

A COMPARISON OF CORE COMPETENCIES FRAMEWORK ADOPTED IN THE UNITED STATES

Developed By Whom	Competency 1	Competency 2	Competency 3	Competency 4	Competency 5	Competency 6	Competency 7	Competency 8	Competency 9	Competency 10	Competency 11
Achieve Boston, Integrated Competencies for both after school and Youth Work, 2001¹	<p>Activities/ Curriculum = Activities and curriculum builds upon the importance of a well-balanced structure where activities promote life skills and enhance the physical, cognitive, social and emotional development of children and youth</p>	<p>Building Caring Relationships / Behaviour Guidance = Building Caring relationship with children and youth includes teambuilding, active listening, and a variety of communication strategies. Understanding acceptable and appropriate behaviours in a variety of situations and cultural contexts is a learned skill</p>	<p>Child and Youth Development = To provide a program that meets the multiple needs of children and youth, practitioners must understand comprehensive child and youth development, including developmental stages, children and youth with special needs, competencies and positive youth outcomes.</p>	<p>Safety/Health and Nutrition = Understanding how to maintain personal health and safety, prevention information, crisis intervention, CPR and first aid</p>	<p>Cultural Competence = Understanding difference and inclusion principles and techniques</p>	<p>Environment = A carefully planned learning environment fosters children and youth's involvement and development in all areas. Such an environment includes physical and human qualities that together promote self-esteem, social interaction and community values and address physical and mental boundaries while promoting cultural awareness and inclusion</p>	<p>Families and School = Creating and sustaining relationships with families, teachers and other school personnel is essential to enhancing the quality of after school and youth services. Coordination and information sharing among schools, families and after-school providers/youth workers helps to create a supportive learning environment</p>	<p>Professionalism = Understanding one's role in the organization, professional boundaries, and professional advancement</p>	<p>Program Management = Having an accountable practice of program management enhances quality and promotes efficiency</p>	<p>Workers as Community resources = After school and youth workers can serve as a resource to children youth and families. They also must know how to identify community resources and partner with other organizations to most effectively serve those in their programs.</p>	<p>Building Leadership and Advocacy = After school and youth workers serve as a connection between families, schools, communities, children and youth. They can play a natural role as community leaders speaking out on behalf of the importance of quality of after school and youth services and can influence public policy by shading their expertise.</p>
	<ul style="list-style-type: none"> a) developmentally-appropriate programming b) balanced programming c) team Building and group dynamics d) community Service/service learning e) physical fitness f) encouraging youth participation g) activity planning h) community resources i) critical thinking 	<ul style="list-style-type: none"> a) establish string relationships b) establish trust c) communication Skills d) effective listening e) youth-centered programming f) developmental assets g) resiliency – protective and risk factors h) team Building i) positive guidance techniques j) how the program environment and developmental needs affect children's behaviour k) engaging families in behaviour guidance l) cultural relevancy m) topics specific for middle school age youth n) utilizing community resources o) peace making activities p) conflict resolution and mediation 	<ul style="list-style-type: none"> a) physical, cognitive, emotional and social development – ages and stages b) adolescent development c) youth outcomes d) children with special needs e) efficacy (e.g aligning resources, policies and practices to achieve targeted outcomes and creating an environment that sets high expectations for achievement) 	<ul style="list-style-type: none"> a) wellness and exercise b) nutrition c) licensing d) conflict resolution e) CPR, first aid and universal precautions f) crisis management g) worker safety h) Risk prevention – HIV/AIDs, teen, pregnancy, abuse, drugs and alcohol etc 	<ul style="list-style-type: none"> a) anti-bias and culturally relevant programming b) Multicultural activities c) cultural competencies d) program outreach to diverse communities e) inclusion f) creating an environment that reflects and honors diversity g) identifying bias and oppression h) "Isms" – racism, sexism, classism etc i) celebration of diversity j) sharing power k) inclusive decision-making 	<ul style="list-style-type: none"> a) space design – facilities, décor b) human/ emotional climate – relationships, ownership, youth-friendly c) age-appropriate materials/supplies, furniture, equipment d) print-rich environment – using environment to promote literacy e) working in shared space unique challenges and strategies f) activity planning – themes , webbing, structuring activities g) creating an inclusive environment h) boundaries, territory , "turf" 	<ul style="list-style-type: none"> a) engaging families – recognizing the multiple roles of family members can play b) family support services c) Communicating with families d) Building relationships with school personnel e) Bridging the in-school and out of-school time gaps f) Understanding school expectations g) Creating a communication plan h) Full-service schools i) Understanding education reform opportunities 	<ul style="list-style-type: none"> a) Core competencies b) Self-awareness c) Career development d) advocacy e) Leadership development f) Program management g) supervision h) Ethics i) Boundaries j) Reporting and referral k) documentation l) Professional development portfolios 	<ul style="list-style-type: none"> a) policies and procedures b) supervision c) fiscal management d) leadership style e) workforce issues f) Organisational climate g) Conflict resolution h) Program planning, development, implementation and evaluation i) Assessment and outcomes j) organizational skills k) program start-up l) time and stress management m) meeting facilitation n) building management o) organizational change/transition p) marketing q) computer literacy r) board development 	<ul style="list-style-type: none"> a) referrals b) community assets c) youth worker networks d) community mapping e) collaboration f) advocacy g) youth employment h) community service i) collaborating with j) cultural and civic k) institutions l) linking with funding opportunities 	<ul style="list-style-type: none"> a) social justice issues b) community mapping and surveys c) group dynamics d) youth empowerment e) youth on boards f) peer leadership/ education g) Involving youth in h) social justice i) Media advocacy j) Facilitation skills for youth k) Goal setting l) Legislative and /or budget advocacy m) Parent/provider empowerment n) Community organizing

