occurred during a crucial, formative time and may have increased problems for disadvantaged or vulnerable young people, in particular<sup>3</sup>. Young people will be key to society's recovery and the role of youth information workers will be essential in supporting young people to deliver on their creative, civic and social potential.

The competence framework for youth information workers sets out to ensure that youth information professionals possess the necessary competences to support young people and provide quality services in this endeavour and beyond. This will lead to increased quality, a greater understanding and visibility among users, policy-makers and stakeholders, and the creation of a community of actors at European level.

Two European youth information and mobility networks, the European Youth Information and Counselling Agency (ERYICA) and Eurodesk, joined together to reinforce youth information work by devising this competence framework. They took advantage of the professionalism and experience represented in their Europe-wide networks and youth professionals who assembled in a working group. As well as this, the resulting framework is based on existing examples in different countries, two European surveys, and the widest possible consultation. The authors hope that it will contribute to the further recognition of youth information and counselling - therefore it marks not the end of this journey, but the start.



<sup>2</sup> *The impact of COVID-19 on the mental health of adolescents and youth. UNICEF (2020).*

<sup>3</sup> *European Parliament resolution on the impact of COVID-19 on youth and sport (2020/2864(RSP)).*

# Introduction

Young people today are confronted with an array of complex challenges and opportunities as they build their identities, make choices, and engage with family, peers and society. Across Europe, youth information work (hereafter ‘YIW’) aims to guarantee the right of young people to full and reliable information to help them make decisions. Youth information workers, or any youth work professionals delivering youth information, (hereafter ‘YI workers’) work in a variety of settings and organisations and seek to engage and empower young people in a way that reflects the realities and complexities they face.

To support this work, Eurodesk and ERYICA have collaborated with YI workers and stakeholders from the youth sector across the EU to develop **YouthInfoComp the Youth Information Worker Competence Framework**.

The framework offers a shared reference tool for describing the competences (knowledge, skills and attitudes) required by YI workers, or any youth work professionals delivering youth information.

A competence framework can act as a shared way to identify, describe and develop youth information worker competences. The framework has been designed to act **as a communication tool to explain the crucial mission** of youth information workers to inform, empower and support young people **and as a practical reference and guide** for the operation, quality and recognition of youth information work in Europe.

The framework seeks to reinforce the nature and identity of YIW and support its recognition and goals. Competence frameworks can inspire and be a launching pad for strategic planning, quality enhancement, skills development and communication.

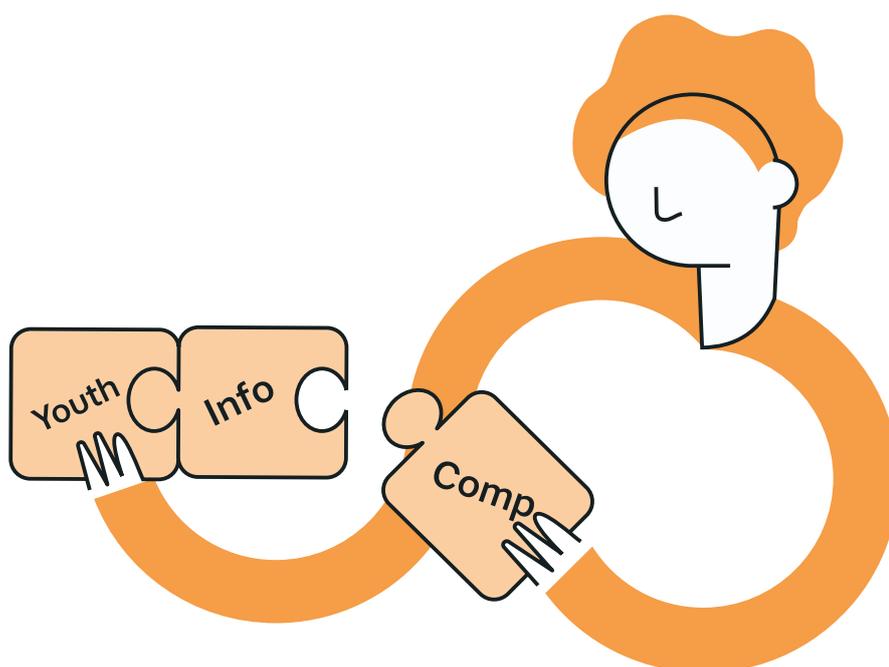
YI workers are at the heart of the competence framework. The framework supports the understanding and development of the competences required by youth information workers to support young people in a professional manner. The framework builds on a common definition of the youth information worker profile and outlines how workers can support young people, deliver a quality service, and enhance the impact and outreach of youth information services.

**YouthInfoComp is a reference framework;** it is not intended as a prescriptive description of a professional standard that must be applied in a specific manner. The framework does however describe the minimum set of competences required for youth information workers to fulfil their duties in a professional manner.

The framework can be adapted and applied to different national, regional and local contexts. It can support the competence development of individual YI workers, underpin the ethos of teams and organisations delivering youth information, and can be used to pursue legal and professional recognition of youth information work at national, regional or local level.

**YouthInfoComp** is the result of cooperation and consultation by stakeholders across Europe and highlights the achievements and transnational nature of youth information work at European level. This framework is aligned with key policy documents such as the [Principles of the European Youth Information Charter](#) and [Eurodesk 10 Key Principles](#) and can be used as a supplement to already established youth information frameworks.

**Part 1** of this publication describes the background to this project and the nature of youth information work in Europe. **Part 2** sets out the structure and content of **YouthInfoComp**.



# Background

Work leading to the development of *YouthInfoComp* began in 2019 when Eurodesk was invited by the Directorate General for Employment, Social Affairs and Inclusion (DG EMPL) of the European Commission to join the ESCO Community Fora.

**ESCO (European Skills, Competences, Qualifications and Occupations)** is the European multilingual classification of skills, competences, qualifications and occupations. ESCO works as a dictionary or taxonomy, describing, identifying and classifying professional occupations and skills relevant for the EU labour market and education and training.

