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# YOUTH WORKER OCCUPATIONAL STANDARD



Estonian Youth Work Centre  
[www.entk.ee](http://www.entk.ee)

Tallinn, 2018

# **YOUTH WORKER OCCUPATIONAL STANDARD**

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**Youth worker, level 4**

**Youth worker, level 6**

**Youth worker, level 7**

**Camp counsellor, level 4 partial professional qualification**

**Camp counsellor-director, level 6 partial professional qualification**

**Camp director, level 7 partial professional qualification**

Educational Professional Council  
15.11.2017

# OCCUPATIONAL STANDARD

## Youth worker, level 4

An occupational standard is a document that describes the set of skills, knowledge and dispositions, i.e. competence requirements, needed for successfully accomplishing job tasks. Occupational standards are used for compiling curricula and awarding qualifications.

Occupational title	Level of Estonian Qualifications Framework (EQF)
Youth worker, level 4	4

Possible partial professional qualifications and titles on the occupational qualification certificate	
Title of partial professional qualification	Level of Estonian Qualifications Framework (EQF)
Camp counsellor, level 4	4

### PART A

#### DESCRIPTION OF OCCUPATION

A.1. Description of work
<p>A youth worker follows the principles of organising youth work and applies different methods and activities, depending on the characteristics and objectives of the youth work type, its target group, the location and the situation it is being carried out in. A youth worker is aware of youngsters' real conditions and the local circumstances and they can assess the youngsters' situation and needs, choose and apply appropriate methods and analyse the impact of their work.</p> <p>A level 4 youth worker focuses on individual youngsters and youth groups. They work with young people, their parents, other stakeholders and specialists; create a trusting relationship with the young person and maintain it; create suitable conditions for the development of entrepreneurship and responsibility; organise youth work activities; and share relevant information. A youth worker supervises non-formal learning processes by creating an environment for comprehensive personal development and supporting young people's socialisation. Youth worker, level 4 works both individually and as a team member. They participate in networking and developing new strategies under the supervision of a higher-level youth worker.</p> <p>The profession of youth work also includes the professions of youth worker, level 6 and level 7. Level 6 youth workers organise youth work and manage youth work organisations and/or establishments. Level 7 youth workers develop the field of youth work on the local and national levels, manage youth work establishments, organisations and professional networks and supervise other youth workers.</p>
A.2. Tasks
<p><b>2.1 Organising youth work</b></p> <p>1. Mapping youngsters' interests and developmental needs.</p>

2. Planning activities that support non-formal learning.
3. Supporting young people's non-formal learning.
4. Reflecting on the experience of non-formal learning and students' accomplishments together with the youngsters.
5. Using and developing diverse youth work environments and methods.
6. Getting young people involved.
7. Supporting civic education.
8. Supporting young people's entrepreneurship.
9. Advocating a healthy and sustainable lifestyle.
10. Shaping behaviour that adheres to the law.
11. Developing intercultural competences.
12. Sharing information with young people.
13. Supporting the development of digital literacy.
14. Providing primary counselling.

#### **A.2.2 Interacting with the public, cooperation**

1. Interacting with the public.
2. Cooperation in the field of youth work.
3. Cooperation with stakeholders outside of youth work.

#### **A.2.3 Providing a safe environment**

1. Providing a safe environment.
2. Reducing risks.
3. Following safety requirements.

#### **A.2.4 Professional personal development**

1. Learning and personal development.
2. Maintaining physical, mental and emotional health.

The profession of youth worker, level 4 includes the partial professional qualification of camp counsellor, level 4 that comprises tasks A.2.1 and A.2.3.

### **A.3. Work environment and characteristics**

The working hours of a level 4 youth worker are negotiable and depend upon the specific type of youth work and the organisation of work in the establishment or organisation; work may be performed in the evenings or on weekends. The job requires flexibility and quick adapting. Tasks are carried out both indoors and outdoors.

Level 4 youth workers work in a local municipality, in a private or third-sector institution, a general education establishment, a hobby school, a youth centre, a youth association, a youth camp, a church, a library, a cultural or sports establishment, etc.

### **A.4. Work equipment**

A youth worker's main equipment includes stationary and office equipment (including digital technological equipment) according to the specific nature of their work.

### **A.5. Required personality traits**

Skills and character traits that further cooperation, personal development and creativity are important for youth workers.

### **A.6. Professional preparation**

The professional skills acquired while working as a level 4 youth worker.

### **A.7. Most common occupational titles**

Youth worker, hobby group manager, manager of extracurricular activities, camp counsellor, specialist of hobby education, etc.

### **A.8. Regulations governing the profession**

The regulations for working as a youth worker are established in the Youth Work Act and Child Protection Act.

## **PART B**

### **COMPETENCY REQUIREMENTS**

#### **B.1. Structure of the occupation**

All competences must be certified when applying for the qualification of level 4 youth worker.

Certifying competences B.2.1, B.2.3 and B.2.5 is required for applying for the qualification of level 4 camp counsellor.

#### **B.2. Competences**

### **COMPULSORY COMPETENCES**

#### **B.2.1. Organising youth work**

**EQF level 4**

Performance indicators:

1. determines the youngsters' interests and developmental needs by communicating with them and gathering feedback; takes this information into account when planning everyday work and gives feedback to the young people;
2. designs non-formal learning principles (see Appendix 1 Terms used in the occupation standard) according to the study objective and action plan and taking the youngsters' interests and needs into account while promoting collaborative learning;
3. carries out non-formal learning activities in accordance with the study objectives and action plans;
4. helps young people reflect on the accomplishment of study objectives in the framework of non-formal learning using appropriate methods; acknowledges achievements;
5. involves young people in the youth work environments and applies varied methods;
6. involves youngsters in planning and carries out activities taking the interests and needs of young people, including disabled youth, into consideration and adjusting the requirements to meet their needs, using existing instructions and study materials; consults and/or collaborates with other professionals if needed;
7. supports becoming an educated citizen; motivates young people to be active in society and introduces them to different participation opportunities;
8. introduces entrepreneurship and self-initiative principles and opportunities, taking the young people's interests into account and motivating them; supports the youngsters' entrepreneurship and self-initiative by offering them the chance to organise youth work activities and supporting/supervising them in these projects;
9. introduces healthy and sustainable lifestyle principles and opportunities, using existing instructions and/or study materials; promotes the development of healthy and sustainable lifestyles via different activities; notices (risk) behaviour that influences health and acts accordingly, getting other professionals involved if needed;
10. advocates law-abiding attitudes, using existing instructions and/or study materials; notices risk behaviour and acts accordingly, getting other professionals involved if needed;
11. introduces the principles of intercultural communication; supports the development of intercultural competences by giving the youngsters an opportunity to participate in intercultural/international activities;

