

## COMPETENCE MODEL OF A YOUTH WORKER: REFERENCE POINT OF YOUTH WORK EDUCATION IN FINLAND

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### INTRODUCTION

The Council of Europe Resolution on a renewed framework for European cooperation in the youth field states that “youth work is a broad term encompassing a large amount of social, cultural, educational or political activity, both with and for young people. Increasingly, such activities include sports and youth services<sup>1</sup>.”

In Ukraine, the areas of public youth policy include the problems of employment and providing young people with the first workplace, providing quality education for young people through formal and non-formal education, development of entrepreneurship among young people, maintaining health, providing housing for young people, integration of Ukrainian youth into the European and world youth community. The main priorities of Ukraine’s youth policy, according to conclusions of the Council of Europe International review team, are promotion of healthy lifestyles, youth employment and patriotic education, but there are no systematic measures to support and further develop youth work at national and local levels<sup>2</sup>.

The subjects of youth policy are national and regional authorities, youth organizations, international organizations, young researchers, as well as business and private donors. In addition, a number of NGOs offer training and other activities for young people.

In response to these challenges, UNDP Ukraine, in co-operation with the Ministry of Youth and Sports of Ukraine and State Institute for Family and Youth Policy, launched educational “Youth Worker” Programme<sup>3</sup>. The program aims to provide an appropriate level of knowledge on the priorities, trends and challenges of youth policy and youth work while developing the

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<sup>1</sup> Council Resolution on a renewed framework for European cooperation in the youth field (2010-2018). Retrieved from: <http://eur-lex.europa.eu/legalcontent/EN/TXT/?qid=1390996863108&uri=CELEX:32009G1219%2801%29>.

<sup>2</sup> Kzhaklevska, E., Viliamsion, H. Molodizhna polityka v Ukraini: Vysnovky Komandy mizhnarodnykh ohliadachiv Rady Yevropy [Youth Policy in Ukraine: Conclusions of the Council of Europe International Review Team]. Liuksemburh: Vydavnytstvo Rady Yevropy. Retrieved from: [http://sdg.org.ua/images/----\\_-----\\_.pdf](http://sdg.org.ua/images/----_-----_.pdf) (in Ukrainian).

<sup>3</sup> *Training programme Youth Worker*. Retrieved from: <http://youth-worker.org.ua/>

potential of youth workers in Ukraine. The target groups of the program are civil servants who work with youth and leaders of youth NGOs.

Professional education of specialists implementing the tasks of youth policy in Ukraine covers mostly qualifications of a social educator and a social worker. Sumy State Pedagogical University named after A. S. Makarenko is introducing an educational and professional program in the specialty 011 Educational, pedagogical sciences to prepare the master of education for the fulfillment of professional responsibilities in the field of educational work. The Master in Theory and Practice of upbringing in contemporary realities requires an extension of the field of competence, enrichment of the model with components of the model of the youth worker. On this basis, we aim to analyze models of competences developed by Finnish specialists, in order to clarify general and special (professional) competences of the future specialist in educational work, defined by the standard of higher education, educational and professional program “Methodology of educational work” of the second level of higher education 011 Educational, pedagogical sciences, field 01 – education/pedagogy, which involves training of a specialist competent to work with young people.

We expect that achievement of the goal of the study is possible by answering the questions:

1. What is the essence of the definition of youth work?
2. What are components of competence model of a youth worker in Finland?
3. How to update the model of the educational program “Methods of educational work” that is provided by the Chair of Pedagogy of Sumy State Pedagogical University named after A. S. Makarenko?

### **1. What is the essence of the definition of youth work?**

Working definition of youth work that was created by an expert group set up under the European Union Work Plan for Youth for 2016-2018 is: “actions directed towards young people regarding activities where they take part voluntarily, designed for supporting their personal and social development through non-formal and informal learning»<sup>4</sup>. Youth policy is a “strategy implemented by public authorities with a view to providing young people with opportunities and experiences that support their successful

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<sup>4</sup> *Developing digital youth work. Policy recommendations, training needs and good practice examples* Office of the European Union (2017). Luxembourg: Publications Office of the European Union.

integration into society and enable them to be active and responsible members of their societies, as well as agents of change”<sup>5</sup>.