The aim of ESCO is to support job mobility across Europe and therefore a more integrated and efficient labour market, by offering a “common language” on occupations and skills that can be used by different stakeholders on employment and education and training topics.

ESCO provides **descriptions of 2,942 occupations and 13,485 skills** linked to these occupations, translated into 27 languages (all official EU languages plus Icelandic, Norwegian and Arabic). However, at the time, ESCO did not include a description of the youth information worker profession or the skills linked to it.

In September 2019, Eurodesk, ERYICA, EC-CoE Youth Partnership and Salto Training Resource Centre formed a partnership to compile a submission to ESCO. The group ran a survey among youth information worker stakeholders between November and December 2019, which garnered **103 responses from 25 countries**. Outcomes from the survey were sent to ESCO and further input (a definition, translations, updated skills terms) was also sent in August 2020. As of November 2020, the Youth Information Worker (YI worker) occupation has been included in ESCO and it was reviewed by Member States in January 2021. A new version of ESCO will be published by the end of 2021.

Based on this groundwork, Eurodesk and ERYICA developed a competence framework to support the development and understanding of the YIW profession and its core values. A call was subsequently published to establish a working group to lead the development process; the working group met in November 2020, January 2021 and March 2021, and oversaw the conceptual development, drafting, and consultation for the framework and publication.

# Project partners



european youth information  
and counselling agency

## eurodesk

**Eurodesk** is a European youth information network created in 1990. As a support organisation to Erasmus+ and the EU Youth Strategy, Eurodesk makes information on learning mobility comprehensive and accessible to young people and those who work with them.

With a network of 38 Eurodesk Centres connected to over 1,500 local information providers in 36 European countries, Eurodesk raises awareness on European opportunities and encourages young people to become active citizens.

Eurodesk federates over 1,500 local youth information providers, so-called “multipliers and ambassadors” that are regional or local organisations working with young people, delivering youth information and advising young people on mobility opportunities. To ensure the quality of services in all 36 countries, Eurodesk offers its members quality training and support, and access to youth information services and tools.

Eurodesk runs digital services for young people such as its Opportunity Finder, a database of 250+ programmes. It also co-manages the European Youth Portal with the European Commission.

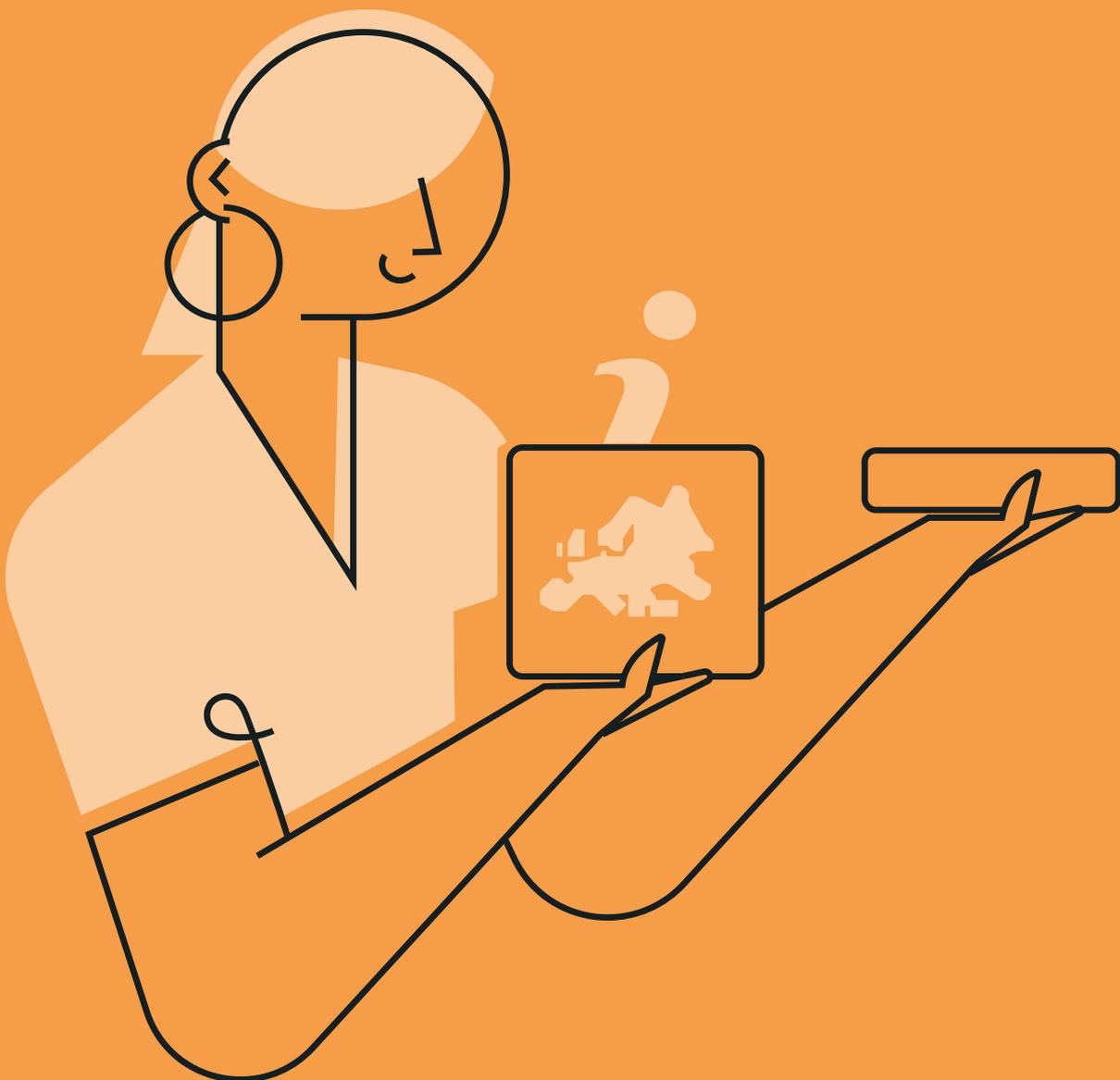
The **European Youth Information and Counselling Agency (ERYICA)** is an independent European organisation, composed of 37 national and regional youth information coordination bodies and networks in 26 countries. It has worked since 1986 to intensify European and international cooperation in the field of youth information work and services. It develops, supports and promotes quality generalist youth information policy and practice at all levels in order to meet the information needs of young people and to apply the principles of the European Youth Information Charter.

