

Special Issue

Formally Informal: Youth and Community Work: Pedagogy and Practice

Message from the Guest Editors

Youth and community work training is constantly changing to meet the changes in practice, philosophy, and approaches, although some aspects of training future professionals have remained constant over the years. This Special edition seeks to explore, challenge, and debate the role of training providers in developing future practitioners, exploring how we manage an active relationship with quality label providers, government institutions, and higher education establishments while ensuring that those youth and community work seek to serve are equally important and involved in the process. Proposed and invited papers will embrace a breadth of learning, practice, and research activity related to three continuing contemporary themes exploring the following:

- *Pedagogy*: what pedagogic approaches are needed to develop future practitioners of youth and community work, i.e., its challenges, opportunities and future possibilities.
- *Community*: how people have built communities, including communities of practice.
- *Practice*: how meaningful collaborations have been developed with the embedded involvement of young people and communities.

Guest Editors

Prof. Dr. Pam Alldred

Prof. Dr. Mike Seal

Simon Williams

Deadline for manuscript submissions

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About the Journal

Message from the Editor-in-Chief

Youth is an international and peer-reviewed journal covering a broad range of topics that all influence persons lumped into the category of youth. The numerous issues of interest to the research community involving youth include mental health, education, sociology, economics, employment, cultural studies, civic engagement, and other social perspectives of youth and young adulthood.

Our goal is to work together with the global research community whose interest and scholarship speak to providing evidence that will support and enhance the lives of youth and the systems that affect their lives. We are interested in working with graduate students, scholars, scientists, and research centers who share this interest.

Editor-in-Chief

Prof. Dr. Todd Michael Franke

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