

VOCATIONAL STANDARD

Youth worker, level 6

A vocational standard is a document that describes the work and the set of skills, knowledge and attitudes required to perform the work successfully, a.k.a competency requirements. Vocational standards are used to prepare curricula and to award occupational qualifications.

Occupational title	Estonian Qualifications Framework (EstQF) level
Youth worker, level 6	6

Possible partial occupations and titles on the occupational certificates	
Partial occupational title	Estonian Qualifications Framework (EstQF) level
Camp educator-leader, Level 6	6

Part A DESCRIPTION OF OCCUPATION

A.1 Description of work
<p>A youth worker creates the conditions for the multifaceted development of a young person based on the values of youth work and the principles of its organisation and chooses an appropriate activity or method depending on the particularities of the field of youth work, the goal, the target group, the place and situation of youth work. A youth worker can work both in a paid position and as a volunteer. A youth worker values the development of their own and their colleagues' professional skills.</p> <p>Level 6 youth workers, in addition to direct work with young people, also participate in the development of the field, lead and supervise colleagues and teams, co-operate both within the field and related fields and participate in networking.</p> <p>A youth worker works in a state institution, a local government and its institution or a private or third sector institution, e.g. a general education school, hobby school, youth centre, youth association, youth camp, student camp, religious association, library, cultural or sports institution.</p> <p>The occupational qualification includes the partial occupational qualification of camp educator-leader, level 6, whose task is to work directly with young people in a camp or student camp and supervise other educators/group leaders and, if necessary, also manage the camp/club.</p> <p>There are three vocational standards in this vocational group:</p> <ul style="list-style-type: none"> • youth worker, level 5 • youth worker, level 6 • youth worker, level 7 <p>A level 5 youth worker works directly with young people. A level 7 youth worker develops and manages the youth field*.</p> <p>* Youth field — in this vocational standard, it is a compound term that includes youth work, youth interest education, talent and youth policy.</p>
A.2 Work units
<p>A.2.1. Organisation and development of youth work</p> <p>A.2.2. Management and guidance</p> <p>A.2.3. Ensuring a safe environment</p> <p>A.2.4. Professional self-development</p>

A.3 Occupational preparation
People with higher education and vocational work experience work as level 6 youth workers (see also B.1).
A.4 Most common occupational titles
Youth worker, manager of a youth centre, youth work specialist, hobby manager, hobby group manager, camp educator, group leader, camp manager, volunteer, etc.
A.5 Regulations governing the profession
The camp educator-leader must have an occupation or partial occupation specified in the legislation established on the basis of the Youth Work Act.
A.6 Future skills
<p>Knowledge about skills and trends that are growing in importance in the field</p> <ol style="list-style-type: none"> 1. Social intelligence — the ability to recognise people's needs and wishes while communicating, adjust their own behaviour accordingly and create trusting relationships; empathy. 2. Intercultural competence — the ability to get by successfully in different cultural environments. 3. New media literacy — the ability to critically evaluate and create social and multimedia content; the ability to use social and multimedia tools in a targeted way to visualise and distribute information. 4. Lifelong learning, understanding — the ability and willingness to continuously learn new things and the ability to understand and value the substantive meaning of what has been learned. 5. Design thinking — the ability to plan and design processes and the environment based on a goal. 6. Virtual teamwork — the ability to work effectively in virtual work groups, keep people committed and motivated and make them feel part of the team. <p>The description of future skills is based on</p> <ul style="list-style-type: none"> • “Youth Sector Development Plan 2021-2035”, Ministry of Education and Research; • “Education Strategy 2021-2035”, Ministry of Education and Research; • “Future vision and proposals of expert groups for the development of the education, research, youth and language fields in Estonia in the years 2021-2035”, Ministry of Education and Science.

Part B COMPETENCY REQUIREMENTS

B.1 Structure of occupation
<p>A level 6 youth worker's occupation consists of general skills and mandatory competencies. When applying for the occupational qualification, proof of general skills B.2 and mandatory competencies B.3.1-B.3.4 is required.</p> <p>General skills B.2 and mandatory competencies B.3.1-B.3.3 must be proven when applying for the partial occupational position of level 6 camp educator-leader.</p>
Qualification requirements for education and work experience
<p>Requirements for applying for the occupational qualification</p> <ol style="list-style-type: none"> 1. Higher education and youth work experience (including volunteering) 2. Completion of continuing education related to occupational competencies within the last five years, at least 64 academic hours 3. Applicants with a native language other than Estonian must, in accordance with the Language Act or other legislation regulating the field, have C1 level Estonian language skills 4. Completion of first aid training within the last three years, at least 16 academic hours 5. Absence of restrictions on working with children in accordance with § 20 of the Child Protection Act <p>Requirements for applying for a partial occupation</p> <ol style="list-style-type: none"> 1. Secondary education and experience working as a camp educator 2. Completion of continuing education related to the competencies of the partial occupation within the last five years, at least 32 academic hours 3. Applicants with a native language other than Estonian must, in accordance with the Language Act or other legislation regulating the field, have C1 level Estonian language skills 4. Completion of first aid training within the last three years, at least 16 academic hours 5. Absence of restrictions on working with children in accordance with § 20 of the Child Protection Act

