

**OCCUPATIONAL STANDARD**  
**YOUTH WORKER**  
**PROFESSIONAL QUALIFICATION**  
**REQUIREMENTS**

<b>1. Title of Professional Qualification, Level of Qualification, Educational Requirements</b>	
Youth worker  2422 57	<b>Level of qualification:</b> Sixth level of professional qualification (PQL 6)
	<b>Requirements for prior education:</b> none
<b>2. Professional Qualification Parts and Professional Qualification Requirements for Specialisation and Related Professional Qualification</b>	
<b>Requirements for the labour market-recognisable qualification part:</b> none	
<b>Professional specialisations:</b> none	
<b>Related professional qualifications, level of qualification:</b> Social worker (LQF 6) Teacher (LQF 5 and LQF 6) Recreation specialist (LQF 6)	
<b>3. Summary of Professional Duties and Tasks</b>	
<p>The youth worker directly works with the youth, promotes youth initiatives, provides opportunities for the youth to acquire the competencies necessary for life, provides useful leisure activities, promotes youth participation and implements youth projects.</p> <p>The youth worker supports and counsels the youth, focusing on their personal development, promotes non-formal and informal learning to improve the quality of youth life, youth initiatives, participation in decision-making and public life. The youth worker supports the development and quality of youth work to promote the sustainability of youth work.</p> <p>The youth worker works in state and municipal institutions (including educational institutions, youth centres, day centres, children and youth centres, detention centres); associations, foundations, social enterprises. The youth worker may work as a volunteer, as a paid worker or as a self-employed person.</p> <p>The youth worker carries out his/her professional activity in cooperation with a youth affairs specialist, social workers, teachers, career counsellors and other youth policy planners and implementers.</p> <p><b>Duties and tasks of a youth worker:</b></p> <p><b>Professional competence:</b></p> <p><b>3.1. Youth work planning:</b></p>	

- 3.1.1. planning direct youth work activities;
- 3.1.2. identifying the needs of the youth target group;
- 3.1.3. planning the resources necessary for the implementation of youth work;
- 3.1.4. implementing different forms of youth work on a daily basis;
- 3.1.5. counselling the youth;
- 3.1.6. evaluating the current situation and results of youth work.

### **3.2. Promoting youth initiatives:**

- 3.2.1. ensuring the availability and distribution of information on topics relevant to the youth;
- 3.2.2. providing support for youth initiatives;
- 3.2.3. supporting the planning, implementation and evaluation of youth initiatives;
- 3.2.4. informing the youth about the resources available for their initiatives;
- 3.2.5. developing cooperation activities at the local and national levels for the implementation of youth initiatives;
- 3.2.6. developing cooperation activities at the international level for the implementation of youth initiatives.

### **3.3. Providing opportunities for the youth to acquire the competencies necessary for life:**

- 3.3.1. collecting information on the development needs of the youth;
- 3.3.2. ensuring access to and distribution of information on the possibility of acquiring competencies for life through non-formal education;
- 3.3.3. implementing non-formal education and youth exchanges at the local, national and international levels;
- 3.3.4. developing youths' practical life skills, contributing to their personal development;
- 3.3.5. developing youths' career competencies, promoting their competitiveness on the labour market;
- 3.3.6. developing a youth volunteering system, contributing to the development of youths' competencies.

### **3.4. Providing useful leisure activities for the youth:**

- 3.4.1. identifying youths' leisure interests;
- 3.4.2. developing youths' skills for independent leisure activities;
- 3.4.3. organising leisure activities, events with the youth;
- 3.4.4. developing youths' socialising skills;
- 3.4.5. developing youths' integration skills in cooperation with different institutions;
- 3.4.6. implementing social inclusion measures for youth with fewer opportunities.

### **3.5. Promoting the participation of youth, including those with fewer opportunities:**

- 3.5.1. informing the youth about the various opportunities for participation at the local, national and European levels;
- 3.5.2. raising youths' awareness of participation at the local and national levels;
- 3.5.3. raising youths' awareness of participation at the European level;
- 3.5.4. providing opportunities for the practical participation of the youth in decision-making;
- 3.5.5. promoting youths' active civil and political participation;
- 3.5.6. involving the youth in volunteering activities at the local, national and international levels.

### **3.6. Project implementation in youth work:**

- 3.6.1. planning youth projects at the local, national and international levels;
- 3.6.2. preparing applications for youth projects at the local, national and international levels;
- 3.6.3. managing youth projects at the local, national and international levels;
- 3.6.4. implementing youth project activities at the local, national and international levels;

3.6.5. ensuring result dissemination activities;

3.6.6. making proposals for the development and implementation of new projects.

**General competence:**

3.7. Using the Latvian language.

3.8. Using a foreign language.

3.9. Using digital technologies.

3.10. Working in a team.

3.11. Developing professionally in youth work.

3.12. Respecting public interest and labour rights.

3.13. Complying with occupational, environmental and civil protection requirements.

3.14. Respecting professionalism and general ethical standards in professional work.

**4. PROFESSIONAL Competence Required for the Performance of  
Professional Duties and Tasks**

No.	Tasks	Skills	Professional knowledge	Competence (level of qualification)
<b>4.1. Youth work planning:</b>				
4.1.1.	Planning direct youth work activities.	<p>Planning direct youth work activities based on municipal and national policy planning documents;</p> <p>implementing the basic tasks and principles (values) of youth work in direct work with the youth;</p> <p>taking the needs of the youth into account;</p> <p>informing colleagues and management of the needs of the youth;</p> <p>deliver youths' ideas during the development of policy planning documents;</p> <p>advocating for the interests of the youth;</p> <p>involving youth in youth policy planning, organisation and evaluation activities.</p>	<p><u>Awareness level:</u> Youth legislation, policy planning documents and priorities in Latvia and the European Union.</p> <p>Basics of youth policy and youth policy in the municipality, existing systems, methods of youth work.</p> <p>International framework for youth work.</p> <p>Rights of children. Legislative framework in the field of the protection of the rights of children.</p> <p>Legislation, policy planning documents in other policy areas affecting the quality of life of the youth.</p> <p>Best practice in youth policy and youth work in Latvia and abroad.</p>	<p>Ability to plan direct youth work activities based on municipal and national policy planning documents.</p> <p>Ability to implement the basic tasks and principles of youth work.</p> <p>Ability to inform colleagues of the needs of the youth and to deliver their ideas during the development of policy planning documents.</p> <p>Ability to advocate for the interests of the youth.</p> <p>Ability to involve the youth in youth policy planning, organisation and evaluation activities.</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>

			<p>Organisation of sports, hobby education, leisure and youth work.</p> <p>Regulatory framework for state and municipal services.</p> <p><u>Application level:</u>  Basic tasks and principles of youth work. European Charter on Local Youth Work.  Types of youth work.  Values of youth work.</p> <p>Principles and methods of non-formal and informal learning.</p> <p><u>Analysis level:</u>  Roles and functions of the youth worker in the implementation of different types of youth work.</p> <p>Inter-professional and cross-sectorial cooperation.</p> <p>Resource management and professional boundaries.</p>		
4.1.2.	Gathering the needs of different youth target groups.	Gathering information on the latest research on the youth and their needs; identifying existing youth target	<p><u>Application level:</u>  Basic principles of designing representative surveys, commonly used research</p>	Ability to obtain, collect and analyse information on the needs of target groups.	LQF 6