12.gives young people reliable information about youth's needs and interests by directing them towards additional information or a professional managing such information;	
13.supports the development of digital literacy using digital technology and equipment; informs young people of online dangers;	
14.provides primary counselling following all confidentiality requirements; directs young people to professionals in the corresponding field.	
<b>B.2.2 Interacting with the public and cooperation</b>	<b>EQF level 4</b>
Performance indicators:	
1. introduces the opportunities of youth work based on the underlying values of youth work and using contemporary digital environments and equipment;	
2. acknowledges the parties involved in youth work and cooperates with them according to the objective of the activity in question;	
3. acknowledges the stakeholders involved in youth work and cooperates with them according to the underlying values of youth work.	
<b>B.2.3 Providing a safe environment</b>	<b>EQF level 4</b>
Performance indicators:	
1. provides a safe physical and psychosocial environment based on the underlying values of youth work; creates suitable conditions for young people to develop and maintain trusting relationships;	
2. acts in accordance with the risk analysis action plan;	
3. organises youth work in a safe environment following legally established safety requirements; reacts appropriately in unsafe situations; introduces safety measures and monitors their performance.	
<b>B.2.4 Professional personal development</b>	<b>EQF level 6</b>
Performance indicators:	
1. they analyse themselves and their work using different methods; give and receive feedback; set goals for self-development, engage in targeted development in accordance with professional and occupational requirements and look up and use study opportunities; acquire new work tactics and methods; apply the knowledge and skills they gain accordingly;	
2. they monitor, assess and value their physical, mental and emotional health and work towards maintaining balance, optimising their own use of time and energy; and seek help in the event of problems.	

## RECURRING COMPETENCES

<b>B.2.5 Level 4 youth worker recurring competences</b>	<b>EQF level 4</b>
Performance indicators:	
1. uses B1-level Estonian and one A1-level foreign language in their work (see Appendix 2 Language skill level descriptions);	
2. uses computers according to the base module of computer use skills Computer basics, Internet basics, Word processing and standard modules IT safety and Cooperation online (see Appendix 3 Computer skills); uses digital media and technology proceeding from the specific job task;	
3. follows youth worker professional ethics guidelines (see Appendix 4 Professional ethics in youth work);	
4. fosters good relationships with young people and co-workers; chooses appropriate conduct and forms of expression; successfully communicates with people from different cultural backgrounds and with different world views; adequately evaluates their own needs and the needs of others; reacts appropriately to unexpected situations;	
5. sets clear objectives; carefully plans activities and projects and takes possible changes into account; uses time efficiently; takes deadlines and schedules into consideration;	
6. applies the basic principles of youth work in planning and performing their work;	

7. bases their activities on human rights and the organisation principles of youth work.

Assessment method(s):

Recurring competences are assessed as part of the assessment of the other competences listed in the occupational standard.

## PART C

### GENERAL INFORMATION AND APPENDICES

<b>C.1 Information concerning the compiling and certifying of an occupational standard and reference to job classification</b>	
1. Designation of the occupational standard in the professional register	21-15112017-2.1/6k
2. Occupational standard compiled by	Tiiu Kadak, Tallinn Sports and Youth Department Andres Kask, Estonian Hobby Schools Union Reet Kost, Foundation Archimedes youth agency Kaur Kötsi, Estonian Youth Work Centre Marek Meek, Association of Estonian Open Youth Centres Ilona-Evelyn Rannala, Estonian Youth Workers Union, Tallinn University School of Educational Sciences Birgit Rasmussen, Estonian Youth Work Centre Ülle Roomets, University of Tartu Viljandi Cultural Academy Maria Žuravljova, University of Tartu Narva College Age Tomson, Ministry of Education and Research
3. Occupational standard approved by	Educational Professional Council
4. Number of decision of professional council	13
5. Date of decision of professional council	15.11.2017
6. Occupational standard valid until	14.11.2022
7. Occupational standard version number	6
8. Reference to the International Standard Classification of Occupations (ISCO 08)	3 Technicians and intermediate-level specialists 34 Legal, social, cultural, etc. intermediate-level specialists
9. Reference to the European Qualifications Framework (EQF)	4
<b>C.2 Occupation title in a foreign language</b>	
English	Youth Worker, level 4
<b>C.3 Appendices</b>	
Appendix 1 <a href="#">Terms used in the occupational standard</a>	
Appendix 2 <a href="#">Language skills level descriptions</a>	
Appendix 3 <a href="#">Computer skills</a>	
Appendix 4 <a href="#">Professional ethics in youth work</a>	

# OCCUPATIONAL STANDARD

## Youth worker, level 6

An occupational standard is a document that describes the set of skills, knowledge and dispositions, i.e. competence requirements, needed for successfully accomplishing job tasks. Occupational standards are used for compiling curricula and awarding qualifications.

Occupational title	Level of Estonian Qualifications Framework (EQF)
Youth worker, level 6	6

Possible partial professional qualifications and titles on the occupational qualification certificate	
Title of partial professional qualification	Level of Estonian Qualifications Framework (EQF)
Camp counsellor-director, level 6	6

### PART A

#### DESCRIPTION OF OCCUPATION

##### A.1. Description of work

A youth worker follows the principles of organising youth work and applies different methods and activities, depending on the characteristics and objectives of the youth work type, its target group, the location and the situation it is being carried out in. A youth worker is aware of youngsters' real conditions and the local circumstances and they can assess the youngsters' situation and needs, choose and apply appropriate methods and analyse the impact of their work.

Level 6 youth workers organise youth work and manage youth work organisations and/or establishments. Level 6 youth workers focus on working individually with youngsters and youth groups, including promoting non-formal learning in different activities and creating suitable conditions for growing young people's entrepreneurship and sense of responsibility. A youth worker supervises non-formal learning processes by creating an environment for comprehensive personal development and supporting young people's socialisation. They create a trusting relationship with the youngster and work with the young people's parents, stakeholders and professionals in different fields. Youth worker, level 6 develops youth work and cooperates with colleagues active within the same organisation. Level 6 youth worker instructs other youth workers, volunteers, interns, etc. and participates in networking.

The profession of youth work also includes the professions of youth worker, level 4 and level 7. Level 4 youth workers organise youth work, sometimes under the supervision of a higher-level youth worker.

Level 7 youth workers develop the field of youth work at the local and national level, manage youth work establishments, organisations and professional networks and supervise other youth workers.

## **A.2. Tasks**

### **A.2.1 Organising youth work**

1. Mapping young people's developmental needs, strengths and weaknesses.
2. Planning activities that support non-formal learning.
3. Supporting young people's non-formal learning.
4. Reflecting on the experience of non-formal learning and students' accomplishments together with the youngsters.
5. Using and developing diverse youth work environments and methods.
6. Getting young people involved.
7. Supporting civic education.
8. Supporting young people's entrepreneurship.
9. Advocating a healthy and sustainable lifestyle.
10. Shaping behaviour that adheres to the law.
11. Developing intercultural competences.
12. Researching youngsters' need for information and analysing and systemising the data.
13. Organising the youth information service.
14. Supporting the development of digital literacy.
15. Providing primary counselling.

### **A.2.2 Management**

1. Initiating activities and decision-making.
2. Managing people.
3. Managing processes.
4. Offering supervision.
5. Administrative matters.