ERYICA aims to uphold the right of young people to full and reliable information, which helps them make the choices they face in their lives, and which promotes their autonomy, ability to think critically, and active participation in society.

ERYICA also advocates at national and European level for the inclusion of youth information and counselling in youth policies and other mainstream policy areas affecting young people. Since its creation, the Agency has cooperated extensively with the Council of Europe, the European Commission, and more recently with UNESCO.

# PART 1

## Youth Information Work in Europe



## 1.1 What is Youth Information Work?

Youth information is free quality information that empowers young people to exercise their rights, to make responsible decisions and to participate in society. Youth information services aim to support and empower young people with full and reliable information on their rights and options to address their needs, interests and well-being.

Youth information workers deliver reliable, accurate and understandable information to young people. They ensure that information services are accessible, resourced and welcoming, understand and address young people's needs, and guide young people to act autonomously and think critically. These services also have a remarkable preventive function that constitutes a great benefit to society.

Youth information activities across the EU encompass a wide range of services and activities, such as informing, counselling, supporting, coaching, training, peer-to-peer, networking, or referral to specialised services. The services can be set in different frameworks and provided by very diverse actors, in various settings and run through online and/or face-to-face outreach activities aimed at both individual and group users.

YIW covers a range of topics that reflect the breadth and diversity of experiences and needs of young people. Workers must **cater to the changing information needs of young people**, find innovative ways to respond to new social problems, uncover the societal causes of problems facing young people, provide a comprehensive range of information for young people entering a complex society, and help them deal with information overload. This can include referring young people to other appropriate services or sources to deal with complex issues, including where legal or other professional advice or action is necessary <sup>4</sup>.



<sup>4</sup> This description is adapted from the *Compendium of national youth information and counselling structures* (p.42). ERYICA and the Council of Europe (2015)

## 1.2 Who are Youth Information Workers?

*YouthInfoComp* is built on the following definition of the role of YI workers:

Youth information workers, or other professionals delivering youth information, deliver youth information services to young people in a variety of settings/environments in order to support their well-being. They ensure that information services are accessible, resourced and welcoming for young people and run online and/or face-to-face outreach activities aimed at both individual and group users. Youth information workers aim to enable young people to make their own informed choices and become autonomous and active citizens.



*YouthInfoComp* has been designed to reflect each aspect of the definition: the beneficiaries, the purpose and goals, the settings, the character of the services provided, and the mode of delivery each inform the nature of the framework and the competences included.

Youth information workers aim to<sup>5</sup>:

- provide reliable, unbiased, accurate and youth-friendly information;
- facilitate access to different sources and channels of information;
- give an overview of options available on topics relevant to young people;
- help young people to navigate the information overload of modern-day society;
- ensure that young people know their rights, services available and how to access them;
- support young people in evaluating the available information and its quality;
- guide young people to find the best options available to them and make their own decisions;
- offer different channels of communication and dialogue to directly support young people in their search for information and knowledge; and
- contribute to the media and information literacy of young people.

<sup>5</sup> Taken from *Youth Information and Counselling in Europe in 2020* (p.9). ERYICA (December 2020). Published under the Partnership Agreement between the Council of Europe and the European Youth Information and Counselling Agency (ERYICA).

## 1.3 Topics

*YouthInfoComp* (see Part 2) highlights the key role of building knowledge in the youth information work profession, as well as the **competences required to manage, access, and assess information**. The list below reflects the diversity of topics which a young person may need information on or support with, but importantly the competences of the youth information worker extend to adapting and using information to present options to young people in line with their needs.

- 
- |  |   |
|--|---|
| » Education and training               | » Relationships in the family and with friends                    |
| » Employment                           | » Legal advice  |
| » Leisure time                         | » Access to rights  |
| » International mobility               | » Violence support  |
| » Volunteering                         | » Support for youth from disadvantaged and vulnerable backgrounds |
| » Active citizenship and participation | » Support for young migrants and refugees                         |
| » Health and well-being                | » Integration of young people with disabilities                   |
| » Media and information literacy       | » Online safety   |
| » Entrepreneurship                     | » Youth discount card/s   |
| » Gender equality and identity         | » Youth hostels and accommodation                                 |
| » Housing                              | » Road safety   |
| » Sexuality and intimate relationships | » Managing finances   |
- 

## 1.4 Operation

Youth information work occurs in a **diverse array of settings and contexts** and the services offered can cater to the needs of an equally diverse group of young people, with complex needs, challenges and decisions to make. It is essential that the workers and teams providing youth information are equipped with the necessary competences to operate effective, professional services, underpinned by values that serve the needs of the intended beneficiaries. *YouthInfoComp* has been developed to reflect the diverse forms of youth information services and thus can be applied in the establishment, operation and improvement processes of youth information services, irrespective of their setting.

Youth policy is typically organised around three main pillars in many European countries<sup>6</sup>:

- Youth Organisations
- Open Youth Work Youth
- Information Services

<sup>6</sup> *Compendium of national youth information and counselling structures (p.p. 67-79), ERYICA and the Council of Europe, (May 2015)*

Youth organisations interact with active young people while Open Youth Work focuses mainly on vulnerable young people. **Youth information services can be more transversal in providing support to all young people; helping them navigate the complex range of information services for citizens and facilitating their access to relevant programmes and opportunities.** The services are non-commercial entities and work in line with the principles of the European Youth Information Charter<sup>7</sup>.

The open, flexible, unbiased nature of youth information services means they attract a more diverse group of young people. Young people, as well as stakeholders, can be directly involved in the co-design of information services to ensure delivery of timely, relevant information to meet the changing information needs of young people. Youth information services are delivered independently of any commercial, political, religious or any other influence, which would change the content of the information sought by young people.