		<p>groups and their statistical characteristics;</p> <p>preparing questionnaires in different interactive formats;</p> <p>conducting questionnaires/surveys of different youth target groups;</p> <p>systematically and critically analysing research data on the needs and behaviour of the youth;</p> <p>providing feedback to the youth on the fulfilment of needs in youth-friendly language and channels.</p>	<p>sources on youth. Advocacy.</p> <p><u>Analysis level:</u> Basic principles of data analysis and structuring information. Application of statistical indicators in professional practice.</p> <p>Youth research, methods, interpretation and approaches to ascertaining youths' views.</p> <p>Current data and research on the youth.</p> <p>Youth sociology. Youth culture.</p> <p>Basics of critical and analytical thinking, logic and reasoning, analogisms, thinking errors.</p> <p><u>Synthesis level:</u> Formulation of recommendations and proposals. Data-based decision-making.</p> <p>Constructive feedback.</p>	<p>Ability to provide feedback to the youth on the fulfilment of needs in youth-friendly language and channels.</p>	<p>LQF 6</p>
4.1.3.	Planning the resources necessary	Mapping existing resources for the implementation of youth work;	<p><u>Application level:</u> Budgeting.</p>	Ability to identify existing resources and attract new resources	LQF 6

	for the implementation of youth work.	<p>planning financial and non-financial resources for the direct implementation of youth work;</p> <p>attracting additional funding for direct youth work activities and infrastructure.</p>	Funding sources for youth.	<p>for the direct implementation of youth work.</p> <p>Ability to manage existing resources for direct youth work.</p>	LQF 6
4.1.4.	Implementing different forms of youth work in direct youth work on a daily basis.	<p>Identifying youth gathering places;</p> <p>developing non-formal education programmes;</p> <p>implementing various youth projects;</p> <p>managing mobile youth work activities and adapting them to the needs of the youth;</p> <p>using mobile youth work methods;</p> <p>participating in the development of a mobile youth work plan;</p> <p>using digital youth work methods;</p> <p>participating in the development of a digital youth work plan;</p>	<p><u>Conceptual level:</u></p> <p>Principles and methods of street youth work.</p> <p>Basic safety in youth work.</p> <p>The influence of intoxicating substances on the youth.</p> <p><u>Application level:</u></p> <p>General pedagogy.</p> <p>Sustainable development education.</p> <p>Theories and methods of social pedagogy. Social pedagogical action in the recognition and reduction of peer violence.</p> <p>Communication psychology and ethics.</p>	<p>Ability to apply different forms of youth work in direct work with the youth, assessing the situation and the most appropriate methods for the youth target group.</p> <p>Ability to cooperate with stakeholders, potential partners in the implementation of different forms of youth work.</p> <p>Ability to create an open, safe, inclusive environment for the youth that is socially engaging, creative, fun, youth-involving and planned.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>

		<p>helping the youth to learn different digital tools;</p> <p>learning digital platforms that are popular among the youth;</p> <p>using a peer-to-peer approach in youth work;</p> <p>creating an open, safe, non-violent, inclusive environment that is socially engaging, creative, fun, youth-involving and planned;</p> <p>creating a safe, motivating and inclusive learning environment for the youth and youth groups;</p> <p>forming cooperation with stakeholders, potential partners in the implementation of activities.</p>	<p>Basics of communication, values of generations X, Y, Z, types of behaviour, culture of communication. Work with youth from different groups.</p> <p>Developmental psychology.</p> <p>Methods of non-formal education in youth work.</p> <p>Methods and principles of mobile youth work.</p> <p>Methods and principles of digital youth work.</p> <p>Different digital tools for youth work.</p> <p>Digital safety.</p> <p>Principles and types of youth centres.</p> <p>Peer education approach.</p> <p>Rights and social services for the youth, inter-sectoral cooperation.</p> <p>Creation of an inclusive, safe,</p>		
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			<p>stimulating and development-friendly environment. Game-based methods in youth work.</p> <p><u>Analysis level:</u> Assessment of the needs of youth.</p> <p>Recognition of different forms of violence and follow-up action to prevent violence. Prevention of violence.</p> <p><u>Synthesis level:</u> Development of non-formal education programmes and methodologies.</p>		
4.1.5.	Counselling the youth on topics that are relevant to them.	<p>Communicating openly with the youth;</p> <p>listening to the needs of the youth;</p> <p>using a holistic approach to counselling the youth;</p> <p>counselling the youth on health, sexual health, education, employment, human rights, etc;</p> <p>providing feedback and/or recommendations to a young person;</p>	<p><u>Application level:</u> Holistic approach to youth work.</p> <p>Cooperation and communication skills.</p> <p>Physical, mental and sexual health of the youth.</p> <p>Equality and human rights.</p> <p><u>Analysis level:</u> Motivational, coaching and mentoring methods. Mentoring.</p>	<p>Ability to establish open communication with the youth.</p> <p>Ability to actively listen to the youth and give feedback.</p> <p>Ability to counsel the youth on topics that are relevant to them.</p> <p>Ability to assess the need to refer the youth to other professionals.</p> <p>Ability to cooperate and communicate with stakeholders.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>

		if necessary, referring the young person to other professionals for support.	Individual and group support forms, approaches and methods.		
4.1.6.	Evaluating the progress of the current situation and results of youth work.	<p>Participating in the evaluation of the implementation and progress of youth work;</p> <p>collecting and publishing statistical data on the youth at the local level;</p> <p>analysing collected data on the youth;</p> <p>updating data in the statistical profile of the youth;</p> <p>seeking youths' views on the youth work activities implemented;</p> <p>participating in the drafting of the proposed youth work policy plan,</p> <p>taking into account youths' views, needs and data-based information;</p> <p>sharing relevant information and best practice in youth work with colleagues;</p> <p>promoting the exchange and transfer of best practice in Latvian youth policy, as well as recommendations</p>	<p><u>Synthesis level:</u></p> <p>Effectiveness of the youth work system and methods for measuring it.</p>	<p>Ability to collect, analyse, update and publish statistical data on the youth.</p> <p>Ability to seek youths' views on the youth work activities implemented.</p> <p>Ability to make proposals for a youth work policy plan based on the needs of the youth.</p> <p>Ability to make proposals for the development of the sector, taking into account best practice in Latvia and abroad.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>

		from other countries.			
<b>4.2. Promoting youth initiatives:</b>					
4.2.1.	Ensuring the availability and distribution of information on topics relevant to the youth.	Preparing and distributing information in youth-friendly language and through youth-friendly channels (face-to-face and online);	<u>Application level:</u> Use of internet resources, digital literacy, media literacy, internet safety.	Ability to ensure that information is accessible and distributed in youth-friendly language and through youth-friendly channels (face-to-face and online).	LQF 6
		communicating with stakeholders (including the media);	Types of visual and audio-visual expression.	Ability to adapt communication to the relevant youth target group.	LQF 6
		adapting communication to the relevant youth target group;  assessing the validity, reliability of information.	Communication with the media. Aims, tasks and functions of public relations.  <u>Analysis level:</u> Selection and structuring of information.  <u>Synthesis level:</u> Creation of communication messages, types of information material and their preparation.	Ability to assess the reliability and validity of information.	LQF 6
4.2.2.	Providing support for youth initiatives.	Assessing youths' interests, needs, aspirations and opportunities to support youth initiatives;	<u>Awareness level:</u> Sponsor attraction and marketing.	Ability to identify existing resources and support opportunities for youth initiatives.	LQF 6
		mapping existing resources and support opportunities for youth initiatives;	<u>Application level:</u> Types of youth initiatives.	Ability to provide support to youth initiatives through mechanisms, cooperation and the representation of interests.	LQF 6

