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YOUTH WORK IN THAILAND

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**OCCUPATIONAL STANDARDS
AND PROFESSIONAL QUALIFICATIONS
FOR YOUTH WORKERS**



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FOREWORD

What does it take to be a youth worker?

I was once asked that question by a very difficult young man, Dave, aged 17 at the time, who had caused me (and others) a lot of problems over the preceding three or four years.

My mind raced to all the professional debates about youth workers' competencies, levels of qualification, occupational standards, rationales for pay grades – the stuff that had guided and governed my own youth work trajectory from volunteer to paid practitioner and senior worker in an open youth centre. Those complexities were rapidly discarded in favour of a much more spontaneous response, drawing from and on my many years in practice. At the heart of youth work, I told Dave, were three things. First, you had to be a good listener, in two ways, both through tuning into the jargon routinely used by young people (otherwise you would literally 'lose touch' very quickly) and, much more seriously, when young people had serious issues to discuss. Secondly, there was humour, having a laugh together – with 'together' being the operative word, through shared laughter, not at the expense of others. Third, you needed eternal patience. Young people routinely got under your skin and, however frustrating that might be, though youth workers might never forget, they should always try to forgive and to renew the desire to extend young people's horizons, opportunities and experiences.

Youth work is not, however, only about the heart, however important that may be. It is also about the head! It is firmly framed by values, standards, ethics, expectations and regulation. It is informed by knowledge and skills. It is executed through considered reflection and critical understanding. Unlike its related professions such as education or social work, however, the parameters of practice are far less fixed and far more fluid, so what youth workers actually do has to be more carefully negotiated and navigated. There are pressures and demands from many corners and quarters and youth workers have to be strong to stay somewhere in the middle, not sucked into one agenda or another. Teachers have a clear status, a level of authority, and a relatively captive audience. Social workers have their legislative responsibilities and, again, a level of authority. In contrast, youth workers have to win trust and respect through building credible and positive relationships. It doesn't always work because engagement by young people is voluntary and self-determined; some will walk away and opt out. Youth workers have to use their head to win young people's hearts and minds.

All youth workers need to understand the paramountcy of keeping young people safe. They should also have a grasp of the concept and practice of youth participation. Youth workers should have some working knowledge of academic subjects such as the sociology of youth and the psychology of adolescence. And youth workers should have some understanding of the framework of public policy within which the young people they are working with are growing up.

Do youth workers need to have university degrees, with the accompanying knowledge and accreditation? There may be calls for the professionalisation of youth work for reasons around achieving parity of status with similar professions and perhaps commanding greater levels of credibility and recognition. I prefer to talk about professionalism in youth work. Regardless of qualifications, we want those who claim to be youth workers to operate with a requisite level of professionalism that adheres to a framework of occupational standards. We should open the door to a pathway to qualification, a coherent route to becoming a youth worker that may start with some core modules, delivered perhaps part-time at a local level, and progressing through further modules and active supervision towards degree and even postgraduate qualification.

Practical competence on the ground remains paramount for youth workers who remain practitioners on the ground. As youth work secures recognition and respect, there will be other needs, on account of partnership working, youth work development, and youth policy evolution. Other, further, knowledge and skills will be required.

Embedding youth work practice, and policy, within the repertoire of national, regional and local youth policy has never happened overnight. Baby steps are needed. It will be important not to step on the toes of others. It will be important to enlist their support, or at least neutrality! But non-formal education and learning, in the huge space between formal education (schooling) on the one side, and families and communities on the other, is an increasingly acknowledged practice that provides both 'spaces' and 'bridges' for young people: spaces for their autonomy, association and voice, bridges to the next purposeful and positive steps in their personal, civic and occupational lives. The quality of youth work from a societal point of view will be determined by the national occupational standards that have been developed and delivered to youth work practitioners but its credibility with young people will be determined by the character and style of the practitioners involved. Both the head and the heart are always needed.

Dr. Howard Williamson
Professor of European Youth Policy
University of South Wales, UK

Professional ‘youth work’ is not easily explained or understood and in many ways is defined by the diversity and complexity of the young people at its centre. The range of work undertaken with young people in society is as diverse as they are – outreach and street work dealing with complex social issues; non-formal education programs with a focus on prevention or harm minimisation; recreational and sporting programs with a focus on youth development – these are just some of the areas in which youth workers find themselves.

Youth work has origins in non-formal education, social justice, human rights, and peer work. Youth work facilitates the empowerment of young people in a society where they have less agency than adults. Youth work is practiced alongside young people within their communities and with goals set by them. In this sense young people are the ‘primary consideration’ of youth workers. While youth workers still consider other people and stakeholders, their primary responsibility is to the young people they are working with. Youth workers have a duty of care to safeguard young people, to act in their ‘best interests’, to not expose them to physical, psychological, emotional, cultural harm or injury. Youth workers understand that risk comes in many forms especially for young people who experience marginalisation, exclusion and discrimination.

Young people are not sought to be ‘treated’ or ‘cured’ with clinical interventions by youth workers, but youth workers are specialist workers who are trained in the developmental needs of young people, the human and political rights of young people, as well as core skills such as engagement and advocacy and underpinned by the UNCRC (Convention on the Rights of the Child), and core values of social justice, inclusion and participation.

My colleague and friend Howard Williamson (2018) suggests that there is “a broad consensus that all ‘youth work’ is seeking to achieve two goals: to promote and defend spaces for young people (spaces for autonomy, participation, voice and action), and to support bridges for young people to take the next steps towards positive and purposeful futures.” I agree and would add that while the focus of youth work is both individuals and groups of young people it is primarily about young people in the context of their community and as such ‘social pedagogy’ has universal acceptance as a primary framework through which to undertake the practice of youth work.

The professionalization of youth work is inevitable and a good thing in my view, we want those who claim to be youth workers to be competently trained and qualified and adhering to a framework of occupational standards and codes of ethics. As such, I applaud the efforts of UNICEF Thailand, the Thailand Professional Qualification Institute, and the government of Thailand to develop and deliver these standards for youth workers as they move toward the professionalization of youth work.

Professor Tim Corney

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Youth & Community Programs

Institute for Sustainable Industries and Liveable Cities

Victoria University, Australia



BACKGROUND

Young people (aged 10–24 years) make up 18.7 per cent, or 12.4 million, of Thailand’s population. By 2045, the age dependency ratio in Thailand will have easily surpassed 50 per cent, from a 2017 ratio of less than 20 per cent. To address this demographic challenge, it is critical that young people in Thailand are equipped with the skills to meet the changing demands of the job market and ensure the country’s socioeconomic advancement (UNICEF, 2023a).

While Thailand has made good progress in social and economic development over the past four decades, a substantial proportion of Thailand’s youth population is vulnerable. This includes young people with special learning needs, young people with disabilities, young people living in poverty, young people who are children of migrant workers from neighboring countries or who are migrant workers themselves, young people who are stateless, young mothers or carers, and young people who are not in education, employment, or training (NEET).

Teenage pregnancy and early marriages remain a challenge in the country, especially among the poorest groups. Between 2019 and 2022, the adolescent birth rate decreased from 23 per 1,000 women aged 15–19 years to 18 per 1,000 women. However, for the poorest, the rate is as high as 30 per 1,000 women. Meanwhile, 1 in 6 young women (17 per cent) were married before the age of 18, while the rate is almost 1 in 3 (29 per cent) for the poorest (MICS, 2022).

Mental health disorders are another pressing issue facing young people in Thailand. Modelled estimates from the 2019 Global Burden of Disease Study indicated that mental disorders and self-harm accounted for 15 per cent of the total burden of disease among 10–19-year-olds, with suicide the third leading cause of death of 15–19-year-olds (UNICEF et al., 2022).

According to the 2022 Multiple Indicator Cluster Surveys (MICS), almost 1 in 4 children under the age of 18 – or around 3 million children – were not living with their parents, with most (71 per cent) living with their grandparents.

Exposure to bullying, harassment and violence are risk factors for poor mental health and are highly prevalent among young people. According to the 2021 Global School-Based Student Health Survey, 1 in 5 students (20.8 per cent) aged 13–17 in the country reported being bullied at school in the previous month and 1 in 10 experienced bullying outside of school. In total, 35 per cent of 13–15-year-old, school-going adolescents experienced at least one day of bullying in the previous 12 months (UNICEF, 2022). Cyberbullying and online harassment are also prevalent. In 2021, 17 per cent of boys and 14 per cent of girls aged 13–17 years reported experiencing cyberbullying in the previous 12 months (ibid.). The prevalence of violent discipline towards children at home also remains a critical concern, at a rate of 54 per cent (MICS, 2022).

While young people in Thailand are staying in education longer, the issue of school dropout remains a significant problem, particularly at the upper secondary level. According to the Office of the Education Council, around 2 per cent of students leave the education system each year (UNICEF et al., 2023). In 2022, Thailand's lower secondary net enrolment rate was 85 per cent, falling to 74 per cent at the upper secondary level (MICS, 2022). Significant disparities also persist between the richest and the poorest in school attendance. While 89 per cent of the richest attended upper secondary school, the rate was 56 per cent for the poorest (ibid.).

The vulnerability of young people in Thailand was exacerbated by the COVID-19 pandemic, which affected families' economic stability, disrupted essential services and social connections, and hindered young people's access to education and employment opportunities. Between 2019-2021, prior to and during the COVID-19 crisis, the NEET rate among young people aged 15–24 ranged from 14.8 per cent to 15.1 per cent, totaling over 1.3 million individuals in 2021 (ILO, 2022). A UNICEF study in 2023 found that the majority of NEET (68.2 per cent) were completely disengaged, lacking interest in developing skills or readiness for employment. Moreover, exposure to the effects of climate change and environmental degradation is another concern facing young people, affecting their physical and mental health (TDRI and UNICEF, 2022).

