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Map of international agencies on family support skills standards

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N	Organization Name	City	Country	Sector	Level of Organization	Organization's Role	Link	Skills (if listed on the website)	Target beneficiaries	Comments
					Map of Family/Children Support International Organizations/Agencies (on skills standards)					
1.	Keystone Human Services International	Harrisburg	USA	Nonprofit	International	Research, Education /training, Methodological coordination & Supervision, Public policy maker	https://www.keystonehumanservices.org/keystone-human-services-international/main.php	Skills **PARTIALLY/ INDIRECTLY MENTIONED** on the website. -To address the discrimination of people living in difficult social situations and people with intellectual and psychosocial disabilities, Keystone supports individuals and families to become self-advocates and advocates and helps them become involved in local and national advocacy activities. -Keystone encourages the participation of persons with disabilities in promoting their rights and in developing inclusive social policies and practices at national and local level.	Families/support persons of people with disabilities, Children with special education needs, Central and local public authorities, Teachers, Social workers, Support family workers, Psychologists and Volunteers.	Keystone mission is to create opportunities for growth and meaningful life choices so that all people can be valued, contributing members of their community. Keystone organizes trainings for journalists from different media to develop their communication skills with and about people with disabilities. Strengthening the capacities of multidisciplinary teams, support teachers and classroom teachers in the following areas: assessing the educational needs of pupils with special educational needs (SEN), developing and implementing Individual Educational Plans (IEPs), involvement of parents of children with SEN in the implementation and monitoring of IEPs, development of curricula according to IEPs, evaluation of level of knowledge of students with SEN, etc.
2.	LUMOS Foundation			Nonprofit	International	Methodological Coordination & Supervision; Educational	https://www.wearelumos.org	-Providing practical support, advice and training by shifting resources to community-based services, while giving existing staff new skills and local employment opportunities. -Providing support for reunion of children with their families.	Children living in different institution (orphanages, residential special schools, large children's homes, centers for unaccompanied migrant/refugee children etc.)	Helping families to develop their parenting skills. Supporting youth engagement, which helps young people develop a range of skills such as team work, negotiation and communication strategies, increases their confidence in the services designed to support them. Active in European region: Moldova, Czech Republic, Bulgaria, Ukraine, Serbia, Greece
3.	HumanServices EDU		USA	Nonprofit	International	Educational	https://www.humanservicesedu.org/skills-socialwork.html	-Understanding of human psychology and knowledge of human developmental stages -Knowledge of interventions applicable to one's specialty -A developed sense of empathy - Exceptional professional boundary setting: to be able to quickly and effectively establish a boundary in a concise and professional manner -Ability to facilitate co-operation both among	Social Workers Helping professionals	Social Work is a profession that requires a variety of emotional and psychological skills in addition to formal academic training. Child and Family Social Workers provides information about resources for children and families, coordinate services and facilitate contact with local and state agencies and community organizations. They also perform supportive casework with parents and offer advice about positive parenting skills.

							individuals and groups -Active listening skills(listening and asking questions) -Critical thinking skills in order to make a decision on what a piece of information really means - Verbal and written communication skills in order to be able to express yourself to a wide variety of people in a diversity of contexts -Detailed note taking ability: important as you listen to your clients and colleagues and develop interventions and strategies -Organizational skills: as you will often be asked to multi-task and the ability to prioritize which work is required to be done in which order is extremely important		
4.	Family Support Work	Brighton	UK		National	Service Provider	https://www.familysupportwork.org/about-us/who-we-are/	Skills **NOTMENTIONED** on the website	Families with multiple challenges	
5.	National Organization for Human Services	Oregon	USA		National	Educational	https://www.nationalhumanservices.org	-Understanding the nature of human systems: individual, group, organization, community and society, and their major interactions. -Understanding the conditions which promote or limit optimal functioning and classes of deviations from desired functioning in the major human systems -Understanding of the major models of causation that are concerned with both the promotion of healthy functioning and with treatment-rehabilitation -Skill in identifying and selecting interventions which promote growth and goal attainment. The worker will be able to conduct a competent problem analysis and to select those strategies, services or interventions that are appropriate to helping clients attain a desired outcome. Interventions may include assistance, referral, advocacy, or direct counselling. -Skill in planning, implementing and evaluating interventions. The worker will be able to design a plan of action for an identified problem and implement the plan in a systematic way. This requires an understanding of problems analysis, decision-analysis, and design of work plans. This generic skill can be used with all social systems and	Human services professionals	The training and preparation of the individual worker will change as a function of the work setting, the specific client population served, and the level of organization work. Consistent behaviour in selecting interventions which are congruent with the values of one's self, clients, the employing organization and the Human Service profession. This cluster requires awareness of one's own value orientation, an understanding of organizational values as expressed in the mandate or goal statement of the organization, human service ethics and an appreciation of the client's values, life style and goals.

							adapted for use with individual clients or organizations. -Process skills which are required to plan and implement services -The assumption that the worker uses himself as the main tool for responding to service needs -Skillful in verbal and oral communication, interpersonal relationships and other related personal skills, such as self-discipline and time management		
6.	International Social Service (ISS)	Geneva	Switzerland	Nonprofit	International	Service Provider	https://www.iss-ssi.org/index.php/en/what-we-do-en/mediation-en	Skills **NOTMENTIONED** on the website	Children involved in parental conflicts and Families (need reuniting)	
7.	International Association of Schools of Social Work (IASSW)			Nonprofit	International	Educational	https://www.iassw-aiets.org/	**Principles**: -Respect for the inherent worth and dignity of human beings, doing no harm, respect for diversity and upholding human rights and social justice. **Major focus of social work is**: -To advocate for the rights of people at all levels -To facilitate outcomes where people take responsibility for each other's wellbeing -To realize and respect the inter-dependence among people and between people and the environment. In some instances "doing no harm" and "respect for diversity" may represent conflicting and competing values, for example where in the name of culture the rights are violated. -Constructive confrontation and changewhere certain cultural beliefs, values and traditions violate peoples' basic human rights. Such constructive confrontation, deconstruction and change may be facilitated through a tuning into, and an understanding of particular cultural values, beliefs and traditions and via critical and reflective dialogue with members of the cultural group vis-à-vis broader human rights issues **Knowledge**:	social workers	On the web page, there is a Global Definition of Social Work published, where key principles and knowledge of SWs are mentioned. Advocating and upholding human rights and social justice is the motivation and justification for social work. The social work profession recognizes that human rights need to coexist alongside collective responsibility. The idea of collective responsibility highlights the reality that individual human rights can only be realized on a day-to-day basis if people take responsibility for each other and the environment, and the importance of creating reciprocal relationships within communities. Social work embraces first, second and third generation rights. In some instances "doing no harm" and "respect for diversity" may represent conflicting and competing values, for example where in the name of culture the rights, including the right to life, of minority groups such as women and homosexuals, are violated. The Global Standards for Social Work Education and Training https://www.iassw-aiets.org/global-standards-for-social-work-education-and-training/

							-Social work draws on its own constantly developing theoretical foundation and research, as well as theories from other human sciences, including but not limited to community development, social pedagogy, administration, anthropology, ecology, economics, education, management, nursing, psychiatry, psychology, public health, and sociology. The uniqueness of social work research and theories is that they are applied and emancipatory. Much of social work research and theory is co-constructed with service users in an interactive, dialogic process and therefore informed by specific practice environments and also by indigenous knowledge		
8.	The International Pediatric Association (IPA)	Marengo	USA	Non-profit	International	Educational	https://ipa-world.org/index.php	Skills **NOTMENTIONED** on the website	Paediatricians	
9.	World Family Doctors. Caring for People (WONCA)	Ljubljana	Slovenia	Non-profit	International	Educational	https://www.woncaeurope.org/	Skills **NOTMENTIONED** on the website	Family doctors	
10.	International Family Nursing Association (IFNA)	Pennsylvania	USA	Non-profit	International	Educational	https://internationalfamilynursing.org/	Skills **NOTMENTIONED** on the website	Nurses	
11.	European Association for Psychotherapy (EAP)	Wien	Austria	Non-profit	International	Educational	https://www.europsyche.org/	Skills **NOTMENTIONED** on the website	Psychotherapists	
12.	European Federation of Psychologists` Association	Brussels	Belgium	Non-profit	International	Educational, networking	http://www.efpa.eu/; https://www.europsy.eu/quality-and-standards/europ	Skills **PARTIALY/ INDIRECTLYMENTIONED** on the website **Competence:** -Psychologists strive to ensure and maintain high standards of competence in their work. They recognize the boundaries of their particular	Psychologists	EFPA covers research and psychology practice development in Europe. It provides European certificate in psychology (EuroPsy standard). EFPA publishes European Psychologist Journal. Meta-Code of Ethics http://ethics.efpa.eu/metaand-model-code/meta-code/

	(EFPA)						sy-basic	competencies and the limitations of their expertise -They provide only those services and use only those techniques for which they are qualified by education, training or experience -Respect for Person's Rights and Dignity -Privacy and Confidentiality. -Self-determination. -Continuity of Care. -Honesty and Accuracy.	
13.	European Society of Family Relations (ESFR)	Nijmeg en	Netherlan ds	Nonprofit	Internatio nal	Educational, family research, networking	https://www.esfr. org/	Skills **NOTMENTIONED** on the website	Family and family relation Researchers	ESFR's purpose is to serve as a network, to support and to link family research as well as to exchange its results. It has been established as a federation of family researchers and of family research institutes within Europe in the first place, but ESFR also welcomes researchers and institutes outside of Europe as affiliates. There are two types of members: Individual and Institutional Members. ESFR publishes journal Family Science and organizes conferences and workshops. In near future, a number of research networks are going to be founded within ESFR. Their purpose is to organize debates and exchange on specific topics within the field of family research.
14.	The Internationa l Association of Youth and Family Judges and Magistrates (IAYFJM)	Brussel s	Belgium	Nonprofit	Internatio nal	Educational, consultative (youth or family justice or welfare)	http://www.aimjf. org/en/	Skills **NOTMENTIONED** on the website	Youth and Family Judges and Magistrates	AIMJF represents worldwide efforts to establish links between judges from different countries but also with other international associations working in the sector of the protection of youth and family. It promotes research on international problems facing the operation of the courts and various laws relating to youth and family. Membership of the IAYFJM is comprised of national associations and committed individuals from all parts of the globe, who exercise functions as youth and family court judges or functions within professional services directly linked to youth and family justice or welfare. AIMJF publishes The Chronicle and organizes events.
15.	Internationa l Academy of Family Lawyers (IAFL)	New York	USA	Nonprofit	Internatio nal	Networking (connecting colleagues), educational (cultivating knowledge and legal advice for lawyers and	https://www.iafl. com/	Skills **NOTMENTIONED** on the website.	Practicing family lawyers, family judges and other experts on the field of family law.	IAFL provides legal advice to clients and lawyers on issues: family law issues; divorce, nullity and dissolution of same sex partnership; separation; finances; marital and child support; domestic abuse; marital and cohabitation agreements; child custody and residence, visitation, relocation, abduction, surrogacy, adoption and public law; dispute resolution including litigation, mediation, collaborative law and arbitration. Fellowship