		<p>developing mechanisms for youth initiatives (e.g., project proposal, co-budgeting, etc.);</p> <p>planning funding for youth initiatives;</p> <p>planning resources (e.g., transport, facilities, services) for youth initiatives;</p> <p>using non-formal education methods to support the youth in their initiatives;</p> <p>attracting additional funding for youth initiatives;</p> <p>representing the interests of youth in resource attraction;</p> <p>cooperating with different stakeholders to attract resources;</p> <p>implementing a transparent, democratic distribution of funding and resources for youth initiatives.</p>		<p>Ability to implement a transparent, democratic distribution of funding and resources for youth initiatives.</p>	LQF 6
4.2.3.	Supporting the planning, implementation and evaluation of youth initiatives.	<p>Supporting youth initiatives using non-formal education principles and methods;</p> <p>mentoring the youth in the planning, implementation and evaluation of</p>	<p><u>Application level:</u> Professional roles and their functions (support person, mentor, advocate, counsellor, etc.).</p>	<p>Ability to support and encourage youths' initiatives, creating favourable conditions for their intellectual and creative development.</p>	LQF 6

		<p>their initiatives;</p> <p>using mentoring and coaching tools in the formulation and development of project ideas for youth initiatives;</p> <p>involving the youth in the planning, implementation and evaluation of their peers' initiatives;</p> <p>involving the youth in meeting their needs;</p> <p>developing youths' self-organisation in taking initiatives;</p> <p>creating an inclusive and supportive environment for youth initiatives;</p> <p>advising on the project management steps for implementing initiative projects;</p> <p>with the young person, assessing his/her learning process and the benefits of the initiative projects.</p>	<p>Conflict prevention and resolution, including emotion management techniques.</p> <p>Theories of psycho-physical, emotional and developmental aspects of children and youth, specifics of learning at different ages and their impact on the learning process.</p>	<p>Ability to apply the principles and methods of non-formal education.</p> <p>Ability to develop youth initiative projects in cooperation with youth themselves.</p> <p>Ability to mentor the youth, to create an inclusive and supportive environment for youth initiatives.</p> <p>Ability to assess with the young person his/her learning process and benefits.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>
4.2.4.	Informing the youth about the resources available for their initiatives.	<p>Keeping up with information on available resources;</p> <p>selecting information on available resources;</p>	<p><u>Application level:</u> Available resources to support youth initiatives.</p>	<p>Ability to keep informed and to inform the youth about the resources available for their initiatives.</p> <p>Ability to distribute information in</p>	<p>LQF 6</p> <p>LQF 6</p>

		<p>distributing information in youth-friendly language and through youth-friendly channels (face-to-face and online);</p> <p>informing the youth about issues relevant to them to promote initiatives.</p>		<p>youth-friendly language and through youth-friendly channels.</p>	
4.2.5.	<p>Developing cooperation activities at the local and national levels for the implementation of youth initiatives.</p>	<p>Planning cooperation activities at the local and national levels based on the needs of youth;</p> <p>use creativity and innovation;</p> <p>supporting the implementation of cooperation activities created by the youth themselves at the local and national levels;</p> <p>providing opportunities for the youth to participate independently in the planning, implementation and evaluation of initiative projects, according to their capacities and interests.</p>	<p><u>Application level:</u> Organisation of events.</p>	<p>Ability to develop cooperation activities at the local and national levels for the implementation of youth initiatives.</p> <p>Ability to support the youth in implementing their own cooperation activities, based on their needs and through innovation.</p> <p>Ability to involve the youth in the planning, implementation and evaluation of initiative projects, according to their capacities and interests.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>
4.2.6.	<p>Developing cooperation activities at the international level for the implementation of</p>	<p>Planning cooperation activities at the international level based on the needs of youth;</p> <p>supporting the implementation and</p>	<p><u>Application level:</u> Characteristics of different cultures and subcultures, communication differences between cultures.</p>	<p>Ability to develop cooperation activities at the international level for the implementation of youth initiatives.</p>	<p>LQF 6</p> <p>LQF</p>

	youth initiatives.	evaluation of cooperation activities created by the youth themselves at the international level;  practising intercultural dialogue.	International youth legislation in different forms of cooperation in intercultural environments.	Ability to practice intercultural dialogue.	
<b>4.3. Providing opportunities for the youth to acquire the competencies necessary for life:</b>					
4.3.1.	Collecting information on the development needs of the youth.	Identifying youths' interests, rights, needs and opportunities for learning competencies;  selecting and analysing information on youths' development and competence needs;  communicating the needs of the youth with stakeholders.	<u>Application level:</u> Social networking habits.  <u>Analysis level:</u> Information analysis, data acquisition.	Ability to identify, analyse and critically evaluate information relevant to youths' development and competence needs.  Ability to communicate with stakeholders on the needs of the youth.	LQF 6  LQF 6
4.3.2.	Ensuring access to and the distribution of information on the possibility of acquiring competencies for life through non-formal education.	Collecting information on non-formal education and lifelong learning offers (including those of other youth field partners);  communicating offers in youth-friendly language and through youth-friendly channels (face-to-face and online);  explaining the role of non-formal learning in the development of competencies.	<u>Application level:</u> Use of digital tools, prior knowledge of graphic design software.  Non-formal learning opportunities and information resources for the youth.	Ability to ensure access to and the distribution of information on the possibility of acquiring competencies for life through non-formal education.  Ability to communicate effectively and creatively with diverse youth about offers for the youth in youth-friendly language and through youth-friendly channels face-to-face and online.  Ability to explain the role of non-formal learning in the development of youths' competencies.	LQF 6  LQF 6  LQF 6