For many vulnerable groups of young people, there is a lack of support for their learning and career development. Many of them end up dropping out of the education system, leaving them with limited access to other social opportunities and preventing them from realizing their full potential. Young people who are in a NEET situation are exposed to a high risk of poverty and social exclusion, and often lack the means to improve their skills and competences (UNICEF et al., 2023). In addition, young people still tend to be excluded from decisions that affect their lives.

While numerous organizations (both governmental and non-governmental) offer services for children and young people, these efforts often focus on fixing problems or weaknesses, rather than using strength-based approaches that build the resilience of children and youth and empower them to apply their strengths to achieve their goals. As a result, they have proven insufficient to address the changing social issues and challenges faced by young people today.

To effectively help address the challenges that young people in Thailand face, it is critical to build the capacities of people working with young people to consider both their individual strengths as well as their environment and how it impacts them, and to create more spaces to support non-formal learning, skill development and employability, and to encourage participation, including reaching the most marginalized young people.



WHAT IS YOUTH WORK?

Definition of Youth Work

- Youth work is a social pedagogic practice (Corney et al., 2023), working with young people and the societies in which they live, facilitating young people's active participation and inclusion in their communities and in decision making (Council of Europe, 2024).
- It creates 'spaces' for young people's association, autonomy and voice; and 'bridges' to support young people's transitions to the next steps in their lives (Williamson, 2015).
- Youth work is fundamentally about non-formal education and learning (European Commission, 2015). It is a distinct educational process adapted across a variety of settings to support a young person's personal, social, emotional and educational development (UK National Youth Agency (NYA), 2023).
- Youth work primarily supports young people between the ages of 11 to 19 years (though this can be as young as 8 or up to 25 years) (ibid.).
- Youth work provides a broad range of opportunities and activities in a community in a way that is inclusive.
- Youth work aims to help young people:
 - Explore their values, beliefs and ideas.
 - Identify and overcome challenges they face.
 - Develop their voice, influence and place in society.
 - Acquire a set of practical or technical skills and competencies to realize their full potential.

What makes youth work different from other forms of social work?

The process of how a young person is encouraged to develop and grow is what sets youth work apart from other professional practitioners who work with young people (NYA, 2023).

- Youth work is the only service where young people themselves get to choose whether to engage with it.
- Youth work supports young people individually and collectively to achieve self-determined goals and outcomes.
- Youth work provides young people with safe relationships, spaces and opportunities to have fun, try new things and learn about themselves and the world.
- Youth work is accessible and includes all young people in the way that best meets their needs.

Youth Work Values

According to the UK National Youth Agency (2023, 2024), good youth work:

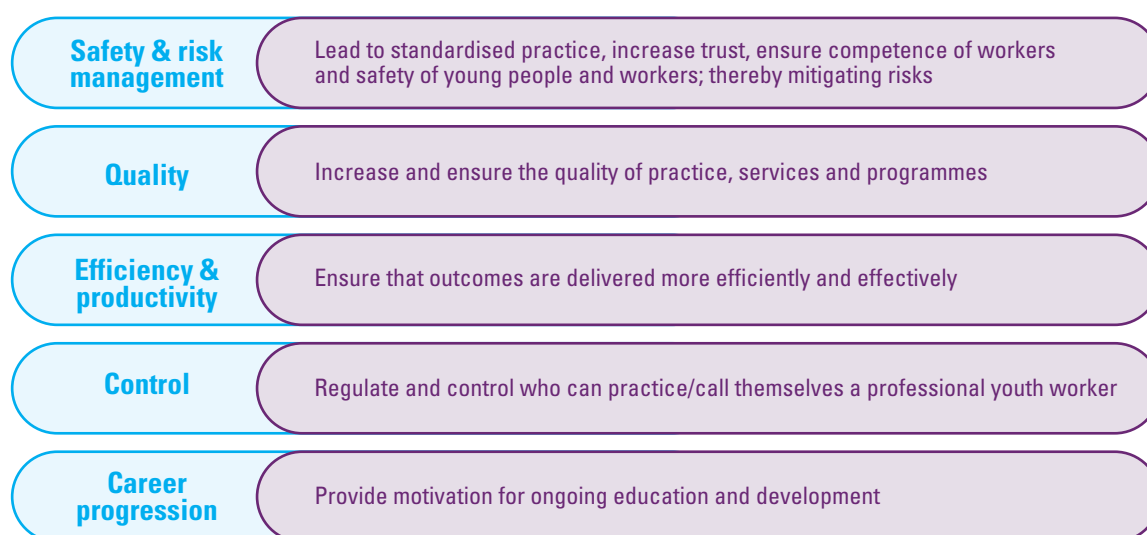
- Comprises a form of education or pedagogy; it provides non-formal education and offers informal learning opportunities to young people (NYA, 2024).
- Develops a voluntary and trusting relationship between young people and youth workers, underpinned by safeguarding approaches.
- Complements, extends and supports formal education by providing other opportunities for young people to fulfil their potential, including developing knowledge and life skills across a range of dimensions, including socially, economically and politically.
- Fosters a positive narrative around young people and embraces the value that they bring to society, working with them to develop solutions to the challenges they may face individually and collectively.
- Recognizes the strengths and abilities of each individual young person, encouraging them to be critical and creative in their responses to their experiences and the world around them;
- Treats young people with respect, promoting acceptance and understanding of others, underpinned by the principles of social justice, equality and rights.
- Embraces and celebrates diversity and interdependence and also helps to foster a sense of belonging and a sense of community by challenging oppressive behaviours and ideas.
- Recognizes each young person as an active participant in their learning process and understands and utilizes the networks and relationships between groups of young people, and between young people and their communities, families and cultures, helping young people to form stronger relationships and collective identities.
- Creates the space and opportunities for young people to develop a broad set of social skills and encourages their autonomous agency and political voice, recognizing them as decision makers and leaders.
- Draws on community development theory and practices to work with young people in their community settings.

Professionalization of Youth Work

Although youth work is already practised throughout the country, the concept and role of youth work in Thailand remains vague. Unlike other social service practices, the youth work sector lacks uniform standards for measuring quality and defining professional competencies.

As outlined in Figure 1 below, evidence from international practice in the development of formal standards shows that the professionalization of youth work increases levels of trust between young people and the youth workers and mitigates risk factors; increases the quality of youth work practice; ensures that outcomes are delivered more efficiently; promotes regulation and control within the sector; and provides motivation for ongoing education and development, thus ensuring that youth work more fully aligns with the needs and challenges of Thai society.

Figure 1: Benefits of standardized practice



(Source: Corney, 2022)

To this end, the Thailand Professional Qualification Institute (TPQI) and UNICEF Thailand have collaborated to promote and support the development of these occupational standards, aimed at enhancing the quality of youth workers across various sectors. These standards outline the knowledge, skills, attitudes and values needed to carry out youth work in a competent and consistent way, in line with global best practices.





FRAMEWORK FOR THE OCCUPATIONAL STANDARDS AND PROFESSIONAL QUALIFICATIONS FOR YOUTH WORKERS IN THAILAND

The framework for the **Occupational Standards and Professional Qualifications for Youth Workers in Thailand** has been developed through a participatory process involving civil society, government agencies, young people, and professionals working with young people. This process also included a review of literature on best practices in youth work, both within Thailand and abroad, with references to countries such as Singapore, the United Kingdom, Australia and Council of Europe countries. This framework for working with young people has been formulated encompassing five key functional areas:

1. Work with young people effectively.
2. Promote and safeguard the well-being and safety of young people.
3. Facilitate learning and development of young people through participatory approaches.
4. Demonstrate commitment to the promotion of young people's rights and responsibilities.
5. Contribute to driving youth-related strategies and policies.

These five functional areas are comprised of 13 units of competence as shown in Figure 2 below:

Figure 2: Framework for Occupational Standards and Professional Qualifications for Youth Workers in Thailand



Professional Qualifications for Youth Workers

Three levels of professional qualifications for youth workers are proposed:

- Level 4
- Level 5
- Level 6

Youth workers must demonstrate and prove their knowledge and abilities within the proposed units of competence for each level to be qualified at that level.

Units of Competence

The 13 units of competence within these occupational standards and professional qualifications for youth workers are listed below.

CODE	UNITS OF COMPETENCE
1.1.1	Possess fundamental knowledge of youth work, young people and the ethics of working with young people
1.1.2	Use positive communication for building trust
2.1.1	Create safe spaces for young people
2.2.1	Assist young people to access essential services
2.3.1	Promote and safeguard young people's well-being
2.3.2	Refer young people to appropriate services according to their needs
3.1.1	Assist young people to identify and realize their goals
3.2.1	Enable young people to harness their potential for self-development
3.3.1	Design and develop learning activities in youth work
3.3.2	Organize learning activities in youth work
4.1.1	Promote learning of young people's rights
4.1.2	Support young people to take responsibility for themselves and contribute to their community and society
5.1.1	Participate in driving policies for youth development and participation

Levels for Professional Qualifications for Youth Workers

Level 4

Those who hold a level 4 professional qualification for youth work **possess fundamental knowledge of youth work, young people and ethics of working with young people as well as the concept of positive youth development.** They understand young people's physical, mental, emotional and social changes and needs; are aware of the basic rights of young people; and **demonstrate ethical conduct in their work with young people.** They **use positive communication for building trust and to enhance young people's competence and confidence,** employ effective communication methods, utilize relevant tools for data collection and assessment, **provide necessary assistance to ensure young people receive essential services, and collaborate with relevant stakeholders in creating safe spaces for young people within the community.**

Level 4 Units of Competence

CODE	UNITS OF COMPETENCE
1.1.1	Possess fundamental knowledge of youth work, young people and the ethics of working with young people
1.1.2	Use positive communication for building trust
2.1.1	Create safe spaces for young people
2.2.1	Assist young people to access essential services