### **A.2.3 Interacting with the public, cooperation**

1. Interacting with the public.
2. Cooperation in the field of youth work.
3. Cooperation with stakeholders outside of youth work.

### **A.2.4 Providing a safe environment**

1. Providing a safe environment.
2. Reducing risks.
3. Following safety requirements.

### **A.2.5 Youth field development**

1. Developing youth policies.
2. Shaping knowledge-based youth work.
3. Participating in youth working groups.

### **A.2.6 Professional personal development**

1. Learning and personal development.
2. Maintaining physical, mental and emotional health.

The profession of youth worker, level 6 includes the partial professional qualification of camp counsellor-director, level 6 that comprises tasks A.2.1, A.2.2 and A.2.4.

## **A.3. Work environment and characteristics**

The working hours of a level 6 youth worker are negotiable and depend upon the specific type of youth work, the organisation of work of the establishment or organisation; work may be performed in

the evenings or on weekends. The job requires flexibility and quick adapting. Tasks are carried out both indoors and outdoors.

Level 6 youth workers work in local municipalities, private or third-sector institutions, including rural municipalities and city governments, general education establishments, hobby schools, youth centres and associations, youth camps, churches, libraries, cultural or sports establishments, etc.

#### **A.4. Work equipment**

A youth worker's main equipment includes stationary and office equipment (including digital technological equipment) according to the specific nature of their work.

#### **A.5. Required personality traits**

Skills and character traits that further cooperation, personal development and creativity are important for youth workers.

#### **A.6. Professional preparation**

A level 6 youth worker has higher professional education or a Bachelor's degree in a field related to youth work, or occupational skills developed with work experience.

#### **A.7. Most common occupational titles**

Youth worker, youth centre director, youth work professional, manager of extracurricular activities, hobby group manager, camp counsellor, camp director, hobby education professional, etc.

#### **A.8. Regulations governing the profession**

The regulations for working as a youth worker are established in the Youth Work Act and Child Protection Act.

## PART B

### COMPETENCY REQUIREMENTS

#### B.1. Structure of the occupation

All competences must be certified when applying for the qualification of level 6 youth worker.

Certifying competences B.2.1, B.2.2, B.2.4 and B.2.7 is required for applying for the qualification of level 6 camp counsellor/director.

#### B.2. Competences

#### COMPULSORY COMPETENCES

##### B.2.1. Organising youth work

EQF level 6

###### Performance indicators:

1. based on the youngsters' needs and the objectives of the organisation, regularly maps young people's interests, developmental needs and study objectives or instructs other youth workers to carry out this task; takes the results of regional mapping into account when planning activities;
2. plans different non-formal learning (see Appendix 1 Terms used in the occupational standard) activities according to the interests and needs of the target group and the objectives of the organisation by involving youngsters in fixing study objectives and considering the influence group relationships have on development;
3. carries out and coordinates non-formal learning activities in accordance with the study objectives and action plan; instructs other youth workers on implementing non-formal learning;
4. helps youngsters reflect on the accomplishment of study objectives within the framework of non-formal learning by introducing self-analysis methods; gives constructive feedback and acknowledges achievements; instructs other youth workers on analysing the results of non-formal learning;
5. uses and develops diverse methods and environments for accomplishing the objectives of youth work;
6. involves young people in planning and executing activities, taking their interests and needs into consideration and paying attention to disabled youth and making conditions meet their needs using existing instructions or study materials; involves young people in youth work and instructs other youth workers on youth involvement;
7. supports becoming an educated citizen; motivates young people to participate in society; introduces different ways of engagement and various representative bodies and helps youngsters create these opportunities and develop sustainability;
8. introduces entrepreneurship and self-initiative principles and opportunities, taking young people's interests into account and motivating them; systematically supports youngsters' entrepreneurship and self-initiative at the local level by offering them the chance to organise youth work activities and supporting/supervising them in these projects;
9. introduces healthy and sustainable lifestyle principles and opportunities using existing instructions and/or study materials; systematically promotes the development of healthy and sustainable lifestyles via different activities and initiates activities; notices (risk) behaviour that influences health and acts accordingly, getting other professionals involved if needed;
10. systematically advocates law-abiding attitudes using existing instructions and/or study materials and initiates activities; notices risk behaviour and acts accordingly, getting other professionals involved if needed;
11. introduces the principles of intercultural communication, systematically supports the development

<p>of intercultural competences by giving youngsters the opportunity to participate in intercultural/international activities and designing youth work programmes that support intercultural learning;</p> <p>12. researches young people's information needs by gathering feedback from the youngsters and using different methods; critically analyses information and its sources, regularly systematises the data;</p> <p>13. organises youth information services on the basis of the youngsters' needs and opportunities, the youth information service standard and the principles of sharing youth information established by ERYICA (the European Youth Information and Counselling Agency);</p> <p>14. provides reliable and systematised information;</p> <p>15. supports the development of digital literacy using digital technology and equipment; informs young people of online dangers;</p> <p>16. provides primary counselling and directs young people to professionals if needed; cooperates with different parties on cases and follows confidentiality requirements.</p>	
<b>B.2.2 Management</b>	<b>EQF level 6</b>
<p><b>Performance indicators:</b></p> <ol style="list-style-type: none"> <li>1. initiates and launches activities, manages and monitors their progress and goal-oriented development; makes relevant decisions;</li> <li>2. gives clear instructions for action, takes responsibility for their own and their team's activities; motivates and encourages others; involves others, delegates job tasks; gives relevant and timely feedback;</li> <li>3. plans activities and organises the corresponding resources according to the set objectives; monitors processes, analyses the situation and its results, intervenes if needed and makes timely changes; advocates applying new knowledge-based methods;</li> <li>4. plans and designs the instruction process; creates opportunities for developing work-efficient attitudes and helping others grow professionally;</li> <li>5. plans and organises administrative matters according to the organisation's directives and other regulations.</li> </ol>	
<b>B.2.3 Interacting with the public and cooperation</b>	<b>EQF level 6</b>
<p><b>Performance indicators:</b></p> <ol style="list-style-type: none"> <li>1. introduces the content of youth work and the opportunities of the organisation based on the underlying values of youth work and using contemporary digital environments and equipment;</li> <li>2. acknowledges the parties involved in youth work, cooperates with them and creates new forms of collaboration according to the objective of the activity in question;</li> <li>3. cooperates with the stakeholders in the field of youth work and creates new forms of collaboration according to the objective of the activity in question and the underlying values of youth work, promoting integration with other fields.</li> </ol>	
<b>B.2.4 Providing a safe environment</b>	<b>EQF level 6</b>
<p><b>Performance indicators:</b></p> <ol style="list-style-type: none"> <li>1. provides a safe physical and psychosocial environment based on the underlying values of youth work; creates conditions for young people to develop and maintain trusting relationships; supports other youth workers' in creating a safe environment;</li> <li>2. participates in drawing up risk analyses based on the valid regulation; acts according to the action plan set forth by the risk analysis;</li> <li>3. organises youth work in a safe environment by following legally established safety requirements; reacts appropriately in unsafe situations; introduces safety measures to colleagues and/or youngsters and monitors performance.</li> </ol>	
<b>B.2.5 Youth field development</b>	<b>EQF level 6</b>
<p><b>Performance indicators:</b></p> <ol style="list-style-type: none"> <li>1. they keep themselves informed about developments in youth policies and make connections</li> </ol>	

