



# Cultural Diversity

as a Learning Tool in Youth Work



Prepared by Community Action Dacorum



Agreement Number: - 2016 -3 -UK01-KA205-035140

October 2017

## **Cultural Diversity as a Learning Tool in Youth work**

### **CONTENTS**

1. Introduction
2. Italy
3. Latvia
4. Slovenia
5. Spain
6. United Kingdom
7. Conclusion

## 1. Introduction

This research report has been prepared by the partners collaborating on the KA2 Erasmus + project entitled **Cultural Diversity as a Learning Tool in Youth Work**.

The two-year strategic partnership was awarded on 1<sup>st</sup> April 2017 and is being led by DCVS (working name Community Action Dacorum): <http://www.communityactiondacorum.org>

The other partners are:



Vicolocorto, Italy

<http://www.vicolocorto.org>



Pozitiva Doma, Latvia

<https://www.facebook.com/PozitivaDoma>



Zavod Voluntariat, Slovenia

<http://www.zavod-voluntariat.si>



Asociacion Cultural Integra, Spain

<https://www.integracoruna.com>

The project is designed to promote intercultural dialogue, understanding and social cohesion at a time when issues connected to migration across Europe are uppermost. It recognises the importance of young people embracing diversity; in drawing people together and promoting access to arts, culture and informed opinion. In particular, the role of youth workers is recognised as key in shaping the opinion and outlook of young people, helping to create the adults of tomorrow.

The aim of the work being undertaken is to provide the context and ideas for future project training events, gained through the sharing of experience, skills and expertise by partners.

This first phase comprises desk-based research on current training provisions within each partner country (with an emphasis on youth work). The partners started by drawing up a template of questions at a meeting in Hemel Hempstead (UK) and these are addressed as part of each country's research.

The results form the backdrop to a programme of training events and blended mobilities, after which the learning will be incorporated into the ongoing work of partners and disseminated onwards to a wider audience.

## **2. ITALY: Vicolocorto**

### **Desk Research in Cultural Diversity as a Learning Tool in Youth work**

#### **Introduction:**

The desk research is the first element of the project Cultural Diversity as a Learning tool in Youth Work. The Association Vicolocorto is located in Pesaro which is, together with Urbino, one of the five provinces in the Marche Region (central Italy). We decided to carry out the research in our regional area, which is the one that we know the most and the one we would like to work with during this project.

During our research, we realized that there are only three main institutions organizing training courses that touch the topic of “Cultural Diversity”: the Employment Center, schools and University. They deal with the topic in different ways and from different perspectives, but their activities are clear answers to the current reality of Italy.

#### **1: Cultural diversity training for people who engage with youth in the following target groups?**

##### **Target Groups:**

Unemployed

Immigrant/migrant

NEETS (not in education and in training)

Minority groups (BME (black minority ethnic), Roma/travellers

During our research, we could identify some training courses that have target groups and some others which do not. Only one course in this field was addressed to unemployed people; only one was specifically addressed to immigrants and some others are addressed only to teachers.

The rest of the training courses have no specific target group.

#### **2: What kind of trainings on cultural diversity are available in your local settings?**

In Italy, we are currently living a moment of great immigration: many immigrants are escaping from their countries in the Middle East and in Africa because of war, poverty and discrimination.

Institutions and schools were not ready to welcome such a big quantity of immigrants and, mostly, they did not have the right tools to deal with this new situation of big cultural diversity. We are still living the current immigration as an emergency: first of all, institutions give priority to the reception of migrants; secondly, they try to teach them the language to start to communicate with them. The topic of “Cultural Diversity” does not fall in this emergency phase, that is the reason we cannot find this topic as the main focus in most of the training courses offered.

Since communication is one of the main concerns, Italy reacts in two ways: organizing Italian language courses for migrants, and promoting the knowledge of a second language for Italians. On the one hand, we have in Italy several free Italian courses for immigrants to help them to learn at least the basics, and to help them to cope with their first difficulties. On the other hand, institutions organize free language training courses for Italian apprentices and unemployed people: so doing, we can find a meeting point.

In this regard, also the Italian National Agency (ANG- Agenzia Nazionale per i Giovani) has decided to do something, providing the [Online Language Support \(OLS\) to 100.000 refugees](#). This tool is normally provided to young people participating in youth mobility for more than two months and now is available for refugees too: they only need to go an accredited NGO or institution that deal with migrants/refugees to register and then they can do it from computers/tablets or smartphones. The reason of this extension of the OLS is to give an additional opportunity to refugees, beside the opportunities that the EU Member States already offer, to integrate and to contribute to guarantee the development of their competences.

The Employment Center of Pesaro, for example is promoting right now a training course called [“Operatore con Competenze Educative per l’Accoglienza Migranti”](#) that is to say a training course for social and youth workers that have to deal with the reception and education of immigrants. It is organized by an Association that deals with migrants and the target group of this training course are unemployed people who have a good competence in at least one foreign language. Moreover, the same Employment Center is organizing a free Italian course for foreigners, to give them one more opportunity to integrate.

As stated before, the school is another fundamental institution where you can find training courses about “Cultural Diversity” or “Intercultural Communication”. These training courses are usually addressed to teachers in various school levels. This is the first year in Italy, for example, that we have an expert in schools to teach Italian as a foreign language: that is a signal that society is reacting to this new situation.

In our local area, there are high schools that have organized workshops for teachers to promote intercultural communication and to give them tools to deal with culturally mixed classrooms. For this reason, in 2015, the Ministry of Education instituted an [“Osservatorio nazionale per l’integrazione degli alunni stranieri e per l’interculturalità”](#) to guide schools through this multicultural transition. School is the place, in fact, where youngsters can be trained from an early age and it represents a fundamental moment in everybody’s life.

University:

As regards University, there is not a specific faculty or curriculum about “Cultural Diversity”, but there are some curricula and some single courses that have to do with the topic. In our region, we have four big Universities: University of Urbino, Ancona, Macerata and Camerino.

The [“Università Politecnica delle Marche”](#) of the city of Ancona offers a lot of faculties, but the area they cover is mostly scientific and medical.

The “[Università degli Studi di Urbino Carlo Bo](#)”, on the contrary, offers some single courses inside different departments that could be more interesting for this research:

- “[Comunicazione interculturale](#)”: a single course inside the department of “Lingue e Culture Straniere” which aims at helping students to develop intercultural communication skills.
- “[Pedagogia Interculturale](#)”: a single course inside the department of “Scienze dell’Educazione” which aims at reflecting upon the multiple aspects of a multicultural society.

The “[UNIMC – Università di Macerata](#)” offers some single courses too which touch the topic of “Cultural Diversity”:

- “[Antropologia culturale](#)”: a single course inside the department of “Lingue e Culture Straniere Occidentali e Orientali” which deals with the anthropology of diversity and cultural relativism.
- “[Sociologia dei processi culturali](#)”: a single course inside the department of “Scienze della Comunicazione” which aims at reflecting upon cultural communication.

The “[UNICAM – Università di Camerino](#)” offers a Bachelor called “[Scienze Sociali per gli Enti Non-Profit e la Cooperazione Internazionale](#)” which is the only one offered that touches a little bit more the topic of “Cultural Diversity” and of intercultural communication.

