



salto|youth

## European Training Strategy II

Amended version of competences  
for trainers working at international  
level with criteria and indicators

## Welcome!

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This document represents the next step in the development of a set of competences for trainers working at international level. The model has six competence areas, namely '**Understanding and facilitating individual and group learning processes**', '**Learning to learn**', '**Designing educational programmes**', '**Cooperating successfully in teams**', '**Communicating meaningfully with others**', and '**Intercultural competence**'. The SALTO Training & Cooperation Resource Centre has teamed up with international experts to further develop the initial competence model by adding quality criteria and indicators for each competence area. These will assist stakeholders in using the model for various purposes, to develop it further, and to use it in a variety of training (providers') contexts. Since this is an on going and dynamic process, we warmly welcome your input. Send us your feedback on [training@salto-youth.net](mailto:training@salto-youth.net) !

The document with the basic model and the glossary are behind: <https://www.salto-youth.net/trainercompetences>

## Introduction

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The **competence model** is divided into **six competence areas**, each with their own **criteria** plus by **one or several indicators**.

**Criteria** are the principles or standards according to which the effectiveness and potential success of the competences in question may be assessed. Each criterion is described related to knowledge, skills and attitudes.

**Indicators** are obvious elements that demonstrate that the criteria have been met. They describe actions and reactions expressed in terms of

- ways of thinking and approaching (applying knowledge);
- ways of doing (expressing skills);
- ways of expressing emotions or attitudes).

These indicators can therefore be understood as **behavioural indicators**.

## Youth work and non-formal learning

This competence model is aligned specifically with the European youth work context and the principles of non-formal learning. The former represents the backdrop of the competence model as such, while the latter are transversal and applicable to each and every competence. The principles of non-formal learning are<sup>1</sup>:

- Learner-centeredness (i.e., a focus on the learner and their development)
- Agreement between trainers and learners on learning objectives
- Transparency
- Confidentiality
- Attention to content and methodology
- Voluntariness
- Participation
- Ownership
- Democratic values and practices

## How to approach the competence model

Taking the above principles into account, this competence model should be seen as a framework that can **be adjusted to various training situations, strategies and contexts** and as a **source of input for further discussions and supporting various implementation measures**. In other words, it is not meant to be a 'must-have' list of competences that all trainers working in the European youth work field should possess to the same degree, but rather a possible series of training-related competences, optional support

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<sup>1</sup> H. Otten, H. Fennes (2008): Salto Training & Cooperation Resource Centre. Quality in non-formal education and training in the field of European youth work.

mechanisms, and elements for trainers to consider while developing training courses and training modules, or while undergoing further professional training. Neither should it be seen as a closed process, but rather as a dynamic document that keeps on evolving.

Because of the range of trainers' educational and cultural backgrounds and in order to guarantee a flexible approach to and use of the document, any reference to theoretical approaches, educational models, and concepts has been worded fairly generally. The authors believe that the trainers at whom this competence model is addressed should decide on their own which theoretical approaches, models and concepts they wish to use and focus on to further develop their competences.

And finally, this competence model should be seen not only as an opportunity to work on possible training modules and strategies or on competence development, but also as a set of competences for teams of trainers where the individual team members can complement the others' skills.

The competence model has been created for use by training programmes for international youth work experts working at various levels (national, international), in NGOs, institutions, and indeed within any kind of programme.

### **A word on intuition...**

Some aspects underlying the indicators used here are the result of what can be described as 'intuition' a phenomenon that is difficult to explain, yet very often can emerge as the essential factor determining the success of a given training activity or process. Intuition is present when knowledge, skills and attitude come together and when a given competence is comprehensively expressed. In other words, even though we may be able to tick off each and every indicator in this competence model, there is that extra 'magic element' that makes everything fall into the right place at the right time. An open mind and readiness for intuition are therefore two important attitudes to have, no matter which competence is tackled.

## The competence model and its criteria and indicators

The term 'competences' refers to a system of values, attitudes and beliefs, and skills and knowledge that can be applied in practice to manage various complex situations and tasks successfully. Confidence, motivation and well-being are important prerequisites for someone wishing to apply existing competences.