Youth work takes place in many different forms and settings. The most common ones are youth centers, youth projects, outreach/detached youth work, informal youth groups, youth camps/colonies, youth information, youth organizations, youth movements. These different forms of youth work can be carried out and/or governed by different entities (municipalities, NGOs, etc.) and take place in different localities (youth centers, schools, churches, etc.).

Youth work understands a young person not as a unit of labor or as a problem to be solved, but rather as a person with talent, skills and abilities some of which have yet to be realized. It engages with young people, builds relations and trust and empowers them to use their strengths and address their weaknesses.

Youth work also supports young people to become active citizens and engage in decisions and actions which affect them and their community. As a result it enables young people to better understand the views and concerns of others and those of wider society, which in turn contributes to greater harmony and social inclusion. In this context, youth work also has a preventive effect on polarization and radicalization potentially resulting in violent behaviour.

#### *The legislative framework for youth work in Finland*

In Finland, youth work has been governed by legislation since 1972. The Act on Youth Committees and State Subsidies for Municipal Youth Work<sup>6</sup> laid the foundation for the development of a statutory system of youth committees in Finland. Municipal youth committees operated at the grass roots level, provincial youth work committees acted as expert bodies at the provincial level, and the National Youth Work committees, later the Advisory Council for Youth Affairs, operated under the Ministry of Education. The act secured state subsidies to local authorities for organizing youth work.

The Youth Work Act, effective as of 1986<sup>7</sup>, the upper age limit for young people was raised to 29 years. In addition, national youth centers, as well as their operational and investment grants, were now governed by legislation.

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<sup>5</sup> Council of Europe (2015). *Recommendation CM/Rec(2015)3 of the Committee of Ministers to member States on the access of young people from disadvantaged neighbourhoods to social rights, adopted by the Committee of Ministers on 21 January 2015 at the 1217th meeting of the Ministers' Deputies Council.*

<sup>6</sup> *Act on Youth Committees and State Subsidies for Municipal Youth Work 117/1972.*

<sup>7</sup> *Youth Work Act. 1068. Finland (1985).*

The subsequent act governing youth work, became effective as of 1995 broadened the scope of youth work to youth policy. In the act, youth work was defined as work aimed at promoting civic activity and improving the living conditions of young people.

Youth activities were defined as young people's civic activities aimed at promoting their growth and citizenship skills. Under the act, youth work was defined as part of the responsibilities of local authorities (municipalities), while youth activities were primarily the responsibility of youth groups and youth organizations<sup>8</sup>.

The new policy Program for 2012–2015<sup>9</sup> was aimed at creating additional, equal access to education and the labor market for children and young people, according to their age group. Another objective is to promote active citizenship and social participation of children and young people.

However, local authorities are allowed<sup>10</sup> to determine the focus areas and target groups of their youth work. The municipal system of self-government entitles local authorities to decide on organization of youth work. Local authorities can focus their youth work on specific age groups, and employers are also entitled to determine qualifications required of youth workers – they are not specified under law. There are several features of the Finnish youth work community which help it distinguish itself as an independent profession.

First, youth work is an age-specific activity. Youth workers work with young people. The youth work community has been able to show Finnish society that the work they do has been beneficial both for youth and for society in general.

Second, youth work is based on the principles of voluntarism and universalism. This means that youth work has to be attractive and fun for the young, instead of being controlling and boring.

Third, the importance of peer activities, youth cultures and peer learning are essential to youth workers.

Fourth, the conception of youth work as education has been important in the history of Finnish youth policy.

Fifth, youth work has for a long time promoted democratic education, citizenship training and youth participation. This involves a dual element –

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<sup>8</sup> Government Proposal to Parliament for a Youth Act and the Amendment of Section 1 of the Act on the Financing of the Provision of Education and Culture. 28. Finland. (2005).