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					clients)				of the IAFL is by invitation only. The criteria to become a Fellow of the IAFL are rigorous, but achievable for those with significant expertise in their own jurisdiction and experience of international family law. IAFL has three classes of fellowship: a fellow, judicial fellow and associate fellow.
16.	Cross-Border Family Mediators (CBFM)	Brussels	Belgium	Nonprofit	International	Educational, Service provider	http://crossborderrmediator.eu/	Skills **NOTMENTIONED** on the website	Cross-Border Family Mediators (CBFM) is a network of family mediators worldwide who are trainedspecifically to deal with cross-border family conflicts, including international parental child abduction.	The Network of Cross-border mediators provides information about the possibilities and limits of mediation at no cost or obligation for individual cases. It can aid in initiating an international co-mediation. If a family conflict involves an international element, the Network members can offer a creative solution that deals with problems that do not arise in national family conflicts: in cross-border family disputes, including international child abduction, access and custody cases. http://missingchildreneurope.eu/Portals/1/Vision_doc_CBFM_final.pdf
17.	International Society of Family Law (ISFL)			Nonprofit	International	Networking, educational	https://www.isflhome.org/home	Skills **NOTMENTIONED** on the website	Experts in the field of family law and related disciplines.	The ISFL is an independent, international scholarly association dedicated to the study, research and discussion of family law and related disciplines. The Society's membership currently includes professors, lecturers, scholars, teachers, and researchers from more than 50 different countries, offering a unique opportunity for networking within a truly international family law community. It organizes World Conferences and Regional Conferences. It publishes The International Survey of Family Law.
18.	International Council of Psychologists (ICP)	Colorado	USA	Nonprofit	International	Research, Methodological Coordination & Supervision, Educational	https://www.icpweb.org/	Skills **NOTMENTIONED** on the website. -Human rights for use in psychology teaching, research and advocacy -Promoting human rights and promoting collaboration among mental health professionals and social scientists, globally	Psychologists, Students and Interested groups	ICP is committed to promoting human rights, dignity and justice, and to strengthening collaboration among researchers, educators and applied professionals globally for the purpose of furthering international understanding and world peace. ICP's many activities provide professional opportunities for members to collaborate with each other, with colleagues around the world, and with other associations on matters of professional interest. Was founded in 1941 at the national level (US), in 1957 at the international level. ICP's Main UN Representatives have held leadership positions, including on the CoNGO (Conference of UN NGOs) board, and in many NGO Committees. https://www.yumpu.com/xx/document/read/62871938/ic

									p-brochure; Current Interest Groups include: Cross-Cultural/Interdisciplinary Study on Wellness of Human Beings, Endangered people and children in human rights, Leadership Network, Human Rights Network
19.	The International Federation for Family Development (IFFD)	Madrid	Spain	Nonprofit	International	Educational /training, Research	http://iffd.org/	Skills **NOTMENTIONED** on the website. -Experts at facilitating and guiding discussions in small groups -Support families through training -Help parents to improve their relationships with their spouses and develop their child-rearing skills, in order to confront the daily challenges faced by families with confidence, flexibility and good humor	Families	Extensive collaboration with numerous entities and more than 7,000 volunteers around the world means that IFFD programs are currently offered in 70 countries on the 5 continents. IFFD is the largest international civil society organization devoted to family development. IFFD has General Consultative Status with the UN Economic and Social Council (ECOSOC), and regularly organizes international congresses on the family. Advocacy professional activities aims to integrate a family perspective into national, regional and international development agendas through the design and implementation of evidence-based laws, policies and programs. Was founded in 1978.
20.	International Federation for Parent Education (IFPE)	Avenue Léon	France	Nonprofit	International	Research, Methodological Coordination & Supervision, Public Policy Maker	https://fiep-ifpe.org/	Skills **NOTMENTIONED** on the website.	NGOs in the field, Professionals, Interested persons, Stakeholders and Families	Brings together almost 60 civil society organizations working in all areas of childhood and family. It maintains operational relations with the United Nations Educational, Scientific and Cultural Organization (UNESCO), participatory status with the Council of Europe and consultative status with UNICEF; with the Economic and Social Council of the United Nations (ECOSOC), and finally, it remains a member of the International Francophone Organization (OIF). Was founded in 1964.
21.	The International Association for Counselling (IAC)	Msida	Malta	Non-profit	International	Educational Service provider (counselling)	https://www.iac-irtac.org/	Skills **PARTIALLY/ INDIRECTLY MENTIONED** on the website. -To advance the field of counselling through Practice, Education, Advocacy, Policy and Research initiatives -**Practice**: To improve and communicate best practices in the application of counselling. As a leader and partner, IAC will promote the application of counselling knowledge and skills to enable the resolution of personal, societal and global challenges -**Education**: To promote quality counselling education and lifelong learning for every counsellor -**Advocacy**: IAC seeks to influence international and national policy for the advancement of counselling	Counselling/ psychotherapy/ psychology Educators and Leaders	https://www.iac-irtac.org/sites/default/files/IAC%20Strategy%20Malta%20V5%20(3).pdf IAC Certification is awarded to education programs/courses, of IAC Education Institute members, in recognition of a validated commitment to raising counselling standards through: international learning and exchange, the promotion of cross-cultural awareness in counselling and respect for diversity. The International Association for Counselling (IAC) has a consultative status with United Nations (ECOSOC, WHO, UNESCO, and ILO). IAC's humanitarian movement advocates for more access to counselling worldwide. IAC lobbies and

							-Research: IAC aims to support the advancement of counselling research in order to impact counselling policy and practice		influences governments and international organizations to have counselling better recognized as a profession. https://www.iac-irtac.org/sites/default/files/IAC%20Certification%20Brochure%2016%20NKJL17.pdf
22.	COFACE Families Europe	Brussels	Belgium	Non-profit	International	Research, Methodological Coordination & Supervision, Public Policy Maker, Service provider	http://www.coface-eu.org/about-2/secretariat/	Skills **PARTIALY MENTIONED** on the website. Promotes the well-being, health and security of families and their members in a changing society and serves as a trusted entity for family mainstreaming and for the voice/needs of families in the EU and beyond.	Practitioners and Professionals in the field, Leaders and Families	http://www.coface-eu.org/education/coface-feedback-on-ecec/ Role of COFACE Families Europe is to function as a bridge between civil society organizations, research bodies and public authorities. Building on the experience of member organizations and listening to the needs of families at grassroots level and channel these to policy and decision makers at EU level, daily ensuring links between EU and local realities. Regularly link up to other networks to exchange best practice, engaging in networking and advocacy work.
23.	International Federation of Social Workers IFSW	Rheinfelden	Switzerland	Non-profit	International	Networking	https://www.ifsw.org/	Skills **NOT MENTIONED** on the website.	Social workers	Global organization striving for social justice, human rights and social development through the promotion of social work, best practice models and the facilitation of international cooperation.
24.	European Association for Gestalt Therapy EAGT	Neslandsvatn	Norway	Non-profit	International	Education, ResearchPromotion & Networking	https://www.eagt.org	Skills **NOTMENTIONED** on the website.	Gestalt therapists, Gestalt Practitioners in Organizations (GPO), Gestalt Therapy training institutes, GPO training institutes and National Organizations for Gestalt Therapy (NOGT's) in Europe	
25.	World Family Organization – WFO	Paris	France	nonprofit	International	Research, Educational, Implementation of projects, programs and policies	http://worldfamilyorganization.com	Skills **NOTMENTIONED** on the website.	Families	Main objective to represent Families of the world at all levels, to defend their interests and to act with them and for them vis a vis governments and the international community.
26.	International Family Services	Georgetown, Texas	USA	nonprofit	International	Educational, Service provider (training for	https://ifservices.org/	Skills **NOTMENTIONED** on the website.	Adoptive parents and Families	IFS believes that educating and training its families will better equip and prepare them as they go through each phase of the adoption process. For this reason, IFS

	(IFS)					parents, support etc.)			offers tamely training program.
27.	Work and Family Researchers Network (WFRN)	New York	USA	Non-profit	International	Educational, Research; Public policy maker, Legislative actor, Networking	https://wfrn.org	Skills **PARTIALLYMENTIONED** on the website. To promote knowledge and understanding of work and family issues	Work and family researchers, Policy makers and Workplace practitioners	The Work and Family Researchers Network's mission is to facilitate virtual and face-to-face interaction among academic work and family researchers from a broad range of fields as well as engage the next generation of work and family scholars. It seeks to promote knowledge and understanding of work and family issues among the community of global stakeholders.
28.	The International Foster Care Organization (IFCO)	London	UK	Non-profit	International	Educational, consultation, networking	https://www.ifco.info/	Skills **PARTIALLY/ INDIRECTLY MENTIONED** on the website.	Foster carers, Former carers, Youngster in foster care, Parents whose children are in foster care, Academics and Professionals (esp. social workers)	https://www.ifco. info/professionals ; https://www.ifco.info/professionals/training-and-development IFCO bases its work on the United Nations Convention on the Rights of the Child, which states that children have the right to grow up in a family environment.; Membership base currently covers 68 countries and comprises of a range of individuals and organizations involved in foster care.
29.	United Nations Children's Fund (UNICEF)	New York	USA	Non-profit	International	Service provider, Education; Public policy maker;	https://www.unicef.org/what-we-do	Skills **PARTIALLY/ INDIRECTLY MENTIONED** on the website -Healthcare to children and mothers -Gender equality -Parenting -Child protection	Children, Mothers and Parents	UNICEF works with partners around the world to promote policies and expand access to services that protect all children.
30.	Save the Children	London	UK	Non-profit	International	Service provider, Educational, Research, Public policy maker,	https://www.savethechildren.org.uk/	Skills **PARTIALLY/ INDIRECTLY MENTIONED** on the website. -Capacity building advice and support -Support children to learn, grow and become who they want to be, help children stay safe, healthy and keep learning -Humanitarian health and nutrition staff with the skills, knowledge and experience to plan and coordinate health and nutrition responses; skills to save and protect lives	Children,Program managers, Coordinators,Team leaders, Volunteers, Humanitarian specialists etc.	https://www.savethechildren.org.uk/what-we-do/policy-and-practice/humanitarian-capacity-building; Was established in the UK in 1919 in order to improve the lives of children through better education, health care, and economic opportunities, as well as providing emergency aid in natural disasters, war, and other conflicts. In addition to the UK organisation, there are 29 other national Save the Children organisations who are members of the Save the Children Alliance, supporting local partners in more than 120 countries around the world. Provides capacity building advice and support, and designs and runs specialist humanitarian training programmes for Save the Children and the humanitarian sector as a whole
31.	Better Care	New	USA	Non-profit	Internatio	Service	https://bettercar	All child care and protection workers should have the	Family, Children,	https://bettercarenetwork.org/toolkit/supporting-children-