### **3: What opportunities are there for youth workers to disseminate what they have learned about intercultural diversity?**

Youth workers have the possibility to organize workshops about cultural diversity and intercultural communication in schools and in youth centers. The workshops in schools, in fact, are usually scheduled in the afternoon as extra-curricular activities.

There is also the possibility to disseminate inside Employment Centers: Vicolocorto, for example, organized a series of workshops both inside three Employment Centers in our province and inside help desks for young people. The workshops aimed at helping young people in different areas to improve their communication skills in foreign languages in order to give them tools to feel included.

### **4: To provide explanation about the topics i.e attitude towards early school leavers, migrant unemployment, not in education and not in training/ intercultural training/diversity training/conflict management/communication/group dynamics/community integration.**

Many of the training courses that we found in our area do not go into sufficient detail to answer this question, since they do not explain these topics. It is hard to find an explanation of this topic just by focusing on the syllabuses of the courses.

### **5: Training courses provided: are they class-room base, on-line or group sessions?**

University courses are mostly classroom based and sometimes they also include workshops and field work/internships.

The courses organized by the Region in cooperation with the Employment Center are classroom based:

the Italian course takes always place in the same building, whereas the course “[Operatore con Competenze Educative per l’Accoglienza Migranti](#)” includes also some hours of field work.

The courses organized in schools and addressed to teachers are mostly workshops with small groups of participants.

The only online course is the one that the Italian National Agency is providing to refugees, that is to say the [Online Language Support \(OLS\)](#).

#### **6: Are they stand alone courses or part of another course?**

As regards University, the courses we pointed out are not stand alone courses, but they belong to a broader area: they are just some of the courses that students can choose and add to their curriculum.

The courses promoted and organized by the Employment Center are, on the contrary stand alone courses.

#### **7: Duration of the training and cost of the training? Is it free for individual and how it is funded?**

University courses last from 3 to 5 years. The single courses of the various faculties can last from one semester to one year. University costs varies according to the income of the student or according to the income of the student’s parents.

The workshops in schools last far less: the workshop organized by the high school [Liceo Classico “T.Mamiani”](#) lasted 6 hours and it was free since it was funded by the MIUR – Ministero dell’Istruzione, dell’Università e della Ricerca.

The course “[Operatore con Competenze Educative per l’Accoglienza Migranti](#)” will last 400 hours in total and will take place from September 2017 to February 2018. The participation is free, since it is a project funded by the region Marche.

The is [Online Language Support \(OLS\)](#) is free and, since it is online, students can access it whenever they want.

#### **8: Are there courses which are only for people who work with Youths in the target group as highlighted above?**

There are no training courses which have people that work with Youth as a target group. People working with youngsters can attend the training courses identified but it is not specified that they are the only one that can participate.

#### **9: Is there a qualification at the end of training or is it an accredited course?**

University courses give the right to qualification.

As for the training course “Operatore con Competenze Educative per l’Accoglienza Migranti”, the participants receive at the end a “Qualifica Professionale di II Grado”, a professional certificate issued by the Region.

As regards the other courses, it is not specified whether there is a qualification at the end, but the training courses for teacher, for example, give them points, which help them to move forward in their career.

### **Conclusion:**

In Italy there is no formal career to become a professional Youth Worker and the training courses about “Cultural Diversity” are not the most popular. Italy, in fact, is currently living a moment of great immigration and institutions still experience it as an emergency. During this emergency phase, first they give importance to the reception and accommodation of migrants; then, they focus on the problem of communication: there are both language courses for immigrants to learn Italian and courses for Italians to learn at least English.

This are the first steps to react to the emergency and, unfortunately, the topic of “Cultural Diversity” does not fall into these first steps. Some training courses of course touch the topic but it is not usually the main focus. The two institutions that reacted more to immigration are Employment Centers and Schools, together with all the NGOs that deal with migrants. They are very interested in offering and promoting training courses since they are the first one to face the new multicultural situation.

The courses that these institutions organize usually have a specific target group, that is to say teachers, unemployed people and migrants, even if for migrants they just offer language courses. These kind of courses are free and, in some cases, they also give qualification. This represents an alternative to University, which anyway offers just some single courses that touch the topic of “Cultural Diversity”: it is usually treated either from the point of view of anthropology or from the perspective of intercultural communication.

By Virginia Presciutti and Daniele Lucarelli

Vicolocorto, Italy, July 2017



### 3. LATVIA: Pozitiva Doma

#### Desk Research in Cultural Diversity as a Learning Tool in Youth work

##### Introduction:

The desk research is the first element of the project Cultural Diversity as a Learning tool in Youth Work. This desk research is done about current situation in Latvia regards training courses for youth workers in topic about cultural diversity.

In Latvia regards Youth Law youngster is person age 13 – 25 and there. We state “youth affairs specialist” who is more responsible about youth policy, “youth worker” who work with young people directly in different activities and “the person who work with young people” who is the person from NGO sector, volunteer, leader etc. The youth affairs specialist and youth worker mostly work at municipalities and youth centres and are paid staff members. Persons who work with young people mostly come from NGO’s.

##### **1: Cultural diversity training for people who engage with youth in the following target groups?**

Target Groups:

**Unemployed:**

**Immigrant/migrant**

**NEETS (not in education and in training)**

**Minority groups (BME (black minority ethnic), Roma/travellers:**

At the first partner meeting amongst partners we agreed that we will look at the above topics in Cultural diversity. In Latvia there have been training courses for youth workers about specific target groups like NEET, immigrants, youngsters with fewer opportunities, Roma and these training courses were about social inclusion for these groups. Then there have been training courses like “intercultural learning in youth work” which focus more about intercultural learning, tolerance and diversity. Mostly these training courses have been international financed by EU programmes and implemented by Agency for International Programs for Youth or different NGO working with young people.

We can highlight NGO Shelter “Safe House” which is the organization working with refugees and immigrants and providing educational seminars and trainings about immigration topic and

integration. They are active in youth field and educate youngsters and youth workers in different topics mentioned above but they don't provide training courses constantly.

## **2: What kind of trainings on cultural diversity are available in your local settings?**

The Ministry of Education and Science every year organize training course which is about 10 days in 6 month period for youth affairs specialists. The programme of training course consists from different topics important in youth work. In year 2017 there is no any topic related to intercultural issues.

There are two universities where students can study master programme "Career counsellor and youth affair specialist" but there are no subjects about cultural diversity. And some universities provide studies in programme "Intercultural relations" but they are not connected with youth work.

The institution which provides wide range of local and international training courses for youth workers (working at municipalities, youth centres, NGO's, voluntary sectors) is Agency for International Programs for Youth which administrates different programmes also Erasmus+: Youth in Action programme and is Anna Lindh Foundation coordinator. They have provided possibility to participate in training courses about intercultural learning, intercultural communication, and cultural diversity. These training courses in these specific topics are not regular and often but time after time.

Observing what kind of learning possibilities are provided for different target groups not only youth workers, there were some courses like **the Latvian School of Public Administration (training course in intercultural etiquette and communication where one of the topic is cultural diversity), online, free of charge course for teachers about cultural diversity in learning process for teachers who daily work with children coming from different cultural backgrounds. Course is provided by portal Education Gateway** and probably other but not published widely in internet.