¹ Online Available: <http://www.nydic.org/nydic/staffing/profdevelopment/index.htm>, 19 December 2005

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National Collaboration of Youth, the United States, 2004²	Understands and applies basic child and adolescent development principles	Communicates and develops positive relationships with youth.	Adapts, facilitates and evaluates age appropriate activities with and or the group.	Respects and honors cultural and human diversity	Involves and empower youths	Identifies potential risk factors (programme environment) and takes measures to reduce those risks.	Cares for, involves and works with families and communities	Work as a part of a team and shows professionalism	Demonstrates the attributes and qualities of a positive role model	Interacts with and relates to youth in ways that support asset-building	
	a) understands ages and stages of child development b) applies fundamentals of positive youth development c) takes into consideration trends and issues that affect children and youth	a) listens in a non-judgmental way b) uses he language of respect c) exhibits concern for well being of others and interest in feelings and experiences of others	a) relates to and engages the group b) initiatives, sustains and nurtures group interactions and relationships through completion of an on-going project or activity c) teaches and models effective problem solving and conflict negotiation d) guides group behaviour in an age-appropriate manner	a) exhibits awareness of commonalities and difference among youth diverse backgrounds and shows respect for those of different talents, abilities, sexual orientation and faith b) builds on diversity among and between individuals to strengthen programme. Community and the community at large c) Serves as a role model for the principles of inclusion and tolerance	a) actively consults, involves and encourage youth to contribute to programmes and the communities in which they live b) organize and facilitates youth leadership development activities	a) identifies basic risk and protective factors in youth development b) designs and monitors emotionally and physically safe programme environments interactions and activities for youth and intervenes when safety demands it c) identifies potential issues (and possible signs and symptoms) with youth that require intervention or referral (suicidal tendencies, eating disorders,. Violent tendencies)	a) understand and cares about youth and their families b) actively engages family members in programme and community initiatives c) understand the greater community context in which youth and families live d) communities effectively with youth and their families – one-to-one communications as well as group settings	a) articulates a personal “vision” of youth development work and expresses current and potential contributions to that vision b) adheres to ethical conduct and professionalism at all times c) acts in a timely, appropriate and responsible manner d) is accountable through work in teams and independently by accepting and delegating responsibility e) displays commitment to the mission of the agency	a) models, demonstrates and teaches positives values like caring, honesty, respect and responsibility b) incorporates wellness practices into personal lifestyle c) practice stress management and stress reduction	a) challenges and develops values and attitudes of youth in a supportive manner b) designs programme activities, structure and collaborations that show evidence of asset building.	