<p>between this progress and growth in their own field of work by planning and executing activities that echo the objectives of youth policies; cooperate with partners in the field of integrated youth work;</p> <ol style="list-style-type: none"> <li>they keep themselves up to date with research results and indicators in youth monitoring and take these results into consideration when planning and implementing youth work, participate in drawing up the strategic documents regulating youth work under their responsibility;</li> <li>they participate in the working groups developing the youth field; initiate working groups within their own organisations and coordinate their work.</li> </ol>		
<table border="1"> <tr> <td><b>B.2.6 Professional personal development</b></td> <td><b>EQF level 6</b></td> </tr> </table> <p><b>Performance indicators:</b></p> <ol style="list-style-type: none"> <li>they analyse themselves and their work using different methods; give and receive feedback; set goals for self-development and engage in targeted development in accordance with professional and occupational requirements, look up and use study opportunities; acquire new work tactics and methods; apply the gained knowledge and skills accordingly;</li> <li>they monitor, assess and value their own physical, mental and emotional health and work towards maintaining balance by optimising their use of time and energy; look for help in the event of problems.</li> </ol>	<b>B.2.6 Professional personal development</b>	<b>EQF level 6</b>
<b>B.2.6 Professional personal development</b>	<b>EQF level 6</b>	

### RECURRING COMPETENCES

<table border="1"> <tr> <td><b>B.2.7 Youth worker, level 6 recurring competence</b></td> <td><b>EQF level 6</b></td> </tr> </table> <p><b>Performance indicators:</b></p> <ol style="list-style-type: none"> <li>uses C1-level Estonian and one B1-level foreign language in their work (see Appendix 2 Language skills level descriptions);</li> <li>uses computers according to the base module of computer use skills Computer basics, Internet basics, Word processing and Table processing, and standard modules Presentation, Web processing, IT safety and Cooperation online (see Appendix 3 Computer skills); uses digital media and technology proceeding from the specific job task;</li> <li>follows the professional ethics of youth workers (see Appendix 4 Professional ethics in youth work) in their activities; promotes more widespread acknowledgement of professional ethics among youth workers and other colleagues;</li> <li>fosters good relationships with young people and co-workers; chooses appropriate conduct and forms of expression; successfully communicates with people with different social positions, cultural backgrounds and world views; adequately evaluates their own needs and the needs of others; reacts adequately to unexpected situations;</li> <li>sets clear objectives; carefully initiates and designs activities and takes possible changes into consideration; manages time efficiently; meets deadlines and schedules; relates their work to colleagues' and partners' tasks and coordinates work;</li> <li>is informed about the underlying principles of youth work, the strategic documents in the youth field and the legal documents connected to the occupation and takes these into consideration when planning and performing tasks;</li> <li>bases their work on human rights and the principles governing the organisation of youth work; introduces them to youngsters and co-workers.</li> </ol> <p>Assessment method(s): Recurring competences are assessed as part of the assessment of the other competences listed in the occupational standard.</p>	<b>B.2.7 Youth worker, level 6 recurring competence</b>	<b>EQF level 6</b>
<b>B.2.7 Youth worker, level 6 recurring competence</b>	<b>EQF level 6</b>	

## PART C

### GENERAL INFORMATION AND APPENDICES

<b>C.1 Information concerning the compiling and certifying of an occupational standard and reference to job classification</b>	
1. Designation of the occupational standard in the professional register	21-15112017-2.2/6k
2. Occupational standard compiled by	Tiiu Kadak, Tallinn Sports and Youth Department Andres Kask, Estonian Hobby Schools Union Reet Kost, Foundation Archimedes youth agency Kaur Kötsi, Estonian Youth Work Centre Marek Mekk, Association of Estonian Open Youth Centres Ilona-Evelyn Rannala, Estonian Youth Workers Union, Tallinn University School of Educational Sciences Birgit Rasmussen, Estonian Youth Work Centre Ülle Roomets, University of Tartu Viljandi Cultural Academy Maria Žuravljova, University of Tartu Narva College Age Tomson, Ministry of Education and Research
3. Occupational standard approved by	Educational Professional Council
4. Number of decision of professional council	13
5. Date of decision of professional council	15.11.2017
6. Occupational standard valid until	14.11.2022
7. Occupational standard version number	6
8. Reference to the International Standard Classification of Occupations (ISCO 08)	3 Technicians and intermediate-level specialists 34 Legal, social, cultural, etc. intermediate-level specialists
9. Reference to the European Qualifications Framework (EQF)	6
<b>C.2 Occupation title in a foreign language</b>	
English	Youth Worker, level 6
<b>C.3 Appendices</b>	
Appendix 1 <a href="#">Terms used in the occupational standard</a>	
Appendix 2 <a href="#">Language skills level descriptions</a>	
Appendix 3 <a href="#">Computer skills</a>	
Appendix 4 <a href="#">Professional ethics in youth work</a>	

# OCCUPATIONAL STANDARD

## Youth worker, level 7

An occupational standard is a document that describes the set of skills, knowledge and dispositions, i.e. competence requirements, needed for successfully accomplishing job tasks. Occupational standards are used for compiling curricula and awarding qualifications.

Occupational title	Level of Estonian Qualifications Framework (EQF)
Youth worker, level 7	7

Possible partial professional qualifications and titles on the occupational qualification certificate	
Title of partial professional qualification	Level of Estonian Qualifications Framework (EQF)
Camp director, level 7	7

### PART A

#### DESCRIPTION OF OCCUPATION

A.1. Description of work
<p>A youth worker follows the principles of organising youth work and applies different methods and activities, depending on the characteristics and objectives of the youth work type, its target group, the location and the situation it is being carried out in. A youth worker is aware of youngsters' real conditions and the local circumstances and they can assess the youngsters' situation and needs, choose and apply appropriate methods and analyse the impact of their work.</p> <p>Level 7 youth workers develop the field of youth work at the local and national level, manage youth work establishments, organisations and professional networks and supervise other youth workers. A youth worker, level 7 coordinates and develops the youth field at the local, national and, if possible, international level. They instruct other youth workers, create forms of cooperation both within the field and in related areas and promote networking. A level 7 youth worker's job requires communicating with the general public.</p> <p>The profession of youth work also includes the professions of youth worker, level 4 and level 6. Level 4 youth workers organise youth work, sometimes under the supervision of a higher-level youth worker. Level 6 youth workers organise youth work and manage youth work organisations and/or establishments.</p>
A.2. Tasks
<p><b>A.2.1 Organising youth work</b></p> <ol style="list-style-type: none"> <li>1. Mapping young people's developmental needs, strengths and weaknesses.</li> <li>2. Planning activities that support non-formal learning.</li> </ol>

3. Supporting young people's non-formal learning.
4. Reflecting on the experience of non-formal learning and students' accomplishments together with the youngsters.
5. Using and developing diverse youth work environments and methods.
6. Getting young people involved.
7. Supporting civic education.
8. Supporting young people's entrepreneurship.
9. Advocating a healthy and sustainable lifestyle.
10. Shaping behaviour that adheres to the law.
11. Developing intercultural competences.
12. Researching youngsters' need for information and analysing and systemising the data.
13. Organising the youth information service.
14. Supporting the development of digital literacy.
15. Providing primary counselling.