Requirements for re-certification of the occupational qualification

1. Youth worker, level 6 valid or qualification expired no more than one year ago
2. Work experience as a youth worker
3. Completion of continuing education related to occupational competencies within the last five years, at least 64 academic hours
4. Applicants with a native language other than Estonian must, in accordance with the Language Act or other legislation regulating the field, have C1 level Estonian language skills
5. Completion of first aid training within the last three years, at least 8 academic hours
6. Absence of restrictions on working with children in accordance with § 20 of the Child Protection Act

Requirements for the re-certification of the partial occupational qualification

1. Camp educator-leader, level 6 or camp manager, level 7 partial occupational qualification valid or expired no more than one year ago
2. Work experience as a camp educator or manager
3. Completion of continuing education related to the competencies of the partial occupational qualification within the last five years, at least 32 academic hours
4. Applicants with a native language other than Estonian must, in accordance with the Language Act or other legislation regulating the field, have C1 level Estonian language skills
5. Completion of first aid training within the last three years, at least 8 academic hours
6. Absence of restrictions on working with children in accordance with § 20 of the Child Protection Act

The arrangement for granting an occupational qualification is regulated by the procedure for granting an occupational qualification to a youth worker.

B.2 Youth worker, level 6 general skills

Thinking skills

1. Critical thinking — evaluates the quality of information, arguments, etc., processes and understands facts and the most important aspects of their connections.
2. Creative thinking — observes a topic or situation from different perspectives and combines observations into innovative solutions that differ from the norm. Uses, improves or adapts existing and new ways of working, products and services in a beneficial way.

Self-management skills

3. Follows instructions and requirements — follows relevant instructions, requirements, regulations, legislation, standards, etc. when working.
4. Follows occupational ethics — is guided by occupational ethics in their work and professional activities.
5. Taking responsibility — associates their actions with possible consequences and is ready and able to report on the results.
6. Environmentally friendly behaviour — consciously considers the social and environmental impact of planned activities.
7. Initiation of sustainable activities — uses the potential of sustainability-related activities and phenomena and takes the initiative to evoke environmental changes, initiate and influence sustainability-related activities.
8. Reflecting skills — analyses their own characteristics, feelings, abilities and behaviour.
9. Respect for diversity — respects and acknowledges the values and norms of other cultures, religions, nationalities, gender identities, etc. and takes them into account in their activities.
10. Adaptability — manages all sorts of variations without problems. Reacts to changes and unexpected events adequately and efficiently.

Relationship skills

11. Creating and maintaining relationships — creates and develops reliable and pleasant relationships, offering solutions to the problems and needs of the other party and taking into account possible side effects.
12. Communication skills — maintains good physical and psychological contact when communicating with others, expresses themselves intelligibly and considers the needs of their communication partner.
13. Empathetic behaviour — notices and understands the feelings, needs and causes of reactions of others and takes them into account in their actions.
14. Teamwork and co-operation skills — considers the team's needs and common goals and co-operates with others in completing tasks.

15. Language skills — uses Estonian at minimum C1 level and one foreign language at minimum B1 level in their work (appendix 2).
16. Digital competence — has digital competences at the level of an independent user (Appendix 3).

