Understanding and facilitating individual and group learning processes	Understanding and facilitating individual and group learning processes	Understanding and facilitating individual and group learning processes	Understanding and facilitating individual and group learning processes
Selecting, adapting or creating appropriate methods	Creating a safe, inspiring learning environment	Support learners in identifying and meeting their learning needs and overcoming any barriers	Understanding and facilitating group dynamic in a way that is conducive to different ways of learning
Understanding and facilitating individual and group learning processes	Understanding and facilitating individual and group learning processes	Understanding and facilitating individual and group learning processes	Learning to Learn
Stimulating active participation and motivating and empowering learners	Promoting creativity, problem-solving and 'out-of-box' thinking	Effectively managing one's own emotions in training situations; respecting ethical boundaries vis-à-vis learners	Assessing one's own learning achievements and competences
Learning to Learn	Learning to Learn	Learning to Learn	Learning to Learn
Identifying learning objectives and pursuing them pro-actively	Undergoing personal/ professional development through feedback	Acknowledging and dealing with unexpected learning moments and outcomes	Identifying and providing appropriate resources to support individual learning

designing educational programmes	designing educational programmes	designing educational programmes	designing educational programmes
Developing an educational approach based on the principles and values of non-formal learning	Transferring knowledge or values related to the activity to learners	Integrating Learners' the socio-political backgrounds into the educational programme	Where relevant, integrating ICT2, e-learning and other tools and methods into the educational activity
designing educational programmes	designing educational programmes	designing educational programmes	designing educational programmes
Designing an evaluation process and impact assessment	Choose & designing appropriate methods for Information and communication technologies - ICT collecting, interpreting and disseminating information (data, resources, findings, etc.)	Being aware of the team processes and how they affect the team's effectiveness	Managing disagreements constructively
Cooperating successfully in teams	Cooperating successfully in teams	Cooperating successfully in teams	Cooperating successfully in teams
Contributing actively to team tasks	Being willing to take on responsibility	Encouraging and involving other team members	Learning with and from others

Cooperating successfully in teams	Cooperating successfully in teams	communicating meaningfully with others	communicating meaningfully with others
Being aware of the team processes and how they affect the team's effectiveness	Managing disagreements constructively	Being diversity-aware	Managing disagreements constructively
communicating meaningfully with others	communicating meaningfully with others	communicating meaningfully with others	communicating meaningfully with others
An ability to listen actively	An ability to be empathetic	An ability to clearly express thoughts and emotions	An awareness of identity-related issues
intercultural competence	intercultural competence	intercultural competence	intercultural competence
Reflecting acceptance of ambiguity and change	Maintaining awareness of one's own identity	Critically reflecting and distance oneself from one's own perceptions, biases, and stereotypical constructions of reality	Reflecting and using diverse ways and methods to increase self-awareness

intercultural competence

Being able to apply human rights principles

Selecting, adapting or creating appropriate methods	Creating a safe, inspiring learning environment	Support learners in identifying and meeting their learning needs and overcoming any barriers	Understanding and facilitating group dynamic in a way that is conducive to different ways of learning
Knowledge of existing methods and their sources	Courage to improvise, adjust and deal with unknown and unpredicted situations	Knowledge of the dynamics of individual learning processes	Knowledge of group processes
Knowledge of methodologies used in youth training	Knowledge of group processes and of the principles of creating an encouraging learning	Skill to establish a supportive relationship with the learner	Knowledge of different learning styles and methods to identify them
Skill to choose, adapt or create an appropriate method	Knowledge of safety regulations in a given context	Skill to support and encourage/confront learners in a useful way	Skill to identify group processes and act accordingly
Skill to adjust to a changing training situation Improvises and adjusts to changing situation	Skill to identify the potential of the environment		
	Skill to identify risk factors	Empathy, honesty and respect	Skill to identify and support an individual's specific way of learning
Curiosity about their own learning process	Skill to support and encourage/confront the group and/or learner in useful way	Openness	
	Empathy, honesty and respect	Reflectiveness	Empathy, respect for differences, flexibility
	Creativity		
	Attentiveness to the safety of the learner group		