	Network (BCN)	York			nal	provider; Public Policy Maker; Education/Training; Methodological Coordination & Supervision	enetwork.org/contact-us	tools and knowledge to adequately assess how to support a child. This includes: -Knowledge on the effects of institutional care and child development information -Skills for healthy behaviour, critical thinking and leadership so that youth feel capable and in control of their life choices, and engage as role models for their peer groups The social worker must have theoretical knowledge and practical skills: - To know and respect children rights and protection - To acknowledge, understand and apply the reform principles in the child protection system -To be familiar with methods, procedures and practice standards on placement in foster care -To be able to inform correctly and in due time about any modifications in his/her activity -To have verbal and non-verbal communication abilities at both individual and community level, in various ethnical and cultural circumstances -To participate at specialized or professional training programs organized by the employer -To have a clear and concise expression manner -To use an adequate language in verbal and written communication -To be able to encourage community participation in solving the problems of its members -To be able to involve clients in the elaboration and development of crisis management individual plans -To know the correct needs and resource assessment methods in order to elaborate an appropriate crisis management plan -To be able to identify and coordinate activities and services in order to make specific case interventions effective -Teamwork abilities -To show professional integrity -To respect professional confidentiality and ethics -To know the specialized information sources	Social workers, Caregivers, Volunteers, Psychologists and other professionals in the field	in-care-their-families-and-alternative-caregivers/training-and-support-services-for-children-young-people-and-caregivers/life-skills-manual Foster care standards and practice guidelines https://bettercarenetwork.org/toolkit/supporting-children-in-care-their-families-and-alternative-caregivers/recruiting-assessing-and-monitoring-caregivers/foster-care-standards-and-practice-guidelines] [https://bettercarenetwork.org/toolkit/supporting-children-in-care-their-families-and-alternative-caregivers/training-and-support-services-for-children-young-people-and-caregivers] Supporting Children in Care, their Families, and Alternative Caregivers, protection and Care in Emergencies, developing standards and policies for quality alternative care. Recognizing the urgent need for concerted action, the Displaced Children and Orphans Fund (DCOF) and the Africa Bureau for Sustainable Development of the United States Agency for International Development (USAID), United Nations Children's Fund (UNICEF), and Save the Children UK, came together to form the Better Care Network (BCN) in 2003. Initially, BCN functioned as a loose affiliation of organizations and individuals exchanging information through a newsletter. As the listserv grew, and more information was exchanged via the Network, it became clear that BCN served a vital role and a more formal, full-time structure was required.
32.	Child Rights Internationa	London	UK	Non-profit	Internatio nal	Service provider,	https://archive.crin.org/en/home/	Skills **PARTIALLY/ INDIRECTLY MENTIONED** on the website.	Children and Adults	https://home.crin.org/the-crin-code CRIN´s goal is a world where children's human rights

	I Network (CRIN)					research, monitoring, network	what-we-do.html; https://home.crin.org/	-To produce new and dynamic perspectives on human rights issues, with a focus on children's rights -To promote justice, accountability, critical thinking, advocating, thinking ethically, being ethical and safeguarding		are recognized, respected and enforced, and where every rights violation has a remedy. Child Rights International The network's goal is to advocate for children's rights and enforce them globally.
33.	United Families International (UFI)	Gilbert	USA	Non-profit	International	Research, Public Policy Maker, Other	https://www.unitedfamilies.org/	Skills **PARTIALLY/ INDIRECTLY MENTIONED** on the website. Maintaining and strengthening the family	Family and Parents	UFI is a USA nonprofit organization founded in 1978. UFI works on an international scale to influence public policy toward "maintaining and strengthening the family". The organization is not affiliated with any religious organizations, governments or political parties. UFI works to educate United Nations (UN) ambassadors and delegates on family related issues.
34.	European Parliament	Brussels	Belgium	Public	International/ EU	Public Policy Maker, Co-legislator	https://www.europarl.europa.eu/	Skills **NOTMENTIONED** on the website.	States, Stakeholders and Interested specialists	The European Parliament is an important forum for political debate and decision-making at the EU level. The Members of the European Parliament are directly elected by voters in all Member States to represent people's interests with regard to EU law-making and to make sure other EU institutions are working democratically. The Parliament acts as a co-legislator, sharing with the Council the power to adopt and amend legislative proposals and to decide on the EU budget. It also supervises the work of the Commission and other EU bodies and cooperates with national parliaments of EU countries to get their input.
35.	Council of Europe	Strasburg	France	Public	International/ EU	Public Policy Maker	https://www.coe.int/en/web/portal ; https://www.coe.int/en/web/european-social-charter/-/the-bureau-of-the-european-committee-of-social-rights-meets-via-videoconference	Skills **PARTIALLY/INDIRECTLY MENTIONED** on the website The interaction between the providers of family services Notes of two discussions on social work training	States, Stakeholders and Interested professionals	The interaction between the providers of family services [https://rm.coe.int/09000016809df395 https://rm.coe.int/0900001680680e3f https://rm.coe.int/09000016809ddbda The Council of Europe advocates freedom of expression and of the media, freedom of assembly, equality, and the protection of minorities.
36.	European Commission European Skills,			Pubic	International/ EU	Public Policy Maker, Co-legislator	https://ec.europa.eu/esco/portal/home	Classification provides hierarchy: **Occupations** (1 of 9 group - relevant for Family support workforce) -Professions	States, stakeholders Interested professionals	http://data.europa.eu/esco/isco/C2635 http://data.europa.eu/esco/occupation/95d0a616-a4a9-4f56-a8fb-4de43cdb4c82 http://data.europa.eu/esco/occupation/4c89c65c-4e35-

	CompetencesQualifications and Occupations (ESCO)							• Legal, social and cultural professionals
								• Social and religious professionals
								• Social work and counselling professionals
								  • **Narrower occupations**
								    o Social counsellor
								    o Social pedagogue
								    o Social worker
								I. Social worker and
								I.a. Family social worker
								I.b. Social care/ Family support worker
								Summary of Essential skills:
								-Critical thinking
								-Advocacy
								-Decision making
								-Organisation
								-Problem solving
								-Rapport/ helping relationship building
								-Communication skills with clients and colleagues
								-Active listening
								-Negotiation
								-Counselling
								-Leadership
								-Documentation and recording
								-Empathy
								-Conflict resolution
								(Essential Knowledge and Optional Skills and Competences are somewhat different)
										44e3-8fa0-5d73e9e15325
										The European classification of Skills, Competences, Qualifications and Occupations (ESCO) is one concrete implementation of the digital labour market policies put in place by the European Commission at European level.
										ESCO works as a dictionary, describing, identifying and classifying professional occupations, skills, and qualifications.
										The ESCO skills pillar distinguishes between i) skill/competence concepts and ii) knowledge concepts by indicating the skill type.

37.	Global Network of Psychologists for Human Rights				International	Network Resources	http://humanrightspsychology.org/	Skills **NOT MENTIONED** on the website.	Psychologists	
38.	The International Association for Child Safety®	Strasbourg	France	Non-profit	International	Network	https://www.iafcs.org/	Skills **PARTIALLY/ INDIRECTLY MENTIONED** on the website. The Certified Professional Childproofer designation and the Certified Professional Babyproofer designation recognize those professionals who have met specific qualifications and criteria, and have	Parents, Caregivers or anyone seeking real-world, up-to-date information and practical advice for keeping homes,	https://www.certifiedprofessionalchildproofers.org/ As experts in their field, IAFCS members have the unique experience, knowledge and skills to help make your home a safe place for children. IAFCS members dedicate themselves to providing education about what causes injuries to children, as well as experienced

	(IAFCS)							proven through testing and client interaction that they possess the broad knowledge and experience required for certification*	daycares and play facilities safer for young children	installation services using only the highest quality safety products. IAFCS experts want to share their expertise to help with creating a safer environment for baby and children.
39.	Child Welfare League of America	USA	Non-profit		Network Resources	https://www.cwla.org/	**Generalist skills for Child Welfare workers:** -Engaging parents and extended families in problem-solving -Home visitations - Child and family assessments -Care planning and follow-up -Crisis intervention -Psychosocial support and counseling -Consultations with children, school, health clinic, and other community visitations -Individual and community advocacy -community mobilization -Teaching home management and parenting skills -Helping people access resources like housing, job training, and employment **Child protection workers need specialized skills:** -In risk assessment -Placement services -Family reunification -Foster and adoptive parent recruitment, assessment, placement, and follow-up **Social work supervisors and managersneed advanced skills in:** -Program planning and M&E -Community outreach, engagement, and planning -Public and media relations and cross-system collaboration -Human resource management and evaluation -Budgeting		Standards of excellence for child welfare serviceshttps://www.cwla.org/our-work/cwla-standards-of-excellence/standards-of-excellence-for-child-welfare-services/ CWLA leads and engages its network of public and private agencies and partners to advance policies, best practices and collaborative strategies that result in better outcomes for children, youth and families that are vulnerable. CWLA is engaged in creating and advancing standards of practice, advocacy, and information sharing to enhance the well-being of families, children, and youth.
40.	Child and Youth Care Worker (CYCW)	South Africa	Non-profit	International	https://www.cyc-net.org/index.html		**Communication skills**: Effective verbal and non-verbal communication skills including -Use of silence -Appropriate non-verbal communication		CYC-NET's main objectives are) – "to promote and facilitate reading, learning, information sharing, discussion, networking, support and accountable practice amongst all who work with children, youth and families in difficulty." Integrative Attitudes, Skills and Knowledge Framework