As Youth information operates in a variety of settings, the status and recognition of YI workers differ from country to country. Nevertheless, there are recurring elements in the nature and operation of services, including:

- International cooperation, including engagement in European and international networks and projects to support mutual learning and cooperation;
- Communication, including branding, awareness-raising and outreach to young people and stakeholders;
- Online services as a way to reach people and deliver information;
- Performance, including monitoring service level and efficiency;
- Organisational model, including national coordinators, regional networks and stakeholders;
- Competences required by youth information workers and teams;

<sup>7</sup> The principles are: Independent, Accessible, Inclusive, Needs Based, Empowering, Participative, Ethical, Professional, Proactive. The full text of the Charter can be accessed at: EUROPEAN YOUTH INFORMATION CHARTER — ERYICA.

## Legal status

First, in a number of countries there is no explicit reference to YIW within youth policy or the legal framework of the country, and there may be a lack of national/regional coordination of the services. Consequently, youth information workers or services may have a minimal role in youth policy governance and policy-making, which can lead to a lack of coherence, quality and recognition of YIW.

Second, reflecting the situation in the majority of European countries, YIW is an integrated part of youth work. In such cases, youth information work may be included within relevant youth policies, strategies or even provided for by legal regulation.

Third, youth information work may be established as a third pillar of youth policy alongside youth organisations and youth work, with an active role in the formation and implementation of youth policy.

## Governance

Due to the different legal statuses described above, there are differing approaches to governance and coordination in each country. Youth information services may be operated through a single national centre, through an association of centres with a coordinating body, through a technical coordinator/supporter, as part of a national agency, or in some cases, with no coordination.<sup>8</sup>

For more information on the operation of YIW in Europe please see the publication [Youth Information and Counselling in Europe in 2020](#)<sup>9</sup>



<sup>8</sup> *Compendium of national youth information and counselling structures (p.42). ERYICA and Council of Europe, (May 2015)* <sup>9</sup> *Youth Information and Counselling in Europe in 2020 (p.9). ERYICA (December 2020). Published under the Partnership Agreement between the Council of Europe and the European Youth Information and Counselling Agency (ERYICA).*

# PART 2

# Youth Information Worker Competence Framework



## 2.1 Overview

The Youth Information Worker Competence Framework (*YouthInfoComp*) is a flexible reference framework to support the development and understanding of youth information worker (YI worker) competences in any setting.

*YouthInfoComp* is not intended as a prescriptive description or a professional standard that must be applied in a specific manner. The framework describes the minimum set of competences required for YI workers to fulfil their duties professionally. It is constructed and drafted in such a way that it can be adapted and applied in diverse systems.

The framework is comprised of four parts:

1. **DEFINITION:** an agreed definition of the YI worker profile which underpins the development of the competence framework.

The framework refers only to ‘youth information workers’ and ‘youth information services’, but it is important to be aware that **the services delivered can be set in different contexts and provided by many different actors with varying titles in different settings and countries** (see Youth Information Work in Europe in Part 1). Similarly, **the term ‘youth information work’ is used throughout the framework, but this term encompasses a wide range of services and activities**, such as informing, counselling, mentoring, supporting, coaching, training, or referral to specialised services and peer-to-peer activity, networking and stakeholder engagement.

2. **COMPETENCE AREAS:** three high-level categories to describe YI worker competences and give structure to the competence framework.
3. **COMPETENCE TITLES AND DESCRIPTORS:** 12 individual competences that, together, represent the essential competences required for YI workers to deliver their tasks in a professional manner.
4. **LEARNING OUTCOMES:** learning outcome statements to elaborate each competence in terms of knowledge, skills and attitudes.

The competence framework has been developed in English. National organisations and services may translate the competence framework and this publication, however it is recommended to coordinate any translation work with other national partners, and with partners in other countries that work in the same language, to avoid the creation of multiple versions of the same language version.

## 2.2 Competence areas

*YouthInfoComp* comprises three broad areas (A1 – A3 in the table below) entitled ‘Supporting and Engaging Young People’, ‘Quality Service’ and ‘Communication and Outreach’.

	<b>A1</b>	<p><b>SUPPORTING and ENGAGING YOUNG PEOPLE</b> covers competences related to interacting with young people, the ultimate beneficiary of the work of youth information workers.</p>
	<b>A2</b>	<p><b>QUALITY SERVICE</b> covers competences related to operational aspects of delivering youth information services in a professional, ethical, and inclusive way.</p>
	<b>A3</b>	<p><b>COMMUNICATION and OUTREACH</b> covers competences related to building relationships and using tools and channels to enhance the impact and outreach of youth information services.</p>