Level 5

Those who hold a level 5 professional qualification for youth work **possess fundamental knowledge of youth work, young people, of working with young people and of promoting and safeguarding young people's well-being according to ethical and legal principles.** They understand the concept and practice of positive youth development, utilize positive communication to empower young people, their families and communities, and **support young people to be able to have competence and confidence for self-development, to manage and solve problems as well as to identify and realize their goals.** In addition, they can use tools to map young people's development needs, work according to young people's individualized development plans, keep records of young people's profiles, and can **refer young people to service resources that meet their needs.**

Level 5 Units of Competence

CODE	UNITS OF COMPETENCE
1.1.1	Possess fundamental knowledge of youth work, young people and the ethics of working with young people
1.1.2	Use positive communication for building trust
2.3.1	Promote and safeguard young people's well-being
2.3.2	Refer young people to appropriate services according to their needs
3.1.1	Assist young people to identify and realize their goals
3.2.1	Enable young people to harness their potential for self-development

Level 6

Those who hold a level 6 professional qualification for youth work **possess fundamental knowledge of youth work, young people and of working with young people as well as the ethics and safeguarding principles in working with young people.** They are able to **assist young people to express and realize their goals** by utilizing positive communication to encourage young people to express their views, aspirations, needs and concerns. They can also **design and develop learning activities with and for young people, build positive relationships with young people,** coordinate partnerships and resources for organizing activities with young people, and raise awareness and understanding among families and communities of learning activities. In addition, they can **work with young people to assess the outcomes of their learning activities, possess knowledge of young people's rights under relevant legal and regulatory frameworks, promote young people's learning of their rights, as well as assist young people to recognize, realize and defend their rights and the rights of others.** Finally, they can **support young people to have the competence and confidence to take responsibility for themselves, contribute to their communities and participate in driving policies for youth development and participation.**

Level 6 Units of Competence

CODE	UNITS OF COMPETENCE
1.1.1	Possess fundamental knowledge of youth work, young people and the ethics of working with young people
1.1.2	Use positive communication for building trust
3.3.1	Design and develop learning activities in youth work
3.3.2	Organize learning activities in youth work
4.1.1	Promote learning of young people's rights
4.1.2	Support young people to take responsibility for themselves and contribute to their community and society
5.1.1	Participate in driving policies for youth development and participation

2. เข้าถึง

- ① มีกิจกรรมส่งเสริมความรู้ / เสนอแนะ
- ② ทำความรู้จักกับกลุ่มเป้าหมาย ใ้ สิ่งแวดล้อม
- ③ สร้าง ~~ช่อง~~ ช่องทางการติดต่อสื่อสารกับกลุ่มเป้าหมาย
Ex TikTok, Facebook, IG
- ④ สร้างความสัมพันธ์กับกลุ่มเป้าหมาย / ความเชื่อ
- ⑤ เป็นที่ปรึกษาที่ดี / ผู้ฟังที่ดี

FUNCTIONAL MAP

KEY PURPOSES
DESCRIPTION
Standardizing the role of youth workers to strengthen and promote the full potential of young people

KEY ROLES	
CODE	DESCRIPTION
1.	Work with young people effectively
2.	Promote and safeguard the well-being and safety of young people
3.	Facilitate learning and development of young people through participatory approaches
4.	Demonstrate commitment to the promotion of young people's rights and responsibilities
5.	Contribute to driving youth-related strategies and policies

KEY FUNCTIONS	
CODE	DESCRIPTION
1.1	Engage with young people according to ethical standards and principles
2.1	Increase opportunities for young people to access safe spaces
2.2	Promote young people's access to essential services
2.3	Work with young people to promote and safeguard their well-being
3.1	Promote young people's self-awareness, confidence and participation
3.2	Empower young people to adopt healthy coping strategies and cultivate personal growth
3.3	Work with young people to design and organize learning activities in youth work
4.1	Promote and safeguard young people's rights
5.1	Participate in shaping policies for youth development and participation

Functional Table

KEY FUNCTIONS		UNITS OF COMPETENCE		ELEMENTS OF COMPETENCE	
Code	Description	Code	Description	Code	Description
1.1	Engage with young people according to ethical standards and principles	1.1.1	Possess fundamental knowledge of youth work, young people and the ethics of working with young people	1.1.1.1	Demonstrate understanding of youth work
				1.1.1.2	Demonstrate understanding of the physical, mental, emotional and social changes experienced by young people
				1.1.1.3	Demonstrate understanding of ethics and safeguarding principles involved in working with young people
				1.1.1.4	Demonstrate understanding of the fundamental rights of young people
				1.1.1.5	Demonstrate understanding of the concept of positive youth development
				1.1.1.6	Demonstrate understanding of the key principles of meaningful youth participation
				1.1.1.7	Demonstrate understanding of relevant legal and regulatory frameworks for working with young people
		1.1.2	Use positive communication for building trust	1.1.2.1	Demonstrate understanding of positive communication techniques for empowering young people, families, and communities
				1.1.2.2	Demonstrate understanding of how to build relationships to earn the trust of young people
2.1	Increase opportunities for young people to access safe spaces	2.1.1	Create safe spaces for young people	2.1.1.1	Demonstrate understanding of the concept of safe spaces
				2.1.1.2	Identify essential resource outlets for establishing safe spaces for young people
				2.1.1.3	Collaborate with young people and relevant networks and partners to establish safe spaces for young people
				2.1.1.4	Encourage families and communities to participate in creating safe spaces for young people
2.2	Promote young people's access to essential services	2.2.1	Assist young people to access essential services	2.2.1.1	Use appropriate tools to collect essential data about young people
				2.2.1.2	Enable young people to assess their needs and goals
				2.2.1.3	Enable young people to access services from relevant agencies

KEY FUNCTIONS		UNITS OF COMPETENCE		ELEMENTS OF COMPETENCE	
Code	Description	Code	Description	Code	Description
2.3	Work with young people to promote and safeguard their well-being	2.3.1	Promote and safeguard young people's well-being	2.3.1.1	Apply positive youth development techniques in promoting and safeguarding young people's well-being
				2.3.1.2	Comply with relevant legal and regulatory frameworks to protect and promote the well-being of young people
		2.3.2	Refer young people to appropriate services according to their needs	2.3.2.1	Set goals with young people and their parents/guardians for referral to appropriate services according to their needs
				2.3.2.2	Coordinate young people's referral with agencies, networks, and multidisciplinary teams
3.1	Promote young people's self-awareness, confidence and participation	3.1.1	Assist young people to identify and realize their goals	3.1.1.1	Work with young people to explore and identify their needs, aspirations, and concerns
				3.1.1.2	Encourage young people to express their views, needs, aspirations, and concerns
3.2	Empower young people to adopt healthy coping strategies and cultivate personal growth	3.2.1	Enable young people to harness their potential for self-development	3.2.1.1	Use appropriate tools for mapping young people's strengths, weaknesses and developmental needs
				3.2.1.2	Assist young people to build upon their strengths to derive their own solutions
				3.2.1.3	Work with young people to develop their individualized plans
				3.2.1.4	Record young people's individual profiles
				3.2.1.5	Assist young people to cope with stress and challenges objectively and constructively
				3.2.1.6	Follow up with young people on the progress of their individualized plans
				3.2.1.7	Promote community participation in listening to the voices and supporting the well-being of young people

KEY FUNCTIONS		UNITS OF COMPETENCE		ELEMENTS OF COMPETENCE	
Code	Description	Code	Description	Code	Description
3.3	Work with young people to design and organize learning activities in youth work	3.3.1	Design and develop learning activities in youth work	3.3.1.1	Assess the learning needs and requirements of young people
				3.3.1.2	Work with young people to design learning activities to promote young people's life skills, social skills, and digital skills
				3.3.1.3	Assess resource availability to support young people's learning activities
		3.3.2	Organize learning activities in youth work	3.3.2.1	Manage the teams involved in organizing learning activities in youth work
				3.3.2.2	Coordinate partnerships and resources for organizing young people's learning activities
				3.3.2.3	Raise awareness and understanding among families and communities of the learning activities in youth work
				3.3.2.4	Work with young people in organizing activities to address their learning needs and promote their life skills, social skills and digital skills
				3.3.2.5	Work with young people to assess the outcomes of their learning activities
4.1	Promote and safeguard young people's rights and young people's awareness of their rights and responsibilities in society.	4.1.1	Promote learning of young people's rights	4.1.1.1	Assist young people to recognize, realize and defend their rights and the rights of others
				4.1.1.2	Promote the rights of young people
		4.1.2	Support young people to take responsibility for themselves and contribute to their community and society	4.1.2.1	Support young people to become active citizens
				4.1.2.2	Promote young people's sense of connectedness and responsibility towards their families, communities, and society
5.1	Participate in shaping policies for youth development and participation	5.1.1	Participate in driving policies for youth development and participation	5.1.1.1	Compile up-to-date information on the situation of young people and lessons learned from working with young people
				5.1.1.2	Participate in knowledge exchange platforms focused on youth-related issues to drive policies for youth development and participation



UNITS OF COMPETENCE

UNIT OF COMPETENCE

1.1.1

Possess fundamental knowledge of youth work, young people and the ethics of working with young people

OCCUPATIONAL CLASSIFICATION: ISCO 3412 Youth Service Provider



DESCRIPTION OF UNIT OF COMPETENCE

To be qualified in this competency unit, individuals must possess fundamental knowledge of youth work. They also need to possess fundamental knowledge of young people and of working with young people and uphold the ethical standards and safeguarding principles related to youth work. They must also possess knowledge of the concept of positive youth development and the principles of meaningful youth participation. Additionally, they need to understand the physical, mental, emotional and social changes experienced by young people and be able to effectively communicate with young people, comprehend the fundamental rights of young people, and be aware of both recommended and discouraged practices when engaging with young people as well as relevant legal and regulatory frameworks for working with young people. Furthermore, they must foster equality and respect and uphold the rights of young people.



