> *Competences* in this document are to be understood as *an overall system of values, attitudes and beliefs, as well as skills and knowledge which can be put into practice to manage diverse complex situations and tasks successfully. Self-confidence, motivation and well-being are important pre-requisites for a person to be able to act out his/her developed competences*.

COMPETENCES	CRITERIA	INDICATORS
Being civically engaged is understood as 'civic participation' through initiatives aiming at making a change or a difference in and for the community. In the context of the ETS, it is also about addressing the transformative role of trainers and at empowering young people to take an active role in their society. This competence area is elaborated in line with values as listed in the Treaty if the European Union: values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities […] in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.		
Connecting [youth] policies and educational programmes	Knowledge of relevant policies and programmes	Gathers information about policies and programmes relevant for the training course
		Demonstrates an understanding of the different policies relevant for the training course
	Knowledge of different independent sources of information	Identifies diverse and independent sources of information and contrasts them in the context of the training course
		Critically assesses the sources of information
	Skill to relate policies to own values and beliefs	Identifies similarities and/or differences between the policies and own political beliefs
	Skill to consider different political perspectives	Takes distance from own, where necessary
		Comprehends other political perspectives
	Acceptance of the trainer's work as a civic engagement doing	Acknowledges and asserts the fact that working as a trainer is an engaged civic act
		Demonstrates the civic/political dimension(s) of the work
		Demonstrates the ability to reflect on the context from European to local level and vice versa (understands Europe in a global context and takes into account the global perspective)
Integrating values and beliefs	Knowledge of the contextual and political dimensions	Gathers sufficient information about the political context, and its different dimensions tackled by the training course
		Considers the impact of the different realities for and within the group of learners
		Interprets own values and beliefs in relation to the content of the training course

	Skill to reflect on their personal civic engagement, values and beliefs in the course and to act in a responsible and constructive manner	Reflects own values and beliefs without endangering (without overtaking) the training course and the group of learners
	Skill to contrast their [political] opinions with different perspectives	Contrasts and questions own opinions related to the group of learners' and other team members', and/or with regard to the context of the training course
	Readiness to stand up for values and beliefs	Stands up for own values and beliefs, with respect and responsibly
		Explains, if relevant and/or needed, the rationale behind the own position, without overtaking/overshadowing those of the group of learners
	Openness to values and beliefs held by each individual member of the team and of the group	Shows interest in and is sensitive to the values and beliefs held by individual members of the team and the group of learners
		Sees the added value of such openness for his/her own personal and professional growth
	Integrity	Stands up for own values and principles (is honest with him/herself) and works along them
	Safety (→ persecution based on views)	
Supporting learners in developing critical thinking	Knowledge of the learners' socio-political contexts	Demonstrates an understanding of the learners' socio-political context
		Willingness and encouragement to explore and develop an understanding of the learner's socio-political context
		Ability to integrate different narratives
	Skill to think critically and to question policies	Reviews, examines and questions the identified policies in a critical manner, keeping in mind the context and objectives of the training course
	Skill to use the diversity of opinions and beliefs as a source of learning'	Consciously provides space for dialogue and interaction taking into account learners' values and beliefs and offers space to reflect on them in the educational context
		Enables learners' to use their values and beliefs to feed the exchanges in the group (Inclusion groups: helps them to explore first)
	Skill to raise learners' awareness about the existence of the dimension of civic engagement in their work and daily life	Generates space for reflection and exchange, encouraging self-exploration and connections to learners' work and daily life

		By using different elements and situations in the training course, explicitly addresses and highlights the dimension of civic engagement of learners' in work and daily life,
	Skill to support learners in developing their sense of civic engagement by means of the group, the course environment, and the process and action	Consciously uses the group, the training course environment, and the process as a way for learners to develop their sense of civic engagement
		Supports learners in becoming active – change-makers, understanding the consequences of their choices'
	Sensitivity to and interest in the values and beliefs of the learners	Demonstrates a true interest in what realities and influences have formed learners' values and beliefs
	Awareness of the importance of being non-judgmental about learners' values and beliefs	Welcomes learners' expression of their values and beliefs in a non-judgmental – yet responsible – manner
		Listens wholeheartedly to learners' expression of their values and beliefs
	Integrity	Is empathetic and truthful in providing space for learners to explore their values and beliefs related thoughts
Applying democracy and human rights principles	Knowledge of democracy and human rights principles	Demonstrates a good understanding of human rights and democracy principles in a non-formal learning/training context (regarding the design of the programme, when choosing the educational approach and methodology)
	Skill to apply democracy and human rights principles in the context of the training course	Proactively looks for spaces to explicitly or implicitly tackle democracy and human rights principles (especially with regard to the educational approach, when designing the programme, and in the attitude of the team towards the group)
	Ability to use the group, the training course environment, and the process to experience and understand human rights and democracy principles	Pays attention that the overall process within the training course is consistent with human rights principles (in the group and in the team)
	Supporting learners to take action, and to participate in democratic processes	Highlights moments and situations to explicitly illustrate those principles and their importance
		Allows participants to experience a democratic learning community in the context of the course