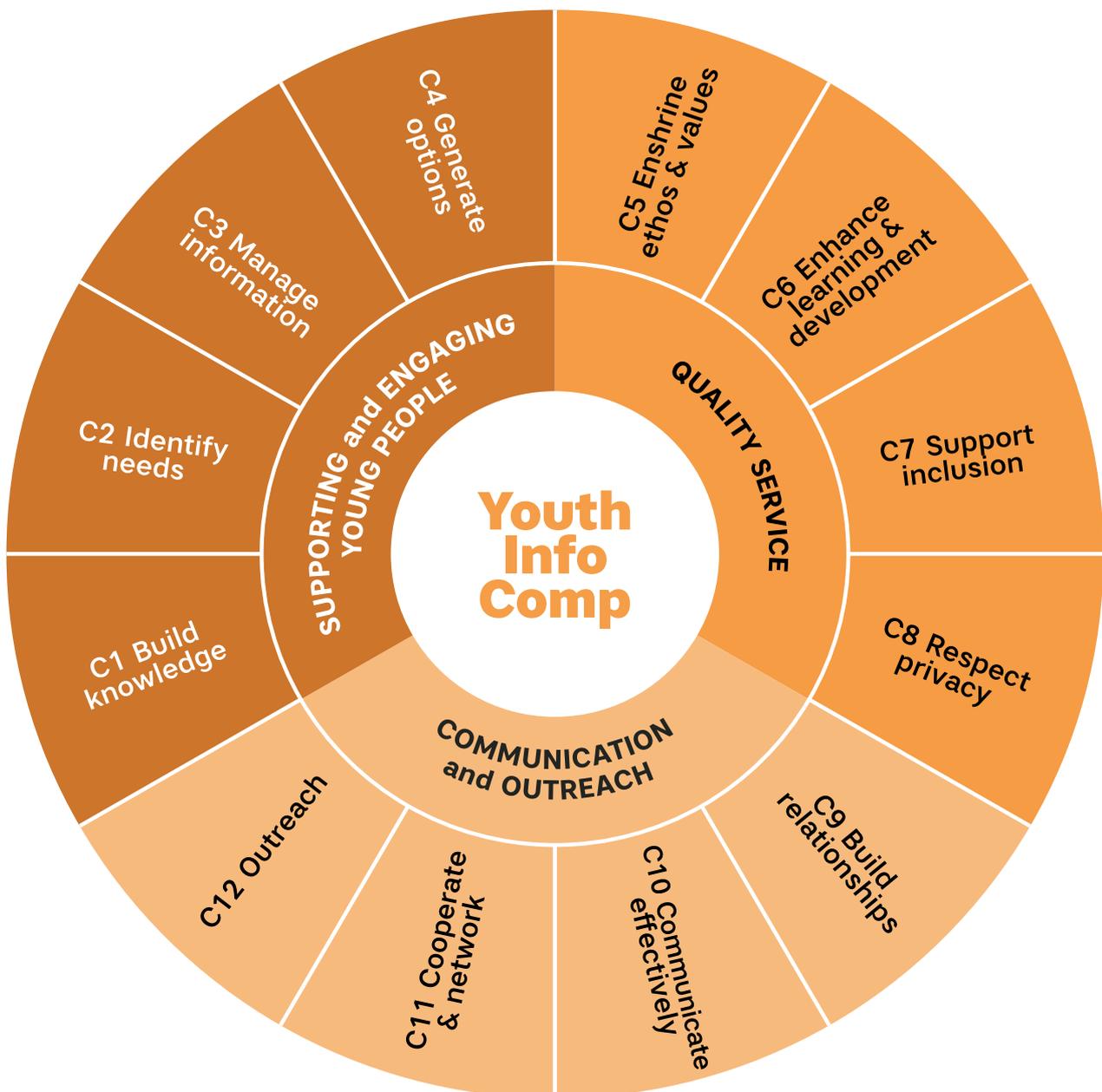
The areas give structure to the competence framework and establish the themes for the competences included. The areas can serve an important function in the use of the framework by offering high-level areas for strategic planning, priorities and action.

## 2.3 Competence

*YouthInfoComp* comprises 12 competences (C1 – C12 in the table below) grouped in three key areas of ‘Supporting and Engaging Young People’, ‘Quality Service’ and ‘Communication and Outreach’ described above.

Each competence has a specific title and description which explains the value and application of this competence to YIW.

There is no hierarchy within the framework; all competences described are of equal importance.





## SUPPORTING and ENGAGING YOUNG PEOPLE

	COMPETENCE	DESCRIPTOR
C1	Build knowledge	Build and update knowledge on diverse subjects relevant to young people.
C2	Identify needs	Actively listen to and engage with young people to enable them to identify and express their needs.
C3	Manage information	Search, evaluate and manage data from diverse, reliable sources to provide relevant, comprehensive and verifiable information to young people.
C4	Generate options	Adapt information and help young people to identify options that can empower them, foster their autonomy and support active citizenship and participation.



## QUALITY SERVICE

	COMPETENCE	DESCRIPTOR
C5	Enshrine ethos & values	Deliver quality youth information services that uphold the right of young people to full and reliable information, which helps them make decisions and effective choices about challenges they face in their lives, and which promotes their autonomy, ability to think critically, and active participation in society.
C6	Enhance learning & development	Ensure the continuous personal and professional development of individual youth information workers, teams and organisations to enhance the quality of services delivered.
C7	Support inclusion	Demonstrate cultural awareness and expression, ethical behaviour and support inclusion and accessibility so that youth information work does not discriminate on any basis.
C8	Respect privacy	Respect and enhance young people's right to privacy, confidentiality and anonymity.



## OUTREACH and COMMUNICATION

COMPETENCE		DESCRIPTOR
<b>C9</b>	Build relationships	Provide support and information in a personable, engaging way to ensure the young person feels empowered, heard and safe.
<b>C10</b>	Communicate effectively	Use innovative, effective and appropriate ways of communication to design and deliver tailored information to young people.
<b>C11</b>	Cooperate & Network	Proactively identify and develop advocacy, networking and cooperation opportunities with other relevant services and stakeholders.
<b>C12</b>	Outreach	Implement effective, innovative outreach strategies for youth information services to reach as many young people as possible.

## 2.4 Learning outcomes

Each competence is further elaborated as learning outcomes (see Annex I). Learning outcomes are statements of what a person knows, understands and is able to do after completion of learning (Cedefop, 2009). For the purposes of *YouthInfoComp*, the learning outcomes included are expressed in terms of **knowledge** (I understand...), **skills** (I can...) and **attitudes** (I feel...).

- Each knowledge item is a specific topic (concepts, facts and figures, ideas and theories, policy areas) which YI workers should be able to understand, explain to others and apply effectively in their work.
- Each skill item is a specific action or ability to carry out processes which YI workers should be able to demonstrate in their work.
- Each attitude is a specific emotion or mind-set which indicates how YI workers should react to people, ideas or situations in their work.

**The learning outcomes have been formulated as 'I' statements**, as they mostly refer to the capacity of individuals (i.e. 'I understand...', 'I can...', 'I feel...'). This is to encourage a feeling of ownership and demonstrate relevance to the individual youth information worker. However the competences do also address the importance of working with groups, teams and peers and the framework can be applied to groups of youth information workers, project teams, job-sharing situations and entire organisations as necessary.