4.3.3.	Implementing non-formal education and youth exchanges at the local, national and international levels.	<p>Planning, organising and evaluating activities with the youth;</p> <p>explaining the meaning and principles of non-formal education to the youth;</p> <p>applying the basic tasks and principles of non-formal education and youth work;</p> <p>supporting youths' own initiatives in non-formal education and youth exchanges at the local, national and international levels;</p> <p>developing youths' self-organisation;</p> <p>implementing non-formal education programmes and youth exchanges based on the needs of the youth;</p> <p>motivating the youth to engage in non-formal education activities;</p> <p>practising intercultural dialogue;</p>	<p><u>Awareness level:</u> Available support programmes at the local, national and international levels.</p> <p><u>Application level:</u> Diversity approach and challenges for youth.</p>	<p>Ability to implement non-formal education and youth exchanges at the local, national and international levels, based on the needs of the youth.</p> <p>Ability to explain and motivate the youth to implement non-formal education and youth exchanges at the local, national and international levels.</p> <p>Ability to support youths' own non-formal education and youth exchanges.</p> <p>Ability to provide the youth with the opportunity to be mobile and to acquire knowledge and skills outside their place of residence.</p> <p>Ability to cooperate with other municipal units, youth organisations and other partners.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>



		<p>providing the youth with the opportunity to be mobile and to acquire knowledge and skills outside their place of residence;</p> <p>developing cooperation with other municipal units, youth organisations and other partners.</p>			
4.3.4.	Developing youths' practical life skills, contributing to their full and comprehensive development.	<p>keeping up with information on issues relevant to the youth;</p> <p>providing opportunities for the youth to acquire skills for practical life through non-formal education;</p> <p>developing youths' life skills;</p> <p>providing opportunities for the youth to try out activities related to their interests which contribute to skills development;</p> <p>supporting the youth in developing their skills;</p> <p>ensuring access to information relevant to youths' development needs;</p> <p>encouraging optimism in the youth;</p>	<p><u>Application level:</u> Competence approach, process and methods for assessing competences, certificates available for the recognition of competencies.</p> <p>Legislative framework in non-formal education.</p>	<p>Ability to enable the youth to acquire skills for life through non-formal education.</p> <p>Ability to ensure access to information relevant to youths' development needs.</p> <p>Ability to develop youths' life skills, contributing to their full and comprehensive development.</p> <p>Ability to assess with the young person his/her learning process and benefits.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>

		<p>developing youths' knowledge on health, education, employment, human rights and other issues relevant to the youth;</p> <p>with the young person, assessing his/her learning goals;</p> <p>with the young person, assessing his/her learning process and the developed competencies.</p>			
4.3.5.	Developing youths' career competencies, promoting their competitiveness on the labour market.	<p>Identifying the needs of the youth;</p> <p>keeping up with current labour market trends;</p> <p>becoming familiar with research on youths' life skills and careers;</p> <p>gathering, preparing and presenting information on current trends in youth-friendly language and through youth-friendly channels (face-to-face and online);</p> <p>cooperating with stakeholders on youth career development (including career counsellors, youth employment programme specialists);</p> <p>developing the public's and youths' awareness of the need for non-formal</p>	<p><u>Awareness level:</u> Current labour market trends.</p> <p><u>Application level:</u> Available resources for career education and support.</p> <p>Legislative framework for youth employment.</p>	<p>Ability to gather, prepare and present information on current trends in youth-friendly language and through youth-friendly channels.</p> <p>Ability to support youths' personal development, growth, autonomy and career competencies.</p> <p>Ability to engage with stakeholders on youth career development issues.</p> <p>Ability to identify the needs of the youth and motivate them for personal and professional development.</p> <p>Ability to develop and implement</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>

		<p>and informal learning in the acquisition of competencies;</p> <p>motivating the youth for personal and professional development;</p> <p>providing opportunities for the youth to try out activities related to their interests which contribute to the development of career competencies;</p> <p>developing and implementing non-formal education programmes for the youth;</p> <p>providing short-term employment opportunities for the youth in the municipality/community in cooperation with local businesses;</p> <p>with the young person, assessing his/her developed competencies.</p>		<p>non-formal education programmes for the youth.</p> <p>Ability to assess the developed competencies of the youth.</p>	LQF 6
4.3.6.	Developing a youth volunteering system, contributing to the development of youths' competencies.	<p>Identifying areas where volunteer support is needed;</p> <p>keeping up with digital opportunities for the implementation of the volunteering system;</p> <p>identifying organisations that organise volunteering;</p>	<p><u>Application level:</u> Basic principles of volunteering.</p> <p>Available databases for volunteering.</p> <p>Legislative framework for volunteering.</p>	<p>Ability to develop, coordinate and implement a youth volunteering system and programme.</p> <p>Ability to develop cooperation with organisations for involving the youth in volunteering to develop their competencies.</p>	LQF 6  LQF 6

		<p>developing cooperation with organisations for involving the youth in volunteering to develop their competencies;</p> <p>developing a youth volunteering programme.</p>			
<b>4.4. Providing useful leisure activities for the youth:</b>					
4.4.1.	Identifying youths' leisure interests.	<p>Assessing youths' interests, rights, needs and opportunities in relation to leisure time;</p> <p>obtaining a representative opinion of the youth, using different forms of opinion gathering, identifying needs;</p> <p>selecting and analysing information on youths' leisure interests;</p> <p>building positive, non-judgemental relationships with the youth from different youth social groups;</p> <p>implementing youth work based on youths' leisure needs, which develops youths' competencies and is in line with the basic tasks and principles of youth work;</p> <p>communicating the leisure needs of the youth with stakeholders.</p>	<p><u>Analysis level:</u> Methods for obtaining and collecting youths' views.</p>	<p>Ability to connect with the youth and get their views.</p> <p>Ability to identify and analyse youths' leisure interests.</p> <p>Ability to build positive, non-judgemental relationships and communication with the youth from different youth social groups.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>

4.4.2.	Developing youths' skills for independent leisure activities.	<p>Informing the youth about current events, opportunities and resources available to the youth;</p> <p>applying non-formal education methods to promote youths' independent skills for useful leisure activities;</p> <p>providing opportunities to try out different leisure activities focused on the development of youths' competencies and non-formal education approaches;</p> <p>developing youths' self-organisation for leisure time;</p> <p>creating an environment for independent leisure activities with the youth.</p>	<p><u>Application level:</u> Ways and means of promoting youth initiatives, leisure activities.</p> <p>Developing positive communication and cooperation.</p>	<p>Ability to develop youths' skills for independent leisure activities.</p> <p>Ability to use non-formal education materials and methods to promote youths' independent skills for useful leisure activities.</p> <p>Ability to provide opportunities for the youth to try out different leisure activities.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>
4.4.3.	Organising leisure activities, events with the youth.	<p>Planning, organising and evaluating leisure activities, events with the youth based on the needs of the youth;</p> <p>implementing the basic tasks and principles of youth work in leisure activities and events;</p>	<p><u>Application level:</u> Experiential learning and its cycles.</p> <p>Team building and management.</p> <p>Youth organisations in Latvia.</p>	<p>Ability to organise leisure activities and events with the youth.</p> <p>Ability to implement the basic tasks and principles of youth work in leisure activities and events.</p> <p>Ability to use non-formal education methods and mentor the youth.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>