QUALIFICATION LEVEL

☐	☐	☐	☒	☒	☒	☐	☐
1	2	3	4	5	6	7	8



OCCUPATIONAL SECTOR:

Youth Work

RELEVANT LICENSING OR REGULATIONS

- Convention on the Rights of the Child
- Child Protection Act, B.E. 2546 (2003)
- National Child and Youth Development Promotion Act (2nd Edition), B.E. 2560 (2017)
- National Education Act, B.E. 2542 (1999) and 2nd Amendment of B.E. 2545 (2002)
- Prevention and Solution of the Adolescent Pregnancy Problem Act, B.E. 2559 (2016)

ELEMENTS OF COMPETENCE AND PERFORMANCE CRITERIA

ELEMENT OF COMPETENCE	PERFORMANCE CRITERIA
1.1.1.1 Demonstrate understanding of youth work	1) Identify key components of youth work and youth work values
1.1.1.2 Demonstrate understanding of the <i>physical, mental, emotional and social changes experienced by young people</i>	1) Promote young people's understanding of, and ability to cope with, their physical, mental, emotional and social changes 2) Engage with young people with an understanding of their physical, mental, emotional and social changes

ELEMENT OF COMPETENCE	PERFORMANCE CRITERIA
1.1.1.3 Demonstrate understanding of ethics and safeguarding principles involved in working with young people	1) Apply ethical and safeguarding principles when working with young people 2) Promote understanding among those who work with young people of what constitutes appropriate and inappropriate actions when interacting with young people 3) Foster equality among young people while respecting and upholding their rights
1.1.1.4 Demonstrate understanding of the fundamental rights of young people	1) Specify young people's rights according to the Convention on the Rights of the Child and other relevant laws 2) Apply principles for protecting the fundamental rights of young people when engaging with young people 3) Support young people to be able to achieve their basic needs
1.1.1.5 Demonstrate understanding of the concept of positive youth development	1) Identify key components of positive youth development
1.1.1.6 Demonstrate understanding of the key principles of meaningful youth participation	1) Apply the key principles of meaningful youth participation 2) Promote and provide opportunities for young people to participate in a meaningful way, including supporting young people to express themselves and work towards achieving their own development goals
1.1.1.7 Demonstrate understanding of relevant legal and regulatory frameworks for working with young people	1) Identify key relevant legal and regulatory frameworks for working with young people

REQUIRED SKILLS AND KNOWLEDGE

Skill Requirements

1. Skills in applying ethics and safeguarding principles in youth work
2. Collaboration skills
3. Communication skills

Knowledge Requirements

1. Knowledge of youth work
2. Knowledge of ethics and safeguarding principles related to youth work
3. Knowledge of the fundamental rights of young people
4. Knowledge of the physical, mental, emotional and social changes experienced by young people
5. Knowledge of the basic needs of young people
6. Knowledge of positive youth development
7. Knowledge of meaningful youth participation
8. Knowledge of relevant legal and regulatory frameworks for working with young people



KEY TERMS

Young people. The United Nations, for statistical purposes, defines those persons between the ages of 15 and 24 as youth without prejudice to other definitions by Member States” (United Nations, n.d.).

Physical, mental, emotional and social changes experienced by young people refer to development in areas such as physical, mental, emotional and social growth. These changes in young people, especially adolescents, are distinct from development at other ages. Adolescence is a distinctive stage of life, marking the transition from childhood to adulthood and offering immense opportunities for growth and development. During this second decade of life, individuals undergo rapid brain development and experience significant physical, biological, emotional and cognitive changes. This period is also characterized by increased independence, heightened peer influence, and a tendency toward risk-taking, alongside various forms of vulnerability. Following early childhood, adolescence provides a crucial second chance for young people to develop the resilience, skills, and social and emotional competencies necessary for a healthy and productive adult life (UNICEF, 2023b).

Code of ethical practice in youth work contributes to the safety of both young people and youth workers by providing a clear expectation about ethical behaviour, acceptable and unacceptable relationships, and professional boundaries for workers. The guiding principles for engaging with young people in an ethical manner include, for instance, equity, empowerment, duty of care, transparency, confidentiality, cooperation, integrity, self-awareness, boundaries, social justice and participation (Corney, 2014).

Nine Basic Requirements for the Effective and Ethical Participation of Adolescents. Any process that meaningfully engages adolescents must adhere to the following nine basic requirements for effective and ethical participation. This helps to ensure that participation is not tokenistic, manipulative or unsafe for adolescents (UNICEF, 2023c). The process should be:

1. **Transparent and informative.** Full, accessible, diversity-sensitive and age-appropriate information about adolescents’ right to express their view and the purpose and scope of the opportunities available for participation should be provided.
2. **Voluntary.** Adolescents should never be coerced into expressing their views, and they need to be informed that they can stop participating at any point.
3. **Respectful.** Adults need to acknowledge, respect and support adolescents’ ideas, actions and contributions to their families, schools, cultures and work environments.
4. **Relevant.** Adolescents should have the opportunity to draw on their knowledge, skills and abilities and to express their views on issues that have meaning to them.
5. **Child- and adolescent-friendly.** Environments and working methods need to reflect the evolving capacity and interests of adolescents.
6. **Inclusive.** Opportunities to participate need to include marginalized adolescents of different age groups, genders, abilities and backgrounds.
7. **Supported by training.** Adults and adolescents should be able to access training and mentoring in facilitating adolescent participation, so they can serve as trainers and facilitators.
8. **Safe and sensitive to risk.** Adolescents need to be supported in risk assessment and mitigation and know where to go for help if needed.
9. **Accountable.** Adolescents need to receive clear feedback on how their participation has influenced outcomes and should be supported to share their feedback with their peers.



KEY TERMS

Child safeguarding principles include proactive measures to keep all children safe from harm, along with actions to prevent physical, sexual, and emotional abuse and maltreatment of children. Safeguarding also involves ensuring informed consent when engaging with children; clearly defining the roles and responsibilities of chaperones, facilitators and a child safeguarding focal point; and establishing referral mechanisms for psychosocial and other forms of support needed by children (UNICEF, 2020).

Fundamental rights of young people encompass their entitlement to basic necessities for survival, including protection from physical, emotional, and mental abuse, as well as safeguarding against various forms of exploitation. It also includes the right to live in peace and access opportunities for personal development and education. Additionally, young people have the right to access information from diverse media sources to foster their physical and mental growth, cultivate responsibility, and attain self-reliance. They should be empowered to participate in community activities, envision a promising future, and aspire to a high quality of life. Moreover, young people have the right to engage in decision-making processes, offer guidance, evaluate decisions, and provide criticism concerning matters that impact them within society (Office of the Welfare Promotion and Protection of Children, Youth, Disadvantaged Persons, and the Elderly, n.d.).

Basic needs are defined as the fundamental requirements of human beings, categorized into physical, mental, emotional, and social needs. These needs have been identified according to the Basic Necessities Data Collection Manual for 2023-2027, which is part of the 13th National Economic and Social Development Plan (2023-2027). This plan outlines the desired characteristics of Thai society in five categories: health, living conditions, education, economy, and social protection and participation. Armed with this information on basic needs, individuals can enhance their living conditions autonomously and access welfare benefits from the government, particularly timely assistance (Department of Community Development, Ministry of Interior, 2022).

Positive Youth Development (PYD) is a framework which places emphasis on youth potential and developmental plasticity. While several attempts have been made to articulate the core concepts and principles in the PYD field, its core principles can be summarized as follows:

- 1) All youth have the inherent capacity for positive growth and development.
- 2) A positive developmental trajectory is enabled when youth are embedded in relationships, contexts, and ecologies that nurture their development.
- 3) The promotion of positive development is further enabled when youth participate in multiple, enriching relationships, contexts, and ecologies.
- 4) Community is a viable and critical “delivery system” for positive youth development.
- 5) Youth are major actors in their own development (Benson, 2007).

Meaningful youth participation refers to participation that provides young people with: 1) safe spaces and time to form and freely express themselves; 2) appropriate information to inform their views and share their voice; 3) a respectful audience with the power and authority to take seriously the suggestions of young people and act on their views; and 4) proper consideration of young people’s views, and timely feedback about the outcomes and extent of their influence (UNICEF, 2023c).



KEY TERMS

Legal and regulatory frameworks for working with youth include:

- 1) **Convention on the Rights of the Child (CRC):** The CRC is an international agreement adopted in 1989, ratified worldwide and in Thailand in 1992. The Convention comprises four main pillars – the right to survival, the right to protection, the right to development and the right to participation. These rights are based on the non-discrimination principle and all actions must be in line with the best interest of children.
- 2) **Child Protection Act, B.E. 2546 (2003):** This legislation focuses on safeguarding children both physically and mentally, providing support, protection of benefits, development, and recovery, with a focus on maximizing children's welfare.
- 3) **Child and Youth Development Promotion Act, B.E. 2560 (2017):** Key provisions of this legislation include Section 6, which mandates the Ministry of Social Development and Human Security with the duty to develop children and youth and resolve problems which may negatively affect them in the future. Additionally, Section 22 requires every sub-district, district and province in Thailand to establish a Children and Youth Council.

Relevant laws refer to the legal frameworks which Thailand has adopted, including the Convention on the Rights of the Child, the Constitution of the Kingdom of Thailand, the National Education Act, B.E. 2542 (1999) and 2nd Amendment of B.E. 2545 (2002), the Child Protection Act, B.E. 2546 (2003), the National Health Act, B.E. 2550 (2007), the Prevention and Solution of the Adolescent Pregnancy Problem Act, B.E. 2559 (2016), and the National Child and Youth Development Promotion Act (No. 2) of B.E. 2560 (2017), among others.

UNIT OF COMPETENCE

1.1.2

Use positive communication for building trust

OCCUPATIONAL CLASSIFICATION: ISCO 3412 Youth Service Provider



DESCRIPTION OF UNIT OF COMPETENCE

To be qualified in this competency unit, individuals must be able to effectively communicate with young people, families, individuals, and relevant service agencies to establish trust and foster understanding in delivering essential services for young people to meet their basic needs.