## **3: What opportunities are there for youth workers to disseminate what they have learned about intercultural diversity?**

Most of youth workers who attend any training courses about intercultural diversity or intercultural learning topic do it with intention to do international youth work - implement international projects like youth exchange or European voluntary service project where these knowledge can be transferred.

Also there is a great chance to apply knowledge in daily work at youth centres also visiting schools and working with youngsters coming from different cultural backgrounds (like Roma).

**4: To provide explanation about the topics i.e attitude towards early school leavers, migrant unemployment, not in education and not in training/ intercultural training/diversity training/conflict management/communication/group dynamics/community integration.**

Many of the syllabuses researched do not go into sufficient detail to answer this question;

**5: Training courses provided: are they class-room base, on-line or group sessions?**

Mostly class-room based type of training courses average 3 days up to week and usually based on non-formal learning approach except those which are provided at universities as lectures.

**6: Are they stand alone courses or part of another course?**

Both but mostly part of another courses which are about intercultural communication/learning/youth work.

**7: Duration of the training and cost of the training? Is it free for individual and how it is funded?**

Training courses mostly are funded by EU programmes or other foundation like Swiss – Latvian partnership programme which aim was to develop youth work and youth workers capacity in Latvia. Usually for courses provided by universities participants have to pay.

**8: Are there courses which are only for people who work with Youths in the target group as highlighted above?**

The courses organized by Agency for International Programs for Youth are addressed for your workers and those who daily work with young people. Courses organized by other – depends on target group.

**9: Is there a qualification at the end of training or is it an accredited course?**

Accredited courses are at university as a part of study programme others provide attendance certificate or, if course is organized under programme Erasmus+: Youth in Action, participants receive Youthpass certificate.

**Conclusion:**

The course “cultural diversity” itself and constantly in Latvia for youth workers is not provided but there are occasionally courses, they are both local and international and usually funded by some EU programme which means free of charge for participants or for little fee with similar topic like “intercultural learning”.

#### 4. SLOVENIA: Zavod Voluntariat

##### Desk Research in Cultural Diversity as a Learning Tool in Youth work

###### Introduction:

**Looking at the cultural diversity training to help youth workers/youth leaders/youth volunteers (people who work with youths) to address conflict, perceptions/attitude/ prejudices/myths?**

The desk research is the first element of the project Cultural Diversity as a Learning tool in Youth Work. Zavod Volutnariat is situated in Ljubljana, thus we decided to focus on our region (Central Slovenian Region).

For the beginning just a short introduction of youth work in Slovenia - In Slovenia we don't have education for youth workers or any official certification and for now it's not registered as profession but this should change in couple of months as we are waiting for the last signature from Ministry of Labour, Family, Social affairs and Equal Opportunities to qualify the profession of Youth Worker as National Vocational Qualification. In Slovenia we have two terms for people working with youth in NGOs and youth organisations – one is called youth worker and this is the person who is paid for her/his work and the other one is Youth Leader who is working (mostly) on voluntary basis. Youth in Slovenia is considered young people both genders aged between 15 and 29.

<b>1:Cultural diversity training for people who engage with youth in the following target groups?</b>
Target Groups:
<b>Unemployed:</b>
<b>Immigrant/migrant</b>
<b>NEETS (not in education and in training)</b>
<b>Minority groups (BME (black minority ethnic), Roma/travellers:</b>
We discovered that in cultural diversity trainings or educational programs where young people can participate, they are not targeted but young people and youth workers/leaders in general can

participate. On the other side cultural diversity training for people who engage with youth in identified target groups in our project differs. We can find trainings/educational models that through topic of cultural diversity targets roma people and migrants/refugees/asylum seekers. We couldn't find the ones who would also target unemployed and NEETS. Most of them are not targeted at all.

## **2: What kind of trainings on cultural diversity are available in your local settings?**

In our local setting most of the cultural diversity trainings are financed through Erasmus+ or other European programmes, there are also some classes in Faculties and one international master programme. Most of the trainings/educational models that include cultural diversity are part of intercultural trainings or intercultural communication.

### Organisations:

- Association Humanitas: their mission is to raise awareness of global problems through education and awareness raising, to encourage social inclusion and responsibility. They are organising trainings for NGOs, schools and sometimes they have open ones that anybody can attend.  
<http://www.humanitas.si/index.php?lang=en>

-Slovene Philanthropy - they are organising training for people who are working with migrants/refugees/asylum seekers - <http://www.filantropija.org/usposabljanja-2/za-mentorje-in-organizatorje-prostovoljskega-dela/>,

- usually there are one to three possibilities per year to attend trainings financed through different European programmes and are organised by different organisations. Mostly they are organised by youth organisations that do international projects.

### Faculties:

- Joint Master Programme: Cultural Differences and Transnational Processes:  
<https://creole.univie.ac.at/>

- Alma Mater Europaea: Institutum Studiorum Humanitatis – doctoral study: Humanities

It includes subjects that are all about interculturality

- Faculties of Social Studies: they have different programmes and almost all of them include subjects about interculturality, cultural diversity etc. - <https://www.fdv.uni-lj.si/en>

Other:

- our Ministry of education, science and sports has a project/operation called “Challenges Of Intercultural Coexistence” – it’s meant for schools to prepare their staff and pupils for better involvement and integration of foreign pupils in our school and educational system.

- there are also trainings for educators who work with older people

- there are several companies who are organising trainings for everyone who is interested to learn more about intercultural communication

**3: What opportunities are there for youth workers to disseminate what they have learnt intercultural diversity?**

Youth workers can disseminate their knowledge about intercultural diversity in youth centres, youth organisations and schools. Workshops in youth centres and youth organisations can be stand alone trainings or part of projects such as youth exchange or mobility of youth workers or even some bigger projects. Some organisations are also preparing workshops for other organisations that work in international environment, there are also youth workers who are self-employed and are offering trainings for companies. Workshops in schools can be part of the curriculum or after-class activity.

**4: To provide explanation about the topics i.e attitude towards early school leavers, migrant unemployment, not in education and not in training/ intercultural training/diversity training/conflict management/communication/group dynamics/community integration.**

Many of the syllabuses researched do not go into sufficient detail to answer this question.

**5: Training courses provided: are they class-room base, on-line or group sessions?**

Training courses provided are class-room based and group sessions, we don’t have any national on-line trainings about cultural diversity/intercultural communication. Most of them are based on non-formal education methodology.

**6: Are they stand alone courses or part of another course?**

We have both, but mostly they are part of another course.

**7: Duration of the training and cost of the training? Is it free for individual and how it is funded?**

Erasmus+ financed trainings – usually cultural diversity is only one part of the projects/trainings and is cost free.

There were some national projects that included cultural diversity about roma people, they were also cost free.

Our Slovene Philanthropy is organising trainings for volunteers and youth workers on how to work with migrants/refugees/asylum seekers. They are not financed and the participation fee is from 30-60€. They are one day trainings.