		<p>using non-formal education methods;</p> <p>developing youths' self-organisation in organising leisure activities;</p> <p>mentoring the youth in the implementation of their own leisure activities and events;</p> <p>cooperating with youth organisations;</p> <p>cooperating with other stakeholders.</p>		<p>Ability to cooperate with youth organisations and other stakeholders.</p>	<p>LQF 6</p>
4.4.4.	Developing youths' socialising skills.	<p>Identifying groups of youth in particular need of socialisation activities;</p> <p>understanding of societal values, symbols and their meanings;</p> <p>understanding social norms and other cultural characteristics;</p> <p>explaining values and social norms to the youth;</p> <p>developing the youth as social beings and individuals;</p> <p>implementing socialisation activities.</p>	<p><u>Awareness level:</u> Youth deviant behaviour.</p> <p><u>Application level:</u> Factors contributing to the comprehensive development of the youth.</p> <p>Values, virtues and social norms in society.</p>	<p>Ability to develop youths' socialising skills.</p> <p>Ability to understand and explain the values, symbols and meanings of society, social norms to the youth.</p> <p>Ability to implement socialisation activities for the youth.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>

4.4.5.	Developing youths' integration skills in cooperation with different institutions.	<p>Identifying groups of youth in particular need of integration activities;</p> <p>understanding youths' needs and barriers to integration;</p> <p>understanding the range of support measures needed to help the youth to integrate;</p> <p>implementing integration activities;</p> <p>building cooperation with different institutions.</p>	<p><u>Application level:</u> Groups of youth with fewer opportunities.</p> <p>Basic principles of an inclusive society. Inclusive non-formal education methods for working with youth with fewer opportunities.</p> <p>Working with youth with fewer opportunities.</p> <p>Gender equality.</p> <p>The concept of communication, professional communication, perception, its types, means of communication, establishing and maintaining contact with the youth, active listening skills.</p> <p><u>Analysis level:</u> Social problems, their identification and research.</p> <p>Organisation of support (support measures, methods, materials) for youth with fewer opportunities.</p>	<p>Ability to develop youths' integration skills.</p> <p>Ability to understand youths' needs, barriers and support needed for integration.</p> <p>Ability to cooperate with other stakeholders.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>
4.4.6.	Implementing social inclusion measures for youth with fewer	Analysing the needs and barriers of youth with fewer opportunities;	<p><u>Awareness level:</u> Basic tasks for social rehabilitation.</p>	Ability to involve youth with fewer opportunities in youth work in an open and holistic way.	LQF 6

	opportunities <sup>1</sup> .	<p>mapping the target audience of youth with fewer opportunities;</p> <p>creating opportunities for youth with fewer opportunities to participate fully in various activities, improving their standard of living and well-being;</p> <p>identifying and reducing barriers to the involvement and participation of youth with fewer opportunities;</p> <p>creating a supportive and safe environment free from all forms of violence;</p> <p>developing opportunities for participation in decision-making for youth with fewer opportunities;</p> <p>implementing different forms of youth work to promote the inclusion of youth with fewer opportunities among their peers;</p> <p>using inclusive methods to involve the youth or involving a specialist to do so;</p>	<p>Nature, signs and services of addictions.</p> <p>Forced labour, human trafficking.</p> <p>Prevention, its levels and target groups.</p> <p><u>Application level:</u> Inclusive design and different forms of communication for youth with fewer opportunities.</p> <p>Ways of participatory activities at the local, national and international levels.</p> <p>Means of alternative communication.</p>	<p>Ability to create opportunities and implement social inclusion measures for youth with fewer opportunities.</p> <p>Ability to map and analyse the needs and barriers to the inclusion of youth with fewer opportunities.</p> <p>Ability to reduce barriers to the involvement and participation of youth with fewer opportunities.</p> <p>Ability to create a safe environment for the youth and to implement different forms of youth work to promote the inclusion of youth with fewer opportunities.</p> <p>Ability to develop cooperation with social workers and other stakeholders.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>
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<sup>1</sup> youth with limited opportunities – youth with physical or mental disabilities; learning difficulties; economic barriers (low standard of living, low-income, homeless, long-term unemployed, debtors, etc.); cultural differences (immigrants, refugees, ethnic minorities, youth with cultural and language difficulties, etc.); health problems (youth with chronic or severe illnesses or psychiatric disorders, etc.); social barriers (facing discrimination based on age, gender, ethnicity, sexual orientation, anti-social or risky behaviour, single parents, orphans, ex-prisoners, substance and process addicts, etc.) and geographical barriers (youth from very remote rural areas, rural youth, youth with limited access to services, etc.).



		<p>ensuring that the youth are able to participate actively in social, political, cultural and economic life without discrimination;</p> <p>developing cooperation with social workers and other stakeholders;</p> <p>using discreet communication with the youth.</p>			
<b>4.5. Promoting the participation of the youth, including those with fewer opportunities</b>					
4.5.1.	Informing the youth about the various opportunities for participation at the local, national and European levels.	<p>Finding and collecting information on the different opportunities for participation at the local, national and European levels;</p> <p>informing the youth about participation opportunities at different levels in youth-friendly language and through youth-friendly channels (face-to-face and online);</p> <p>providing information on participation opportunities that is relevant to the development needs of the youth;</p> <p>cooperating with other units and partners in providing information to the youth.</p>	<p><u>Application level:</u> Ways and systems of informing the youth.</p> <p>Different levels of governance, local and national responsibilities.</p>	<p>Ability to analyse and critically evaluate information on participation opportunities at the local, national and European levels, relevant to the needs of the youth.</p> <p>Ability to effectively and creatively reach out to different youth audiences in face-to-face and indirect settings.</p> <p>Ability to cooperate with other units and partners in providing information to the youth.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>

4.5.2.	Raising youths' awareness of participation at the local and national levels.	<p>Understanding of the types and methods of participatory activities;</p> <p>educating the youth on the different forms and methods of participation at the local and national levels;</p> <p>applying the types and methods of participatory activities in practice;</p> <p>developing non-formal education programmes to promote participation in practice, based on youth work values;</p> <p>encouraging the discussion and exchange of ideas among the youth on participation and values in society.</p>	<p><u>Application level:</u> Contemporary (new) forms and opportunities for participation.</p> <p>The concept of ladder of participation.</p>	<p>Ability to raise youths' awareness of participation at the local and national levels.</p> <p>Ability to know and put into practice the types and methods of participatory activities with the youth.</p> <p>Ability to develop non-formal education programmes to promote participation in practice.</p> <p>Ability to encourage the discussion and exchange of ideas among the youth about participation and values in society.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>
4.5.3.	Raising youths' awareness of participation at the European level.	<p>Educating the youth on the different forms and methods of participation at the European level;</p> <p>promoting youths' understanding of common European values and fundamental rights;</p> <p>promoting youths' involvement in participatory activities at the European level.</p>	<p><u>Application level:</u> European values and fundamental rights.</p> <p>Decision-making at the European level.</p>	<p>Ability to raise youths' awareness of participation at the European level.</p> <p>Ability to promote youths' understanding of common European values and fundamental rights.</p>	<p>LQF 6</p> <p>LQF 6</p>