<sup>9</sup> Ministry of Education and Culture (2011). *Lapsja nuorisopolitiikan kehittämisselma lausunolle*. Press release. Retrieved from [http://www.minedu.fi/OPM/Tiedotteet/2011/09/lanuke\\_lausunokierrokselle.html](http://www.minedu.fi/OPM/Tiedotteet/2011/09/lanuke_lausunokierrokselle.html).

<sup>10</sup> Government Proposal to Parliament for a Youth Act and the Amendment of Section 1 of the Act on the Financing of the Provision of Education and Culture. 28. Finland. (2005).

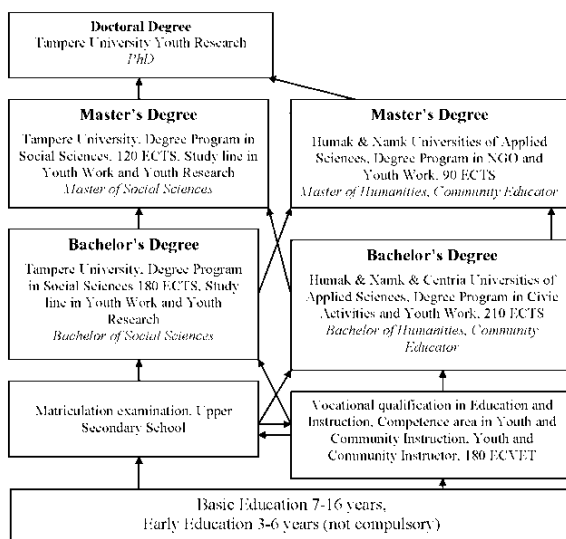
empowering youth, but also contributing to society as a whole by creating social structures that help them express themselves and be heard.

Sixth, the social policy aspect of youth work should create conditions to help less well-to-do youth gain access to services, be empowered and interact with other young people<sup>11</sup>.

These six features emphasize that youth work in Finland has a distinct role in the Finnish service system, with unique features as well as similarities and synergies with other professions.

#### *Formal education system of youth work in Finland*

The history of youth work education in Finland as part of the formal education system began in 1945, when the first course in an institution that is now part of Tampere University was established. Youth work education has been systematically developed ever since and is now available at all education levels, from vocational education to doctoral studies<sup>12</sup>.



**Fig. 3. Youth work education system in Finland<sup>13</sup>**

<sup>11</sup> Kiilakoski, T. (2019). *Youth work education in Finland*. Finnish Youth Research Network: Finnish Youth Research Society publications.

<sup>12</sup> Kiilakoski, T. (2019). *Youth work education in Finland*. Finnish Youth Research Network: Finnish Youth Research Society publications.

<sup>13</sup> Kiilakoski, T. & Nieminen, J. (2019). *Youth Work and Youth Work Education and Training in Finland. Presentation at the Education and Training Pathways of Youth Workers conference*. Helsinki 20.2.2019.

## **2. What are the components of competence model of a youth worker in Finland?**

Training of specialists, agents of Finnish youth policy is carried out in vocational and higher education institutions. Vocational education in Finland is more practice oriented than secondary school education. The work learning is an important part of qualification. A professional degree is a qualification based on competence, and it takes two to three years to complete a professional qualification. Areas of work learning<sup>14</sup> cover: youth organizations, work with local youth, educational work with youth, national youth centers, youth research.

Training of a specialist in youth work in Finland is carried out in accordance with the developed competences. This study provides an analysis of the youth worker competences, that is the basis of organization of the educational process of the South Ostrobothnia Folk High School, Finland. The paper is a result of the study visit “Developing Youth Workers’ Competences in Finland” organized by the Martinten Youth Center with support of the Erasmus+ program at the schools and youth centers of Virrat, Ilmajoki and Tampere (2019). The program made it possible to explore the link between youth policies and the practice of youth work by looking at the elements in political documents on European and Finnish levels and seeing how they are manifested both in the educational plans of a vocational institution teaching youth work and in the practice of Finnish youth work on grass-root level. In addition, it offers a possibility to explore the contents of the youth work curriculum on the secondary level of education and see the links to national laws and European Youth Strategy in its planning.