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AED/Center for Youth Development and Policy Research, the United States, 1996 ³	Demonstrate awareness of self as a Youth Development Worker	Demonstrate Caring for Youth and Families	Demonstrate respect for diversity and difference among youth families and communities	Resources to Youth	Demonstrate capacity to sustain relations that facilitate youth empowerment	Demonstrate capacity to develop peer group cohesion and collaborative participation	Demonstrate capacity to plan, implement events consistent with needs youth and in context of available resources	Demonstrate capacity to be colleague to staff and volunteers in the organization	Demonstrate capacity to work with community leaders, groups and citizens on behalf of youth	Demonstrate capacity to collaborate with other community agencies and youth-serving organizations	
	a) ability to articulate a personal vision of youth work and to express current and potential contributions to that vision b) ability to be reflective and express opinions; to evaluate self and seek feedback from colleagues, parents and youth; to assess his/her role as he/she sees himself/herself and as he/she might be seen by others	a) concern about the wellbeing of others, interest in feelings and experiences of others, support of the self-esteem of others, enjoyment of being with youth b) belief in the potential and empowerment if all youth and family members and the ability to identify developmental possibilities amid difficult situations c) ability to actively engage family members in program and community initiatives and to provide support to parents and guardians as they nurture the development of their children	a) awareness of commonalities and difference (such as gender race, grounds ethnicity, class and religion) among youth of diverse backgrounds and appreciation of those of differing talents sexual orientations and faiths b) willingness to search for and retain information about families and communities with cultural and economic backgrounds different from own c) ability to build on diversity among individuals to strengthen organisations and communities	a) ability to articulate relevant theory and research about youth's physical, emotional, social and cognitive processes; peer group relations and sexuality and risk and protective factors of youth development b) ability to observe and talk with youth to assess individual needs, interests, fears and competencies and to do so with an appreciation of organisation and community context.	a) ability to challenge values and attitudes of youth in a supportive manner, affirm and validate youths feelings and ideas and nurture and confirm learning b) ability to articulate and maintain appropriate "boundaries" (such as roles, responsibilities, relationships and confidentiality) with youth c) ability to actively and continuously consult and involve youth and to encourage youth to contribute to programmes and other conditions that affect their lives	a) ability to articulate basic principles of groupwork and facilitation, cooperative learning conflict resolution, and behaviour management b) ability to initiate, enable and sustain group interactions and relationships through the completion of an ongoing activity or project.	a) ability to establish priorities in relation to organizational mission and plan and use existing resources to create a social environment of membership, altruism, participation and challenge b) ability to articulate "best practices" principles form a youth development approach and to apply these principles to the design, implementation and evaluation of organizational programs and practices.	a) ability to be accountable, through work in teams and in isolation, to recognize and act on need for own support and to accept and delegate responsibility b) ability to engage colleagues for reconciling diverse opinions and to handle difference between one's own values and those of others and to make appropriate challenges to stereotyping and discrimination in the workplace.	a) ability to articulate strategies of community consensus-building, mobilization and advocacy b) ability to facilitate and enable groups through the process of identifying community needs and determining appropriate responses c) ability to assist groups in affirmative responding to structural inequality and community factors that diminish opportunities for youth development	a) awareness of the array, mission and referral processes of community agencies and organisations that serve youth and families b) demonstrated ability to conduct community assessment and to identify underused resources c) demonstrated ability to initiate, create sustain collaborative relations with other organisations and develop concrete strategies that benefit both organisations and youth	

³ Ibid.