4.5.4.	Providing opportunities for the practical participation of the youth in decision-making.	<p>Supporting youth-led participation initiatives;</p> <p>developing youths' self-organisation in the implementation of participatory activities;</p> <p>supporting youths' initiatives and proposals to the municipality;</p> <p>ensuring that the youth have the opportunity to participate in the consultation process before decisions affecting youth policy are taken;</p> <p>providing feedback to the youth on their proposals;</p> <p>building cooperation between decision-makers and the youth;</p> <p>making proposals for the development of practical mechanisms for the participation of the youth in decision-making.</p>	<p><u>Application level:</u> Fundamentals of rights (in the context of participation), democratic values.</p> <p>Perception of types and forms of participation that are not compatible with a democratic society.</p> <p>Decision-making processes at the local and national levels.</p> <p><u>Analysis level:</u> Reliability of information, media literacy.</p>	<p>Ability to provide opportunities and develop mechanisms for the practical participation of the youth at different levels.</p> <p>Ability to support youths' initiatives and proposals to the municipality.</p> <p>Ability to build cooperation between decision-makers and the youth.</p> <p>Ability to provide feedback to the youth on their proposals.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>
4.5.5.	Promoting youths' active civil and political participation.	<p>Supporting youths' own ideas and initiatives;</p> <p>involving the youth in the work of youth centres;</p>	<p><u>Conceptual level:</u> Obtaining the status of youth organisations. Establishment and legal framework for associations and foundations.</p> <p><u>Application level:</u></p>	<p>Ability to involve the youth in various civil and political participation activities.</p> <p>Ability to support youths' idea transfer to decision-makers.</p>	<p>LQF 6</p> <p>LQF 6</p>

		<p>supporting the work of the local youth council;</p> <p>involving the youth in the work of local youth council;</p> <p>supporting communication of the local youth council with decision-makers;</p> <p>gathering information on youth organisations;</p> <p>involving the youth in the activities of youth organisations;</p> <p>promoting cooperation activities with youth organisations;</p> <p>informing the youth about the formation of youth organisations;</p> <p>establishing contact and cooperation with student parliament;</p> <p>educating stakeholders on the role, functions and funding of student parliament;</p> <p>understanding the needs of student parliament;</p>	<p>Principles of parliament, youth councils, youth organisations.</p> <p>Principles of the municipality citizens' council.</p> <p><u>Analysis level:</u> Electoral system in Latvia and Europe.</p>	<p>Ability to support youths' own ideas and initiative.</p> <p>Ability to be civically active.</p> <p>Ability to promote youths' active civil and political participation.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>
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		<p>providing support to student parliament;</p> <p>counselling support persons for student parliament;</p> <p>involving student parliament in various initiatives and participatory activities outside school;</p> <p>supporting youths' idea transfer to decision-makers;</p> <p>involving the youth in municipality citizens' councils;</p> <p>explaining the importance of youth participation in local, parliamentary and European elections.</p>			
4.5.6.	Involving the youth in volunteering activities at the local, national and international levels.	<p>Informing the youth about current volunteering opportunities in youth-friendly language and through youth-friendly channels (face-to-face and online);</p> <p>training the youth for voluntary activities;</p> <p>allowing young volunteers to manage the processes;</p>	<p><u>Application level:</u> Basic principles of international volunteering.</p>	<p>Ability to involve the youth in volunteering at the local, national and international levels.</p> <p>Ability to implement volunteering activities at the local, national and international levels.</p> <p>Ability to evaluate the competencies and learning outcomes of the youth together with the youth themselves.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>

		<p>keeping records of volunteering hours and competencies;</p> <p>practising intercultural dialogue;</p> <p>implementing international volunteering by hosting and/or referring the youth;</p> <p>evaluating the competencies and learning outcomes of the youth together with the youth themselves;</p> <p>issuing a certificate of acquired competence;</p> <p>implementing a process to honour volunteers.</p>			
<b>4.6. Project implementation in youth work</b>					
4.6.1.	Planning youth projects at the local, national and international levels.	<p>acknowledging the available project tenders for youth work activities;</p> <p>planning project activities strategically and according to the needs of the youth.</p>	<p><u>Application level:</u> Project management.</p> <p>Available project tenders and support programmes for youth work at the local, national and international levels.</p>	<p>Ability to plan youth projects at the local, national and international levels.</p> <p>Ability to know the needs of the youth and the available project tenders for youth work.</p> <p>Ability to attract additional funding for youth work.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>
4.6.2.	Preparing applications for youth projects at the	Choosing the appropriate source of funding for the project idea;	<p><u>Application level:</u> Current issues in youth policy and youth work.</p>	Ability to prepare a project application at the local, national and international levels.	LQF 6

	local, national and international levels.	<p>preparing a detailed activity plan and timetable for the implementation of the project;</p> <p>planning the project budget;</p> <p>preparing the project application in accordance with the requirements of the funder and legislation;</p> <p>using project information systems in accordance with funder requirements.</p>	International volunteering project management.	Ability to prepare a project application in accordance with the requirements of the funder and legislation.	LQF 6
4.6.3.	Managing youth projects at the local, national and international levels.	<p>Following the achievement of project objectives;</p> <p>setting up and managing the project team;</p> <p>identifying and involving strategic partners in the project;</p> <p>monitoring the progress of the project according to the timetable and budget;</p> <p>evaluating the effectiveness and results of the activities;</p> <p>preparing the project report.</p>	<p><u>Application level:</u> Organisational methods.</p> <p>Project management process methods and tools.</p>	<p>Ability to manage projects at the local, national and international levels.</p> <p>Ability to work with strategic partners.</p> <p>Ability to use organisational methods in project management.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>

4.6.4.	Implementing youth project activities at the local, national and international levels.	<p>Planning and implementation of activities in accordance with the approved project application;</p> <p>implementing planned project activities;</p> <p>managing project ideas for long-term activities in youth work.</p>	<p><u>Application level:</u> Human resources management in projects.</p> <p>Risk management in projects.</p> <p>Quality management.</p>	<p>Ability to plan, implement and carry out activities in accordance with the approved project application.</p> <p>Ability to adapt to new/unforeseen situations during project implementation.</p>	<p>LQF 6</p> <p>LQF 6</p>
4.6.5.	Ensuring project result dissemination activities.	<p>Ensuring project publicity activities;</p> <p>ensuring the interpretation of the results implemented in the project;</p> <p>ensuring the sustainability of the activities implemented after the end of the project.</p>	<p><u>Application level:</u> Project publicity and dissemination methods.</p> <p>Designing sustainable projects.</p>	<p>Ability to ensure project result dissemination and publicity activities.</p> <p>Ability to ensure the sustainability of the activities implemented after the end of the project.</p>	<p>LQF 6</p> <p>LQF 6</p>
4.6.6.	Making proposals for the development and implementation of new projects.	<p>Obtaining information from the youth and gathering their ideas and needs;</p> <p>identifying problems;</p> <p>defining solutions;</p> <p>substantiating the need for new projects to stakeholders;</p> <p>promoting the exchange and transfer of best practice in Latvian youth policy, as well as recommendations from other countries, at the local</p>	<p><u>Application level:</u> Reasoning.</p>	<p>Ability to make proposals to stakeholders for the development and implementation of new projects.</p> <p>Ability to work effectively with stakeholders to identify needs, plan and implement solutions.</p> <p>Ability to promote the exchange and implementation of best practice in Latvian youth policy, as well as recommendations from other countries, at the local and/or national levels.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>



		and/or national levels.			
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**5. GENERAL Competence Required for the Performance of  
Professional Duties and  
Tasks**