QUALIFICATION LEVEL

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OCCUPATIONAL SECTOR:

Youth Work

RELEVANT LICENSING OR REGULATIONS

- Convention on the Rights of the Child
- Child Protection Act, B.E. 2546 (2003)
- National Child and Youth Development Promotion Act (2nd Edition), B.E. 2560 (2017)

ELEMENTS OF COMPETENCE AND PERFORMANCE CRITERIA

ELEMENT OF COMPETENCE	PERFORMANCE CRITERIA
1.1.2.1 Demonstrate understanding of positive communication techniques for empowering young people, families, and communities	1) Use positive communication techniques for building confidence and empowering young people, families, and communities to fulfil their rights 2) Use appropriate questioning, listening, observation, and reflection in communicating with young people, their families and communities 3) Communicate effectively with relevant stakeholders such as young people, families, individuals, and organizations, to understand young people's needs and deliver services for young people
1.1.2.2 Demonstrate understanding of how to build relationships to earn the trust of young people	1) Demonstrate knowledge of effective methods to build positive relationships with young people and gain their trust 2) Build positive relationships with young people, employing appropriate methods and tools, leading to effective learning 3) Observe young people's responses and reactions 4) Adjust relationship-building methods as appropriate based on young people's responses and reactions

REQUIRED SKILLS AND KNOWLEDGE

Skill Requirements

1. Collaboration skills
2. Relationship-building skills
3. Effective communication skills

Knowledge Requirements

1. Knowledge of relationship building and positive communication techniques
2. Knowledge of different styles and forms of communication that are appropriate for communicating with young people, including through online channels
3. Understanding of the importance of non-verbal communication, such as body language, and how different cultures and/or groups use and interpret body language in different ways



KEY TERMS

Positive communication is defined as a creative form of communication that enables others to understand the communicator's thoughts, emotions, and feelings, fostering positive relationships, improving and changing behaviour, reducing conflicts, and creating motivation for cooperation. It involves three main components:

- 1) Self-understanding and understanding differences
- 2) Active listening
- 3) Creative use of language to convey messages (Ketumarn, 2008).

Effective communication involves employing a range of communication skills, encompassing verbal and non-verbal language, adapted to the age of the young person, to facilitate the exchange of information among individuals, groups, or organizations. This fosters confidence and connections, builds trust, and encourages cooperation, ultimately nurturing positive relationships and facilitating understanding (Sawadsaringkarn, 2020).

UNIT OF COMPETENCE 2.1.1

Create safe spaces
for young people

OCCUPATIONAL CLASSIFICATION: ISCO 3412 Youth Service Provider



DESCRIPTION OF UNIT OF COMPETENCE

To be qualified in this competency unit, individuals must demonstrate competence in creating safe spaces for young people. They should be able to analyse and facilitate access to essential resources and social capital necessary for establishing such an environment. Additionally, they should possess the ability to coordinate and collaborate with relevant networks and engage young people, families, and the community to create safe spaces for young people.



QUALIFICATION LEVEL

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OCCUPATIONAL SECTOR: Youth Work

RELEVANT LICENSING OR REGULATIONS

- Convention on the Rights of the Child
- Child Protection Act, B.E. 2546 (2003)
- National Child and Youth Development Promotion Act (2nd Edition), B.E. 2560 (2017)

ELEMENTS OF COMPETENCE AND PERFORMANCE CRITERIA

ELEMENT OF COMPETENCE	PERFORMANCE CRITERIA
2.1.1.1 Demonstrate understanding of the concept of safe spaces	1) Identify the elements of safe spaces
2.1.1.2 Identify essential resource outlets for establishing safe spaces for young people	1) Identify social capital that provides essential resources for creating safe spaces for young people 2) Apply appropriate social capital for creating safe spaces for young people
2.1.1.3 Collaborate with young people and relevant networks and partners to establish safe spaces for young people	1) Use mapping tool or other tools to engage young people in analysing stakeholders and resources 2) Collaborate with young people, families, individuals, groups, organizations, and networks to create safe spaces for young people
2.1.1.4 Encourage families and communities to participate in creating safe spaces for young people	1) Foster knowledge and understanding about the importance of creating safe spaces for young people among families, communities, and young people themselves 2) Work with families, communities, and young people to establish safe spaces for young people

REQUIRED SKILLS AND KNOWLEDGE

Skill Requirements

1. Research and recording skills
2. Analytical thinking and data classification skills
3. Report preparation skills
4. Networking and collaboration skills
5. Communication skills
6. Coordination skills

Knowledge Requirements

1. Knowledge of the social capital and resources required for establishing safe spaces for young people
2. Knowledge of safe spaces for young people
3. Knowledge of mapping tools or other methods for collecting information and establishing result matrix for collaborating with relevant stakeholders
4. Knowledge of working with stakeholders in youth work



KEY TERMS

Safe spaces must include elements to which young people feel physically safe to travel, feel physically safe from harm while in the space, feel safe voicing their thoughts and ideas without repercussions, feel safe hearing the thoughts and ideas of others, feel safe and free to create new ideas that challenge the status quo and understand the risks of challenging the status quo, and can operate within the space (UNICEF, 2023c).

UNIT OF COMPETENCE 2.2.1

Assist young people to
access essential services

OCCUPATIONAL CLASSIFICATION: ISCO 3412 Youth Service Provider



DESCRIPTION OF UNIT OF COMPETENCE

To be qualified in this competency unit, individuals must be able to use appropriate tools to collect necessary information about young people in compliance with regulations for collecting data according to the Personal Data Protection Act, B.E. 2562 (2019). They must enable young people to assess their own needs and goals in appropriate ways. They must also be able to coordinate with related service providers to enable young people to access services from relevant agencies.



**QUALIFICATION
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OCCUPATIONAL SECTOR:
Youth Work

RELEVANT LICENSING OR REGULATIONS

- Convention on the Rights of the Child
- Child Protection Act, B.E. 2546 (2003)
- National Child and Youth Development Promotion Act (2nd Edition), B.E. 2560 (2017)
- National Education Act, B.E. 2542 (1999) and 2nd Amendment of B.E. 2545 (2002)
- National Health Act, B.E. 2550 (2007)
- Persons with Disabilities Empowerment Act, B.E. 2550 (2007)
- Prevention and Solution of the Adolescent Pregnancy Problem Act, B.E. 2559 (2016)
- Personal Data Protection Act, B.E. 2562 (2019)

ELEMENTS OF COMPETENCE AND PERFORMANCE CRITERIA

ELEMENT OF COMPETENCE	PERFORMANCE CRITERIA
2.2.1.1 Use appropriate tools to collect essential data about young people	1) Gather information from various sources, including from young people, families, communities and related organizations using appropriate methods and tools 2) Follow the rules for collecting data according to the Personal Data Protection Act (PDPA), B.E. 2562 (2019) 3) Record and store information and facts correctly and completely without distortion and uphold confidentiality
2.2.1.2 Enable young people to assess their needs and goals	1) Work with young people to identify and assess their needs and goals 2) Work with young people in determining appropriate support methods and cooperate with relevant agencies to deliver them

ELEMENT OF COMPETENCE	PERFORMANCE CRITERIA
2.2.1.3 Enable young people to access services from relevant agencies	1) Identify relevant agencies offering services for young people 2) Collaborate with relevant agencies and individuals to facilitate young people's access to appropriate services

REQUIRED SKILLS AND KNOWLEDGE

Skill Requirements

1. Effective and positive communication skills such as asking relevant questions and active listening
2. Observation skills
3. Data collection and recording skills
4. Analytical thinking and summarizing skills
5. Skills in applying regulations according to the Personal Data Protection Act
6. Coordination skills

Knowledge Requirements

1. Knowledge of the basic needs within the various social contexts of young people, encompassing their surroundings, family dynamics and community environment. This entails recognizing elements that could either facilitate, encourage, or impede young people's ability to access vital services essential for their development and well-being
2. Knowledge of data management and analysis
3. Knowledge of requirements regarding confidentiality, PDPA and data protection regulations
4. Knowledge of appropriate tools and software to collect data on young people
5. Knowledge of agencies involved in youth work and their mandates



KEY TERMS

Appropriate tools for collecting data include: 1. Surveys (closed- and open-ended); 2. Interviews; 3. Group discussions; and 4. Secondary data collection (Phetroj and Chamniprasart, 2004).

Enable young people to access services from relevant agencies involves collaborating with young people to identify their fundamental needs. It also entails assessing their self-development requirements and coordinating with relevant agencies and individuals to facilitate their access to suitable services and opportunities for growth (Department of Community Development, Ministry of Interior, 2022).

UNIT OF COMPETENCE 2.3.1

Promote and
safeguard young
people's well-being

OCCUPATIONAL CLASSIFICATION: ISCO 3412 Youth Service Provider



DESCRIPTION OF UNIT OF COMPETENCE

To be qualified in this competency unit, individuals must demonstrate an understanding of the key principles of meaningful youth participation, the concept of positive youth development, resilience, positive communication techniques for empowering young people, families, and communities as well as relevant legal and regulatory frameworks for protecting and promoting the well-being of young people.