There are also some companies offering intercultural communication trainings that are available for everyone. We couldn't find the price for them, as you have to contact them and depending on group size and needs they prepare the price.

Regular studies in Slovenia are free, so all of the programs and syllabuses are free of charge for students.

**8: Are there courses which are only for people who work with Youths in the target group as highlighted above?**

In Slovene Philanthropy and Association Humanitas are organising training for people who are working with migrants/refugees/asylum seekers - <http://www.filantropija.org/usposabljanja-2/za-mentorje-in-organizatorje-prostovoljskega-dela/>.

In the past there were also trainings organised for people who are working with roma people but currently we couldn't find any.

**10: Is there a qualification at the end of training or is it an accredited course?**

If it's part of Faculty studies, students receive credits but if they are not connected to school participants receive attendance confirmation, for E+ trainings also Youthpass certificate.

**Conclusion:**



With this research we realised that there are not that many trainings focusing only on cultural diversity or intercultural learning, mostly there are only one (small) part of training or bigger project or in Faculties, there are only some subjects that focus on intercultural communication and cultural diversity, excluding the master program of Cultural Differences and Transnational Processes that focuses mostly on that.

For youth workers there are usually international trainings connected with cultural diversity/intercultural communication/group dynamics/community integration/conflict management. We don't have a specific institution or program that would focus on that. If they are interested in such topics they have to find some youth workers/trainers who would organise a workshop for them. The only organisations that is providing regular trainings on these topics is Slovene Philanthropy and even theirs are more basic ones and focus on working with migrants. Once per year Humanitas is organising workshops for their volunteers and youth workers can also attend but mostly, during year, they have regular workshops at schools. Mostly they are for pupils but some are also only for teachers.

Because of quite big community of Roma people and people from ex-Yugoslavia countries and the refugee crisis there are a lot of initiatives and projects that schools are doing for better integrations of refugees/migrants/asylum seekers and Roma people.

## 5. SPAIN: Asociacion Cultural Integra

### Desk Research in Cultural Diversity as a Learning Tool in Youth work

#### **Core Research Area: GALICIA**

---

##### **Introduction:**

As the desk research is the first element of the project, *Asociación Cultural Integra* will carry out a desk research in its area of influence, that is, the Northwest Spanish Region of Galicia (Approx. 3m inhabitants). Through the analysis on the available training on cultural diversity for youth workers in Galicia, we will analyse which are the different paths to become a Youth Workers, the kind of qualifications they may get or what opportunities these youth workers have to put into practice their knowledge on Cultural Diversity. Besides these, we will detail which are the main characteristics of the Galician reality in relation to Cultural Diversity and the youth work world.

Also, the reason to limit the research to Galicia is mainly due to the fact that *Asociación Cultural Integra* mainly works and develops its social and educative projects in here and the different systems and social realities we may find Spain. Despite that, some training courses detailed in the present research have a national coverage and the Galician reality cannot be separated from the Spanish one, the Spanish national core curricula and its systems of recognition and validation.

---

Through the analysis we have tried to analyse the following points:

1. Cultural diversity training for people who engage with youth in the following target groups?
2. What kind of trainings on cultural diversity are available in your local settings?
3. What opportunities are there for youth workers to disseminate what they have learned about intercultural diversity?
4. To provide explanation about the topics i.e attitude towards early school leavers, migrant unemployment, not in education and not in training/ intercultural training/diversity training/conflict management/communication/group dynamics/community integration.
5. Training courses provided: are they class-room base, on-line or group sessions?
6. Are they standing alone courses or part of another course?
7. Duration of the training and cost of the training? Is it free for individual and how it is funded?
8. Are there courses which are only for people who work with Youths in the target group as highlighted above?
9. Is there a qualification at the end of training or is it an accredited course?

As agreed in the kick off meeting held in Hemel Hempstead (UK) in May 2017, all partners may look at any cultural diversity training for people who engage with youth in the following target group: unemployed, immigrant/migrant, NEETS or minority groups in Cultural diversity.

Before analysing this, it is required to point out what has been identified in the *Socio-economic Scope of Youth Work in Europe, Country Report on Youth Work: Spain*<sup>1</sup> which explains the results obtained by our research and the Spanish reality in connection to Cultural Diversity training and the identified training paths for people who engage with youth with the above-mentioned target groups.

*“(…) the Spanish welfare state has until now been based on solidarity, particularly cross-generational solidarity, which explains young people’s delayed emancipation from their family. Issues relating to the socialisation of young people are normally solved within the family (private environment), while issues relating to young people’s schooling and labour qualifications are solved within the educational system (public environment)” (page 41).*

In short, that means that Spanish Welfare States, as many others in Europe, are characterised by a polarised revenue policy essentially directed towards the elderly, where budgetary allocations intended for family and for youth policies, such as for the development of **youth work**, have been **very scarce**. This has considerably **RESTRICTED the development of national programmes for youth work and so Cultural Diversity training for people who engage with youth in connection with the above-mentioned target groups**. This give rise to restrict the development of these programmes to a local or regional level. On the other hand, and as a consequence of this family orientation policies intended to promote the Third Sector and formal and non-formal education of young people have just recently been implemented.

In contrast to the countries in northern Europe, in Spain the concept of youth work is difficult to apply as there is **no official term** or underlying concept when referring to youth policies and **there is not a specific study which leads someone to get an official degree as a “Youth Worker”, the same happens with training courses on “Cultural Diversity”** which are both included as part of broader university degrees or VET studies (public, private or subsidised private centres). This means that there is not a direct way to become a youth worker in Spain.

After clarifying the framework in which we are, let’s analyze the kind of trainings on cultural diversity which are available in our local setting (Region), the type of training courses provided, the opportunities our youth workers may have to disseminate what they have learned about intercultural diversity, the main characteristics of the training courses, or the type of certification participants may get. For a better understanding, we will differentiate the training courses between VET centres (State, public and subsidised centres) and Universities as the requirement to get access are slightly different.

#### **1. STATE VET CENTERS: offering Regional, National and European recognition:**

Within the Region we find **STATE VET SCHOOLS** offering recognised and accredited training courses which may include aspects related in a way to Cultural Diversity **BUT not specific training on Cultural Diversity**. That is, they do not stand alone as they are or part of another course. In fact, all

---

<sup>1</sup> [http://www.youthpolicy.org/library/wp-content/uploads/library/2008\\_Socioeconomic\\_Scope\\_Youth\\_Work\\_Europe.pdf](http://www.youthpolicy.org/library/wp-content/uploads/library/2008_Socioeconomic_Scope_Youth_Work_Europe.pdf)

these offered VET certificates belong to a broader VET family called "[Socio-Cultural Services and Community Services](#)" which lead to a general "Certificate of Higher Education (HNC) in SOCIAL INTEGRATION".