No.	Tasks	Skills	General knowledge	Competence (level of qualification)	
5.1.	Using the Latvian language.	<p>Communicating both verbally and non-verbally in a variety of professional situations and environments;</p> <p>communicating according to the target audience and demands of the situation;</p> <p>observing Latvian literary language norms in business communication;</p> <p>producing structured, detailed texts, arguing and explaining aspects of the professional field;</p> <p>using professional youth field vocabulary in Latvian;</p> <p>publishing materials and presenting to different audiences;</p> <p>debate constructively, present youth needs in a reasoned manner in the national language.</p>	<p><u>Application level:</u></p> <p>Youth policy and youth work terminology in Latvian.</p> <p>Verbal and non-verbal communication.</p> <p>Literary language norms.</p> <p>Language culture.</p> <p>Presentation and public speaking.</p> <p>Critical thinking and constructive dialogue.</p>	<p>Ability to communicate fluently in the national language, verbally and non-verbally, observing literary norms and using professional terminology in the performance of work duties.</p>	LQF 6
				<p>Ability to creatively reason, explain and debate complex or systemic youth issues.</p>	LQF 6
				<p>Ability to think critically and evaluate information, to debate constructively and to present a reasoned position, ensuring that information is presented correctly, comprehensibly and in accordance with the literary language norms.</p>	LQF 6

5.2.	Using a foreign language.	<p>Using foreign languages in verbal and non-verbal communication in a variety of professional situations;</p> <p>using professional terminology in communication;</p> <p>observing the principles of intercultural communication in a multicultural environment;</p> <p>independently improving knowledge of scientific and professional youth vocabulary in a foreign language(s).</p>	<p><u>Awareness level:</u> Concept of cultural diversity.</p> <p><u>Application level:</u> Youth policy and youth work terminology in a foreign language. Characteristics of verbal and non-verbal communication in a multicultural environment. Extensive professional vocabulary. Principles of intercultural communication in a multicultural environment.</p> <p><u>Analysis level:</u> Strategies for identifying, preventing and resolving intercultural conflicts.</p>	<p>Ability to use a foreign language non-verbally and verbally on professional issues in youth work.</p> <p>Ability to use a professional foreign language when reasoning and discussing youth issues with professionals and non-specialists.</p> <p>Ability to communicate in a multicultural environment following the principles of intercultural communication.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>
5.3.	Using digital technologies.	<p>Acknowledging the latest digital tools used by the youth;</p> <p>using digital tools;</p> <p>keeping up with digital methods in youth work and artificial intelligence;</p> <p>keeping up with the latest opportunities and technologies;</p>	<p><u>Awareness level:</u> Legislation on digital technologies.</p> <p><u>Application level:</u> Information search techniques and strategies. Digital technologies, tools and their use in youth work. Security of digital devices and</p>	<p>Ability to manage and use digital technologies and tools to foster communication, creativity and innovation in youth work.</p> <p>Ability to create digital content in different formats using digital content creation tools.</p> <p>Ability to use digital technologies to promote active citizenship and social inclusion of the youth, cooperation with</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>

		<p>using digital technologies to promote active citizenship and social inclusion of the youth, cooperation with others;</p> <p>using digital content to access, filter, create and share;</p> <p>assessing the validity and reliability of information using different criteria;</p> <p>using digital technologies to foster communication, creativity and innovation in youth work;</p> <p>creating digital content in different formats using digital content creation tools;</p> <p>recognising the opportunities, limitations, impacts and risks of digital technologies;</p> <p>ensuring the protection of personal data in accordance with data protection regulations;</p> <p>preventing risks and threats to youths' physical and psychological health when using digital technologies;</p>	<p>technologies.</p> <p>Data protection.</p> <p>Digital environment, risks and threats in the digital environment.</p> <p>Digital identity.</p> <p>Means of digital communication.</p> <p>Computer security programmes.</p> <p><u>Analysis level:</u> Information and communication systems security. Data security.</p>	<p>others.</p> <p>Ability to respect the protection of personal data in accordance with data protection regulations.</p> <p>Ability to assess and prevent risks and threats to youths' physical and psychological health when using digital technologies.</p> <p>Ability to develop digital skills in youth work.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>
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		developing digital skills in youth work.			
5.4.	Working in a team.	<p>Working and negotiating in a team;</p> <p>setting own and team objectives and achieving them;</p> <p>evaluating the achievement of objectives, assessing own and team contribution;</p> <p>using feedback to set new objectives for individual and team work;</p> <p>expressing and understanding different views;</p> <p>building trust and feeling empathy;</p> <p>being respectful of the diversity of others and their needs;</p> <p>being willing to overcome prejudices and accept compromises;</p> <p>developing mechanisms for cooperation between youth work stakeholders (including cross-sectoral);</p>	<p><u>Application level:</u></p> <p>Teamwork.</p> <p>Team building and development, methods to improve teamwork, team feedback.</p> <p>Management theories and principles, strategic management. Change management.</p> <p>Work environment organisation process and management.</p> <p>Self-organised work process.</p> <p>Decision-making methods.</p> <p>Planning methods.</p> <p>Cooperation principles.</p> <p><u>Analysis level:</u></p> <p>Self-evaluation mechanisms.</p>	<p>Ability to work in a team.</p> <p>Ability to respect the diversity of others, their needs and to express and understand different views.</p> <p>Ability to overcome prejudices and accept compromises.</p> <p>Ability to overcome obstacles and adapt to change.</p> <p>Ability to evaluate own and others' performance when working in a team.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>

		<p>knowing one's own capacities;</p> <p>overcoming obstacles and adapting to change.</p>			
5.5.	Developing professionally in youth work.	<p>Being aware of one's own personal and social development/improvement opportunities;</p> <p>evaluating professional performance and competences;</p> <p>setting goals, motivating oneself for professional development;</p> <p>identifying strengths and weaknesses in one's professional activity;</p> <p>setting goals for professional development;</p> <p>organising one's learning process for professional development;</p> <p>cooperating in teams, communicating constructively in different environments;</p> <p>maintaining personal, social and</p>	<p><u>Awareness level:</u> Regularity of facts, theories and professional processes.</p> <p><u>Application level:</u> Mechanisms for identifying needs for the development of personal competencies and strategies for exploring possible learning and career paths.</p> <p>Time management.</p> <p>Stress management.</p> <p>Common codes of conduct in different societies and environments.</p> <p>Components of a healthy mind, body and lifestyle.</p> <p><u>Analysis level:</u> Professional reflection on competencies and professional achievement.</p>	<p>Ability to evaluate one's professional activity and to develop one's professional competence independently.</p> <p>Ability to systematically acquire new knowledge and experience.</p> <p>Ability to assess one's own physical and mental health.</p> <p>Ability to integrate an analytical approach into professional activity and professional development.</p> <p>Ability to contribute to the creation of new knowledge through targeted research.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>