**The learning outcomes for each competence are comprehensive**, covering the core functions of YIW, but they are **not intended as an exhaustive list of fixed pre-specified statements**. YIW requires growth, innovation and identification of solutions so YI workers will in many cases need to develop additional competences, progress and become more specialised in particular areas depending on the needs of their users. The learning outcomes that are included describe the minimum set of competences required for YI workers **and can be added to, adapted and used as a basis for the development of specific learning outcomes** that reflect the national realities of the YI services and workers.

The learning outcomes comprise both 'transversal' competences linked to professionalism, interpersonal skills, and collaboration, as well as competences that are specific to the YIW profile such as the ability to empathise with young people and knowledge of policies relating to young people. *YouthInfoComp* offers a shared starting point for understanding and developing the YI worker profile but it must be used in combination with other tools to fully expand and adapt it.

## Progression Levels

Competence frameworks can, in some cases, be used to map progression in the development of competences e.g, progression in proficiency in different languages or in developing digital skills. Progression levels can help appraise different starting points, to assess learning over time, or design a learning pathway to develop new competences.

Detailed, tailored progression levels have not been incorporated within the design of *YouthInfoComp*. Such detailed or granular progression models could not be realistically applied to the framework in a usable way as the nature of the YI worker profile and organisation of services varies so much between countries and systems.

Broad progression levels of 'Foundation', 'Operational', 'Empowering others' and 'Transformational' can however be applied as indicators of progress in developing competences.

- **Foundation:** relevant for new entrants, trainees or workers that cannot yet demonstrate key competences.
- **Operational:** relevant for workers that are established in their role as a YI worker, they can demonstrate key competences and engage in continuing professional development.
- **Empowering others:** relevant for workers that operate in leadership, mentoring or trainer roles that can support others and organise work.
- **Transformational:** relevant for workers that have the capacity to identify and implement change or transformation in the relevant service and that may operate in management and strategic roles.

These progression levels should be used as indicators only; they can be used by individual workers to identify development goals and by employers and managers as a basis to develop more tailored progression indicators, if relevant.

## 2.5 Using the framework outcomes

### Youth information workers can use *YouthInfoComp* to:

- Understand their role and duties as YI workers;
- Explain and communicate their role to young people and stakeholders;
- Identify areas for improvement in engaging and interacting with young people and stakeholders;
- Identify areas for improvement in the operation of services;
- Set professional development objectives and prepare for performance reviews;
- Identify skills gaps and set learning goals; and
- Identify relevant education and training opportunities.

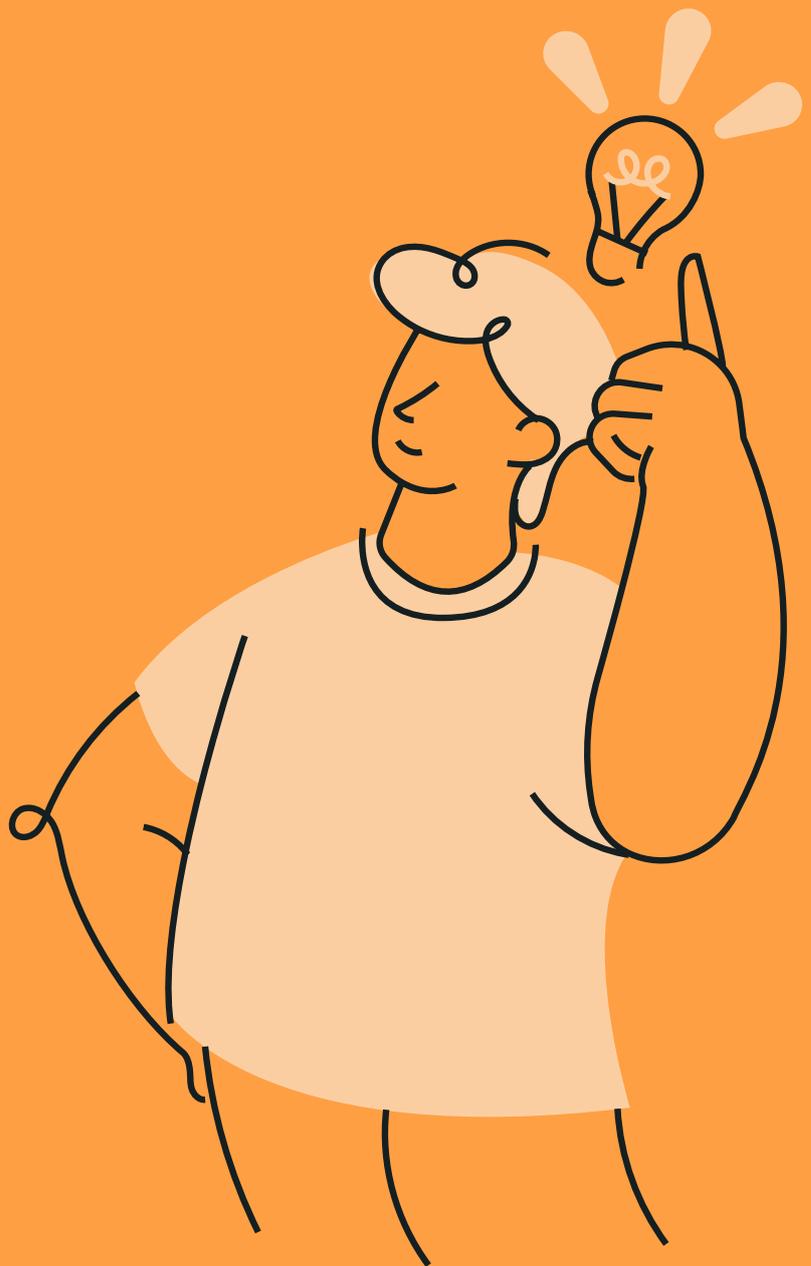
### Organisations providing youth information services can use *YouthInfoComp* to:

- Promote understanding, visibility and recognition of the YIW profile and services;
- Design vacancies, recruitment criteria and HR development plans in the YI work sector;
- Enhance the role of YIW services in the design and development of youth services and policies at local, regional, national level and European level;
- Pursue recognition of the YIW profile at European, national, regional or local level;
- Communicate the value of YIW to young people and stakeholders; and
- Identify skills development needs and education and training opportunities for YI workers.