**QUALIFICATION
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OCCUPATIONAL SECTOR:
Youth Work

RELEVANT LICENSING OR REGULATIONS

- Convention on the Rights of the Child
- Child Protection Act, B.E. 2546 (2003)
- National Child and Youth Development Promotion Act (2nd Edition), B.E. 2560 (2017)
- National Health Act, B.E. 2550 (2007)
- Persons with Disabilities Empowerment Act, B.E. 2550 (2007)
- Prevention and Solution of the Adolescent Pregnancy Problem Act, B.E. 2559 (2016)

ELEMENTS OF COMPETENCE AND PERFORMANCE CRITERIA

ELEMENT OF COMPETENCE	PERFORMANCE CRITERIA
2.3.1.1 Apply positive youth development techniques in promoting and safeguarding young people's well-being	1) Use positive youth development techniques to promote and safeguard young people's well-being 2) Work with young people to identify key elements for positive youth development, contributing to their resilience , connectedness and empowerment
2.3.1.2 Comply with relevant legal and regulatory frameworks to protect and promote the well-being of young people	1) Comply with regulations and regulatory frameworks to protect and promote the well-being of young people

REQUIRED SKILLS AND KNOWLEDGE

Skill Requirements

1. Positive communication skills
2. Relationship building skills
3. Empowerment and motivation skills
4. Collaboration skills

Knowledge Requirements

1. Knowledge of the concept of meaningful youth participation
2. Knowledge of the concept of positive youth development
3. Knowledge of the legal and regulatory frameworks for protecting and promoting the well-being of young people



KEY TERMS

Positive Youth Development (PYD) is a framework which places emphasis on youth potential and developmental plasticity. While several attempts have been made to articulate the core concepts and principles in the PYD field, its core principles can be summarized as follows:

- 1) All youth have the inherent capacity for positive growth and development.
- 2) A positive developmental trajectory is enabled when youth are embedded in relationships, contexts and ecologies that nurture their development.
- 3) The promotion of positive development is further enabled when youth participate in multiple, enriching relationships, contexts and ecologies.
- 4) Community is a viable and critical “delivery system” for positive youth development.
- 5) Youth are major actors in their own development (Benson, 2007).

Resilience is the mental and emotional process consisting of seven integral and interrelated components:

- 1) Competence – is the ability to know how to handle stressful situations effectively.
- 2) Confidence – is the belief in one’s own abilities.
- 3) Connections – are ties that provide young people with a stronger sense of security and sense of belonging.
- 4) Character – is the ability to recognize what is right or wrong and to make wise choices.
- 5) Contribution – is the ability to contribute to the world and to know that the world is a better place because one is in it.
- 6) Coping – is the ability to develop healthy strategies for navigating stress and overcoming challenges.
- 7) Control – is the ability to understand that one can influence the outcomes of one’s decisions and actions (Ginsburg, 2011).

Relevant legal and regulatory frameworks for working with young people include:

- 1) Convention on the Rights of the Child
- 2) Child Protection Act, B.E. 2546 (2003)
- 3) Child and Youth Development Promotion Act, B.E. 2560 (2017).

UNIT OF COMPETENCE 2.3.2

Refer young people to appropriate services according to their needs

OCCUPATIONAL CLASSIFICATION: ISCO 3412 Youth Service Provider



DESCRIPTION OF UNIT OF COMPETENCE

To be qualified in this competency unit, individuals must be able to set goals with young people and their parents/guardians for referring young people to appropriate services. They must be able to coordinate and plan with agencies, networks and multidisciplinary teams for young people's referral. Furthermore, they must be able to monitor, review and follow up with young people on the progress of their individualized plans.



**QUALIFICATION
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OCCUPATIONAL SECTOR:
Youth Work

RELEVANT LICENSING OR REGULATIONS

- Convention on the Rights of the Child
- Child Protection Act, B.E. 2546 (2003)
- National Child and Youth Development Promotion Act (2nd Edition), B.E. 2560 (2017)
- National Education Act, B.E. 2542 (1999) and 2nd Amendment of B.E. 2545 (2002)
- National Health Act, B.E. 2550 (2007)
- Persons with Disabilities Empowerment Act, B.E. 2550 (2007)
- Prevention and Solution of the Adolescent Pregnancy Problem Act, B.E. 2559 (2016)

ELEMENTS OF COMPETENCE AND PERFORMANCE CRITERIA

ELEMENT OF COMPETENCE	PERFORMANCE CRITERIA
2.3.2.1 <i>Set goals with young people and their parents/guardians for referral to appropriate services according to their needs</i>	1) Set goals with young people and their parents/guardians for referral to appropriate services that meet their needs 2) Identify service providers according to the needs of young people including their physical, mental, emotional and social needs
2.3.2.2 <i>Coordinate young people's referral with agencies, networks and multidisciplinary teams</i>	1) Coordinate with agencies, networks and multidisciplinary teams for young people's referral 2) Plan with agencies, network and multidisciplinary teams for young people's referral using appropriate data recording tools 3) Refer young people to appropriate services that meet their needs

REQUIRED SKILLS AND KNOWLEDGE

Skill Requirements

1. Coordination skills
2. Planning skills
3. Recording skills
4. Follow up skills
5. Collaboration skills
6. Referral skills

Knowledge Requirements

1. Knowledge of existing agencies, multidisciplinary teams and networks providing services for young people
2. Knowledge of individualized plans



KEY TERMS

Set goals with young people and their parents/guardians for referral to appropriate services involves assessing the immediate needs of young people. This process entails working together with young people as well as their parents/guardians to select a service provider that can adequately address their needs, considering factors such as expertise, experience and location. Youth workers are tasked with building trust, offering support, and guiding young people in accessing the new services that align with their identified needs (ACT for Youth Center for Community Action, 2024).

Coordinate young people's referral with agencies, networks, and multidisciplinary teams involves establishing connections with referral agencies or units using interdisciplinary or multidisciplinary approaches. This may entail consulting with services via phone calls or organizing meetings to develop solutions and assign tasks effectively, ensuring the welfare of young people based on their family backgrounds while addressing documented problems, risks and needs (The Open University, 2016).

UNIT OF COMPETENCE

3.1.1

Assist young people to identify and realize their goals

OCCUPATIONAL CLASSIFICATION: ISCO 3412 Youth Service Provider



DESCRIPTION OF UNIT OF COMPETENCE

To be qualified in this competency unit, individuals must possess knowledge and understanding of the key principles of meaningful youth participation. They must be able to work alongside young people to explore and identify their needs and aspirations, as well as identify methods for encouraging young people to express their views, aspirations, needs and concerns in a safe space, leading to the fulfilment of their potential.



QUALIFICATION LEVEL

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OCCUPATIONAL SECTOR:
Youth Work

RELEVANT LICENSING OR REGULATIONS

- Convention on the Rights of the Child
- Child Protection Act, B.E. 2546 (2003)
- National Child and Youth Development Promotion Act (2nd Edition), B.E. 2560 (2017)

ELEMENTS OF COMPETENCE AND PERFORMANCE CRITERIA

ELEMENT OF COMPETENCE	PERFORMANCE CRITERIA
3.1.1.1 Work with young people to explore and identify their needs, aspirations and concerns	1) Empower young people to participate in the exploratory process of their own needs and aspirations, including assessing and analysing their physical, mental, emotional and social needs
3.1.1.2 Encourage young people to express their views, needs, aspirations and concerns	1) Promote young people's self-awareness, opinions, and self-expression. 2) Support young people to express their opinions, needs and concerns in a safe and meaningful way

REQUIRED SKILLS AND KNOWLEDGE

Skill Requirements

1. Relationship-building skills
2. Creative thinking skills
3. Communication skills, such as questioning, listening, and observing
4. Information-gathering skills

Knowledge Requirements

1. Knowledge of the concept of meaningful youth participation
2. Knowledge of the needs and aspirations of young people



KEY TERMS

Exploratory process refers to a method aimed at uncovering the needs, aspirations and concerns of young people, fostering self-reflection and self-understanding. This approach leverages communication skills to cultivate self-awareness and self-acceptance, promote learning, and set life goals, ultimately empowering young people to articulate themselves confidently (Tonual, 2015).

Assess and analyse the physical, mental, emotional and social needs of young people entails assessing young people's developmental needs, their parents'/guardians' capacities to respond appropriately, and family and environmental factors which may have an impact on the young person's family, as well as identifying solutions that prioritize the well-being of young people. The process centres on recognizing the strengths and potential of young people and their families (Cox and Bentovim, 2000).

UNIT OF COMPETENCE

3.2.1

Enable young people to harness their potential for self-development

OCCUPATIONAL CLASSIFICATION: ISCO 3412 Youth Service Provider



DESCRIPTION OF UNIT OF COMPETENCE

To be qualified in this competency unit, individuals must demonstrate knowledge of how to empower young people to build upon their strengths and potential to take action, address challenges, tackle problems and develop themselves. They should be able to use appropriate tools for mapping young people's strengths, weaknesses and developmental needs. In addition, they should be able to work with young people to develop their individualized plans, record young people's individual profiles, and assist young people in coping with stress and challenges objectively and constructively by offering counselling and guidance, as well as engage with communities to promote the voices and well-being of young people.