		<p>physical well-being;</p> <p>identifying signs of burnout and seeking appropriate help;</p> <p>managing stress;</p> <p>critically evaluating different situations and making decisions;</p> <p>systematically developing competencies for youth work;</p> <p>keeping up with developments in the theory and practice of professional activity and the professional field;</p> <p>having a reasoned debate based on youth research;</p> <p>developing research skills.</p>	<p><u>Synthesis level:</u></p> <p>Supervision, and its potential in the prevention, reduction and avoidance of burnout.</p> <p>Supervision in youth work.</p> <p>Existing self-assessment materials and learning opportunities in youth work.</p>		
5.6.	Respecting public interest and labour rights.	<p>Respecting the norms of labour relations;</p> <p>fulfilling the obligations laid down in the employment contract and other legal provisions;</p> <p>complying with organisational guidelines;</p>	<p><u>Awareness level:</u></p> <p>Nature of social dialogue and cooperation mechanisms.</p> <p><u>Application level:</u></p> <p>Employer-employee relations.</p> <p>The norms contained in the Constitution of the</p>	<p>Ability to take responsible decisions and apply norms in professional activities in accordance with the requirements of the labour legislation.</p> <p>Ability to resolve non-standard work situations.</p>	<p>LQF 6</p> <p>LQF 6</p>

		<p>resolving non-standard work situations;</p> <p>engaging in public interest issues;</p> <p>analysing different management systems and processes;</p> <p>analysing examples of civil and political youth participation.</p>	<p>Republic of Latvia in the context of a legal and civil society.</p> <p>Principles of professional communication.</p> <p><u>Analysis level:</u> Labour legislation.</p>	<p>Ability to engage in participatory activities.</p> <p>Ability to analyse examples of civil and political youth participation.</p>	<p>LQF 6</p> <p>LQF 6</p>
5.7.	Complying with occupational, environmental and civil protection requirements.	<p>Organising the workplace in accordance with the requirements of occupational safety and environmental protection;</p> <p>complying with occupational safety requirements;</p> <p>complying with civil protection legislation;</p> <p>acting in accordance with the requirements of fire safety, electrical safety, occupational safety and environmental protection;</p> <p>dealing with emergencies in accordance with the established civil protection plans;</p>	<p><u>Awareness level:</u> Handling and communication in crisis and emergency situations. Crisis management.</p> <p>Civil protection system. Occupational safety system. Environmental protection system. UN Sustainable Development Goals.</p> <p>First aid ABC.</p> <p><u>Application level:</u> Occupational protection rules. Environmental protection rules. Fire Safety Regulations. Electrical safety regulations. Civil protection regulations.</p>	<p>Ability to comply with legal provisions on fire safety, electrical safety, occupational safety and environmental protection and to take appropriate action.</p> <p>Ability to analyse and act responsibly in emergency situations and to provide first aid.</p> <p>Ability to act responsibly in emergencies and exceptional circumstances, within the framework established by the State and being aware of own responsibility for maintaining national security.</p> <p>Ability to acknowledge one's own responsibility in professional</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>



		<p>acknowledging one's own responsibility for achieving sustainable development goals;</p> <p>providing first aid in the event of an accident.</p>	<p>Actions in the case of risks in the working environment.</p> <p>Legislative framework for emergency situations and exceptional circumstances.</p>	<p>work for achieving the sustainable development goals.</p>	
5.8.	<p>Respecting professionalism and general ethical standards in professional work.</p>	<p>Identifying and analysing one's own bias and its impact in professional practice;</p> <p>developing a professional attitude to potential ethical dilemmas;</p> <p>observing business etiquette in professional work;</p> <p>respecting personal and youth boundaries in professional work;</p> <p>pursuing professional activities without any form of violence;</p> <p>pursuing values-based professional activities;</p> <p>recognising and preventing any form of violence in professional work;</p> <p>observing gender equality in</p>	<p><u>Application level:</u></p> <p>Ethical theories and concepts, directions and key issues in ethics, ethics and morality. Options and strategies for resolving ethical dilemmas. Concept of ethical dilemma.</p> <p>Ethical relations with the youth, work with minors.</p> <p>Values of a youth worker.</p> <p>Promotion of understanding and inclusion of different groups in society.</p> <p>Personal boundaries in contact with the youth. Drawing and maintaining boundaries, their impact on well-being and violence prevention.</p>	<p>Ability to act responsibly in professional work and to respect general ethical norms in youth work.</p> <p>Ability to respect personal and youth boundaries in professional work.</p> <p>Ability to resolve ethical dilemmas in professional work.</p> <p>Ability to observe gender equality in professional work.</p> <p>Ability to take responsibility in professional work.</p>	<p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p> <p>LQF 6</p>

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<b>General Information</b>	
<b>Professional qualification requirement applicant</b>	<p>Ministry of Education and Science Amanda Krišjāne – Gulbene Municipality, Youth Affairs Specialist;</p> <p>Ance Tīmane – Dienvidkurzeme Municipality, Youth Affairs Specialist;</p> <p>Andris Kāposts – Head of the NGO “Development Platform You+”;</p> <p>Anita Bāliņa – Youth Worker;</p> <p>Atis Ķeņģis – Youth Worker, NGO “Adventure Spirit”;</p> <p>Dāvids Garšva – Ministry of Education and Science, rapporteur of Policy Initiatives and Development Department;</p> <p>Dmitrijs Zverevs – Head of the Youth Division and Deputy Head of the Sports and Youth Department of the Department of Education, Culture and Sport of Riga City Council;</p> <p>Nils Mosejonoks – International Youth Programme Agency, Director of the Youth Policy Support Department;</p> <p>Randa Ķeņģe – Ministry of Education and Science, Deputy Director for the Youth on Policy Initiatives and Development Department;</p> <p>Renārs Peksis – Limbaži Municipality Youth Worker;</p> <p>Renāte Mencendorfa – Ministry of Education and Science, Project Coordinator of Policy Initiatives and Development Department;</p> <p>Rudīte Muraševa – Youth Expert, Training Manager;</p> <p>Sintija Lase – Non-formal Education Expert;</p> <p>Zane Zvaigzne – Latvian Association of Local and Regional Governments, Youth Specialist.</p>
<b>Professional qualification requirements expert working group</b>	<<To be completed by NCE>>
<b>SEC opinion on the professional qualification requirements</b>	<<Date. To be completed by NCE>>
<b>Coordination of professional qualification requirements with STCPEE</b>	<<Date. To be completed by NCE>>
<b>Versions of previously agreed professional standards or professional qualification requirements</b>	<<Date. To be completed by NCE>>
<b>Internationally recognised title of qualification</b>	ESCO 2635.3.27 Youth Worker