#### **A.2.2 Management**

1. Initiating activities and decision-making.
2. Managing people.
3. Managing processes.
4. Offering supervision.
5. Administrative matters.

#### **A.2.3 Interacting with the public, cooperation**

1. Interacting with the public.
2. Cooperation in the field of youth work.
3. Cooperation with stakeholders outside of youth work.

#### **A.2.4 Providing a safe environment**

1. Providing a safe environment.
2. Reducing risks.
3. Following safety requirements.

#### **A.2.5 Youth field development**

1. Developing youth policies.
2. Shaping knowledge-based youth work.
3. Participating in youth working groups.

#### **A.2.6 Professional personal development**

1. Learning and personal development.
2. Maintaining physical, mental and emotional health.

The profession of youth worker, level 7 includes the partial professional qualification of camp director, level 7 that comprises tasks A.2.1, A.2.2 and A.2.4.

### **A.3. Work environment and characteristics**

The working hours of a level 7 youth worker are negotiable and depend upon the specific type of youth work and the organisation of work of the establishment or organisation; work may be performed in the evenings or on weekends. The work requires flexibility and the ability to adapt quickly.

Level 7 youth workers work in a government institution, a national authority, a local municipality, a private or third-sector institution, a research & development establishment, a hobby school, a youth centre, a youth association, a youth camp, a church, a library, a cultural or sports establishment, etc.

**A.4. Work equipment**

A youth worker's main equipment includes stationary and office equipment (including digital technological equipment) according to the specific nature of their work.

**A.5. Required personality traits**

Skills and character traits that further cooperation, personal development and creativity are important for youth workers.

**A.6. Professional preparation**

Level 7 youth workers must have a Master's degree in the field of youth work or occupational skills obtained through work experience.

**A.7. Most common occupational titles**

Youth worker, chief specialist of youth work, youth work counsellor, manager of extracurricular activities, youth information specialist, manager of youth work institutions, etc.

**A.8. Regulations governing the profession**

The regulations for working as a youth worker are established in the Youth Work Act and Child Protection Act.

## PART B

### COMPETENCY REQUIREMENTS

#### B.1. Structure of the occupation

All competences must be certified when applying for the qualification of level 7 youth worker.

Certifying competences B.2.1, B.2.2, B.2.4 and B.2.7 is required for applying for the qualification of level 7 camp director.

#### B.2. Competences

#### COMPULSORY COMPETENCES

##### B.2.1. Organising youth work

EQF level 7

##### Performance indicators:

1. regularly analyses the current situation of youngsters, the youth field and developmental needs at the local and national level, involving experts and partners in the field; presents and introduces the gathered results to the public;
2. sets objectives for non-formal learning (see Appendix 1 Terms used in the occupational standard) activities, according to the current trends in youth work and the youngsters' needs; instructs other youth workers in planning non-formal learning, taking into account the influence of group relationships on young people's development;
3. creates suitable conditions for conducting non-formal learning, researches the developmental needs of other youth workers and, based on these, creates opportunities for them to develop their competences;
4. monitors and advocates systematic analysis and acknowledgement of the role of non-formal learning in planning and executing youth work;
5. creates conditions for using and developing diverse environments and methods, and accomplishing the objectives of youth work, taking local, national and/or international trends into consideration;
6. analyses and develops different ways/programmes/methods for involving youngsters, including disabled youth, by including them and other parties in planning initiatives/activities;
7. creates suitable conditions for becoming educated citizens; analyses and develops different ways of participating by including youngsters and other parties in planning initiatives/activities;
8. creates suitable conditions for developing entrepreneurship and self-initiative and participates in shaping and/or implementing trends promoting youth initiatives at the local/national/international level; instructs other youth workers on advocating young people's entrepreneurship;
9. takes the principles of a sustainable and healthy lifestyle into consideration in planning and developing youth work; instructs other youth workers on supporting the development of healthy and sustainable lifestyles; initiates different programmes and projects;
10. creates suitable conditions for using youth work to help young people become law-abiding citizens, taking into account regional needs; participates in networking;
11. finds partners and develops forms of cooperation based on the principles of intercultural principles; shapes youth work so as to promote intercultural learning;
12. creates suitable conditions for identifying young people's need for information; analyses research results, takes comparative research (including international research and statistics) into consideration; introduces the gathered results and ensures the information is accessible to youngsters, youth workers and the public according to their established needs;
13. organises and develops youth information services on the basis of youngsters' needs and

opportunities, the youth information service standard and the principles of sharing youth information established by ERYICA (the European Youth Information and Counselling Agency);  
 14. creates suitable conditions for supporting youngsters' digital literacy;  
 15. creates suitable conditions for providing primary counselling.

<b>B.2.2 Management</b>	<b>EQF level 7</b>
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**Performance indicators:**

1. initiates and launches activities, manages and monitors their progress and goal-oriented development; makes relevant decisions;
2. gives clear instructions for action, takes responsibility for themselves and their team; motivates and encourages others;
3. involves others and gives them tasks, delegates work; gives relevant and timely feedback;
4. chooses and sets priorities based on objectives; participates in strategic planning and
5. links this to their activities; plans activities and organises the corresponding resources according to the set objectives; monitors processes, analyses the situation and its results, intervenes if needed and makes timely changes; advocates applying new knowledge-based methods;
6. plans and designs the process of supervision; creates opportunities for developing work-promoting dispositions and others' development; prepares others for work, helps them adapt to changes and apply their competences;
7. plans and organises administrative matters according to the directives of the organisation and other regulations; compiles instructions and monitors the application of these rules.

<b>B.2.3 Interacting with the public and cooperation</b>	<b>EQF level 7</b>
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**Performance indicators:**

1. introduces the objectives and opportunities of the youth field based on the underlying values of youth work and using contemporary digital environments and equipment;
2. introduces national and/or international parties involved in the youth field to other youth workers and partners, cooperates with them and creates new forms of cooperation, depending on the objectives of their activities;
3. cooperates with national and/or international stakeholders in the youth work field, introduces collaboration opportunities to youth workers and creates new forms of collaboration according to the objective of the activity in question and the underlying values of youth work, promoting integration with other fields.

<b>B.2.4 Providing a safe environment</b>	<b>EQF level 7</b>
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**Performance indicators:**

1. provides a safe physical and psychosocial environment based on the underlying values of youth work; creates conditions for young people to develop and maintain trusting relationships; supports other youth workers' in creating a safe environment;
2. participates in drawing up risk analyses based on the valid regulation; acts according to the action plan set forth by the risk analysis;
3. organises work in a safe environment by following legally established safety requirements; reacts appropriately in unsafe situations; introduces safety measures to colleagues and/or youngsters and monitors performance.