QUALIFICATION LEVEL

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OCCUPATIONAL SECTOR:

Youth Work

RELEVANT LICENSING OR REGULATIONS

- Convention on the Rights of the Child
- Child Protection Act, B.E. 2546 (2003)
- National Child and Youth Development Promotion Act (2nd Edition), B.E. 2560 (2017)
- Penal Code Concerning the Protection of Rights (Article 305)
- Persons with Disabilities Empowerment Act, B.E. 2550 (2007)
- Prevention and Solution of the Adolescent Pregnancy Problem Act, B.E. 2559 (2016)
- Labour Protection Act, B.E. 2541 (1998), with B.E. 2550 (2017) updates
- Juvenile and Family Court and Procedure Act, B.E. 2543 (2010)

ELEMENTS OF COMPETENCE AND PERFORMANCE CRITERIA

ELEMENT OF COMPETENCE	PERFORMANCE CRITERIA
3.2.1.1 <i>Use appropriate tools for mapping young people's strengths, weaknesses and developmental needs</i>	1) Identify appropriate tools for mapping young people's strengths, weaknesses and developmental needs 2) Use appropriate tools for mapping young people's strengths, weaknesses and developmental needs
3.2.1.2 Assist young people to build upon their strengths to derive their own solutions	1) Work with young people to build upon their strengths to foster resilience and achieve their full potential 2) Support young people to develop their own solutions and methods for facilitating this process

ELEMENT OF COMPETENCE	PERFORMANCE CRITERIA
3.2.1.3 Work with young people to develop their individualized plans	1) Work with young people to develop their individualized plans, identifying realistic goals, actions, and a timeline for progression, along with any support which they may require
3.2.1.4 Record young people's individual profiles	1) Record young people's individual profiles 2) Adhere to steps and protocols for protection when recording young people's individual profiles
3.2.1.5 Assist young people to cope with stress and challenges objectively and constructively	1) Assist young people to cope with stress and challenges through empowerment, counselling and mentorship 2) Use case management process in working with young people and support them to cope with stress and challenges objectively and constructively
3.2.1.6 Follow up with young people on the progress of their individualized plans	1) Conduct monitoring, review and follow-up with young people on the progress of their individualized plans 2) Encourage and support young people to achieve their needs according to their individualized plans
3.2.1.7 Promote community participation in listening to the voices and supporting the well-being of young people	1) Promote community participation in young people's development 2) Work with communities to promote young people's safe and meaningful participation in decision-making processes

REQUIRED SKILLS AND KNOWLEDGE

Skill Requirements

1. Communication skills for building trust
2. Creative thinking skills
3. Assessment skills
4. Profiling skills
5. Empowerment and counselling skills

Knowledge Requirements

1. Knowledge of tools for the development of young people's individualized plans
2. Knowledge of case management
3. Knowledge of how to promote community participation



KEY TERMS

Use appropriate tools for mapping young people's strengths, weaknesses and developmental needs

involves analysing young people's strengths, weaknesses and developmental needs through techniques such as SWOT Analysis. This process enables young people to acknowledge and address their weaknesses, minimize risks, capitalize on their strengths, and identify opportunities for personal growth and advancement (Yiaga Africa, 2019).

Work with young people to develop their individualized plans entails constructing a framework geared towards nurturing comprehensive skills and behaviours. This approach empowers young people to pursue their aspirations by addressing weaknesses while bolstering strengths, thereby fostering their growth and development. The process typically involves four key steps: 1. Evaluating strengths and weaknesses; 2. Selecting appropriate development pathways; 3. Taking action; and 4. Evaluating outcomes (Satitirat, 2020).

Cope with stress and challenges objectively and constructively involves providing support to young people through encouragement and counselling, fostering an interactive exchange between the youth worker and the young person. Youth workers must possess skills to empower young people to comprehend their ability and resilience, and to cope with stress and resolve challenges autonomously. They should collaborate with both young people and their families, employing a tailored approach to address challenges and requirements comprehensively. Acting as case managers, youth workers should liaise with multidisciplinary teams to assess and strategize services, connect resources, monitor progress, and safeguard rights. Youth workers should aim to assist young people in accessing essential services and navigating complex issues, ultimately fostering resilience, self-reliance and enhancing their quality of life (Wechayachai, 2016).

Follow-up with young people on the progress of their individualized plans entails assessing the efficacy of referral services, monitoring potential side effects, and observing any changes in the young people's circumstances and plans. If any problems arise, an interdisciplinary team should be involved in the problem-solving process (ibid.).

UNIT OF COMPETENCE

3.3.1

Design and develop learning activities in youth work

OCCUPATIONAL CLASSIFICATION: ISCO 3412 Youth Service Provider



DESCRIPTION OF UNIT OF COMPETENCE

To be qualified in this competency unit, individuals must possess knowledge of designing activities to promote young people's learning, life skills, social skills and digital skills. They should be capable of assessing the learning needs of young people, as well as the availability of resources required to support the learning activities of young people, both in physical and digital spaces.



QUALIFICATION LEVEL

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OCCUPATIONAL SECTOR:
Youth Work

RELEVANT LICENSING OR REGULATIONS

- Convention on the Rights of the Child
- Child Protection Act, B.E. 2546 (2003)
- National Child and Youth Development Promotion Act (2nd Edition), B.E. 2560 (2017)
- National Education Act, B.E. 2542 (1999) and 2nd Amendment of B.E. 2545 (2002)
- Persons with Disabilities Empowerment Act, B.E. 2550 (2007)

ELEMENTS OF COMPETENCE AND PERFORMANCE CRITERIA

ELEMENT OF COMPETENCE	PERFORMANCE CRITERIA
3.3.1.1 Assess the learning needs and requirements of young people	1) Work with young people to assess their learning needs 2) Encourage young people to design their own learning promotion activities
3.3.1.2 Work with young people to design learning activities to promote young people's life skills, social skills and digital skills	1) Work with young people to set goals and design learning activities and identify appropriate activity formats that promote the development of their life skills, social skills and digital skills 2) Use appropriate digital tools, computer programmes and software to promote young people's learning 3) Assist young people to take control of their relationship with digitalization, digital media and technology through critical thinking
3.3.1.3 Assess resource availability to support young people's learning activities	1) Gather information on available resources to support the learning of various groups of young people 2) Analyse service data from government agencies, private organizations and civil society organizations that promote young people's learning

REQUIRED SKILLS AND KNOWLEDGE

Skill Requirements

1. Relationship-building skills
2. Creative thinking skills
3. Communication skills, such as questioning, listening, and observing
4. Digital skills
5. Analytical thinking skills

Knowledge Requirements

1. Knowledge about designing activities to promote life skills, social skills and digital skills of young people
2. Knowledge of the concept of lifelong learning
3. Knowledge of diverse learning activity designs
4. Knowledge of activities to develop young people's potential
5. Knowledge of resource assessment
6. Understanding of the place and potential of digital evolution, both for young people and for youth work
7. Knowledge of digital tools/technology to support learning activities, including social media such as Line, Instagram, TikTok, etc.



KEY TERMS

Learning activity design refers to the development or creation of any educational material and learning format, involving a nuanced intellectual process. It focuses on fostering cognitive skills that inspire young people to apply acquired knowledge or resources to problem-solving and self-development endeavours (Na-Songkhla, 2018).

Life skills are a set of abilities, attitudes and socio-emotional competencies that enable individuals to learn, make informed decisions and exercise rights, leading to a healthy and productive life and subsequently becoming agents of change (UNICEF, 2019).

Social skills involve interactions between individuals. They include a person's ability to communicate, collaborate, resolve conflicts and negotiate (UNICEF, 2019).

Digital skills refer to the ability to use and understand technology, search for and manage information, communicate, collaborate, create and share content, build knowledge, and solve problems safely, critically and ethically in a way that is appropriate for the person's age, local language and local culture (ibid.).

UNIT OF COMPETENCE 3.3.2

Organize learning
activities in youth work

OCCUPATIONAL CLASSIFICATION: ISCO 3412 Youth Service Provider



DESCRIPTION OF UNIT OF COMPETENCE

To be qualified in this competency unit, individuals must possess the ability to establish connections with young people, fostering their engagement in learning activities. They should be able to collaborate with relevant teams in organizing activities, which includes coordinating resources for planning activities; executing activities to enhance young people's learning and capacity development; evaluating the outcomes of these activities; and engaging in effective communication to promote learning among young people, their families, and communities.



**QUALIFICATION
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OCCUPATIONAL SECTOR:
Youth Work

RELEVANT LICENSING OR REGULATIONS

- Convention on the Rights of the Child
- Child Protection Act, B.E. 2546 (2003)
- National Child and Youth Development Promotion Act (2nd Edition), B.E. 2560 (2017)
- National Education Act, B.E. 2542 (1999) and 2nd Amendment of B.E. 2545 (2002)
- Persons with Disabilities Empowerment Act, B.E. 2550 (2007)

ELEMENTS OF COMPETENCE AND PERFORMANCE CRITERIA

ELEMENT OF COMPETENCE	PERFORMANCE CRITERIA
3.3.2.1 Manage the teams involved in organizing learning activities in youth work	1) Apply the concepts and principles of effective team management in organizing learning activities for young people 2) Manage teams involved in organizing learning activities for and with young people
3.3.2.2 Coordinate partnerships and resources for organizing young people's learning activities	1) Identify collaborative networks for promoting young people's learning 2) Identify resources to support the creation and development of young people learning's activities 3) Work with relevant partners with necessary expertise in organizing learning activities in youth work and maintain collaborative networks
3.3.2.3 Raise awareness and understanding among families and communities of the learning activities in youth work	1) Communicate and raise awareness among families and communities on the importance of young people's learning activities and gather their support for the learning activities. 2) Encourage family and community participation in the organization of young people's learning activities

ELEMENT OF COMPETENCE	PERFORMANCE CRITERIA
3.3.2.4 Work with young people in organizing activities to address young people's learning needs and promote their life skills, social skills and digital skills	1) Use appropriate activity organization processes to promote participatory learning among young people 2) Support young people's leadership in organizing learning activities
3.3.2.5 Work with young people to assess the outcomes of their learning activities	1) Work with young people to evaluate the outcomes of their learning activities 2) Specify outcome indicators, data sources and data collection tools for assessing the results of activities 3) Summarize the knowledge acquired and lessons learned from practitioners, stakeholders and young people involved in activities

REQUIRED SKILLS AND KNOWLEDGE

Skill Requirements

1. Positive relationship-building skills
2. Observation skills
3. Skills in organizing group activities
4. Skills in applying management concepts and principles effectively
5. Communication skills
6. Collaboration skills
7. Skills in using activities as instruments to modify young people's behaviour or cultivate their potential

Knowledge Requirements

1. Knowledge of how to build positive relationships
2. Knowledge of the concept of participatory evaluation
3. Knowledge of how to conduct Monitoring and Evaluation (M&E)
4. Knowledge of lessons learned documentation to enhance the learning process of young people
5. Knowledge of network partners and resources for organizing learning activities for young people



KEY TERMS

Organizing learning activities in youth work refers to any process or method employed by activity organizers to facilitate comprehensive non-formal learning and self-development among young people, ensuring their active participation from initiation to completion (Na Songkhla, 2018).