The main characteristics of those VET Studies (State schools, subsidised private centres or public schools) which include blocks related to Cultural Diversity training are addressed to a general public and cover different target groups and they can be summarized as follows:

**A) STATE CENTRES:**

- Study/School Certificate: **Certificate of Higher Education (HNC) in SOCIAL INTEGRATION (2.000h)"**
- Cost: **FREE except in the case of Public/Private Schools in which a fee may be required**
- Duration: **2+1 years**
  - Year 1: 800h
  - Year 2: 790h
  - Year 3 Practicum: **410h**
- Location: **4 VET state schools offer this Certificate in the Region.**
- Specifically: This VET training certificate offers blocks related to the different contexts of the social intervention, attention to diversity measures which are mainly link to learning problems or blind or deaf people. NO block related to Cultural Diversity are identified

Four state VET centres offer this Certificate of Higher Education (HNC) in SOCIAL INTEGRATION:

**PUBLIC VET SCHOOL 1:** [CIFP Ánxel Casal - \(A Coruña\)](#)

**PUBLIC VET SCHOOL 2:** [CIFP Portovello \(Ourense\)](#)

**PUBLIC VET SCHOOL 3:** [CIFP Compostela \(Santiago de Compostela\)](#)

**PUBLIC VET SCHOOL 4:** [CIFP A Xunqueira \(Pontevedra\)](#)

**B) SUBSIDISED PRIVATE SCHOOLS:**

**VET SCHOOL 1:** [CPR Aloya \(Vigo\)](#)

**VET SCHOOL 2:** [CPR Plurilingüe San José de la Guía \(Vigo\)](#)

**C) PUBLIC/PRIVATE SCHOOLS:**

- [CPFPE TOMAS BARROS](#)
- [CPE SAN JOSE DA GUIA \(Vigo\)](#) (Catholic School)

Spanish *Subsidised Private VET schools* or *Public/Private VET schools* must comply with the requirements established by the National Ministry of Education to be officially recognised.

NOTE: All schools offer the certificate with the same characteristics and the same modules. They all offer blocks linked in a way to Cultural Diversity through the analysis of the different social and cultural contexts of origins in which technicians may develop their work and should take into account (133h), they also included a block to improve the communication channels among technicians and users (160h). No block directly related to cultural diversity are identified

Independently of the type of VET schools (state, public and subsidized private schools), some of them offer different ways of attending these studies/blocks:

- a) Class-room (group sessions) base training courses (full time) in a so-called ordinary regime with a fixed timetable (usually in the morning).
- b) In contrast to the “ordinary regime”, Schools may offer a so-called “adult regime” meaning blended or on-line training modules for those who cannot attend school during the fixed timetables. In that case, students can register part-time in the modules. Besides, there is a training-tutor who helps them in their daily tasks or who offer face-to-face or on-line tutorial hours along the course to solve their doubts them if required. This format is mainly offered to those who already work on the field or on similar matters, but not exclusively, and wants to improve their competences.

Despite the type of “regime”, all **VET certificates include a compulsory practical training period / internship of 410h** in the 3<sup>rd</sup> year which give students the opportunity to disseminate what they have learned in the previous years. Besides, at the end of the training period they are required to elaborate a final report about their training period which they should pass in order to get the final Certificate.

## **2. UNIVERSITY STUDIES: Regional, National and European recognition:**

Apart from these VET Certificates, **three STATE UNIVERSITIES** are located in Galicia [[University of A Coruña](#) (Northern regional area) [University of Santiago de Compostela](#) (Central Regional Area); and the [University of Vigo](#) (Southern regional area)]. There is also a “[National Distance Education University \(UNED\)](#)” with offers on-line and blended courses and university degrees through the country and to other countries mainly to South American Spanish Speaking Countries. Despite the fact, there are some on-line open university at a national level, there are not training courses directly related to Cultural Diversity. Also, we are not going to analyse the open MOC courses offered in the region as the final certificate participants may get are not recognised in most cases by the Spanish Ministry of Education.

The three universities offer different Bachelor’s Degrees (B); University Degrees, Master’s Degrees, Graduate Certificates (PGCert) or Doctorate programmes (PhD) related to social intervention and cultural diversity studies but mainly linked to diversity on educational context, unemployed people and on immigrants which are basically addressed to teachers, psychologists, social educators, social workers, sociologists and social inclusion technicians. Once again, the desk research has demonstrated the **lack of specific studies related to cultural diversity within the Region of Galicia** in relation to some of the target groups [*minority groups: back minority ethnic or Roma/travellers*] and

that the training paths are still the same since the first analysis carried out prior to the present Erasmus+ KA2 project “CULTURAL DIVERSITY AS A LEARNING TOOL IN YOUTH WORK”.

Despite the fact that these are state Universities, all students NOT receiving a scholarship or a fellowship grant may pay a fee which is regulated at a regional level, so students attending a Bachelor's degree or University Degree; a Graduate Certificate (PGCert), a Master's Degrees (M) or a Doctorate (PhD) course **are required to make a fixed instalment depending on the total number of credits**. The students' final Certification may depend on the number of credits and the different university levels we have:

- Bachelor's Degree (B)\* – (Spanish 3 Years University course previous to Bologna Process – *Expiring Certification*)
- University Degree – (4 years)
- Post-Graduate Certificate (PGCert) - (From 30 to 60 ECTS credits)
- Master's Degree (M) (From 61 to 120 ECTS credits)
- Doctorate (PhD)

Besides that, there are common basic requirements to get access to university studies despite the state university chosen by the student, these are:

- Students are required to achieve the General Certificate of Education (GCE) or have the Certificate of Higher Education (HNC).
- Pass the University Entrance Exam.

That means that no professional working with Youth or any of the target groups can attend an official Bachelor's Degree (B), or a university Degree or Post-Graduate Certificates related to the matter if they do not meet the requirements. In those cases, the only way they have to get trained is to attend any recognised centre offering “On-going Training Courses” offered by public and private centres which lax requirements and restricted official value. Most of these public and private centres offer on-line courses or MOC courses and only a few class-room base courses in group sessions.

In relation to the opportunities youth workers have to disseminate what they have learned about intercultural we should mention **ALL Bachelor's degrees and ALMOST ALL Master's degrees required a practical training period / internship with a minimum of hours in different institutions dealing with some of the topics covered along the year and a final report to be elaborated at the end of it. Besides, apart from other evaluation methods, it is required to elaborate a final dissertation on any of the topics covered along the year.** The practical training period may be developed in NGOs, Cultural Organizations (both public and private); Community centres or local committees; Youth and Adult educational centres; state schools; Migrant organizations or Volunteering organizations, Training Support Providers, Trade Unions; Co working spaces and start-ups, etc.

Some of the state **Bachelor's degrees or University Degrees** (official recognition / certification) found in the region which deals with the concept of Cultural Diversity as part of a broader field are:

- [Bachelor's degree in SOCIAL EDUCATION \(University of Santiago de Compostela\):](#)
- [Bachelor's degree in SOCIAL EDUCATION \(University of A Coruña\)](#)

➤ [Bachelor's degree in SOCIAL EDUCATION \(University of Vigo\)](#)

Bachelor's degree offered by the three state universities in 3 different campuses. Student may attend a compulsory but quite general course related to Social Education, Cultural Diversity and Local Development in their 3<sup>rd</sup> or 4<sup>th</sup> year of only 60h.

**The covered topics are:** Managing immigration and cultural diversity as key to local development; Legislative Basis; Immigration and socio-political development in municipalities; Civil society in local development and in the management of the Cultural Diversity; Development of Intercultural educational projects in the local community; Training of professionals in Cultural Diversity in the local administration; Social and cultural mediation at a local level; Design and evaluation of educative and cultural diversity programs.