<b>B.2.5 Youth field development</b>	<b>EQF level 7</b>
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**Performance indicators:**

1. they keep themselves informed about the developments in youth policies at different levels and make connections between this progress and growth in their own field of work by planning and implementing activities that echo the objectives of youth policies; cooperate with partners in the fields of integrated youth work; participate in shaping youth policies;
2. they keep themselves up-to-date with the results and indicators of youth monitoring research and take these results into consideration when planning and implementing youth work; initiate research in their own area of expertise; encourage knowledge-based attitudes in the youth field;

<p>initiate and/or coordinate the compiling of strategic documents governing youth work in accordance with their respective responsibilities;</p> <p>3. they participate in working groups developing the youth field; initiate working groups within their own organisations and coordinate their work; use these results to develop the youth field.</p>	
<b>B.2.6 Professional personal development</b>	<b>EQF level 6</b>
<p><b>Performance indicators:</b></p> <p>1. they analyse themselves and their work using different methods; give and receive feedback; set goals for self-development and engage in targeted development in accordance with professional and occupational requirements, look up and use study opportunities; acquire new work tactics and methods; apply the gained knowledge and skills accordingly;</p> <p>2. they monitor, assess and value their own physical, mental and emotional health and work towards maintaining balance by optimising their use of time and energy; look for help in the event of problems.</p>	

## RECURRING COMPETENCES

<b>B.2.7 Youth worker, level 7 recurring competences</b>	<b>EQF level 7</b>
<p><b>Performance indicators:</b></p> <p>1. uses C1-level Estonian and one B1-level foreign language in their work (see Appendix 2 Language skills level descriptions);</p> <p>2. uses computers in their work according to the base modules of computer use Computer basics, Internet basics, Word processing and Table processing, and standard modules Presentation, Web processing, IT safety and Cooperation online (see Appendix 3 Computer skills); uses digital media and technology proceeding from the specific job task;</p> <p>3. follows the professional ethics of youth workers (see Appendix 4 Professional ethics in youth work) in their activities; promotes more widespread acknowledgement of professional ethics among youth workers and other colleagues;</p> <p>4. fosters good relationships with young people and co-workers; chooses appropriate conduct and forms of expression; successfully communicates with people with different social positions, cultural backgrounds and world views; adequately evaluates their own needs and the needs of others; reacts adequately to unexpected situations;</p> <p>5. sets clear objectives; carefully initiates and designs activities and takes possible changes into consideration; manages time efficiently; meets deadlines and schedules; relates their work to colleagues' and partners' tasks and coordinates work;</p> <p>6. is informed about the underlying principles of youth work, the strategic documents in the youth field and the legal documents connected to the occupation and takes these into consideration when planning and performing tasks;</p> <p>7. bases their work on human rights and the principles governing youth work organisation; introduces them to youngsters and co-workers and to society in general.</p>	
<p><b>Assessment method(s):</b></p> <p>Recurring competences are assessed as part of the assessment of the other competences listed in the occupational standard.</p>	

## PART C

### GENERAL INFORMATION AND APPENDICES

<b>C.1 Information concerning the compiling and certifying of an occupational standard and reference to job classification</b>	
1. Designation of the occupational standard in the professional register	21-15112017-2.3/6k
2. Occupational standard compiled by	Tiiu Kadak, Tallinn Sports and Youth Department Andres Kask, Estonian Hobby Schools Union Reet Kost, Foundation Archimedes youth agency Kaur Kötsi, Estonian Youth Work Centre Marek Mekk, Association of Estonian Open Youth Centres Ilona-Evelyn Rannala, Estonian Youth Workers Union, Tallinn University School of Educational Sciences Birgit Rasmussen, Estonian Youth Work Centre Ülle Roomets, University of Tartu Viljandi Cultural Academy Maria Žuravljova, University of Tartu Narva College Age Tomson, Ministry of Education and Research
3. Occupational standard approved by	Educational Professional Council
4. Number of decision of professional council	13
5. Date of decision of professional council	15.11.2017
6. Occupational standard valid until	14.11.2022
7. Occupational standard version number	6
8. Reference to the International Standard Classification of Occupations (ISCO 08)	3 Technicians and intermediate-level specialists 34 Legal, social, cultural, etc. intermediate-level specialists
9. Reference to the European Qualifications Framework (EQF)	7
<b>C.2 Occupation title in a foreign language</b>	
English	Youth Worker, level 7
<b>C.3 Appendices</b>	
Appendix 1 <a href="#">Terms used in the occupational standard</a>	
Appendix 2 <a href="#">Language skills level descriptions</a>	
Appendix 3 <a href="#">Computer skills</a>	
Appendix 4 <a href="#">Professional ethics in youth work</a>	

# Appendix 1

## Terms used in the occupational standard

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**Civic education** – The process of developing skills, knowledge and values that support taking an active and responsible approach to participating in society. A person with civic education wishes to take control of their own life, influence society and participate in decision-making, has the knowledge and abilities to do so and is therefore directly associated with voluntary activities.

**Confidentiality requirements** – Youth workers should treat youngsters' opinions and positions according to confidentiality principles, only using the information entrusted to them for the purpose of initial exchange of information. Ignoring the confidentiality principle is necessary if the youth worker assesses there to be a clear danger to the young person, other people or society in general.

**Integrated youth policies** – Coordinated and objective-oriented activities in fields concerning youth. Areas of impact: youth, education, employment, health and other fields.

**Non-formal learning** - Conducted outside of school, a consciously made decision to purposefully develop oneself. Non-formal learning can be conducted in very diverse environments where teaching and learning may not be the only or main objective.

### **Basis of youth work**

Youth work creates suitable conditions for young people to develop various capacities. It allows them to be voluntarily active outside of their families, school and work.

- The target group of youth work includes members of society aged 7-26.
- The objective of youth work is to create a favourable climate for young people to develop into members of society and to help them face challenges during this process.
- Wherever there are young people with views, opinions and interests, there is youth work.
- Youth work creates suitable conditions for personal and social development via obtaining new knowledge and skills in the framework of both non-formal and informal learning.
- Youth work helps shape youngsters' ethical views, sense of citizenship and respect for other cultures.
- Youth work allows young people to learn about themselves, about others and about the surrounding environment with the help of planned and unplanned activities.
- Youth work aims to involve young people in society and encourages them to take responsibility and to make conscious decisions about their lives, values and society's development.

**Underlying values of youth work** – Core values that are based on, but also specify and add to, humanitarian values. These include human rights, occupational ethics in youth work, the basis of youth work, the principles of youth work and the principles governing the organisation of youth work.

**Parties involved in the youth field** – Interest groups in the youth field, e.g. youth workers, youth associations, hobby schools, youth camps, providers of recreational activities, youth brigades, youth unions and other Estonian and international parties.