B.3 Competencies

B.3.1 Organisation and development of youth work

EstQF Level 6

Performance indicators

1. Participates in the preparation of documents guiding the development of the youth field, in the work of associations and expert groups in the field and in the development of occupation knowledge in learning communities.
2. Learns about the interests and needs of young people, relying on actual research and communicating with young people if necessary. Designs an activity plan based on the obtained results in accordance with the goals of the field and organisation and with regional specificities. Plans the necessary resources to implement the activity plan.
3. Monitors the execution of the activity plan, performance and quality, as well as the purposeful use of resources. Plans changes if needed.
4. Helps young people set goals for learning; plans and/or carries out various non-formal learning* activities; supports young people in making sense of their learning outcomes and provides constructive feedback.
5. Plans and coordinates activities that create opportunities for young people to participate in youth work (including internationally) and social life and support entrepreneurship and self-initiative.
6. Participates in the planning and implementation of activities designed to prevent youth exclusion; notices the risks of youth exclusion and reacts to them appropriately, involving specialists if necessary; supports the formation of law-abiding attitudes in young people.
7. Participates in the organisation and provision of youth information services at the local level based on the European Youth Information Charter, involves members of the network and analyses the results.
8. Conducts primary counselling for young people**, including providing first aid for mental health; assesses the young person's need for the involvement of a specialist and supports the young person when reaching out to a specialist; co-operates with related parties on cases.
9. Introduces the nature of youth work and the importance and effectiveness of the field to the public using various media and communication channels and other relevant outlets.

*Non-formal learning is targeted voluntary learning that takes place on the basis of a specific plan and for specific interest groups in different environments. Opportunities for non-formal learning are provided by youth work, hobby education, free education and further training for adults.

**The youth worker handles the opinions and views of the young person based on the principles of confidentiality, using the information entrusted to them only for the purpose for which it was entrusted to them. Ignoring the principle of confidentiality is necessary if, in the opinion of the youth worker, there is a clear danger to the young person, other persons or society in general.

B.3.2 Management and guidance

EstQF Level 6

1. Sets measurable and achievable goals for the team. Comes up with an activity plan (including individual activities) and the resources needed to fulfil the goals.
2. Chooses the best solution based on the available information and possibilities and implements it in their work.
3. Gives tasks and clear instructions for work; motivates and inspires others; gives relevant feedback.
4. Creates a supportive, trusting work culture in the team. Contributes to the development of a positive working environment.
5. Monitors the execution of the activity plan, analyses the results, plans changes in activities if necessary. Helps others understand the need for the changes, offers support and guidance.
6. Identifies and manages risks that may prevent achievement of the goals.
7. Uses both existing and new knowledge-based methods and technology in the implementation of activities.
8. Plans the colleague's supervising process and supports the acquisition of professional skills and knowledge. Analyses their work activities together with a colleague and gives feedback on how to make work/activities more effective and efficient.

B.3.3 Ensuring a safe environment

EstQF Level 6

Performance indicators

1. Analyses environmental risks and determines measures to reduce the risks.
2. Creates a physical and psychosocial environment* in youth activities that supports the development of trusting relationships by implementing the measures determined in the risk analysis.
3. Introduces the rules and safety requirements for ensuring a safe environment to young people and colleagues

and monitors their implementation.	
* Factors of the psychosocial environment include creating a friendly and supportive atmosphere, supporting co-operation and active learning, prohibiting physical and mental violence, valuing and developing creativity, creating equal opportunities, co-operation with the home environment.	
B.3.4 Professional self-development	EstQF Level 6
Performance indicators	
1. Analyses themselves regularly in the context of their work, sets goals for self-development and develops themselves purposefully. Acquires innovative work techniques and methods and applies them in their work.	
2. Monitors, evaluates and values their physical and mental health; turns to specialists for help if necessary.	
3. Asks, receives and gives constructive feedback.	

Part C GENERAL INFORMATION AND APPENDICES

C.1 Information on the preparation and approval of the occupational standard and a reference to the classification of occupations	
1. Occupational standard reference in the register of occupational qualifications	21-25102023-5.5/9k
2. Vocational standard compilers	Edgar Schlümmer, Estonian Association of Youth Workers Eilika Mätas, Estonian Association of Youth Workers Ilona-Evelyn Rannala, Tallinn University School of Educational Sciences Kadi Laaneots, Association of Estonian Open Youth Centres Kaur Kötsi, Estonian Camp Organisers Association Kristel Zovo, Räpina Youth Centre Lii Araste, University of Tartu Marit Oimet, Põlva High School Riin Luks, Association of Estonian Open Youth Centres Tiiu Kadak, Tallinn City Government Tormi Kotkas, Ministry of Education and Research
3. Approver of vocational standard	Occupational Qualification Councils: Education
4. Occupational Qualification Council decision number	34
5. Occupational Qualification Council decision date	25.10.2023
6. Vocational standard is valid until	31.12.2028
7. Vocational standard version number	9
8. Reference to Classification of Professions (ISCO 08)	3412 Social work intermediate specialists
9. Reference to European Qualifications Framework (EQF)	6
C.2 Occupational title in a foreign language	
In English	Youth worker, EstQF Level 6
C.3 Appendices	
Appendix 1 Occupational ethics in youth work	
Appendix 2 Descriptions of language proficiency levels	
Appendix 3 Digital competence self-assessment scale	