							-Active listening -Empathy and reflection of feelings -Questioning skills -Use of door openers to invite communication, and paraphrasing andsummarization to promote clear communication -Awareness and avoidance of communication roadblocks **Teamwork and Professional Communication Skills:** -Counseling Skills -Teaching skills -Conflict resolution skills		https://www.cyc-net.org/pdf/2010_Competencies_for_Professional_CYW_Practitioners%20(1).pdf
National Level									
41.	Families & Social Capital – ESRS Research Group	London	UK	Public	National	Educational	http://www.lsbu.ac.uk/about-us/history	Promote the industrial skill, general knowledge, health and wellbeing of young men and women	Men and Women	ESRS Research Group at London South Bank University (LSBU) – originally the Borough Polytechnic Institute – laid down roots in south London in 1892 and has been improving the lives of students, businesses and the local community ever since.
42.	The British Psychological Society	Leicester	UK	Public	National	Education, Research, Service provider	https://www.bps.org.uk/	-Development, promotion and application of psychology for the public good -Promotion of excellence and ethical practice in the science, education, and application of the discipline	People	The British Psychological Society is the leading learned society and professional body in the UK for psychologists. Founded in 1901, the Society received its Royal Charter in 1965. https://www.bps.org.uk/sites/bps.org.uk/files/Qualifications/Counselling/
43.	Child and Family WebGuide (CFW)	Medford	USA	Public	National	Education	https://ase.tufts.edu/cfw/parenting-and-family-articles	-Parenting -Providing parents and families an accessible, thoroughly reviewed collection of credible and authoritative websites that they can trust	Family, Children	Two decades ago, the founders of the Child and Family WebGuide (CFW) were struck by how much bad information and bad advice was being given out over the Internet -- information and advice about serious problems confronting parents, teachers, and medical professionals trying to do their best for children.
44.	Children's Bureau Child		USA	Public	National	Education, Research	https://www.childwelfare.gov/	Skills **PARTIALLY/ INDIRECTLY MENTIONED** on the website.	Child welfare professionals, Parents, Families,	Children's Bureau, Administration for Children and Families, U.S. Department of Health and Human Services, provides access to print and electronic publications, websites, databases, and online learning

								Children and Youth	tools for improving child welfare practice, including resources that can be shared with families
	Welfare Information Gateway								

**Organizations / Agencies / Networks related to Youth Support Work**
N	Organization Name	City	Country	Sector	Level of Organization	Organization's Role	Link	Skills (if listed on the website)	Target beneficiaries	Comments
1	International youth foundation (IYF)	Baltimore	USA	Public	International	Educational	https://www.iyfnet.org/about-us	Skills **PARTIALLY/ INDIRECTLY MENTIONED** on the website. -Leadership skills -Technical training expertise -Life skills	Young people	
2	Organization for Economic Co-operation and Development (OECD)	Paris	France	Nonprofit	International	Educational	https://www.oecd.org/youth.htm	-Ability to tackle the current youth unemployment crisis -Strengthen the role and effectiveness of vocational education and training -Ability to strengthen the education system and prepare all young people for the world of work -Social interaction ability	Young people, Teachers and Educational researchers	Describing skills shared by several interested groups - teachers, educational researchers, policy makers, politicians, employers - that the current century will demand a very different set of skills and competencies from people in order for them to function effectively at work. https://www.oecd-ilibrary.org/docserver/218525261154.pdf?expires=1586546835&id=id&accname=guest&checksum=B00DC228EF9499182F9870EB51705290
3	United Nations Youth Associations (UNYAs)	New York	USA	Nonprofit	International	Educational	https://www.un.org/development/desa/youth/what-we-do/what-can-you-do/unya.html	-Ability to create a network between young people -Competence to inform young people -Give education programs for primary and secondary school students	Young people, Community and Civil society	UNYANET is the international network for United Nations Youth Associations and UNA-Youth Sections. http://www.unodc.org/documents/prevention/family-compilation.pdf
4	World Assembly Of Youth (WAY)	Paris	France	Nonprofit	International	Educational	https://en.unesco.org/partnerships/non-governmental-organizations/world-assembly-youth	Skills **NOT MENTIONED** on the website. -Promote the work of voluntary youth organizations -Improve youth employment	Youth, Volunteers and Social workers	Youth (WAY) is the international coordinating body of national youth councils and national youth organizations. WAY currently has 140 member organizations from all continents. World Assembly of Youth's Volunteer Programme was initiated as a platform that would link youth who seek to develop a dedicated group that are willing to assist WAY in its programmes and activities around the world. This programme works towards the elevation of youth and their development into leaders who are willing to donate some of their time and energy to support WAY in achieving its goals and aims.
5	Youth of the European	Brussels	Belgium	Public	International	Public Policy	http://youthepp.eu/about/	Skills **NOT MENTIONED** on the website. Provide ground for training, discussion and	Youth	Youth of the European People's Party (YEPP) is an umbrella organization of European political youth

	Organizations / Agencies / Networks related to Youth Support Work								
N	Organization Name	City	Country	Sector	Level of Organization	Organization's Role	Link	Skills (if listed on the website)	Target beneficiaries	Comments
	People's Party (YEPP)					Maker		cooperation and prepare the younger generation		organizations and is the official youth wing of the European People's Party.
6	European Youth Forum (EYF)	Brussels	Belgium	Nonprofit	International	Public Policy Maker	https://www.youthforum.org/	-Make youth policy -Youth work development -Promote the cross-sectorial nature of youth policy towards a variety of institutional actors	Youth, Institutional actors, Youth organizations, Trainers	There are documents which describe the training for young people, including the most vulnerable, should develop their competences and skills while enjoying full access to their social and labour rights https://www.youthforum.org/paid-traineeships-council-europe-important-first-step-fair-internships
7	Youth Focus (YF)	Burswood	Australia	Public	National	Other	https://youthfocus.com.au/what-we-do/	Skills **NOT MENTIONED** on the website. -Provide education programs, youth counseling, mentoring and therapy -Deliver innovative and accessible mental health services and programs;	Youth and Social workers	Mentoring Program supports young people aged 12 to 25 who are experiencing early signs associated with suicide, depression, anxiety and self-harm and are accessing support services from Youth Focus.
8	Reachout.com (a network company for youth interests)		Austria	Nonprofit	National	Educational	reachout.com	Communication skills	Young people, Parents and Schools	Leading online mental health organisation for young people and their parents. On the website there is a description of the skills for the future of work (https://au.reachout.com/articles/skills-for-the-future-of-work). There are many articles about developing communication skills (https://au.reachout.com/explore-articles?page=1&tags=Communication%20skills,).
9	The Young Initiative Association (AYI)	Bucuresti	Romania	Nonprofit	National	Educational	https://www.younginitiative.org/about-us-2/	-Empowerment and leadership skills -Communication skills -Active listening tasks -Work with people from different backgrounds Organizational, logistical and management skills -Coordinating projects and facilitating activities -Problem solving skills -Flexibility	Youth, Youth workers, National and local authorities and Volunteers	Educational NGO, founded in 2009. Mission: to empower people through education. 3 main pillars of action: Social Inclusion, Youth Empowerment and NGO Development. Take part and organize international motilities for youngsters and youth workers, with EU support. Develop Interpersonal Skills, communication skills, critical thinking (https://www.younginitiative.org/rapoarte-anuale/). "Sustainable standards and policies in working with young people in Romania" (https://www.standarde-tineret.ro/propunere-cod-etic-lucrator-tineret-2/,https://www.standarde-tineret.ro/propunere-standard-ocupational-consilier-de-tineret/, https://www.standarde-tineret.ro/propunere-standard-ocupational-lucrator-de-tineret/, https://www.standarde-tineret.ro/propunere-standarde-activitati-de-tineret/). Report the importance of international youth work

**Organizations / Agencies / Networks related to Youth Support Work**
N	Organization Name	City	Country	Sector	Level of Organization	Organization's Role	Link	Skills (if listed on the website)	Target beneficiaries	Comments

N	Organization Name	City	Country	Sector	Level of Organization	Organization's Role	Link	Skills (if listed on the website)	Target beneficiaries	Comments
										[https://www.younginitiative.org/wp-content/uploads/2015/09/ImpACT-research-report-v3-images-sm.pdf] and volunteer today employee tomorrow. Tool kit European voluntary service [https://www.younginitiative.org/wp-content/uploads/2015/06/VTET_ToolKit_Final.pdf];
10	World YMCA	Geneva	Switzerland	Nonprofit	International	Methodological Coordination & Supervision	https://www.ymca.int/publications/	-Youth empowerment -Leadership skills -Empower young leaders	Youth and Young volunteers	Describing on the website who young people are developing crucial skills thanks to online YMCA education sessions, organizing events for youth skills day (https://www.ymca.int/event/world-youth-skills-day/), describing Youth Workers Innovation Hub (https://www.ymca.int/youth-innovating-for-social-impact/). Have a target increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship by the 2030 (https://www.globalgoals.org/4-quality-education).
11	International Development Alliance (IDA)	Sofia	Bulgaria	Nonprofit	International	Educational	http://idanetwork.eu/statute/	-Communication skills -Skills in using specific tools in dialogue -Training skills -Promote goodwill, interest and understanding	Youth workers, Youth leaders, Facilitators, Activists, Trainers and Volunteers	International Development Alliance is a global network of community development associations, youth leaders and activists who are committed to issues of young people. Promote quality education, training, research, practice exchange, and support for activists and youth workers. Organizing training courses (http://idanetwork.eu/category/your-story/). By the strategic plan is describing the standards of professionals in the field: http://idanetwork.eu/wp-content/uploads/2014/10/strategy-plan_IDA-Network.pdf.
12	United Nations Development Programme (UNDP)	New York	USA	Nonprofit	International	Public Policy Maker, Methodological Coordination & Supervision,	https://www.undp.org/content/undp/en/home.html	-Negotiation skills -Relevant skills to employability and labor market access for young people and discovering the benefits of volunteering for youth -Entrepreneurship -Leadership and social skills -Soft skills (planning and organization) and behavioural skills (communication and teamwork) -Training and education of youth workers. **Competencies**:	Youth, Youth workers and Volunteers	https://jobs.undp.org/cj_view_job.cfm?cur_job_id=55409 https://www.undp.org/content/dam/rbap/docs/Research%20&%20Publications/democratic_governance/UNDP-ILO-UNV-2018-Youth-Volunteerism-and-Skills-Development-Asia-Pacfic.pdf