Raise awareness and understanding among families and communities involves engaging in communication and counselling efforts to familiarize them with the goals and benefits of organizing learning activities. It also entails facilitating connections between families and communities to encourage their active participation in young people's learning initiatives (Srisawat, 2018).

UNIT OF COMPETENCE 4.1.1

Promote learning of
young people's rights

OCCUPATIONAL CLASSIFICATION: ISCO 3412 Youth Service Provider



DESCRIPTION OF UNIT OF COMPETENCE

To be qualified in this competency unit, individuals must possess knowledge of young people's rights under relevant laws and regulations, including the Convention on the Rights of the Child, the Child Protection Act 2003, the National Child and Youth Development Act (No. 2) 2017, etc. They must also be able to promote young people's awareness regarding the importance of promoting and safeguarding their own rights and the rights of others, as well as collaborate with young people to explore, design and carry out activities to promote learning about their rights.



**QUALIFICATION
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OCCUPATIONAL SECTOR:
Youth Work

RELEVANT LICENSING OR REGULATIONS

- Convention on the Rights of the Child and General Comment No. 20 (2019) on the Implementation of the Rights of the Child during Adolescence
- Child Protection Act, B.E. 2546 (2003)
- National Child and Youth Development Promotion Act (2nd Edition), B.E. 2560 (2017)
- National Education Act, B.E. 2542 (1999) and 2nd Amendment of B.E. 2545 (2002)
- Persons with Disabilities Empowerment Act, B.E. 2550 (2007)
- Prevention and Solution of the Adolescent Pregnancy Problem Act, B.E. 2559 (2016)

ELEMENTS OF COMPETENCE AND PERFORMANCE CRITERIA

ELEMENT OF COMPETENCE	PERFORMANCE CRITERIA
4.1.1.1 <i>Assist young people to recognize, realize and protect their rights and the rights of others</i>	1) Explore and identify with young people their roles, rights and responsibilities and how to protect their rights and the rights of others 2) Work with young people to design and implement activities to promote young people's awareness of their rights and to protect their rights and the rights of others through a participatory process
4.1.1.2 Promote the rights of young people	1) Advocate young people's rights with, and on behalf of, young people with peers, colleagues and other stakeholders 2) Perform duties in accordance with the Convention on the Rights of the Child and other laws

REQUIRED SKILLS AND KNOWLEDGE

Skill Requirements

1. Positive communication skills
2. Empowerment and motivation skills
3. Learning activity design skills

Knowledge Requirements

1. Knowledge of designing activities related to promoting young people's rights
2. Knowledge of human rights principles
3. Knowledge of the Convention on the Rights of the Child and General Comment No. 20 (2019) on the Implementation of the Rights of the Child during Adolescence
4. Knowledge of relevant laws and regulations related to the rights of children and young people



KEY TERMS

Explore involves working with young people to gather information about their circumstances. This is achieved using a questionnaire focusing on topics such as roles, rights, responsibilities, and strategies for safeguarding the rights of both young people and others, utilizing suitable data collection tools (UNICEF, 2014; Flanagan et al., 2015; Keenaghan and Redmond, 2016; UNESCO, 2019; Holt et al., 2023).

Assist young people to recognize, realize and protect their rights and the rights of others involves establishing an educational journey focused on young people's rights. This entails collaborating with young people to explore their roles, understand their rights and responsibilities, and learn how to safeguard their own rights and the rights of others. Subsequently, the findings from the questionnaire can be utilized to develop and implement educational initiatives aimed at fostering young people's awareness and action in recognizing and defending their own rights and those of others (UNICEF, 2023c).

UNIT OF COMPETENCE

4.1.2

Support young people to take responsibility for themselves and contribute to their community and society

OCCUPATIONAL CLASSIFICATION: ISCO 3412 Youth Service Provider



DESCRIPTION OF UNIT OF COMPETENCE

To be qualified in this competency unit, individuals must be able to empower and encourage young people's sense of connectedness and responsibility towards themselves, their families, communities and society. They must be able to encourage young people to become informed and engaged citizens by broadening their understanding of the wider community and their place within it.



QUALIFICATION LEVEL

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OCCUPATIONAL SECTOR:
Youth Work

RELEVANT LICENSING OR REGULATIONS

- Convention on the Rights of the Child
- Child Protection Act, B.E. 2546 (2003)
- National Child and Youth Development Promotion Act (2nd Edition), B.E. 2560 (2017)

ELEMENTS OF COMPETENCE AND PERFORMANCE CRITERIA

ELEMENT OF COMPETENCE	PERFORMANCE CRITERIA
4.1.2.1 Support young people to become active citizens	1) Work with the young people to identify the various elements of civic duties 2) Encourage young people to be able to perform their civic duties 3) Work with young people to design, implement, monitor and evaluate activities to promote their civic duties
4.1.2.2 Promote young people's sense of connectedness and responsibility towards their families, communities and society	1) Raise awareness among young people about their roles and responsibilities, and promote their connectedness and responsibility towards their families, communities and society 2) Work with young people in identifying possible problems, obstacles and solutions arising from the process of promoting young people's connectedness and responsibility towards their families, communities and society 3) Work with young people in planning and organizing activities aimed at promoting young people's connectedness and responsibility towards their families, communities and society

REQUIRED SKILLS AND KNOWLEDGE

Skill Requirements

1. Positive communication skills
2. Skills in designing activities related to young people
3. Empowerment and motivation skills
4. Counselling skills
5. Planning skills

Knowledge Requirements

1. Knowledge of young people's rights and responsibilities
2. Knowledge of civic duties
3. Knowledge of relevant laws and regulations related to the rights of children and young people
4. Knowledge of active citizenship
5. Knowledge of activities to promote young people's connectedness and civic duties



KEY TERMS

Active citizens embody key attributes including: 1) acquiring knowledge and comprehension of citizenship; 2) possessing the requisite skills for citizenship; and 3) demonstrating appreciation and a positive attitude towards the responsibilities of citizenship (Sirithiradon, Ittarakamhaeng, and Tantiwiwat, 2022).

Promoting young people's sense of connectedness and responsibility towards their families, communities and society involves fostering young people's engagement and facilitating their learning about responsibilities through collaborative efforts. Young people who maintain close ties with friends, family and community groups are likely to develop a stronger sense of security and belonging. These connections contribute to the development of strong values and reduce the likelihood of engaging in destructive behaviours. Strategies to foster this connectedness may include encouraging a sense of belonging and discussing ways young people can strengthen their ties by being supportive friends, caring family members, and active community participants. Additionally, collaborative activities such as organizing family camps, coordinating volunteer groups for community waste management, and advocating against the sale of alcoholic beverages near educational institutions can be jointly designed and implemented (Ginsburg, 2011; CBT Professionals, 2013; Machimabura, 2020).

UNIT OF COMPETENCE

5.1.1

Participate in driving policies for youth development and participation

OCCUPATIONAL CLASSIFICATION: ISCO 3412 Youth Service Provider



DESCRIPTION OF UNIT OF COMPETENCE

To be qualified in this competency unit, individuals must be able to actively participate in forums to present policies related to young people with relevant networks and stakeholders. They should also possess knowledge of the current situation (political, economic and social) and lessons learned from working with young people and be able to engage in platforms for exchanging knowledge of youth-related matters to continually drive youth development policies forward.



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OCCUPATIONAL SECTOR:

Youth Work

RELEVANT LICENSING OR REGULATIONS

- Convention on the Rights of the Child and General Comment No. 20 (2019) on the Implementation of the Rights of the Child during Adolescence
- Child Protection Act, B.E. 2546 (2003)
- National Child and Youth Development Promotion Act (2nd Edition), B.E. 2560 (2017)

ELEMENTS OF COMPETENCE AND PERFORMANCE CRITERIA

ELEMENT OF COMPETENCE	PERFORMANCE CRITERIA
5.1.1.1 Compile up-to-date information on the situation of young people and lessons learned from working with young people	1) Identify the current situation related to young people 2) Collect lessons learned from direct experiences of working with young people and indirect learning from colleagues, networks, continuous learning, and relevant academic work
5.1.1.2 Participate in knowledge exchange platforms focused on youth-related issues to drive policies for youth development and participation	1) Participate in exchanging knowledge about young people to drive youth development policy 2) Participate in formulating policies and guidelines together with groups, organizations or agencies related to youth development and protection 3) Promote young people's participation in driving youth-related policies 4) Develop and present justified recommendations for enhancements to policies for youth development and participation, setting out the proposed benefits clearly and accurately

REQUIRED SKILLS AND KNOWLEDGE

Skill Requirements

1. Skills for seeking knowledge through various channels
2. Lesson summary skills
3. Communication skills
4. Skills for promoting young people's participation in driving policy
5. Coordination and collaboration skills

Knowledge Requirements

1. Knowledge of the situation of young people within the economic, societal and political context
2. Knowledge of the process of participation in driving policies
3. Knowledge of lessons learned documentation
4. Knowledge of young people's participation in driving policies



KEY TERMS

Situation of young people pertains to matters concerning the rights and well-being of young people within the economic, social, political and cultural context of their society. These encompass various aspects such as creativity, safety, education, employment, access to food and housing, healthcare, sexual health rights, recreational opportunities, and freedom of movement (Youth Assembly for Human Rights, 2016).

Knowledge exchange involves collaborating with young people to share insights and drive policy development through the application of knowledge. This encompasses understanding the circumstances of young people and drawing lessons for policymakers and stakeholders working with young people to shape or adapt development policies in order to align with young people's needs (Pandermwong, 2016).

Young people's participation in driving youth-related policies involves fostering collaboration with young people in driving policies related to their lives. This entails actively listening to their opinions, criticisms and proposals; setting goals and evaluating outcomes; and encouraging their participation in implementing and assessing policy effectiveness (Checkoway, 2021).



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