







Selecting, adapting or creating appropriate methods

Understanding & facilitating individual and group learning processes



Knowledge of existing methods and their sources

Knowledge of methodologies used in youth training

Skill to choose, adapt or create an appropriate method

Skill to adjust to a changing training situation

Courage to improvise, adjust and deal with unknown and unpredicted situations



Creating a safe, inspiring learning environment

Understanding and facilitating individual and group learning processes



Knowledge of group processes and of the principles of creating an encouraging learning environment

Knowledge of safety regulations in a given context

Skill to identify the potential of the environment

Skill to identify risk factors

Skill to support and encourage / confront the group and/or learner in useful way

Empathy, honesty and respect

Creativity

Attentiveness to the safety of the learner group



Support learners in identifying and meeting their learning needs and overcoming any barriers

Understanding and facilitating individual and group learning processes



Knowledge of the dynamics of individual learning processes

Skill to establish a supportive relationship with the learner

Skill to support and encourage / confront learners in a useful way

Empathy, honesty and respect

Openness

Reflectiveness



Understanding and facilitating group dynamic in a way that is conducive to different ways of learning

Understanding and facilitating individual and group learning processes



Knowledge of group processes

Knowledge of different learning styles and methods to identify them

Skill to identify group processes and act accordingly

Skill to identify and support an individual's specific way of learning

Empathy, respect for differences, flexibility



Stimulating active participation and motivating and empowering learners

Understanding and facilitating individual and group learning processes



Knowledge of principles of participatory / emancipatory / empowerment pedagogy

Knowledge of personality models and/or theories

Skill to work with personalityrelated models and / or theories

Skill to apply and deal with principles of participatory / emancipatory / empowerment pedagogy

Skill to establish a supportive relation with the learner

Skill to support and to encourage / confront learners in a useful way

Empathy, honesty and respect



Promoting creativity, problem-solving and 'out-of-box' thinking

Understanding and facilitating individual and group learning processes



Knowledge of factors that support and block creativity

Knowledge of ways and methods to encourage creativity, problem solving and 'out-of-the-box' thinking

Skill to apply methods and ways encouraging creativity, problem solving and 'out-of-the-box' thinking

Skill to establish a supportive relationship with learners

Curiosity and openness to improvise and experiment

Empathy, honesty and respect



Effectively managing one's own emotions in training situations; respecting ethical boundaries vis-à-vis learners

Understanding and facilitating individual and group learning processes



Knowledge of ways and methods to manage one's own emotions

Knowledge of ethical boundaries

Skill to identify one's own emotions and relate them with a training situation

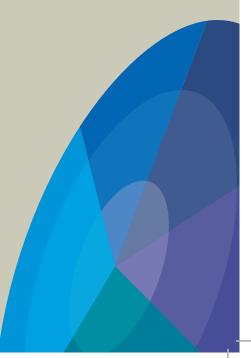
Skill to share one's own emotions with the group in an educational way and maintain ethical boundaries

Empathy, honesty, respect, acceptance of ambiguity



Assessing one's own learning achievements and competences

earning to Learn





Knowledge of the principles and methods of assessment and self-assessment

Knowledge of the concept of competence and its uses in a learning context

Skill to choose and use assessment and self-assessment tools and to derive learning achievements from this

Skill to adjust and convey the concept of competence to various groups of learners

Curiosity about their own learning process

Openness and readiness to accept various perceptions of one's competences and learning achievements



Identifying learning objectives and pursuing them pro-actively

earning to Learn





Knowledge of strengths, weaknesses and learning opportunities in relevant fields and contexts

Knowledge of the basic principles of learning processes

Skill to analyse learners' strengths, weaknesses and learning opportunities and to plan the learning process accordingly

Skill to plan the learning process according to learners' identified strengths, weaknesses and learning opportunities

Commitment to implementing the learning plan

Awareness and acceptance of learners' responsibility for one's own learning process

Readiness to unlearn



Undergoingpersonal / professional development through feedback

earning to Learn





Knowledge of the principles and mechanisms of feedback

Skill to give, receive and integrate feedback in a constructive way

Curiosity about and readiness to ask for feedback

Openness to accept one's own unconscious behaviours / habits



Acknowledging and dealing with unexpected learning moments and outcomes

Learning to Learn





Knowledge of learning as a continuous process

Skill to reflect and adjust the learning process

Openness for and readiness to balance between planned and unplanned learning objectives



Identifying and providing appropriate resources to support individual learning

earning to Learn





Knowledge of existing appropriate resources for supporting learning

Skill to organise existing appropriate resources to support individual learning

Structured and organised approach



Developing an educational approach based on the principles and values of non-formal learning