The qualification of a youth worker, which is being prepared by the Southern Ostrobothnia People’s School, is “Youth and Community Instructor”<sup>15</sup>. Good communication and interaction skills as well as an ability to take into account the needs for guidance and support of people of various ages with different backgrounds are needed in the sector.

Responsibility for the psychological and physical safety of clients and those receiving guidance is also emphasized in the competence requirements of the sector. Employees in the sector often work as a part of a multiprofessional team and/or network.

The scope of the vocational qualification is 180 competence points. The Vocational qualification in Education and Guidance consists of vocational units (140–145 competence points), of which the scope of compulsory units

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<sup>14</sup> Denstad, F. Y. (Ed.). (2009). *Youth Policy in Finland. A report by an international review group appointed by the Council of Europe*. Strasbourg: Council of Europe Publishing.

<sup>15</sup> *Vocational qualification in Education and Guidance* (2018). Finland: South Ostrobothnia Folk High School Publishing.

is 105–110 competence points and the scope of optional units 35–40 competence points. Two competence areas of the qualification include the compulsory unit Promoting the growth, well-being and learning of children (40 competence points). This unit is common with the Vocational qualification in Social and Health Care.

Table 1

**Components of competence model of a youth worker in Finland**

<b>I.</b>	<b>VOCATIONAL UNITS   145 competence points</b>
1.	Competence area in Youth and Community Instruction
2.	Compulsory units   110 competence points
3.	Professional encounters in the field of education and guidance, 15 competence points
4.	Guidance of individuals, groups and communities, 35 competence points
5.	Promoting the growth and wellbeing of young people, 30 competence points
6.	Supporting inclusion and social empowerment, 30 competence points
<b>II.</b>	<b>Optional units   35 competence points</b>
1.	Leading voluntary and NGO activities, 15 competence points
2.	Leading activities for older people, 20 competence points Guiding expression, 20 competence points Leading physical activity, 15 competence points Leading nature and experience activities, 20 competence points Guiding persons in need of support, 20 competence points Working as a top expert, 15 competence points
3.	Workplace instructor training, 5 competence points Working in an enterprise, 15 competence points Planning a business, 15 competence points A unit based on local competence requirements   5-15 competence points
4.	The unit contains competence that meets local labor market needs. The competence must be suitable for the needs of more than one workplace. The education provider names the unit on the basis of operational entities in the world of work and determines its scope in competence points. The education provider defines the competence requirements and the assessment of competence in a similar manner as for vocational units
5.	A unit from another vocational qualification, further vocational qualification or specialist vocational qualification   5–15 competence points
6.	A unit from another vocational qualification, further vocational qualification or specialist vocational qualification can be included in the qualification. Regardless of the scope of the unit to be included in the qualification, its maximum scope in this case is 15 competence points
7.	Higher education studies   5–15 competence points
8.	The unit contains higher education studies that support vocational competence
9.	Parts of common units, general upper secondary studies or other studies supporting capacities for further studies   1–25 competence points

The competence area in Youth and Community Instruction, in which the qualification title is Youth and Community Instructor, is composed of compulsory units (110 competence points) and optional units (35 competence points).

The compulsory units are professional encounters in the field of education and guidance (15 competence points), guidance of individuals, groups and communities (35 competence points), promoting the growth and wellbeing of young people (30 competence points) and supporting inclusion and social empowerment (30 competence points)<sup>16</sup>.

*Professional encounters in the field of education and guidance* (students know how to: comply with provisions, regulations and operating principles guiding their field; behave professionally in interactive situations with clients and the work community; take care of individuals' and groups' wellbeing and safety; work with different individuals, respecting diversity; support an individual's growth and development; work in the daily activities of the education and guidance field; apply basic working life skills; assess and develop their activities).