	Organizations / Agencies / Networks related to Youth Support Work								
N	Organization Name	City	Country	Sector	Level of Organization	Organization's Role	Link	Skills (if listed on the website)	Target beneficiaries	Comments
								-Communication skills -Analytical and writing skills -Pro-activeness and ability to work independently as well as in a team -Excellent usage of computers and office software packages **Corporate Competencies:** -Integrity by modelling the UN's values and ethical standards -Display of cultural, gender, religion, race, nationality and age sensitivity and adaptability -Treats all people fairly without favouritism -Fulfils all obligations to gender sensitivity and zero tolerance for sexual harassment		
13	International Bureau of Education (IBE)	Geneva	Switzerland	Public	International	Methodological Coordination & Supervision, Public policy maker, Research, Other	http://www.ibe.unesco.org/	-Communication and negotiation skills -Life skills -Provide support and promote innovative solutions for improving equity -Relevance and effectiveness of curriculum -Teaching, learning and assessment processes and outcomes -Soft skills -Digital capacities -Budget management experience -Foreign language knowledge	Youth, Youth support workers and Youth centers	https://unesdoc.unesco.org/ark:/48223/pf0000247768?poslnSet=7&queryId=c66666a4-e9dd-4ec8-9c1b-966f265f6005
14	International Institute for Educational Planning (IIEP)	Paris	France	Public	International	Educational	http://www.iiep.unesco.org/en/our-mission,		Children with disabilities, Adults, Young people and Teachers	Promoting skills development: https://unesdoc.unesco.org/ark:/48223/pf0000137643/PDF/137643eng.pdf.multi, Vocational skills development: https://unesdoc.unesco.org/ark:/48223/pf0000189530/PDF/189530eng.pdf.multi
15	United Nations International Children's	New York	USA	Public	International	Public Policy Maker,	https://www.unicef.org/what-	-Leadership skills -Social inclusion	Children, Youth and Social	The United Nations Children's Fund is a United Nations agency responsible for providing humanitarian and developmental aid to children worldwide. Describing skills

Organizations / Agencies / Networks related to Youth Support Work										
N	**Organization Name**	**City**	**Country**	**Sector**	**Level of Organization**	**Organization's Role**	**Link**	**Skills (if listed on the website)**	**Target beneficiaries**	**Comments**
	Emergency Fund (UNICEF)					Research, Methodological Coordination & Supervision, Other	we-do	-Communication skills -Lifelong learning -Collaboration -Parenting skills -Counseling -Psychosocial support	Service Workforce	for the future not just for the youth workers, but for the young people http://eidosglobal.org/flowguide.pdf Guidelines to strengthen the social service workforce for child protection February 2019 https://www.unicef.org/media/53851/file/Guidelines%20to%20strengthen%20social%20service%20for%20child%20protection%202019.pdf]; https://www.voicesofyouth.org/
16	Commonwealth Alliance of Youth Workers Associations (CAYWA)	London	UK	Nonprofit	International	Public Policy Maker, research	https://thecommonwealth.org/	-Problem solving -Communication skills -Collaboration -Advocacy Creation of programmes and processes for youth empowerment are variable due to the inconsistency of effective training and monitoring on the ground.	Youth workers and Young people,	The Commonwealth Alliance of Youth Workers Associations (CAYWA) brings together national and regional organisations and is the official voice of youth work professionals in the 52 member countries of the Commonwealth. There are documents which describe standards and skills of youth workers. Youth Work in the Commonwealth A Growth Profession Commonwealth Secretariat [https://thecommonwealth.org/sites/default/files/events/documents/YouthWorkintheCW_9781849291736.pdf]. https://thecommonwealth.org/sites/default/files/events/documents/Establishing%20a%20Professional%20Youth%20Worker%20Association_1.pdf
17	Organization for Youth Education & Development (OYED)		USA	Nonprofit	International	Public policy maker, Methodological Coordination & Supervision, Research, Educational,	http://www.oyed.org/index.php?en_about	Skills **NOT MENTIONED** on the website. -Lifelong learning -Internship -Promote and Empower youth -Respect & Recognition of Cultural Diversity & Heritage -Intercultural Dialogue -Justice -Equality & Interdependence	Young Leaders and Stakeholders	

**Organizations / Agencies / Networks related to Youth Support Work**
N	**Organization Name**	**City**	**Country**	**Sector**	**Level of Organization**	**Organization's Role**	**Link**	**Skills (if listed on the website)**	**Target beneficiaries**	**Comments**
								-The Protection of International Human Rights		
18	UNEVOC International Centre for Technical and Vocational Education and Training	Bonn	Germany	Public	International	Public policy maker, Methodological Coordination & Supervision, Research, Educational,	https://unevoc.unesco.org/home/fwd2UNESCO-UNEVOC+-+Who+We+Are	-Cultural sensitivity -Problem solving -Social cohesion -Education skills -Organizational skills -Problem solving **-Green Skills:** -Knowledge, abilities, values and attitudes needed to live in, develop and support a sustainable and resource-efficient society	Youth, Youth workers and Youth leaders	TVET is focused on the acquisition of knowledge and skills for the world of work, and helps youth and adults develop the skills needed for employment, decent work and entrepreneurship whilst supporting inclusive and sustainable economic growth. https://unevoc.unesco.org/up/gtg.pdf. Access additional information about: UN World Youth Skills Day and UNESCO-UNEVOC's previous celebrations to mark the occasion below. United Nations resolution on WYSD, UN Website: UN World Youth Skills Day, UNESCO-UNEVOC Youth and Skills
19	Eurydice Education Audiovisual & Culture Executive Agency (EACEA)	Brussels	Belgium	Public	International	Public policy maker, Methodological Coordination & Supervision, Research, Educational,	https://eacea.ec.europa.eu/national-policies/eurydice/about_en	-Problem Solving skills -Lifelong learning	Youth, Youth support workers, Volunteers and Youth leaders	https://ec.europa.eu/education/sites/education/files/document-library-docs/volume-1-2019-education-and-training-monitor.pdf
20	Centre for Research & Development in Adult and Lifelong Learning (CR&DALL)	Glasgow	Scotland	Public	International	Education, Research, Lifelong learning	http://cradall.org/about-cradall	Skills **NOT MENTIONED** on the website.	Researchers, Senior policy makers and Practitioners (teachers, youth workers, police officers).	Promote and conduct high quality, inter-disciplinary and multi-disciplinary research in its core areas provide a forum for independent research, provide adult education and lifelong learning, and promote social inclusion and poverty reduction. For those who work directly with young people: teachers, youth workers, police officers, probation officers, health workers, the offered program is an excellent step in the professional development. It also provides a foundation for an academic career focused on social change and the ways in which it is affecting the younger generation (http://cradall.org/young-people-social-inclusion-change-msc).

**Organizations / Agencies / Networks related to Youth Support Work**
N	**Organization Name**	**City**	**Country**	**Sector**	**Level of Organization**	**Organization's Role**	**Link**	**Skills (if listed on the website)**	**Target beneficiaries**	**Comments**
21	European Agency for Special Needs and Inclusive Education (EASNIE)	Brussels	Belgium	Private	International	Methodological Coordination & Supervision	https://www.european-agency.org/	-Critically examining one's own beliefs and attitudes and the impact these have on actions - Engaging in ethical practice at all times and respecting confidentiality - The ability to deconstruct educational history to understand current situations and contexts -Coping strategies that prepare teachers to challenge non-inclusive attitudes and to work in segregated situations - Being empathetic to the diverse needs of learners -Modelling respect in social relationships and using appropriate language with all learners and stakeholders in education	Teachers, Educators, Experts, Learners and Families	The Agency provide guidance on implementing inclusive education systems. The Agency work focuses on improving all learners' achievement at all levels of inclusive lifelong learning. This enhances learners' life chances and opportunities for actively participating in society; https://www.european-agency.org/sites/default/files/tpl4i_policy_self-review_tool.pdf; https://www.european-agency.org/sites/default/files/CROSP_Synthesis_Report.pdf; [extracted from https://www.european-agency.org/sites/default/files/profile_of_inclusive_teachers_en.pdf; https://www.european-agency.org/projects/te4i/profile-inclusive-teachers]
22	Association for Child & Youth Care Practice (ACYCP)	Milwaukee	USA	Public	Regional/ Land	Research	http://acycpjournal.pitt.edu/ojs/jcycw,	Develop skills for professional ethics for the field of child and youth care work	Children and Youth	Standards of child & youth care professional competencies are mentioned but some documents were not found. https://www.acycp.org/images/pdfs/ethics_and_practices_ACYCP_v2-1.pdf,https://www.acycp.org/best-practice-standards
23	The Academy for Competent Youth Work		USA	Nonprofit	Regional/ Land	Education Research	https://www.youthworkacademy.org/	Skills **NOT MENTIONED** on the website. -Familiarity and sensitivity to how children and youth develop. -A repertoire of activities and techniques for engaging youth to help them develop independence and thrive -The knowledge and capacity to engage in empowering interactions -Brain-based approaches to guide youth, resolve conflict, and improve self-regulation -A better understanding of how to work within and across teams, families, cultures, and communities -Post-training testing using the entry-level	All type of youth work practitioners	The Academy supports Child and Youth Care Workers in every area of practice including child welfare, education, out-of-school time, juvenile justice, disabilities, recreation, transitional living, and community-based youth-serving programs. Our courses focus on core youth development principles that are widely used in all practice settings across the field of youth services. The Academy offers a variety of live youth worker courses that are: relational, strengths-based, asset focused, trauma informed, brain-based, diversity inclusive, evidence-informed, based on CYC Certification competencies and requirements. Training hours that qualify for national and international CYC certification. Awareness of careers in child and youth work and the fundamentals of professional practice.