- Fee Cost per year– whole academic year: approx. 1000€/year
- Duration: 4 years (minimum required 240 credits) – 1 credit = 10 hours
- The last two years, it is requested that all students may attend a practical training period / internship of 300h (120h during the 3<sup>rd</sup> year and 180h during the 4<sup>th</sup> year which includes a final report of such internship; these training period can be related to any matter Social Educator may deal with in their professional career). Also, they are requested to elaborate a final project in order to get the final Certificate.

In Spain the Bachelor's degree in Social Education let professionals to carry out their activity in areas related to animation and socio-cultural management, Education for mediation, social inclusion and diversity, community development, **Socio-educational actions in childhood and youth**, education for citizenship and sustainability, etc. Most Youth centres included a Social Educator to deal with younger.

Type of teaching: class-room class and small group sessions and seminars.

➤ [Bachelor's degree in SOCIAL WORK \(University of Santiago de Compostela\)](#)

➤ [Bachelor's degree in SOCIAL WORK \(University of Vigo – University Campus: Ourense\)](#)

Students may attend a compulsory and general course related to Social Work, Migration Processes and Cultural Diversity (Processes and Problems on which Social Work works) and social work in diverse cultural communities: migrants, Roma or educational interventions

**The Covered Topics are:** Migration policies; Immigration applied to Social Work; Intervention with immigrants from Social Work and Intervention with migrants in situations of greater vulnerability; The practice of intercultural social work: cultural diversity, interculturality and intercultural mediation; Contextualization and aspects a take into account in social intervention with immigrants. Psychosocial aspects of the migrant population.

- Fee Cost per year– whole academic year: approx. 1000€/year
- Duration: 4 years (240 credits) – 1 credit = 10 hours
- The last year, it is requested that all students may attend a practical training period / internship of 220h (this internship includes a final report of such internship; these training period can be related to any matter Social Workers may deal with in their professional career). Also, they are requested to elaborate a final project in order to get the final Certificate.

Along with the Bachelor's degree in Social Education, the Bachelor's degree in Social work may let professionals to carry out their activity in areas related to **youth**. All municipalities must include Social workers and social educator among their staff.

Type of teaching: class-room class and small group sessions and seminars.

➤ [Bachelor's degree in SOCIOLOGY \(University of A Coruña\)](#)

Students of sociology should attend several compulsory courses related to the Sociology of "General Migrations" and the "Understanding changes and Social Structures".

**The Covered Topics are:** Social and cultural anthropology; Management of Cultural and sociocultural projects; Sociology of migrations and methodology for the ethnographic researching.

- Fee Cost per year– whole academic year: approx. 1000€/year
- Duration: 4 years (240 credits) – 1 credit = 10 hours

The last year, it is requested that all students may attend a practical training period / internship of 120h (this internship includes a final report of such internship; these training period can be related to any matter a sociologist may deal with in their professional career). Also, they are requested to elaborate a final project in order to get the final Certificate.

Type of teaching: class-room class and small group sessions and seminars.

After analysing the Bachelor's degree which may be found in the region linked in a way to Cultural Diversity, we will analyse the **Graduate Certificates (PGCert), Master's Degrees (M) or Doctorate (PhD) courses** that students may attend once they finished their Bachelor's degree. All these courses may vary in price as the Universities are the ones which established their methodology, subjects, materials, evaluation and practical training/internship according to a national law. Despite all, these Master 's Degrees offered by State Universities have an admission fee which range between 1.500€ to.

**A) Master's Degrees (M) 1:**

**A.1) Offered by the *University of A Coruña***

["Master's Degree in International Migrations: Research, Migratory Policies and Intercultural Mediation" \[Expiring Certification\]](#) and ["Master's degree in social policies and socio-community intervention" \[New Certification\]](#)

Seats offered per year: 35 seats.

Duration: 1 year (120h)

Fee Cost per year (UE students) – whole academic year: approx. 1.500€/year

Fee Cost per year (non UE students) – whole academic year: approx. 2.500€/year.



This Master's Degree deals with Migratory Policies and Intercultural Mediation and has a block which it is mainly addressed to analyse those situations of social exclusion, social vulnerability and **cultural barriers** among groups and Interpret social facts or policies from the different theoretical frames. It also deals with the way of correcting, determining and preventing situations and processes of social exclusion and fostering a better understanding among the different cultures today in Spain/Galicia. It pays special attention to the current **migration phenomena, ethnic minorities**, gender violence and transformations in relation to the traditional concept of family.

### **A.2) Offered by the *University of Santiago de Compostela***

In contrast with the University of A Coruña, the University of Santiago offers a Master's Degree on Cultural Diversity: Master's Degree "[Research in Education, Cultural Diversity and Community Development](#)". It offers a Cultural Diversity training through two specific blocks entitled "*Emerging Problems and Educational-Social Alternatives in the Communities in a Globalized World (150h)*" and "*Education for Citizenship and Cultural Diversity (120h)*". This Master's degree is addressed to graduates in Pedagogy, Psycho pedagogy, Social Education as well as to all graduates in Social and Legal Sciences or Humanities.

However, it is quite noteworthy that despite the fact that the University of Santiago is the only one offering a Bachelor's degree in Pedagogy in the region and having different courses linked to education, social or human resources or special education, it does not offer any course directly related to Cultural Diversity among its core or optional subjects.

### **A.3) Offered by the *University of Vigo***

The University of Vigo offers an own degree called "[Master's degree in Multidisciplinary Intervention in Diversity in Educational Contexts](#)". It is a master's degree organized by the University School of Education and it is mainly focused on the learning problems teachers may deal with in their daily tasks. As the National Education Act pays attention to the concept of Diversity, in recent years all teacher are required to elaborate their teaching programmes and teaching units paying attention to the different learning rhythms which can be identified in the group and specifically to those students of foreign due to the high percentage of this type of students in Spanish school in the last 20 years and also focusing on those unmotivated learners that must remain in classrooms until they are 16 years old. That is, special attention measures to avoid students to become NEETS meaning those who are not in education and in training.

Seats offered per year: 30 seats.

Duration: 1 year (120h)

Fee Cost per year (UE students) – whole academic year: approx. 1.000€ - 2000€

### **A.4) Offered by the *National Distance Education University (UNED)*:**

Since 1972, there is in Spain a "[National Distance Education University \(UNED\)](#)" which offers a public service of higher education through the modality of distance education to all citizens. Certifications are totally recognised by public and private institutions and it offers qualifications

adapted to the European Higher Education Area (EHEA). **It is the only public institution which offers training directly related to Cultural Diversity and continuing professional development (CPD) courses covering the subject to all professionals.**

It offers two training courses related to Cultural Diversity:

1. An **on-line Master's Degree** on "[Educational treatment of special needs due to cultural diversity](#)", a Graduate Certificate (PGCert) addressed to educators and professionals who work in education with people who have some type of diversity derived from their specific needs, their personal situation or specific circumstance, or in a certain context with some deficit.