*Guidance of individuals, groups and communities* (students know how to: comply with provisions, regulations and operating principles guiding their work; plan and implement activities for an individual and a group or a community; guide a group to work together, taking its developmental stage into account; use guidance methods in their work; guide clients towards a sustainable lifestyle as well as plan and implement an excursion, camp or event; see to the comprehensive safety of those they guide and take occupational safety into account; assess and develop their activities).

*Promoting the growth and wellbeing of young people* (students know how to: comply with the up-to-date provisions, regulations and operating principles guiding their work; draw on their knowledge of youth and phenomena associated with youth in their work; assist and support young people's growth and wellbeing; take into account a young person's family and close networks; plan and carry out project-type activities; promote inclusion and encourage clients in participation; guide young people towards ethical thinking and reflecting on values; draw on digital operating environments in their work and provide technology and media; work in multidisciplinary networks; assess and develop their activities).

*Supporting inclusion and social empowerment* (students know how to: comply with provisions, regulations and operating principles guiding their work; use a preventive work approach; use social empowerment methods

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<sup>16</sup> Vocational qualification in Education and Guidance. (2018). Finland: South Ostrobothnia Folk High School Publishing



and recognize a need for such methods; support clients' inclusion and the sense of togetherness; keep records using the work environment's practices; follow the principles of service counselling; support clients in difficult life situations; look after their personal wellbeing and safety; assess and develop their activities).

Therefore, a youth and community instructor plans, organizes and guides activities for people of different ages. The work comprises instructing, guiding and supporting people of different ages. Its focus is on promoting inclusion, civic participation and multicultural work. Along with opportunities for recreational and other activities, the sector puts emphasis on improving young people's living conditions as well as safeguarding and expanding their opportunities for participating in society.

### **3. How to update the competence model of the educational program “Methods of educational work” that is provided by the Chair of Pedagogical of Sumy State Pedagogical University named after A. S. Makarenko?**

In 2005, Ukraine joined the Bologna Process as an initial step to the integration of Ukrainian HEd into the European Higher Education Area. Following the “Revolution of Dignity” and election of a new government in February 2014, one of the first pieces of legislation was the Law “On Higher Education”. This set out radical reform including financial and administrative autonomy of universities. The law also covered changes including alignment on education cycles (Bachelors – Masters – PhD), a national quality assurance system, national HEd standards, implementation of the European Credit Transfer System (ECTS), using Learning Outcomes for competence-based and student-centered approaches, improved student governance in HEd and providing academic mobility for students and staff<sup>17</sup>.

Master's educational program “Methodology of educational work” in the specialty 011 Educational, pedagogical sciences which is implemented at Sumy State Pedagogical University named after A. S. Makarenko prepares MEd for the fulfillment of professional responsibilities in the field of educational work.

The purpose of the educational program is professional training of specialists in the field of educational work and methods of educational work, who have a system of knowledge in the field of pedagogical education, can critically evaluate and put into practice theoretical postulates and innovative methods, they are capable of continuous learning and self-improvement,

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<sup>17</sup> <http://erasmusplus.org.ua>, accessed June 2019.

demonstrating leadership autonomy in initiating and implementing innovative complex projects.

The Master in Education in specialty “Methodology of educational work” can work in institutions of pre-school, school and non-formal education, in public organizations, in the system of penitentiary education, in the system of health and recreation of children, in institutions of higher education. The competence model of MEd training is based on the professional functions of the above-mentioned professions of the future specialist.

The competence model includes integral competence, general professional competences of the specialty (Table 2)<sup>18</sup>.