					Level of Organizat ion	Organizatio n's Role	Link	Skills (if listed on the website)	Target beneficiar ies	Comments
N	Organization Name	City	Country	Sector						
								certification exam -Communication strategies and reframing techniques to take control of the unintentional messages we send -Encourage competence and support self-esteem development		
24	Child and Youth Care Professional Certification Board		USA	Public	Regional/ Land	Education Research	https://www.cy ccb.org/	-Advocacy skills -Counselling skills -Effective verbal and non-verbal communications skills: ○ Use of silence ○ Appropriate non-verbal communication ○ Active listening ○ Empathy and reflection of feelings ○ Questioning skills ○ Use of door openers to invite communication ○ Paraphrasing and summarization to promote clear communication ○ Awareness ○ Avoidance of communication roadblocks -Teaching skills	All type of youth work practitioner s	The CYC Competencies are organized across five domains: 1. Professionalism 2. Cultural & human diversity 3. Applied human development 4. Relationship & communication 5. Developmental practice methods https://www.cyccb.org/competencies; Competencies for Professional Child and Youth Work Practitioners 2010 [https://www.cyccb.org/images/pdfs/2010_Competencies_f or_Professional_CYW_Practitioners.pdf]
25	Ultimate Youth Worker	-	Australia	Public	Regional/ Land	Education	https://ultimate youthworker.c om.au/training-and-education/,	Skills **NOT MENTIONED** on the website.	Young people and Youth workers	Provide trainings for young people develop better relationships with young people, self-care trainings. Provide practical support, ongoing professional development and training opportunities for those working with young people
26	Youth Work Essentials (UK)		UK	Nonprofit	Regional/ Land	Other	http://www.you thworkessentia ls.org	-Communication -Training -Facilitation -Assessment -Engagement	Youth workers and Volunteers	http://www.youthworkessentials.org/media/2859/national_o ccupational_standards_for_youth_work.pdf, http://cldstandardscouncil.org.uk/wp-content/uploads/PLD-Review-Process.pdf).

Organizations / Agencies / Networks related to Youth Support Work

**Organizations / Agencies / Networks related to Youth Support Work**
N	**Organization Name**	**City**	**Country**	**Sector**	**Level of Organizat ion**	**Organizatio n's Role**	**Link**	**Skills (if listed on the website)**	**Target beneficiar ies**	**Comments**
								-Group work -Presentation -Self-assessment **Team leaders skills:** -Communicating -Planning -Team building -Leading by Example -Setting objectives -Motivating -Consulting -Problem solving -Valuing and supporting others -Monitoring -Managing conflict -Decision making -Following		
27	Youth Scotland. The network for youth groups		UK		Regional/ Land	Methodologi cal Coordinatio n & Supervision	https://www.yo uthscotland.or g.uk/about-us/	-Organization -Skills training -Leadership -Employment skills -Partnership	Youth groups, Youth workers and Volunteers	Youth Scotland values the development of community-based youth work as an essential approach to our work, describing volunteer tools, (http://www.youthworkessentials.org.uk/volunteer-induction/volunteer-induction-resources.aspx).
28	International Labour Organization (ILO)	Gene va	Switzerlan d	Public	Internatio nal	Methodologi cal Coordinatio n & Supervision	https://www.ilo .org/global/lan g-- en/index.htm	-Communication -Skills Training	Youth, Young people, Men and Women	Promote decent work by setting international labour standards, promoting opportunities for women and men to obtain decent and productive work, training and skills development https://www.ilo.org/wcmsp5/groups/public/--- ed_emp/--- ifp_skills/documents/publication/wcms_103428.pdf
29	Council of Europe	Stras bourg	France	Public	Internatio nal	Public Policy Maker	https://www.co e.int/en/web/p ortal	-Training -Resolving problems	Youth workers, Young people and Civil	The Council of Europe is an inter-governmental organization with 47 member states, covering virtually the entire continent of Europe. On the website there is a column "Programme", which describes the courses for youth workers. Courses aim to develop

**Organizations / Agencies / Networks related to Youth Support Work**
N	**Organization Name**	**City**	**Country**	**Sector**	**Level of Organizat ion**	**Organizatio n's Role**	**Link**	**Skills (if listed on the website)**	**Target beneficiar ies**	**Comments**
									society	competence and skills for European youth work. The Council of Europe's European Youth Foundation (EYF) provides financial and educational support for European youth activities. https://rm.coe.int/090000168070f30b, https://rm.coe.int/lttc-2017-18-list-of-participants-and-their-projects/168093b662
30	European Centre for the Development of Vocational Training CEDEFOP		Belgium (EU)	Public	Internatio nal	Public Policy Maker; Methodologi cal Coordinatio n & Supervision	https://www.ce defop.europa. eu/en	-Communication -Organizational Planning -Decision-making -Confidence -Autonomy -Team work -Counselling and guidance **Transversal skills:** -Listening -Cross-cultural communication and conflict resolution -Evaluation and management -Global awareness and adaptability -Collaboration -Negotiation and persuasion -Mentoring -Flexibility, accessibility and adapting to the needs of young people	All types of youth work practitioner s	Validation in the care and youth work sectors https://www.cedefop.europa.eu/files/4147_en.pdf Practical training or traineeships Matching service; Raising the awareness of fundamental rights issues; Encouraging patterns of behavior that support sustainable development. [https://ec.europa.eu/assets/eac/youth/library/study/youth-work-report_en.pdf]

	Organizations / Agencies / Standards and networks related to Family Therapy. Occupational Therapy, Family Educators and Family Support Paraprofessionals									
N	Organization Name	City	Country	Sector	Level of Organization	Organization's Role	Link	Skills (if listed on the website)	Target beneficiaries	Comments
1	European Family Therapy Association - **EFTA**	Brussels	Belgium	Nonprofit	European	Educational Methodological Coordination, Supervision, Other	https://efta-tic.eu	**Clinical training &clinical experience** - Generalclinical skills and experience of working with a range of mental health problems -The main element issupervised clinical practice with families, couples, individuals and organizations, with significant component of 'live' supervised practice -The clinical component of the training (direct work under supervision and observing/discussing the work of other trainees) will form one third to one half of the specialist training **Personal development:** -Trainees are able to identify and manage their own personal involvement in and contribution to the process of therapy -Self-reflexivity and self-awareness as professionals **Continuing personal and professional development**: (CPD) It is strongly recommended that all family and systemic therapists undertake CPD after completion of training.	Family and Systemic Therapists and Supervisors	EFTA is primarily an advisory rather than a regulatory body. In relation to training standards its role is to define, through its three chambers, the criteria for the quality of training both of individual family and Systemic therapists and supervisors and of training programmes in institutes and schools. EFTA is recognized by the European Association for Psychotherapy (EAP) as the European Wide Accrediting Organization (EWAO) for family and systemic therapy. **Skills development:** Between one third to one half of the specialist training should be dedicated to these areas. **EFTA Guidelines** (Minimum Training Standards) 2011 4 The way in which professional development is achieved during family and systemic therapy training may include personal therapy, group work, and family of originwork (e.g. using genograms) or, in some cases, direct work with the trainee's own family. Aspects of personal development will also form an important part of the supervision process. Given the diversity of personal development work (and the varying needs of individual trainees), it would be misleading to make specific requirements for theamount of time that should be devoted to this area of training.
2.	International Family Therapy Association **IFTA**	Rock Island	USA	Nonprofit	International	Educational/ Methodological Coordination, Supervision, Other	https://www.ifta-familytherapy.org/certifiedfamilytherapist.php	**Clinical Skills Development:** -Clinical Practice with Individuals, Couples, and Families under the direction of Qualified Family/Systemic Therapy Supervisors -Experience and Demonstrated Competence in: -Establishment of Therapeutic Contact With Client System -Client Assessment and Diagnosis -Treatment Planning -Therapeutic Interventions and Case Management	Family / Systemic Therapists and Supervisors	List of the accredited programs worldwide

3	The International Association of Marriage and Family Counselors (IAMFC)	Virginia	USA	Non-profit	International	Educational	http://www.iamfconline.org/	**Couple and family counsellors**: -Have the responsibility to develop and maintain basic skills through graduate training, supervision and consultation -Are knowledgeable about the roles and functions of other disciplines, especially in the helping professions, such as psychiatry, psychology, social work, and mental health counseling -Work to strengthen interdisciplinary relations with colleagues **Supervisors in Couple and Family Therapy:** -Acquire and maintain skills pertaining for the supervision process -Are able to demonstrate for supervisees the application of counselling theory and process to client issues -Are knowledgeable about different methods and conceptual approaches to supervision	Couple and family therapists	Promoting knowledge about and understanding of marriage/couple and family counselling. IAMFC encourages counsellors to think systemically and to advocate for the worth and dignity of all families. Ethical Code for the International Association of Marriage and Family Counselors http://www.iamfconline.org/public/IAMFC-Ethical-Code-Final.pdf
4	The International Association of Marriage and Family Counselors (IAMFC)	Virginia	USA	Non-profit	International	Educational	http://www.iamfconline.org/	**Couple and family counselors**: -Have the responsibility to develop and maintain basic skills through graduate training, supervision and consultation -Are knowledgeable about the roles and functions of other disciplines -Work to strengthen interdisciplinary relations **Supervisors in Couple and Family Therapy:** -Acquire and maintain skills pertaining for the supervision process	Couple and family therapists	Promoting knowledge about and understanding of marriage/couple and family counselling. IAMFC encourages counsellors to think systemically and to advocate for the worth and dignity of all families. Ethical Code for the International Association of Marriage and Family Counsellors http://www.iamfconline.org/public/IAMFC-Ethical-Code-Final.pdf
5	International Association of Couple and Family Psychoanalysis (IACFP)	Lyon	France	Non-profit	International	Educational	https://aipcf.net/en/	Skills **NOTMENTIONED** on the website	Couple and family therapists	International Association of Couple and Family Psychoanalysis (IACFP)

6	World Federation of Occupational Therapists - **WFOT**	London	UK	Nonprofit	International	Educational/ Methodological Coordination	https://www.wfot.org/	-Clinical and professional skills that enhance leadership, adaptability and soft skills of communication, political awareness, interpersonal relationships, affective sensitivity and awareness to change -Relationships and enabling skills -Skills in using information and communication technology to access current theories, research findings and evidence -Respecting diversity and difference -General communication skills -Critical reasoning skills -Community participatory skills -Skills in analyzing and modifying environment, occupations, performance, group and individual contexts -Ethical decision making -Evaluation, service planning and management	**Knowledge, Skills and Attitude Framework (KAP).** The World Federation of Occupational Therapists (WFOT) is the international voice of the occupational therapy profession which globally comprises of 101 national occupational therapy professional organizations. Occupational therapists work with families when a child's everyday life occupations are impacted or have the potential to be impacted or at risk by disability, illness and life circumstances (WFOT, 2019) Occupational therapists also have the capacity to foster self-determination and self-advocacy skills that will enable children, adolescents and families making healthy choices and engaging occupations. The comprehensive approaches used address elements of body functions and structures, activity limitations, personal and environmental factors that impact participation (WFOT, 2019). Applying physical agent modalities and cognitive behavioural techniques. Beside the core skills, there are also: physical agent modalities, cognitive behavioural techniques, oxygen management and wound care.