Knowledge of the concept and values of non-formal learning as an educational practice

Knowledge of ways and methods to identify learners' needs

Skill to assess/analyse learners' needs

Skill to adjust the educational approach to learners' needs

Openness and readiness for unexpected elements when defining the educational approach

Acceptance of the key concepts, values and consolidated practice of non-formal learning

Curiosity about learners' needs



Transferring knowledge or values related to the activity to learners





Knowledge of the concepts and methods relating to the transferability of knowledge and values to the group of learners

Skill to transfer knowledge and related values to the group of learners

Commitment to standing for certain contents, knowledge and values in relation to the group of learners

Readiness to constantly adjust the contents and the values of the programme to the process of the group of learners



Integrating Learners' the socio-political backgrounds into the educational programme





Knowledge of the socio-political contexts of learners

Skill to deal with the socio-political contexts of learners

Readiness to challenge one's views on the educational approach with regard to the socio-political context of the learners

Openness and sensitivity to socio-political contexts of learners



Where relevant, integrating ICT, e-learning and other tools and methods into the educational activity





Knowledge of a variety of ICT tools and e-learning related techniques and principles in non-formal learning settings

Skill to apply ICT and e-learning related techniques and principles in the educational programme

Openness to the challenges related to ICT and e-learning tools and techniques



Designing an evaluation process and impact assessment





Knowledge of evaluation processes and assessment mechanisms and tools

Skill to apply evaluations and impact assessment methods and principles for designing evaluation processes

Skill to connect evaluation and impact assessments with relevant conclusions for further learning

Openness to various evaluation and assessment approaches

Recognition of the importance of evaluation and impact assessment during and after the educational process



Choose and designing appropriate methods for collecting, interpreting and disseminating information (data, resources, findings, etc.)





Knowledge of different ways to collect information

Skill to collect, choose, interpret and use information according to the context of the activity

Openness to the ambiguity inherent in the information collected and to its use

Recognition of the importance of collecting and using information



Contributing actively to team tasks





Knowledge of the tasks of the team

Skill to clarify roles and responsibilities in the team

Openness to tasks that are not necessarily part of their usual role



Being willing to take on responsibility





Knowledge of one's possibilities and limits in the context of educational activity

Skill to ensure that roles and responsibilities are properly distributed in the team

Openness and readiness to accept challenges



Encouraging and involving other team members





Knowledge of the resources of team members

Skill to involve other team members

Skill to foster cooperation among team members

Curiosity and goodwill towards the team members



Learning with and from others





Awareness of the learning potential others can offer and of the principles of 'to get and to give'

Openness towards sharing one's own potential and curiosity about others' resources



Being aware of the team processes and how they affect the team's effectiveness

Cooperating successfully in teams



Knowledge of team processes and their influence on team effectiveness

Skill to recognise team processes during team work and to adjust them accordingly

Openness to team processes and recognition of their importance



Managing disagreements constructively





Knowledge of the theories and concepts of constructive communication (e.g., social intelligence, emotional intelligence, conflict resolution, etc.)

Skill to recognise disagreements and apply specific ways and methods for dealing with disagreements

Tolerance for interpersonal tensions and openness to deal with disagreements



An ability to listen actively





Knowledge of the various dimensions and elements of active listening and non-verbal communication

Skill to actively listen

Skill to support learners in engaging in active listening

Non-judgmental and engaging attitude



An ability to be empathetic





Knowledge of empathy and related mechanisms

Skill to work with empathy in a way that allows others to learn from the experience

Skill to empathise and to relate to emotional mechanisms

Openness to the expression of feelings and emotions

Readiness to challenge one's own emotions and beliefs



An ability to clearly express thoughts and emotions





Knowledge of emotional intelligence principles

Skill to deal with emotions and to ask for support

Skill to encourage sharing and support within the group

Openness to the clear expression of thoughts, feelings and emotions



An awareness of identityrelated issues





Knowledge of the various dimensions of identity

Skill to develop, adjust and apply methods supporting an awareness of one's identity and its inherent elements



Being diversity-aware





Knowledge of methods and approaches towards working with diverse groups of learners

Knowledge of diversity-related mechanisms

Skill to use methods and approaches that enable cooperation among and working with different learners within a group

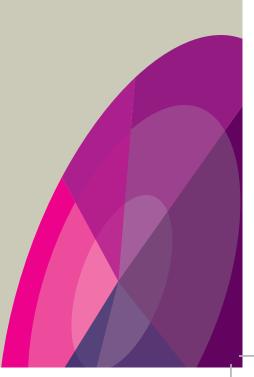
Skill to work with diverse groups of learners