Table 2

**Competence model of MEd program “Methodology of educational work”  
(Sumy State Pedagogical University named after A. S. Makarenko)**

<b>I.</b>	<b>Integral competence</b>
	Ability to solve competently complex problems in the field of educational work, which involves: knowledge of the relevant theoretical and methodological foundations, ability to apply appropriate methods of psychological and pedagogical research, methods of education, methods of social psychology, while guided by the principles of tolerant communication, intercultural interaction, innovative professional activity
<b>II.</b>	<b>General competences</b>
1.	Ability to learn throughout life
2.	Ability to competently use the state language in professional activities; use a foreign language to obtain information in the field of professional activity
3.	Ability to critically comprehend basic worldview theories and principles in training and professional activity
4.	Ability to realize social importance of the future profession, to exercise professional duties in good faith, to observe the principles of the teacher’s ethics, ability to self-reflection and self-improvement
5.	Ability to form value orientations of youth, carry out pedagogical support of the processes of socialization and professional self-determination of students, preparation of subjects of training for conscious professional self-determination
6.	Ability to be guided by a base of legal norms and laws, regulations, sanitary and hygienic rules, rules and recommendations for the health of children and students
<b>III.</b>	<b>Professional competences of the specialty</b>
1.	Ability to plan and organize the educational process, to choose and apply appropriate methodological and didactic support

<sup>18</sup> Sbruieva, A. A., Osmuk, N. H., Cherniakova, Zh. Yu. *Osvitno-profesiina prohrama «Metodyka vykhovnoi roboty» druhoho rivnia vyshchoi osvity za spetsialnistiu 011 Osviti, pedahohichni nauky haluzi znan 01– osvita / Pedahohika [Educational and professional program “Methodology of educational work” of the second level of higher education, specialty 011 Educational, pedagogical sciences of the field of knowledge 01 – education / Pedagogy].* Sumy: Sumy : FOP Tsoma S.P. (in Ukrainian).

2.	Ability and willingness to create methodological support of the educational process in different types of education institutions, out-of-school institutions and institutions of the penitentiary system
3.	Ability to carry out an objective diagnosis of the level of education, control and evaluation of the results of the educational activity of the subjects of education
4.	Ability and willingness to apply modern methods, technologies, techniques, means of educational work, relying on knowledge of psychological and pedagogical disciplines, specific methods
5.	Ability and willingness to design and apply modern pedagogical technologies to ensure optimal educational conditions for personality formation
6.	Ability and willingness to develop positive motivation in the process of self-education of children and youth
7.	Ability to understand the emotional state and motives of behavior of children and youth
8.	Ability and willingness to use information and communication technologies in order to process different types of information
9.	Ability to innovative activity, formation of a positive professional experience, pedagogical search

Taking into account the current problems of youth and understanding the need to expand the competences of the Med program “Methodology of educational work”, we consider it important to include the following competences of the Finnish model:

*Leading voluntary and NGO activities* (students know how to: comply with provisions, regulations and operating principles guiding their work; work with knowledge of the organization structure and operating methods of NGO activities; plan and implement activities in keeping with NGO values, goals and operating principles; inspire and motivate people to participate in the activities; instruct and guide volunteers and organize voluntary activities; guide civil society activities; work with knowledge of different cooperation possibilities and networks; assess and develop their activities).

*Leading activities for older people* (students know how to: comply with provisions, regulations and operating principles guiding their work; encounter older people respectfully and appreciatively; guide older clients with a methodological and goal-oriented approach in cultural and communal activities; provide individual and communal guidance; take diversity of the target group into account in their guidance; take responsibility for clients’ wellbeing, safety and joint activities; assess and develop their activities).

*Guiding expression* (students know how to: support clients’ expression skills and competence related to different art forms and culture; create an operating environment that promotes different forms of expression; plan and implement different forms of expression: musical, visual, verbal and bodily expression; assess and develop their activities and expression skills).

*Leading physical activity* (students know how to: comply with recommendations, documents and objectives that guide physical activity; promote clients’ physically active lifestyles, wellbeing and physical activity

skills; create an operating environment that promotes physical activity; plan and lead physical activity and exercise; account for clients' development, need for support and inclusion; assess and develop their activities).