7	Centre for Childhood Disability research – Canchild, Healthcare and Occupational Therapy	Ontario	Canada	Non-profit	International	Research Educational	https://www.canchild.ca/en/research-in-practice/family-centred-service	Skills **NOTMENTIONED** on the website	Families, Researchers and Research organizations in the field of disability	Hosted at McMaster University. Can child- 10 things to be family-cantered (Law et al., 2003) 1. Offer families a choice of location and time to meet. Ask what works best for them. 2. Focus on strengths of the child and family, verbally and in writing. 3. Collaborate in goal setting with the child, the family and others, including pre-school or school personnel and other service providers. 4. Present a variety of options to the family to allow them to make choices. 5. Provide information. Have it available in a variety of forms, including written information, videos, and Internet resources. 6. Ask families what they would like from you and your service. 7. Have enough time to talk to the family at each visit – make sure they don't feel you are rushing them. 8. Listen to what families tell you. Believe and trust them. 9. Ask families if they would like to connect with another family. Have resources for parents who would like to do this. 10. Ask about all family members and the ways that each member contributes to the family. Ask parents who they would like to involve in the service.
8	National Council on Family Relations		USA	Nonprofit	International	Education, Research, Practice	https://www.ncfr.org/	-General intellectual skills -Self-awareness -Emotional stability -Maturity -Awareness of one's own personal attitudes and cultural values -Empathy -Effective social skills -Self-confidence, flexibility -Understanding and appreciation of diversity -Verbal and written communication skills -Ability to relate well with all ages on a one-to-one basis, as well as in groups.	Researchers, Demographers, Marriage and family therapists, Parent/ family educators, University faculty, Students, Social workers, Public health workers, Extension specialists and faculty, ECFE teachers, Clergy, Counsellors and K-12 teachers	The National Council on Family Relations, founded in 1938, is the oldest nonprofit, nonpartisan, multidisciplinary professional association focused solely on family research, practice, and education

9	Childhood Education International		USA	Nonprofit	International	Education	https://acei.org/what-we-do/icoee/	Skills **PARTIALLY/ INDIRECTLYMENTIONED** on the website: -Good decision-making skills -Strong communication skills -Time management skills -Critical thinking skills	Family Educators	CFLE Code of Ethics: Code of Professional Ethics for Certified Family Life Educators https://cyfar.org/sites/default/files/cyfar_research_docs/National%20Extension%20Parenting%20educators%20fr
10	National Parenting Education		USA	Nonprofit	National	Education	https://npen.org/	-Teaching and sharing info skills -Skills and attitudes for building partnerships and conveying the authenticity -Self-awareness, respect, good communication skills and power sharing -Building trust, conveying empathy -Being: genuine, clear about meaning and intentions, clear about what is possible and what is not -Assessment skills -Communication skills (including non-verbal, active listening and reflective questioning skills) -Communication with different family members about change, decision-making and problem solving skills -Conflict resolution skills -Engagement skills -Negotiation skills -Facilitation skills -Critical thinking skills -Leadership skills -Advocacy skills	Parents, Families and Professionals	Parenting Educator Competencies across Ten Programshttps://npen.org/wp-content/uploads/2014/10/Parenting-Educator-Competencies-across-Ten-Programs.pdf NPEN is a national organization that promotes the field of parenting education and encourages information sharing, professional development and networking opportunities for individuals who educate and support parents. Preparation in the following areas: child development, adult development and learning, family relationships, parenting education, and interpersonal and group facilitation. Familiar with various frameworks, theories and schools of thought that influence and guide practice in parenting education. Work in partnership with parents, understanding that each parent/child relationship is unique. Provide education and support to respectfully address the goals and needs of parents and families. Continually expand their knowledge base of issues and topics relevant to children and families. Work toward developing multiple perspectives to address the diversity of families, children and communities. Provide the education and support parents need to make and implement effective decisions for their families. Build networks, share resources and advocate to effect change on behalf of the families they serve.

11	National Extension Parenting Educators' Framework	Minnesota	USA	Public	National	Educational	https://cyfar.org/resource/national-extension-parenting-educators'-framework	Process skills: -Assessment of needs, marketing programs, and evaluating their effectiveness and impact -Skills to interact sensitively with parents in order to nurture their growth and development -Leadership skills -Skills in group process, program development, and problem-solving -General intellectual skills -Empathy -Effective social skills -Verbal and written communication skills	Parents and Educators	https://cyfar.org/sites/default/files/cyfar_research_docs/National%20Extension%20Parenting%20educators%20framework.pdf The Process side, like the Content side of NEPEF is comprised of six domains: **Grow**: refers to personal growth as a professional; knowing yourself and understanding how this affects the way you relate to others; **Frame**: refers to knowing theoretical frameworks that guide practice in the field of parenting education; **Develop**: refers to planning and marketing programs to educate parents, and developing evaluation processed that are part of a total educational effort; **Embrace**: refers to recognizing and responding to differences in ethnicity, family type, and belief systems among populations being served; **Educate**: refers to being an effective teacher; knowing how to use various delivery methods, helping parents learn, and challenging them to higher parenting goals; **Build**: refers to reaching out to build professional networks; being a community advocate; and connecting with organizations to expand the field of parenting education.

| 12 | Global Social Service Workforce Alliance | Washington | USA | Non-profit | International | Education, Methodological Coordination & Supervision, Research, Other | http://www.socialserviceworkforce.org/ | -Non-verbal and verbal culturally and ethically competent
-Basic listening and responding skills
-Child friendly communication
-Building rapport
-Engagement
-Needs, problems and strengths assessment
-Education
-Recording and documentation
-Referral
-Supportive counselling
- Empathetic listening and nonjudgmental communication skills
-Guidance and information in access to services
-Planning
-Monitoring
-Provision of practical advice regarding parents needs
-Advocacy
-Action planning
-Group facilitation
-Leadership
- Identifying and accessing services
-Mobilization of communalities and resources
-Team work in multidisciplinary environment
-Mentoring
-Advocacy | | The Global Social Service Workforce Alliance was established in June 2013 with a vision to work toward a world where a well-planned, well-trained and well-supported social service workforce effectively delivers promising practices that improve the lives of vulnerable populations. The Alliance's mission is to promote the knowledge and evidence, resources and tools, and political will and action needed to address key social service workforce challenges, especially within low- to middle-income countries.
Para Professional– The term "para" is defined as "next to" or "alongside of." The paraprofessional would typically work next to or support the work of a professional in the same field. A paraprofessional worker is trained to perform certain functions, but not always legally certified or licensed to practice as a full professional, which in some fields requires college or university degrees or specialized training (see Professional below). Source: Adapted from www.socialserviceworkforce.org/resources/composition-social-service-workforce-hivaidsaffected-contexts
The generic/core functions and competencies of social service paraprofessionals include eight overall functional areas as follows:
1. Communication skills
2. Direct work with children, youth and families
3. Applies knowledge related to client needs
4. Community work
5. Collaboration skills
6. Organization and leadership
7. Monitoring and evaluation
8. Developing self and others |

Useful documents / sources on Family / children Support International Organisations / Agencies	Link
Life skills manual. 2001.	https://bettercarenetwork.org/sites/default/files/Life%20Skills%20Manual.pdf
Foster care Standards and practice guidelines	https://bettercarenetwork.org/sites/default/files/Foster%20Care%20Standards%20and%20Practice%20Guidelines.pdf
The interaction between the providers of family services	https://rm.coe.int/09000016809df395
Notes of two discussions on social work training	https://rm.coe.int/0900001680680e3f
The interaction between the providers of family services	https://rm.coe.int/09000016809ddbda
IFSW &IASSW (2019) Global Standards For Social Work Education And Training	https://www.iassw-aiets.org/global-standards-for-social-work-education-and-training/
International Association of Marriage and Family Counsellors. (2017). IAMFC Code of Ethics. Alexandria, VA. Author.	http://www.iamfconline.org/public/IAMFC-Ethical-Code-Final.pdf
Institute for the Advancement of Family Support Professionals (2018) National Family Support Competency Framework for Family Support Professionals	https://cppr-institute-prod.s3.amazonaws.com/modules/Approved%20National%20Family%20Support%20Competency%20Framework_FINAL_7_18_2018.pdf
Tunstill, J., Sukey T., Thoburn J. (2007).Cross sector scoping study of family support workers in the children's workforce, Synergy Research & Consulting Ltd	https://dera.ioe.ac.uk/8336/1/Family_Support_Workers_Lit_Review_FINAL.pdf
Association for Child And Youth Care Practice & Child And Youth Care Certification Board. Competencies for Professional Child & Youth Work Practitioners. CYC Certification Board Office, revised 2010	https://www.cyc-net.org/pdf/2010_Competencies_for_Professional_CYW_Practitioners%20(1).pdf
Rodrigo, M. J., Amorós, P., Arranz Freijo, E., Hidalgo García, M., Máiquez Chaves, M. L., Martín, J. C., ... & Mateos Inchaurrondo, A. (2015). Best Practice Guide for Positive Parenting. A resource for practitioners working with families. Madrid: Federación Española de Municipios y Provincias (FEMP).	http://familiasenpositivo.org