**The Covered Topics are:** Dialogue between people and communities; Analysis of the most appropriate approaches to educate people with diverse needs; Educational Treatment of the Cultural Diversity in specific contexts; Design of educational intervention programs, appropriate for their practical application with people of diverse special needs; Fostering interpersonal communication methods/techniques with native and non-native Spanish Speakers with special needs; Helping families with students with special needs; Integration and inclusion of people with special needs in different educational, family and social contexts.

Fee Cost: 1.500€ (EU) - Duration: 3000h

This on-line course does NOT offer any practical training period / internship to get the final Certificate. Students are regularly requested to send their tasks to their on-line tutor. As a consequence, they cannot test or put into practise what they have learned about intercultural diversity. By the way, they should elaborate a final dissertation on any of the topics covered along the course.

Type of teaching: on-line course. / blended training

Final Certification: Official recognition and Official Certification.

2. An **on-line university course** called "[Management of the Cultural Diversity in Contemporary Society](#)". It is addressed to any graduate or postgraduate interested in studying or researching all issues raised by the management of the cultural diversity of the Spanish society nowadays.

The last point in the desk research refers to those **PRIVATE TRAINING CENTRES** which offer different private and NON recognised Masters' Degrees. These let participants to get a **non-official certification** through on-line courses within a fixed period which are just a mere continuing professional development course (CDP). Among those related to Cultural Diversity we may mention the *Private European degree in Educative and Social Inclusion* as it includes a block related to the concept of Cultural diversity. This course is offered by *Euroinnova School* and it has a duration of one year, it does not include any practical training period / internship to get the final Certificate and it cost circa 800€. The *Social Mediator with Migrants*, a course is offered by *INESEM School* which last one year, it does not include any training period and it cost circa 800€.

Notice that, despite the fact that, the three bigger *labour union workers*, UGT, CCOO and CIG, offer in collaboration with the Spanish Red Cross continuing professional development (CPD) on

multicultural awareness aiming the labour integration of workers of foreign origin they do not offer specific blocks related to cultural diversity.

#### **CONCLUSIONS:**

1. In Spain there is not a clear professional career to become a “Youth Worker” and all training courses/blocks related to the concept of Cultural Diversity do not stand alone as **they belong to a broader area.**
2. Those who want to become a Youth Workers or attend training courses related to Cultural Diversity must **attend the above-mentioned paths** which are **not free** and do **not clearly deal** with the topics, besides, in many cases these courses are not affordable to young people.
3. Despite the fact that there are courses covering some of the target groups in the project (migrants, NEETS...), we still **miss** some of them: black minority ethnic or Roma travellers. Actions referring to these are carried out by regional NGOs which are **not** organised nor constituted to be a training centre but among their services they offer services to help migrants in their welcoming society (organisation of fairs, parties, etc).

## 6. UNITED KINGDOM: Community Action Dacorum

### Cultural Diversity as a Learning Tool in Youth Work

#### Introduction:

The desk research is the first element of the project Cultural Diversity as a Learning tool in Youth Work. Other partners involved with this project are Italy, Latvia, Slovenia and Spain. They will equally carry out the desk research in their respective countries. In the UK, we looked at all English vocational and academic training courses where 'cultural diversity' is represented in various guises. These range from basic vocational training to post-graduate qualifications. Examples are given throughout.

It also looks at a selection of youth clubs which are specifically set up for young people from minority groups where cultural awareness is essential.

Scotland, Wales and Northern Ireland have slightly different systems so are not covered by this report.

#### **1: Cultural diversity training for people who engage with youth in the following target groups?**

Target Groups:

**Unemployed:**

**Immigrant/migrant**

**NEETS (not in education and in training)**

**Minority groups (BME (black minority ethnic), Roma/travellers:**

At the first partner meeting amongst partners we agreed that we will look at the above topics in Cultural diversity however through the research in the UK it came to light that very few of the training courses identified specify which client groups are included beyond the general classification of 'young people' and 'communities'.

#### **2: What kind of trainings on cultural diversity are available in your local settings?**

This research applies to England only as different standards apply in Wales, Scotland and Northern Ireland.

The topic of 'cultural diversity' is covered within a wide variety of training courses under different names, and at different levels. While there is little or no consistency amongst training providers, all relevant courses are recognised by the Joint Negotiating Committee for Youth and Community Work (JNC), and accredited by the National Youth Agency, which is essential for anyone wishing to become a qualified youth worker.

The Institute of Youth Work – the membership body for youth workers – has a [summary of courses](#) on its website.

There are three main ways to become a youth worker in England:

Through an apprenticeship

As a youth support worker

As a professional youth worker

#### **Apprenticeship:**

An apprenticeship is a way for young people and adult learners to earn while they learn in a real job, gaining a youth support worker level 2 or 3 certificate in youth work practice and real experience of working with young people.

There are various opportunities for apprenticeships and qualifications, set out [here](#).

#### **Youth Support worker:**

Youth support workers are expected to achieve a level 2 or 3 qualification or a diploma in youth work practice. These are qualifications for people who work with young people using youth work principles and practice and are the main vocational elements of the intermediate apprenticeship framework in England.

The level 2 is for 16+ age group and the level 3 is aimed at the 18+ age group. The level 2 certificate includes a module on [anti-discriminatory practice](#) in youth work, a module of 30 hours of study.

#### **Professional youth worker:**

Youth workers with a professional level youth work qualification such as:

- BA (Hons): three years full time (and part time equivalent) – level 6
- PG Dip: one year full time (and part time equivalent) – level 7
- MA: one year (and part time equivalent) – level 7

- Graduate Diploma: two years full time – level 6

These courses are offered by universities or colleges of higher education, and generally contain modules that cover cultural diversity. The topic appears in the syllabus of undergraduate (BA Hons) degrees for Youth and Community Work (level 6), as well as postgraduate diplomas and Masters (level 7).

It is difficult to be certain of the proportion of courses that carry the topic, as not all universities and colleges publish a comprehensive syllabus, but the majority of those looked at would appear to include the subject. It is covered by modules – both compulsory and optional - under such varied headings as:

- [Globalisation, Diversity and Cultural Difference in Youth and Community Work Practice](#) (BA Hons Youth and Community Development, University of Bradford)
- [Managing Race and Diversity](#) (Youth Work and Community Development MA/PG Dip, De Montfort University, Leicester)
- [Social Policy and Inclusion](#) (BA Hons Youth and Community, University of Huddersfield)
- [Diversity and difference](#) (Youth work and community development BA Hons, University of Hull)
- [The home environment including cultural diversity and the ‘darker side’ of family life](#) (BA Hons Children young people and families with British Sign Language, York St John)
- [Gypsies, Roma and Traveller Cultures and Communities: Oppression and Inequality](#) (MA Childhood and Youth, University of Bedfordshire.)

Lastly there are also a few – very few - continuing professional development (CPD) courses that cover the subject, as well as commercial colleges offering non-specific courses. The University of Salford for example offers a [one day course](#) on the topic for social workers, while ACS, a privately run distance learning college, offers [a 100-hour course](#) on multicultural awareness. This is aimed at a wide audience and not just youth or social workers.

Please note that there are currently no dates shown in the calendar for the next University of Salford course.