Sensitivity and openness to diversity



Reflecting acceptance of ambiguity and change

Intercultural competence





Knowledge of the notions and concepts of acceptance of ambiguity and change

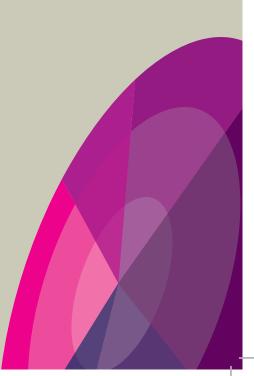
Skill to deal with ambiguity and change

Openness to unexpected issues and to ambiguity within the group and the learning process



Maintaining awareness of one's own identity

Intercultural competence





Knowledge of identity-related mechanisms and theories (with a focus on cultural contexts)

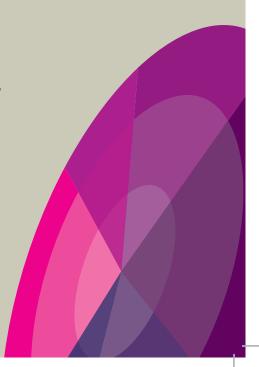
Skill to raise identity-related awareness within the group

Openness to question and reflect on one's own identity



Showing a willingness and ability to look at identity, culture and related aspects and dimensions from different perspectives

Intercultural competence





Knowledge of the various dimensions of culture and identity

Knowledge of the theories and concepts of power relations

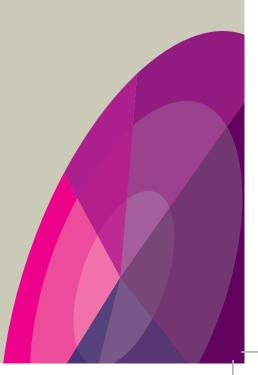
Skill to work with interrelated dimensions of culture and identity

Readiness to confront and be confronted



Critically reflecting and distance oneself from one's own perceptions, biases, and stereotypical constructions of reality

Intercultural competence





Knowledge of interrelations within a given group

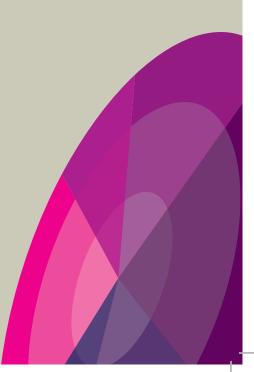
Knowledge of mechanisms linked to stereotypical constructions of reality

Skill to initiate critical reflection



Reflecting and using diverse ways and methods to increase self-awareness

Intercultural competence





Knowledge of various approaches towards raising awareness; capitalising on the outcomes for the learners' benefit

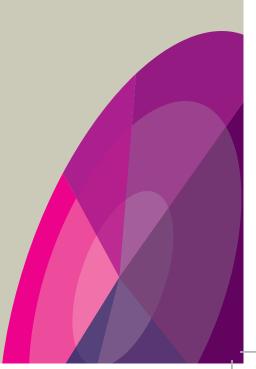
Skill to enhance and capitalise the outcomes of an awarenessraising process for the learners' benefit

Willingness to support and empower



Being able to apply human rights principles

Intercultural competence





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)

Skill to encourage reflection on human rights related issues



Connecting [youth] policies and educational programmes

Being civically engaged





Knowledge of relevant policies and programmes

Knowledge of different independent sources of information

Skill to relate policies to own values and beliefs

Skill to consider different political perspectives

Acceptance of the trainer's work as a civic engagement doing



Supporting learners in developing critical thinking

Being civically engaged





Knowledge of the learners' socio-political contexts

Skill to think critically and to question policies

Skill to use the diversity of opinions and beliefs as a source of learning'

Skill to raise learners' awareness about the existence of the dimension of civic engagement in their work and daily life

Skill to support learners in developing their sense of civic engagement by means of the group, the course environment, the process and action

Sensitivity to and interest in the values and beliefs of the

Awareness of the importance of being non-judgmental about learners' values and beliefs

Integrity



Integrating values and beliefs





Knowledge of the contextual and political dimensions

Skill to reflect on their personal civic engagement, values and beliefs in the course and to act in a responsible and constructive manner

Skill to contrast their [political] opinions with different perspectives

Readiness to stand up for values and beliefs

Openness to values and beliefs held by each individual member of the team and of the group

Integrity

Safety (persecution based on views)



Applying democracy and human rights principles





Knowledge of democracy and human rights principles

Skill to apply democracy and human rights principles in the context of the training course

Ability to use the group, the training course environment, and the process to experience and understand human rights and democracy principles

Supporting learners to take action, and to participate in democratic processes