**Principles governing the organisation of youth work** – The following principles are followed when organising youth work:

- youth work is done for youngsters and with youngsters, and young people are involved in decision-making;
- young people's needs and interests are the basis for creating suitable conditions for obtaining knowledge and skills;
- youth work is based on youngsters' participation and free will;
- youth work supports young people's own initiative;
- youth work is conducted according to the principles of equal treatment, tolerance and partnership.

**Youth work service standard** – The youth work service standard describes the objectives, target groups, principles, terms, activities and volume of sharing youth information and creates conditions for sharing high-quality youth-related information. The policies should be followed in providing services in youth work establishments.

**Youth policies** – A wider term that denotes a common approach to all principles directed towards youth activities in fields affecting youngsters' lives.

**Youth Monitor** – Youth Monitor ([www.noorteseire.ee](http://www.noorteseire.ee)) was created to introduce knowledge-based youth policies. It consistently offers up-to-date information about fields that affect young people, allowing the current situation of youngsters to be evaluated, aspects concerning youth to be taken into consideration in developing different policies and the possible effects of changes in policies to be assessed. Youth monitoring includes several components:

- indicators that reflect the crucial aspects of young people's living situation. This data is constantly being gathered and updated;
- research and analyses concerning young people's living situations, including the Youth Monitor yearbook and original research;
- a database of research concerning young people's living situation conducted in Estonia.

**Youth field** – An umbrella term that includes both youth work (creating suitable conditions for diverse personal development that allows youngsters to be voluntarily active outside of their families, formal schooling and work) and youth policies (coordinated and objective-oriented activities in different fields, based on youngsters' actual needs and challenges).

**Safety requirements** – Legislation concerning youth work that guarantees a safe environment.

Examples of crucial safety requirements:

- The Public Health Act and health protection requirements that stem from this act:
- the health protection requirements of youth camps;
- the health protection requirements of swimming pools and water centres;
- other appropriate requirements.
- The Fire Safety Act and requirements based on it.
- Safety requirements for carrying out activities at specific youth camps.
- The Building Act and requirements governing buildings, installations and rooms based on the act.
- The Water Act and requirements for drinking water, sewerage, catering, toilet use and washing based on the act.

**The aspects of a psychosocial environment** – creating a friendly and supportive atmosphere, advocating collaboration and active learning, prohibiting physical and mental violence, valuing and pursuing creativity, creating equal opportunities and cooperating with the youngster's family.

# Appendix 2

## Language skills level descriptions

	A 1	A 2	B 1	B 2	C 1	C 2	
<b>COMPREHENSION</b>	I understand familiar words and phrases that concern myself, my family and my immediate environment if people speak slowly and clearly.	I understand phrases and frequently used words that directly concern fields important to me (e.g. information about myself and my family, shopping, home and work). I understand the basic content of short, simple and well-enunciated phrases	I understand the basic information in ordinary speech concerning a familiar topic: work, school, free time, etc. I understand the slowly and clearly presented main content of radio or TV shows that concerns topical issues or topics of interest to me	I understand longer talks and presentations, and in the case of a familiar topic even detailed nuances. I understand the content of most television news, feature programmes and movies.	I understand longer texts even if they are not clearly segmented and the text links are presented either indirectly or implicitly. I understand TV programmes and movies without much effort.	I effortlessly understand speech, regardless of where it is presented. I also understand rapid speech if I am given time to adjust to the pronunciation.	<b>LISTENING</b>
	I understand familiar names, words and very simple sentences on signs, posters or in catalogues, for example.	I understand very short, simple texts. I can find the presumed specific information contained in everyday texts (e.g. commercials, job offers, prospectuses, menus and timetables). I also understand simple, short personal messages.	I understand texts that mostly comprise commonly used words or words connected to my job. I understand descriptions of events, thoughts and wishes in personal letters.	I understand articles on topical events where the authors express clear opinions or viewpoints. I understand contemporary prose.	I understand difficult, lengthy texts, both topical and prosaic, recognising their specific stylistic characteristics. I understand specialised articles and longer technical instructions, even if they do not directly concern my occupation.	I effortlessly understand all types of written texts, including abstract texts, intricately structured or worded texts, e.g. manuals, specialised articles and prosaic literature.	<b>READING</b>
<b>SPEAKING</b>	I can communicate in a simple way if the interlocutor speaks slowly, repeats or rephrases what was said if needed and helps me communicate. I can ask simple questions and answer them.	I can get by in everyday communicative situations that require easy and direct exchange of information on familiar topics. I can participate in a conversation, but I cannot lead it.	I can mostly get by with my language skills in countries where the language is used. I can converse without preparation on a familiar, interesting or important topic: family, hobbies, work, travelling or the events of the day.	I can spontaneously and fluently converse: communicating with native speakers is possible. I can actively participate in discussing familiar topics. I can express and justify my opinions.	I can spontaneously and fluently make myself clear, without having to look for phrases all that often. I can use language flexibly and fulfil both my social and job-related objectives. I can express thoughts and opinions and further the conversation.	I can effortlessly participate in all conversations and discussions. I am familiar with idioms and colloquialisms. I can clearly communicate connotations. If needed, I can rephrase my thoughts in a conversation without other participants even noticing it.	<b>ORAL COMMUNICATION</b>
	I can describe where I live and the people I know using simple phrases and sentences.	I can describe my family and other people, my living conditions, educational background and current and previous jobs using different phrases and sentences.	I can describe experiences, events, dreams and plans using simple connected sentences. I can briefly justify and explain my opinions and plans. I can describe the content of a story, book or movie and outline my impressions.	I can speak, clearly and in detail, on a wide range of topics that concern my interests. I can explain my opinions on topical events by presenting arguments for and against different viewpoints.	I can describe, precisely and in detail, challenging topics, highlight subtopics and main points and summarise.	I can present a clear, fluent and contextually appropriate description or justification that is logically structured and helps the listener note and remember the most important aspects.	<b>WRITTEN COMMUNICATION</b>
<b>WRITING</b>	I can write short, simple notices (e.g. a holiday postcard) and fill out forms (e.g. a hotel registration form that requires personal data: name, address and nationality/citizenship).	I can make notes and compile a personal note, e.g. to thank someone.	I can compile a simple, coherent text on a familiar or interesting topic. I can write a personal letter that describes my experiences and impressions.	I can write clear and detailed text concerning topics I am interested in. I can write an essay, report or summary to communicate information, commenting on and explaining my opinions. I can write letters that highlight the aspects of experiences and events that are important to me.	I can express myself in clear, coherent text, providing the necessary depth of reasoning. I can write a letter, essay or report on an intricate topic and highlight the most important aspects. I can adjust my writing style according to the reader.	I can write clearly and fluently in the required style. I can compile difficult letters, reports and articles and present the content in a logically structured manner that allows the reader to distinguish important points from unimportant aspects. I can compile specialised and prosaic content summaries, annotations and reviews.	<b>WRITING</b>

# Appendix 3

## Computer skills

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An ECDL (European Computer Driving Licence) certificate certifies that its owner has basic practical skills in using consumer software.