### **3: What opportunities are there for youth workers to disseminate what they have learned about intercultural diversity?**

It is noticeable that many of the courses that specifically cover intercultural diversity are in those cities and areas of the country with more diverse ethnic populations, especially from the Asian sub-continent. This would imply that those youth workers staying in the region are well-placed to use what they have learned.

Research shows that there are many examples of youth groups specifically designed to cater for young people from BME (black, minority, ethnic) minority groups. [The Ethnic Youth Support Team](#)

in Swansea, for example, is aimed at filling a gap in the provision for young BME people aged 11-25 by providing a targeted, culturally sensitive and holistic support service. Other examples include [The Black and Minority Ethnic Young People's Project](#) in Brighton and [The Shadwell Youth Club](#) in East London, which caters for young people from the Bangladeshi community. These are three of many such clubs available to young people in culturally diverse areas.

**4: To provide explanation about the topics i.e attitude towards early school leavers, migrant unemployment, not in education and not in training/ intercultural training/diversity training/conflict management/communication/group dynamics/community integration.**

Many of the syllabuses researched do not go into sufficient detail to answer this question; however, of those that do, typical descriptions include:

[City and Guilds Unit 101 - Diversity and Faith module](#)

“This unit is about how youth workers can help to promote best practice by recognising differences and challenging discrimination. It looks at different faith groups and considers how they can work together to reduce discrimination and prejudice. The unit considers legislation which supports diversity and how the policies and practices of organisations must reflect the law”.

[ACS Distance Education](#)

“Take a course in multicultural awareness and learn more about other cultures, diversity and the multicultural world we live in.

- A 100 hour course in understanding other cultures and cultural diversity.
- Learn more about - working with different cultures, prejudice and racism, multicultural awareness, self-concept, contemporary counselling with different cultures.”

**University of Bedfordshire**

“If you would like to support and encourage young people and adults to reach their potential, would enjoy face to face conversational work in our local communities and feel able to relate to people from all backgrounds, then a rewarding career in Youth and Community work will enable you to achieve your goal. As a student studying on this programme, you will be learning alongside and within these communities embracing the key themes of diversity, equality, inclusion and ultimately social justice”.

**5: Training courses provided: are they class-room base, on-line or group sessions?**

[City and Guilds Certificates and Diplomas](#) include college based learning, guided learning hours and the use of an e-portfolio.

Undergraduate courses tend to be either full-time or flexible with part-time options, with the relevant options tending to be classroom based. The [University of Bedfordshire](#) for example offers classroom based learning with practical experience.

The majority of post-graduate courses studied are flexible, with placements supplementing classroom study. [Sheffield Hallam](#), for example offers a Graduate Youth Work Diploma, a 24-month part-time course for those working in the field. [De Montfort](#) offers part-time study and distance learning for its Masters in Youth Work and Community Development.

CPD courses are either by distance learning or classroom based.

#### **6: Are they stand alone courses or part of another course?**

The courses researched are almost exclusively one module within a broader training course; there are few stand-alone courses, and of those that do exist, some are aimed at all professionals - ranging from health workers to human resource managers - who might find it of relevance to their work.

#### **7: Duration of the training and cost of the training? Is it free for individual and how it is funded?**

Courses range from one day to three years, and the fees vary accordingly.

One day CPD and general courses ([ACS](#)) start at £355, while Level 2 certificates can be £1,000 and Level Three £1,200 ([London Youth](#).)

Tuition fees for undergraduate degrees are £9,250 per annum (more for overseas students.) Students are expected to take a government loan for tuition which is repaid over a period of years after graduation. This is common practice for all academic undergraduate qualifications in England.

A full-time MA via Distance Learning is typically £5,000 (De Montfort).

#### **8: Are there courses which are only for people who work with Youths in the target group as highlighted above?**

We have not been able to identify any stand-alone courses on cultural diversity for those working with young people in the target groups mentioned. All the courses investigated are for people wishing to work with young people, taken generically, rather than by their client group.



**9: Is there a qualification at the end of training or is it an accredited course?**

Not all courses are accredited, the exceptions being those run by independent and commercial colleges. In addition, these do not offer qualifications.

However, 95% of courses considered in this research are accredited by the national body and offer a variety of qualifications from Level Two to post-graduate.

**Conclusion:**

The path to qualifications for youth workers is well-established in England and the majority of courses include modules that cover 'cultural diversity', albeit under different names. The intention is clearly to raise awareness of the issues surrounding cultural and ethnic identity. It does not, however, appear to be compulsory but is usually an optional module within a broader qualification.

## 7. CONCLUSION

This research exercise found a wide variation across partners in the training provision for youth workers within their respective countries.

Partners started by identifying the region they were researching, which in some cases (Italy, Spain, UK) was just one part of the national picture.

Differences appeared at almost every point in the research. In the first instance, the term, concept, function and availability of youth work differs widely. In some countries – Latvia, Slovenia and Spain – there is no formal career path for a youth worker. In others, such as the UK, the training and qualifications are well-developed but diverse in their levels, course subjects and competences.

Secondly, it has proved difficult in many cases to ascertain the specific topics covered in courses. Where we have been able to explore the descriptions of modules in depth, there is a degree of consistency, as courses normally include intercultural learning and communication in some form.

Thirdly, the level, type and cost of training and qualifications offered varies, ranging from free workshops, online, on-the-job and ad-hoc training through to costly university Masters degrees and beyond.

Country-specific issues can affect the availability of training: in Italy, where the high levels of immigration create an urgency, the focus is on communication and language above all else. In Spain, public funds are diverted more towards the elderly rather than youth work. European funding (eg in Latvia and Slovenia) has also directly lead to the availability of training.

Topics related to cultural diversity are usually covered as one small part of a wider course, with the subject or module itself sometimes optional. The course titles can be broad:

- The “Lingue e Culture Straniere” course (University of Urbano, Italy) offers a module on “Comunicazione interculturale”
- “The Youth and Community Development” degree (University of Bradford, UK) offers “Globalisation, Diversity and Cultural Difference in Youth and Community Work Practice”

A few specifically target those working with community groups, such as “Gypsies, Roma and Traveller Cultures and Communities: Oppression and Inequality” (UK) and “Educational treatment of special needs due to cultural diversity”, (Spain). While these two courses specifically targeted distinct community groups, only Latvia reported finding courses, (in the context of cultural diversity), aimed at youth workers working with NEETS or the unemployed.

The inconsistency of this picture reminds us that much training provision of this type is relatively new, and has been developed as an ad hoc response to social trends and migration patterns across Europe as well as the availability of funds from state and education providers.

The above research helps to provide the context to the project and is intended to stimulate discussion and ideas for cultural diversity awareness training for youth workers. By looking at what is currently available, as well as the shortfall and gaps, we can identify how best to approach the provision of training. These ideas can then be developed, using local and professional expertise, as

part of the 'good practice' sessions. In addition, it is expected that the research will inspire the vision of what is possible in future as part of local youth work delivery and further dissemination.

The Publication has been produced with the support of the Erasmus + Programme of the European Union. The contents of this document are the sole responsibility of **DCVS Community Action Dacorom** and can in no way be taken to reflect the views of the NA and the Commission.