# Annex 1

## Learning Outcomes



**A1. SUPPORTING & ENGAGING YOUNG PEOPLE**



Youth information workers provide targeted, personalised information and options to support and engage young people based on their needs. These competences focus on developing knowledge, involvement and interaction with young people, the ultimate beneficiary of youth information work.

Learning outcomes are expressed in terms of knowledge (I understand...), skills (I can...), and attitude (I feel...).

**C1 Build knowledge**

**Build and update knowledge on diverse subjects relevant to young people.**

I understand...

- » The variety and depth of topics that can affect the lives of young people.
- » The role of knowledge and cooperation in developing relevant, comprehensive, verifiable information, options and areas for improvement to support young people.
- » The importance of continually building anew to understand and support their needs.

I can...

- » Build and apply specialist knowledge on topics relevant to young people, where necessary.
- » Build and apply new knowledge on career management, employability, and lifelong learning relevant to young people.
- » Build and apply new knowledge on leisure time, hobbies, travel and mobility.
- » Build and apply new knowledge on health, well-being, housing, access to rights, human rights, and civic and social participation relevant to young people.

I feel...

- » Motivated to build, apply, share and update knowledge on all subjects relevant to young people.

<b>C2 Identify needs</b>	<b>Actively listen to and engage with young people to enable them to identify and express their needs.</b>
<b>I understand...</b>	<ul style="list-style-type: none"> <li>» The socio-cultural-economic background of young people in the local context.</li> <li>» That every young person is unique and may face different situations and challenges in their personal lives.</li> <li>» Local, national and international trends, legislation and contexts affecting young people.</li> </ul>
<b>I can...</b>	<ul style="list-style-type: none"> <li>» Ask the right, targeted questions to gather relevant information from young people to identify their underlying needs.</li> <li>» Listen actively to engage the young person without interrupting or making judgements.</li> <li>» Monitor body language to understand the young person's needs and detect issues to be addressed.</li> </ul>
<b>I feel...</b>	<ul style="list-style-type: none"> <li>» Willingness to learn about the backgrounds/contexts/realities of young people.</li> </ul>
<b>C3 Manage Information</b>	<b>Search, evaluate and manage data from diverse, reliable sources to provide relevant, comprehensive and verifiable information to young people.</b>
<b>I understand...</b>	<ul style="list-style-type: none"> <li>» The use of search strategies to identify relevant online and offline information resources.</li> <li>» Processes for identifying accurate, complete, up-to-date and verified information.</li> <li>» Techniques for managing information overload and recognising disinformation.</li> </ul>
<b>I can...</b>	<ul style="list-style-type: none"> <li>» Develop and maintain a repository of sources of comprehensive, independent, verifiable information relevant to young people.</li> <li>» Search for, access, critically evaluate and store relevant information from online and offline sources.</li> <li>» Enable young people to use the digital services targeted at them to access relevant information and support.</li> </ul>
<b>I feel...</b>	<ul style="list-style-type: none"> <li>» Motivation to actively reflect on and update information management processes to ensure the quality and relevance of information provided.</li> </ul>

**C4 Generate options**

**Adapt information and help young people to identify options that can empower them, foster their autonomy and support active citizenship and participation.**

**I understand...**

- » How to assess and work with information and generate options in a specific context.
- » How to generate options that anticipate future needs and prepare preventive measures accordingly.
- » When to refer young people to other appropriate services or sources to deal with complex issues including where legal or other professional advice or action is necessary.

**I can...**

- » Adapt complex or generic information into personalised targeted options that are easy to understand and oriented to the young person's needs.
- » Support the young person to apply media and information literacy skills to critically evaluate information and discern facts from opinion and disinformation.
- » Collaborate with and support the young person to choose between options and make decisions, without directing them.

**I feel...**

- » Willingness to research & stay up-to-date with issues faced by young people to find better solutions to new and existing problems.
- » Committed to including young people in the process of youth information design and delivery.

## A2. QUALITY SERVICE



Youth information workers provide a quality service to young people, free-of-charge, which respects diversity, ethics and privacy and is underpinned by a culture of continuous improvement. These competences focus on operational aspects of delivering YI services in a professional, ethical and inclusive way.

Learning outcomes are expressed in terms of knowledge (I understand...), skills (I can...), and attitude (I feel...).

### C5 Enshrine ethos & values

**Deliver quality youth information services that uphold the right of young people to full and reliable information, which helps them make decisions and effective choices about challenges they face in their lives, and which promotes their autonomy, ability to think critically, and active participation in society.**

#### I understand...

- » The objectives, mission and values of youth information work, including the Principles of the European Youth Information Charter and Eurodesk Principles, and how they apply to local, regional, national or international contexts.
- » How to define personal, team and organisational objectives based on assessment of needs and how to create a process to monitor the achievement of the objectives.
- » European and international structures and context of youth information work including the European cooperation networks, policies and projects.

#### I can...

- » Identify how policy developments connect with youth information work and maximise these to promote understanding and the value of youth information work
- » Define and implement personal, team and organisational objectives that support the mission and values of youth information work in the design and maintenance of resources and delivery of services.
- » Create and participate in processes to critically monitor and assess the achievement of organisational and personal objectives.
- » Apply sustainable development methodologies in daily practice/youth information provision.

#### I feel...

- » Commitment to promoting and supporting the ethos and values of youth information work in the delivery of services.

**C6 Enhance learning & development**

**Ensure the continuous personal and professional development of individual youth information workers, teams and organisations to enhance the quality of services delivered.**

**I understand...**

- » How to reflect on, monitor and review the development of my youth information worker competences.
- » How to encourage positive and negative feedback from young people and identify areas for improvement for myself and/or my team

**I can...**

- » Identify areas for improvement or innovation in the delivery of services by me or my team based on current data trends and feedback from young people's experiences, interests and needs.
- » Develop and share knowledge, resources and best practice with team members and colleagues.
- » Set learning goals and organise learning activities, with support where necessary, to ensure ongoing professional development.