*Leading nature and experience activities* (students know how to: plan and lead nature and experience activities; organize nature and experience activities, addressing safety issues; take into account the significance of nature and experience activities and the opportunities they offer for supporting an individual's growth and inclusion and promoting wellbeing; plan and organize an excursion or a camp and guide outdoor activities; plan and implement adventure pedagogy as part of nature and experience activities; lead nature and experience activities ethically and in keeping with sustainable development principles; assess and develop their nature and experience activity skills).

*Guiding persons in need of support* (students know how to: comply with provisions, regulations and operating principles guiding their work; take different needs for support into account; plan and lead goal-oriented activities for clients in need of support; use diverse methods and tools in their work; use communication methods that support and compensate for speech in their work; participate in multidisciplinary cooperation; assess and develop their activities).

*Working with families and multidisciplinary cooperation* (students know how to: comply with provisions, regulations and operating principles guiding work with families; work together with children and families; take families' values, cultures and worldviews into account in their work; support parenting and promote families' wellbeing and inclusion; plan and carry out work with families, including organization of a family event or a festival; work in multiprofessional and multidisciplinary cooperation and guide families in using services; assess and develop their activities).

## CONCLUSIONS

Therefore, the state youth policy in Ukraine is one of the priorities of the state policy and is implemented for the benefit of youth, society and the state taking into account the capacity of Ukraine, its economic, social, historical, cultural development and international experience of state support for youth.

Youth policy is a strategy implemented by public authorities with a view to providing young people with opportunities and experiences that support their successful integration into society and enable them to be active and responsible members of their societies, as well as agents of change. Youth work is a broad term encompassing a large amount of social, cultural, educational or political activity, both with and for young people. Increasingly, such activities include sports and youth services.

The study of the competence model of a specialist in youth work in Finland provides an opportunity to enrich the model of training specialists in

the framework of educational program “Methodology of educational work” of the second level of higher education in the specialty 011 “Educational, pedagogical sciences”, implemented in Sumy State Pedagogical University named after A. S. Makarenko.

The following competences are noteworthy: ability and willingness to undertake volunteer and community events, events for the elderly; support for youth self-expression; inclusion of people in need of support, increased public participation, business planning.

These competences will enable youth workers to support more effectively young people to become active citizens and to participate in decisions and actions that affect them and their community. As a result, it will enable young people to better understand the views and concerns of the wider community, which in turn promotes greater harmony and social inclusion.

### **SUMMARY**

The study analyzes development of Finland’s youth policy in the legislative field and in practice. It is noted that youth work has been defined as actions directed towards young people regarding activities where they take part voluntarily, designed for supporting their personal and social development through non-formal and informal learning. Training of a specialist in youth work in Finland is carried out in accordance with the developed competences. The study presents an analysis of the competences of a youth worker, which is the basis for organizing the educational process of South Ostrobothnia Folk High School (Finland). In the study, the components of the competence model of the youth worker – instructor for youth and the public, prepared by South Ostrobothnia Folk High School (Finland), are given. The competence area in Youth and Community Instruction, in which the qualification title is Youth and Community Instructor, is composed of four compulsory units (110 competence points) and optional units (35 competence points). The compulsory unit includes: professional encounters in the field of education and guidance, guidance of individuals, groups and communities, promoting the growth and wellbeing of young people and supporting inclusion and social empowerment. In the study the possibilities of updating the model of specialist training within the framework of MEd program “Methodology of educational work” of the second level of higher education in the specialty 011 Educational, pedagogical sciences, implemented in Sumy State Pedagogical University named after A. S. Makarenko are defined. Noteworthy have become such competences: leading voluntary and NGO activities, leading activities for older people, guiding expression, leading physical activity, leading nature and experience activities, guiding persons in need of support, working as a top expert, workplace instructor training, working in an enterprise, planning

a business. These competences allow youth workers to provide support for young people more effectively, to become active citizens and to participate in decisions and actions that affect them and their community. As a result, it enables young people to better understand the views and concerns of the wider community, which in turn promotes greater harmony and social inclusion.

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