Stimulating active participation and motivating and empowering learners	Promoting creativity, problem-solving and 'out-of-the-box' thinking	Effectively managing one's own emotions in training situations; respecting ethical boundaries vis-à-vis learners	Assessing one's own learning achievements and competences
Knowledge of principles of participatory / emancipatory / empowerment pedagogy	Knowledge of factors that support and block creativity	Knowledge of ways and methods to manage one's own emotions	Knowledge of the principles and methods of assessment and self-assessment
Knowledge of personality models and/or theories	Knowledge of ways and methods to encourage creativity, problem solving and 'out-of-the-box' thinking	Knowledge of ethical boundaries	Knowledge of the concept of competence and its uses in a learning context
Skill to work with personality-related models and/or theories	Skill to apply methods and ways encouraging creativity, problem solving and 'out-of-the-box' thinking	Skill to identify one's own emotions and relate them with a training situation	Skill to choose and use assessment and self-assessment tools and to derive learning achievements from this
Skill to apply and deal with principles of participatory / emancipatory / empowerment pedagogy			
Skill to establish a supportive relation with the learner	Skill to establish a supportive relationship with learners	Skill to share one's own emotions with the group in an educational way and maintain ethical boundaries	Skill to adjust and convey the concept of competence to various groups of learners
Skill to support and to encourage/confront learners in a useful way	Curiosity and openness to improvise and experiment		Curiosity about their own learning process
		Empathy, honesty, respect, acceptance of ambiguity	Openness and readiness to accept various perceptions of one's competences and learning achievements
Empathy, honesty and respect	Empathy, honesty and respect		

Identifying learning objectives and pursuing them pro-actively	Undergoing personal/ professional development through feedback	Acknowledging and dealing with unexpected learning moments and outcomes	Identifying and providing appropriate resources to support individual learning
Knowledge of strengths, weaknesses and learning opportunities in relevant fields and contexts	Knowledge of the principles and mechanisms of feedback	Knowledge of learning as a continuous process	Knowledge of existing appropriate resources for supporting learning
Knowledge of the basic principles of learning processes	Skill to give, receive and integrate feedback in a constructive way	Skill to reflect and adjust the learning process	Skill to organise existing appropriate resources to support individual learning
Skill to analyse learners' strengths, weaknesses and learning opportunities and to plan the learning process accordingly	Curiosity about and readiness to ask for feedback		
Skill to plan the learning process according to learners' identified strengths, weaknesses and learning opportunities	Openness to accept one's own unconscious behaviours/habits	Openness for and readiness to balance between planned and unplanned learning objectives	Structured and organised approach
Commitment to implementing the learning plan			
Awareness and acceptance of learners' responsibility for one's own learning process			
Readiness to unlearn			

Developing an educational approach based on the principles and values of non formal learning	Transferring knowledge or values related to the activity to learners	Integrating Learners' the socio-political backgrounds into the educational programme	Where relevant, integrating ICT , e-learning and other tools and methods into the educational activity
Knowledge of the concept and values of non-formal learning as an educational practice	Knowledge of the concepts and methods relating to the transferability of knowledge and values to the group of learners	Knowledge of the socio-political contexts of learners	Knowledge of a variety of ICT tools and e-learning related techniques and principles in non-formal learning settings
Knowledge of ways and methods to identify learners' needs	Skill to transfer knowledge and related values to the group of learners	Skill to deal with the socio-political contexts of learners	Skill to apply ICT and e-learning related techniques and principles in the educational programme
Skill to assess/analyse learners' needs			
Skill to adjust the educational approach to learners' needs	Commitment to standing for certain contents, knowledge and values in relation to the group of learners	Readiness to challenge one's views on the educational approach with regard to the socio political context of the learners	Openness to the challenges related to ICT and e-learning tools and techniques
Openness and readiness for unexpected elements when defining the educational approach	Readiness to constantly adjust the contents and the values of the programme to the process of the group of learners		
Acceptance of the key concepts, values and consolidated practice of non-formal learning		Openness and sensitivity to socio-political contexts of learners	
Curiosity about learners' needs			