**I feel...**

- » Motivated to learn and to create a culture of continuous learning and improvement within my team.

**C7 Support inclusion**

**Demonstrate cultural awareness and expression, ethical behaviour and support inclusion and accessibility so that youth information work does not discriminate on any basis.**

**I understand...**

- » Current concepts, methods and policies on identity, culture and background.
- » Current concepts, methods and policies on sexual orientation, gender identity, and gender expression.
- » Current concepts, methods and policies on ethics including equality, fairness, inclusion and environmental sustainability.
- » Current concepts, methods and policies on accessibility and support for young persons with disabilities and special needs.

**I can...**

- » Provide information and options free of bias without any religious, political, ideological or commercial influence.
- » Demonstrate ethical and inclusive behaviour in all interaction with young people and promote ethical behaviour and policies within my organisation and among team members.
- » Research and provide information and options which can improve the conditions of vulnerable individuals or groups.

**I feel...**

- » Responsible for being inclusive, tolerant and open to differences in myself and others.

**C8 Respect  
privacy****Respect and enhance young people's right to privacy,  
confidentiality and anonymity.****I understand...**

- » The importance of confidentiality and anonymity when working with young people.
- » Data privacy requirements including the organisational 'privacy statement' and processes for collection and sharing of any personal data.
- » How to take action and seek advice in cases of any breach of data requirements.

**I can...**

- » Use organisational systems to protect digital/online devices and any physical records which contain personal information.
- » Inform young people about protecting their privacy, confidentiality, and anonymity.
- » Inform team members and colleagues about how organisational privacy, confidentiality, and anonymity requirements apply to youth information work.

**I feel...**

- » Respect for young people's right to privacy, confidentiality, and anonymity.

**A3. OUTREACH  
and  
COMMUNICATION**



Youth information workers implement effective communication activities to build relationships with young people and to maximise the impact and outreach of their services. These competences focus on personal interaction as well as on the use of multimedia tools and channels to enhance the impact and outreach of youth information services.

Learning outcomes are expressed in terms of knowledge (I understand...), skills (I can...), and attitude (I feel...).

**C9 Build  
relationships**

**Provide support and information in a personable, engaging way to ensure the young person feels empowered, heard and safe.**

**I understand...**

- » Techniques for supportive and empowering interaction and dialogue with individual young people and groups.
- » The role of empathy and self-empathy in understanding another person's emotions, experiences and perspective.
- » The role of self-regulation, including self-awareness, regulating responses and purpose, in building positive relationships.

**I can...**

- » Design and facilitate a welcoming, youth-friendly and safe environment.
- » Develop and maintain a positive rapport with each young person.
- » Adjust communication style and body language to successfully engage with each young person.
- » Manage any conflict situations in a respectful way and find compromises that address the needs of all parties.

**I feel...**

- » Committed to build a positive relationship with each young person in a safe environment where feelings & emotions can be freely and respectfully expressed.

<p><b>C10 Communicate effectively</b></p>	<p><b>Use innovative, effective and appropriate ways of communication to design and deliver attractive, tailored information to young people.</b></p>
<p>I understand...</p>	<ul style="list-style-type: none"> <li>» Media and information literacy for the design and delivery of appropriate, attractive information and communication targeted at young people.</li> <li>» Content creation rules including copyright and licensing.</li> <li>» Netiquette (acceptable online behaviour) and how to protect personal information online.</li> </ul>
<p>I can...</p>	<ul style="list-style-type: none"> <li>» Design and implement communication activities, websites, and publications in line with organisational objectives and priorities.</li> <li>» Write clear, targeted concise content and deliver information orally (including in foreign languages, where possible) for different groups of young people.</li> <li>» Co-design and disseminate communication material in partnership with young people.</li> </ul>
<p>I feel...</p>	<ul style="list-style-type: none"> <li>» Motivated to communicate and deliver information to young people in an engaging and empowering way.</li> </ul>
<p><b>C11 Cooperate &amp; Network</b></p>	<p><b>Proactively identify and develop advocacy, networking and cooperation opportunities with other relevant services and stakeholders.</b></p>
<p>I understand...</p>	<ul style="list-style-type: none"> <li>» The need for cooperation and sharing of resources among services to support young people.</li> <li>» The range of stakeholders, actors and systems at local, regional, national and international level that work in the interests of young people.</li> <li>» Potential for synergies and co-operation between youth information services and other services that work in the interests of young people at local, regional, national and international level.</li> </ul>
<p>I can...</p>	<ul style="list-style-type: none"> <li>» Identify collaboration and advocacy opportunities, initiate contact, and develop and maintain strategic working relationships with relevant services, organisations and stakeholders.</li> <li>» Develop messaging and write clear concise content for stakeholder groups (in foreign languages, where possible).</li> <li>» Where appropriate, represent my organisation and the youth information work profile and interests including public-speaking, projects and networking.</li> </ul>
<p>I feel...</p>	<ul style="list-style-type: none"> <li>» Appreciative of the added value of new partnership and collaboration opportunities and motivated to take on representative and networking responsibilities.</li> </ul>

**C12 Outreach**

**Implement effective, innovative outreach strategies for youth information services to reach as many young people as possible.**

**I understand...**

- » How to use communication channels, involve stakeholders (including young people) and multipliers (including ambassadors) to maximise outreach and awareness of youth information services.
- » How to develop and maintain a stakeholder’s database and manage stakeholder engagement.
- » How to set outreach targets, to monitor impact and act on results to improve outreach.

**I can...**

- » Design and implement communication activities in line with organisational objectives and priorities.
- » Clearly communicate the purpose and added value of youth information services to wider target groups.
- » Map youth outreach spaces and environments on a regular basis. Identify and link with other relevant communication campaigns and online trends to maximise visibility and impact.

**I feel...**

- » Committed to ensuring youth information services are accessible, visible and attractive to as many young people as possible, in particular vulnerable youth and those with fewer opportunities.





European youth information  
and counselling agency

eurodesk



[eryica.org](http://eryica.org)  
[eurodesk.eu](http://eurodesk.eu)