### BASE MODULES

Base modules certify the most basic and important IT skills. They make up a knowledge and skills base that is necessary for everyone, regardless of the field they are active in. The four base modules are:

Computer basics	<b>Computer basics</b> - knowledge and skills concerning different electronic devices, creating and managing files, networks and data protection. <a href="http://ecd.l.ee/arvuti_pohitoed.htm">http://ecd.l.ee/arvuti_pohitoed.htm</a>
Internet basics	<b>Internet basics</b> - knowledge and skills concerning online browsing, effective information searches and communication. <a href="http://ecd.l.ee/internetipohitoed.htm">http://ecd.l.ee/internetipohitoed.htm</a>
Text processing	<b>Text processing</b> - knowledge and skills concerning the creation and formatting of text documents. <a href="http://ecd.l.ee/tekstitoetus.htm">http://ecd.l.ee/tekstitoetus.htm</a>
Table processing	<b>Table processing</b> - knowledge and skills concerning terms related to spreadsheets, compiling everyday tables in table-processing applications, including creating and using formulas and creating tables and graphs. <a href="http://ecd.l.ee/tabelitoetus.htm">http://ecd.l.ee/tabelitoetus.htm</a>

### STANDARD MODULES

Presentation	<b>Presentation</b> - creating professional presentations. Creating and formatting presentations, using different slide templates and animations. <a href="http://ecd.l.ee/esitus.htm">http://ecd.l.ee/esitus.htm</a>
Databases	<b>Databases</b> - knowledge and skills regarding the effective use of database software. Creating and editing tables, inquiries, forms and reports, <a href="http://ecd.l.ee/andmebaasid.htm">http://ecd.l.ee/andmebaasid.htm</a>
Web design	<b>Web design</b> - knowledge and skills for producing and publishing website content, creating and managing a website. <a href="http://ecd.l.ee/veebitoetus.htm">http://ecd.l.ee/veebitoetus.htm</a>
Photo editing	<b>Photo editing</b> - knowledge and skills for using different editing software, preparing photos for printing and uploading online. <a href="http://ecd.l.ee/pilditoetus.htm">http://ecd.l.ee/pilditoetus.htm</a>
IT safety	<b>IT safety</b> - knowledge and skills for protecting your own data and the data of your organisation, feeling safe online, including social media. <a href="http://ecd.l.ee/turvalisus.htm">http://ecd.l.ee/turvalisus.htm</a>
Online cooperation	<b>Online cooperation</b> - knowledge and skills for using web-based cooperation methods, e.g. saving information and documents online, calendars, social media, learning environments and mobile applications. <a href="http://ecd.l.ee/koostointernetis.htm">http://ecd.l.ee/koostointernetis.htm</a>

## ECDL CERTIFICATES

Having an ECDL certificate is recommended for applicants. ECDL Estonia issues ECDL certificates.

[www.ecdl.ee](http://www.ecdl.ee)

In order to acquire an **ECDL Base certificate**, the candidate must pass all four base module tests.

In order to acquire an **ECDL Standard certificate**, the candidate must pass all four base module tests and three freely chosen standard module tests. Applying for the certificate ensures that all ICT base skills are certified and that the candidate can demonstrate these skills in their own areas of expertise.

# Appendix 4

## Occupational ethics in youth work

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### MAIN ETHICAL THESES CONCERNING YOUNG PEOPLE

#### **1. A youth worker is honest and open to exploring the objectives and methods of youth work.**

Therefore, in their work a youth worker:

- guarantees that youngsters have access to information that allows them to make conscious choices about participating in youth work activities and in their lives in general;
- conducts activities publicly, explaining and justifying the objectives of youth activities and the choice of methods, and enables young people to give feedback;
- conducts activities transparently and reasonably, understanding the need and duty to report their actions to young people as well as to their parents or guardians, employers, donors and the general public;
- is not subject to any legal restrictions concerning working with children or young people.

#### **2. A youth worker treats youngsters equally and has a respectful and tolerant attitude towards their opinions and world views.**

Therefore, in their work a youth worker:

- attempts to understand young people's real situation, its development and influential factors; shows empathy toward youngsters' viewpoints; is tolerant of differences and encourages young people to be tolerant and mutually respectful;
- appreciates all opinions and does not undermine any viewpoints, regardless of the young person's age, gender, nationality, religion, abilities, personal traits or any other circumstances;
- supports and respects young people's right to make independent choices;
- is not active in prohibited or extremist groups and is neutral when communicating with young people;
- treats the youngsters' opinions and positions according to confidentiality principles, only using the information entrusted to them for the purpose of initial exchange of information. Ignoring the confidentiality principle is necessary if the youth worker assesses there to be a clear danger to the young person, other people or society in general.

#### **3. A youth worker should follow the principles of equal partnership, youth work and its organisation.**

Therefore, in their work a youth worker:

- involves youngsters in decision-making and enables them to cooperate;
- encourages youth entrepreneurship and aims to involve all youngsters, especially those who have fewer opportunities to be active due to reasons concerning their financial status, geographical location, nationality, health or reasons stemming from other circumstances;
- applies the principles of youth work and its organisation and follows the national priorities for youth work.

#### **4. A youth worker bases their work on the youngsters' opinions, ideas and world views.**

Therefore, in their work a youth worker:

- chooses appropriate work methods and objectives according to young people's situation, interests and needs;

- dedicates time and attention to getting to know the real situation of youngsters; is up to date on their attitudes and problems, society's tendencies concerning young people and the regional situation;
- is informed about the dispositions and main problems in European and international youth, youth policies and youth work.

## **MAIN ETHICAL THESES CONCERNING THE ENVIRONMENT OF YOUTH WORK**

### **1. The environment in which youth work is conducted is acceptable to the young person and supports non-formal learning.**

Therefore, in their work a youth worker:

- conducts youth work in an environment that is acceptable to the young person;
- creates an environment that is accessible and available to the youngster, keeping in mind those who have fewer opportunities to be active due to reasons concerning their financial status, geographical location, nationality, health or reasons stemming from other circumstances;
- pays attention to activities, including those initiated by young people, that are supposed to allow youngsters to obtain new knowledge, skills and experiences and to learn from them, and creates conditions for acknowledging the process.

### **2. Youth work and its environment should be safe, high-quality, diverse, innovative and aimed at creating new (added) value.**

Therefore, in their work a youth worker:

- considers the principles of developing and applying social equality, lifelong learning and a sense of perspective, becoming more knowledgeable and skilful at the same time;
- designs the environment of youth work based on an all-encompassing worldview and sense of responsibility;
- seeks feedback and assessment from participants and co-workers concerning the quality of the activities and constantly updates their knowledge and skills base;
- understands when additional knowledge and skills are needed and looks for training opportunities;
- takes responsibility or only participates in activities for which they have the right to take part and sufficient knowledge and skills;
- actively looks for cooperation opportunities with colleagues and professionals in other fields.
- The main ethical theses are followed in the youth work environment
- Therefore, in their work a youth worker:
  - considers it important that their colleagues and organisation are up to date on and guided by the main ethical theses of youth work;
  - pays attention to the activities and policies of colleagues or the organisation and proposes changes if they go against the established theses.