Useful documents / sources on Organisations / Networks / Standards and Agencies related to Family Therapy. Occupational Therapy, Family Educators and Family Support Paraprofessionals	Links
European Family Therapy Association (EFTA) Minimum Training Standards A. Guidelines for training family and systemic therapists and supervisors at the European level	https://efta-tic.eu/wp-content/uploads/2012/12/minimum-training-standards.pdf
Tier 1- Primary Standards for Systemic Therapy Education Programs	https://www.ifta-familytherapy.org/Accreditation/Tier1Primary_Standards.pdf
World Federation of Occupation Therapy (2016).Minimum standards for the Education of Occupational Therapists; revised version. WFOT.	World-Federation-of-Occupational-Therapists-Minimum-Standards-for-the-Education-of-Occupational-Therapists-2016a.pdf
World Federation of Occupation Therapy (2019). Occupational Therapy in Obesity in Childhood and Adolescence; Position statement	https://wfot.org/resources/occupational-therapy-in-obesity-in-childhood-and-adolescence
CanChild Centre for Childhood Disability Research, McMaster University FCS Sheet #1 What is Family-Centred Service?	https://www.canchild.ca/system/tenon/assets/attachments/000/001/266/original/FCS1.pdf
CanChild Centre for Childhood Disability Research, McMaster University FCS Sheet #2 Myths about Family-Centred Service	https://www.canchild.ca/system/tenon/assets/attachments/000/001/269/original/FCS2.pdf
CanChild Centre for Childhood Disability Research, McMaster University FCS Sheet#18Are We Really Family-Centred? Checklists for Families, Service Providers, and Organizations	https://www.canchild.ca/system/tenon/assets/attachments/000/001/283/original/FCS18.pdf
CanChild Centre for Childhood Disability Research, McMaster University FCS Sheet #3 How Does Family-Centred Service Make a Difference?	https://www.canchild.ca/system/tenon/assets/attachments/000/001/267/original/FCS3.pdf
CanChild Centre for Childhood Disability Research, McMaster University FCS Sheet #4 Becoming More Family-Centred	https://www.canchild.ca/system/tenon/assets/attachments/000/001/268/original/FCS4.pdf
CanChild Centre for Childhood Disability Research, McMaster University FCS Sheet #5 10 Things You Can Do to Be Family-Centred	https://www.canchild.ca/system/tenon/assets/attachments/000/001/270/original/FCS5.pdf
Case-Smith, J., Clark, G. J. F., & Schlabach, T. L. (2013).Systematic review of interventions used in occupational therapy to promote motor performance for children ages birth–5 years. The American Journal of Occupational Therapy, 67(4), 413–424.https://doi.org/10.5014/ajot.2013.005959	https://www.ncbi.nlm.nih.gov/pubmed/23791316
DeGrace, B. W. (2003). Occupation-based and family-centered care: a challenge for current practice. The American Journal of Occupational Therapy: Official Publication of the American Occupational Therapy Association, 57(3), 347–350.	https://www.ncbi.nlm.nih.gov/pubmed/12785675
Rodger, S., & Keen, D. (2017). Child and family-centred service provision; in S. Rodger & A. Kennedy-Behr (Eds), Occupation-centred practice with children, chapter 3; Wiley Blackwell.	https://www.wiley.com/en-rs/Occupation+Centred+Practice+with+Children:+A+Practical+Guide+for+Occupational+Therapists,+2nd+Edition-p-9781119057628
Rosenbaum, P., King, S. ,Law, M., King, G., & Evans, J. (1998). Family centred service. Physical & Occupational Therapy in Pediatrics, 18(1),1–20.	https://www.tandfonline.com/doi/abs/10.1080/J006v18n01_01
Parenting Educator Competencies across Ten Programs	https://npen.org/wp-content/uploads/2014/10/Parenting-Educator-Competencies-across-Ten-Programs.pdf
NCFR Ethical Principles and Guidelines for Family Scientists	https://www.ncfr.org/board-and-governance/governance/ncfr-ethical-principles-guidelines-family-scientists
CFLE Code of Ethics Code of Professional Ethics for Certified Family Life Educators	https://www.ncfr.org/cfle-certification/cfle-code-ethics
National Extension Parenting Educators' Framework 2002	https://cyfar.org/sites/default/files/cyfar_research_docs/National%20Extension%20Parenting%20educators%20framework.pdf

Jones, S. T., Stranik, M. K., Gayle Hart, m. McClintic, S. and Wolf, J.R. (2013). A Closer Look at Diverse Roles of Practitioners in Parenting Education: Peer Educators, Paraprofessionals and Professionals	https://npen.org/wp-content/uploads/2012/03/diverse-roles-in-PE-white-paper_-12_17_13.pdf
Findings from the National Forum on Professional Development Systems for Parenting Education – May, 2011	https://npen.org/wp-content/uploads/2012/06/2011-Findings-from-the-National-Forum-on-Professional-Development-Systems-for-Parenti
Stolz, H. E., Henke, T. M., Brandon, D. J.., Sams, J. M. Professional Preparation Systems for Parenting Educators: Identification, Perceived Value, and Demand for a National Credential	https://npen.org/profdev/forum/standards/profprep.pdf
McClintic, S. and Durrant, L. (2016). Examining the Roles, Training, and Characteristics of Paraprofessionals in Parenting Education	https://npen.org/professional-development/professional-standards/
McClintic, S. and Durrant, L. (2016). Examining the Roles, Training, and Characteristics of Paraprofessionals in Parenting Education	https://npen.org/professional-development/professional-standards/
McDermott, D. Table 1 Core Competence Areas for Parenting Educators and Professionals Working with Children Youth Parents and Families Across Programs	https://npen.org/wp-content/uploads/2014/11/Table-1-Core-Competence-Areas-for-Parenting-Educators-and-Professionals-Working-with-Children-Youth-Parents-and-Families-Across-Programs-1.pdf
Cooke, B. Competencies of a Parent Educator: What Does a Parent Educator Need to Know and Do?	https://npen.org/profdev/forum/standards/competencies.pdf
Akabas, M. Keely, L., Kraus, S., Ostafy, M. and Taner, E. (2016). Report on NPEN Parenting Education Engagement and Outreach Survey Final	https://npen.org/wp-content/uploads/2016/06/Report-on-NPEN-Parenting-Education-Engagement-and-Outreach-Survey_Final.pdf
Parenting Educator Competencies across Ten Programs	https://npen.org/wp-content/uploads/2014/10/Parenting-Educator-Competencies-across-Ten-Programs.pdf
NCFR Ethical Principles and Guidelines for Family Scientists	https://www.ncfr.org/board-and-governance/governance/ncfr-ethical-principles-guidelines-family-scientists
CFLE Code of Ethics Code of Professional Ethics for Certified Family Life Educators	https://www.ncfr.org/cfle-certification/cfle-code-ethics
National Extension Parenting Educators' Framework 2002	https://cyfar.org/sites/default/files/cyfar_research_docs/National%20Extension%20Parenting%20educators%20framework.pdf
Global Social Service Workforce Alliance (2017). Para Professionals in the Social Service Workforce: Guiding Principles, Functions and Competencies	http://www.socialserviceworkforce.org/resources/para-professionals-social-service-workforce-guiding-principles-functions-and-0
Linsk, N.L., Mabeyo, Z., Omari, L., Petras, D., Lubin, B., Abate, A., Steinitz, L., Kijage, T., & Mason, S. (2010). Para-social work to address most vulnerable children in sub-Sahara Africa: A case example in Tanzania. Children and Youth Services Review, 32, 990-997.	https://www.academia.edu/25753027/Para-social_work_to_address_most_vulnerable_children_in_sub-Sahara_Africa_A_case_example_in_Tanzania
Davis, R. (2009). Human capacity within child welfare systems: The social work workforce in Africa. Washington, DC, US Agency for International Development.	http://www.socialserviceworkforce.org/system/files/resource/files/Human_Capacity_Within_Child_Welfare_Systems_The_Social_Work_Workforce_in_Africa_1.pdf
Global Social Service Workforce Alliance (2017). Para Professionals in the Social Service Workforce: Guiding Principles, Functions and Competencies	http://www.socialserviceworkforce.org/resources/para-professionals-social-service-workforce-guiding-principles-functions-and-0
Linsk, N.L., Mabeyo, Z., Omari, L., Petras, D., Lubin, B., Abate, A., Steinitz, L., Kijage, T., & Mason, S. (2010). Para-social work to address most vulnerable children in sub-Sahara Africa: A case example in Tanzania. Children and Youth Services Review, 32, 990-997.	https://www.academia.edu/25753027/Para-social_work_to_address_most_vulnerable_children_in_sub-Sahara_Africa_A_case_example_in_Tanzania
Davis, R. (2009). Human capacity within child welfare systems: The social work workforce in Africa. Washington, DC, US Agency for International Development.	http://www.socialserviceworkforce.org/system/files/resource/files/Human_Capacity_Within_Child_Welfare_Systems_The_Social_Work_Workforce_in_Africa_1.pdf

Global Social Service Workforce Alliance (2017). Para Professionals in the Social Service Workforce: Guiding Principles, Functions and Competencies	http://www.socialserviceworkforce.org/resources/para-professionals-social-service-workforce-guiding-principles-functions-and-0

Useful documents / sources on organisations / agencies / networks related to Youth Support Work	Links
Youth Work National Occupational Standards	http://www.nya.org.uk/wp-content/uploads/2014/06/National-Occupation-Standards-for-Youth-Work.pdf
National Occupational Standards for Youth Work (UK)	http://www.youthworkessentials.org/media/2859/national_occupational_standards_for_youth_work.pdf
Youth work and professionalization (Howard Sercombe)	https://www.researchgate.net/publication/254954098_Youth_work_and_professionalisation
Compilation of Evidence-Based Family Skills Training Programmes	http://www.unodc.org/documents/prevention/family-compilation.pdf
Guide to implementing family skills training programmes for drug abuse prevention. UNODC, NW, 2009	http://www.unodc.org/documents/prevention/family-guidelines-E.pdf
The importance of international youth work. ImpACT+, 2019	https://www.younginitiative.org/wp-content/uploads/2015/09/ImpACT-research-report-v3-images-sm.pdf
Volunteer today employee tomorrow	https://www.younginitiative.org/wp-content/uploads/2015/06/VTET_ToolKit_Final.pdf
The impact of the programme on youth workers' competences. Transnational analysis of module (A): Self-perceived competence development of project participants (youth workers/youth leaders). Vienna, 2017	https://www.researchyouth.eu/download/?id=195
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Youth Participation Guide: Assessment, Planning, and Implementation. 2008	https://www.unfpa.org/sites/default/files/resource-pdf/youth_participation.pdf
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