Designing an evaluation process and impact assessment	Choose and designing appropriate methods for collecting, interpreting and disseminating information (data, resources, findings, etc.)	Contributing actively to team tasks	Being willing to take on responsibility
Knowledge of evaluation processes and assessment mechanisms and tools	Knowledge of different ways to collect information	Knowledge of the tasks of the tam	Knowledge of one's possibilities and limits in the context of educational activity
Skill to apply evaluations and impact assessment methods and principles for designing evaluation processes	Skill to collect, choose, interpret and use information according to the context of the activity	Skill to clarify roles and responsibilities in the team	Skill to ensure that roles and responsibilities are properly distributed in the team
Skill to connect evaluation and impact assessments with relevant conclusions for further learning	Openness to the ambiguity inherent in the information collected and to its use	Openness to tasks that are not necessarily part of their usual role	Openness and readiness to accept challenges
Openness to various evaluation and assessment approaches	Recognition of the importance of collecting and using information		
Recognition of the importance of evaluation and impact assessment during and after the educational process			

Encouraging and involving other team members	Learning with and from others	Being aware of the team processes and how they affect the team's effectiveness	Managing disagreements constructively
Knowledge of the resources of team members	Awareness of the learning potential others can offer and of the principles of 'to get and to give'	Knowledge of team processes and their influence on team effectiveness	Knowledge of the theories and concepts of constructive communication (e.g., social intelligence, emotional intelligence, conflict resolution, etc.)
Skill to involve other team members	Openness towards sharing one's own potential and curiosity about others' resources	Skill to recognise team processes during team work and to adjust them accordingly	
Skill to foster cooperation among team members		Openness to team processes and recognition of their importance	Skill to recognise disagreements and apply specific ways and methods for dealing with disagreements
Curiosity and goodwill towards the team members			Tolerance for interpersonal tensions and openness to deal with disagreements

An ability to listen actively	An ability to be empathetic	An ability to clearly express thoughts and emotions	An awareness of identity-related issues
Knowledge of the various dimensions and elements of active listening and non-verbal communication	Knowledge of empathy and related mechanisms	Knowledge of emotional intelligence principles	Knowledge of the various dimensions of identity
Skill to actively listen	Skill to work with empathy in a way that allows others to learn from the experience	Skill to deal with emotions and to ask for support	Skill to develop, adjust and apply methods supporting an awareness of one's identity and its inherent elements
Skill to support learners in engaging in active listening	Skill to empathise and to relate to emotional mechanisms	Skill to encourage sharing and support within the group	
Non-judgmental and engaging attitude	Openness to the expression of feelings and emotions	Openness to the clear expression of thoughts, feelings and emotions	
	Readiness to challenge one's own emotions and beliefs		

Being diversity-aware	Reflecting acceptance of ambiguity and change	Maintaining awareness of one's own identity	Showing a willingness and ability to look at identity, culture and related aspects and dimensions from different perspectives
Knowledge of the various dimensions of identity	Knowledge of the notions and concepts of acceptance of ambiguity and change	Knowledge of identity-related mechanisms and theories (with a focus on cultural contexts)	Knowledge of the various dimensions of culture and identity
Skill to develop, adjust and apply methods supporting an awareness of one's identity and its inherent elements	Skill to deal with ambiguity and change	Skill to raise identity-related awareness within the group	Knowledge of the theories and concepts of power relations
	Openness to unexpected issues and to ambiguity within the group and the learning process	Openness to question and reflect on one's own identity	Skill to work with interrelated dimensions of culture and identity
			Readiness to confront and be confronted

Critically reflecting and distance oneself from one's own perceptions, biases, and stereotypical constructions of reality	Reflecting and using diverse ways and methods to increase self-awareness	Being able to apply human rights principles
Knowledge of interrelations within a given group	Knowledge of various approaches towards raising awareness; capitalising on the outcomes for the learners' benefit	Knowledge of basic human rights principles and how to work on them through different methods
		Skill to work on human rights through various methods (human rights education-related)
Knowledge of mechanisms linked to stereotypical constructions of reality	Skill to enhance and capitalise the outcomes of an awareness-raising process for the learners' benefit	
		Skill to encourage reflection on human rights related issues
Skill to initiate critical reflection	Willingness to support and empower	