### COMPETENCE AREA:

## Understanding and facilitating individual and group learning processes

COMPETENCES	CRITERIA	INDICATORS
<b>SELECTING, ADAPTING OR CREATING APPROPRIATE METHODS</b>	Knowledge of existing methods and their sources	Identifies methods and their sources
	Knowledge of methodologies used in youth training	Explains the methodologies used in youth training when choosing, adapting and creating methods
	Skill to choose, adapt or create an appropriate method	Applies methodologies used in youth training when choosing or adapting methods Creates and adjusts methods accordingly
	Skill to adjust to a changing training situation	Improvises and adjusts to changing situation
	Courage to improvise, adjust and deal with unknown and unpredicted situations	Dares to improvise and adjust in unknown and unpredicted situations
<b>CREATING A SAFE, INSPIRING LEARNING ENVIRONMENT</b>	Knowledge of group processes and of the principles of creating an encouraging learning environment	Base interaction with the group or a learner on specific theory
	Knowledge of safety regulations in a given context	Is aware of the regulations and elaborates a safety plan
	Skill to identify the potential of the environment	Makes adequate use of the environment for learning purposes

Skill to identify risk factors	'Scans' risk factors and addresses any that appear
Skill to support and encourage/confront the group and/or learner in useful way	Supports and encourages/confronts the group and/or learner in a way that is useful way for the group/learner
Empathy, honesty and respect	Empathises with the group and shares emotions and insights honestly and respectfully
Creativity	Finds creative ways to use the environment
Attentiveness to the safety of the learner group	Recognises learners' needs and limitations as well as any changes in the situation

**SUPPORT LEARNERS IN IDENTIFYING AND MEETING THEIR LEARNING NEEDS AND OVERCOMING ANY BARRIERS**

Knowledge of the dynamics of individual learning processes	Bases interaction with learners on a specific theory
Skill to establish a supportive relationship with the learner	Establishes a supportive relationship with the learner
Skill to support and encourage/confront learners in a useful way	Support and encourages/confronts learners in a useful way
Empathy, honesty and respect	Empathises with learners Dares to share emotions and insights honestly and respectfully
Openness	Is open to everyone, every context and every situation
Reflectiveness	Analyses situations in a comprehensive and impartial manner

**UNDERSTANDING AND FACILITATING GROUP DYNAMIC IN A WAY THAT IS CONDUCTIVE TO DIFFERENT WAYS OF LEARNING**

Knowledge of group processes	Analyses group processes according to a theory of group dynamics
Knowledge of different learning styles and methods to identify them	Bases the identification of a specific learning style according to a specific theory
Skill to identify group processes and act accordingly	Identifies changing factors and different stages of group processes

		Adjusts group processes according to any identified change in factors
	Skill to identify and support an individual's specific way of learning	Uses tools and methods to identify and support an individual's learning style
	Empathy, respect for differences, flexibility	Empathises with learners Respects different ways of learning and shows flexibility
<b>STIMULATING ACTIVE PARTICIPATION AND MOTIVATING AND EMPOWERING LEARNERS</b>	Knowledge of principles of participatory / emancipatory / empowerment pedagogy	Demonstrates an understanding of the theories and principles behind participatory / emancipatory / empowerment pedagogy
	Knowledge of personality models and/or theories	Refers to personality models and/or theories
	Skill to work with personality-related models and/or theories	Adjusts attitude according to learner's personality
	Skill to apply and deal with principles of participatory / emancipatory / empowerment pedagogy	Bases interaction with the group of learners on a specific theory of participatory / emancipatory / empowerment pedagogy
	Skill to establish a supportive relation with the learner	Maintains a supportive relationship with learners
	Skill to support and to encourage/confront learners in a useful way	Supports and encourages/confronts learners in a useful way
	Empathy, honesty and respect	Empathises with learners Dares to share emotions and insights honestly and respectfully
<b>PROMOTING CREATIVITY, PROBLEM-SOLVING AND 'OUT-OF-THE-BOX' THINKING</b>	Knowledge of factors that support and block creativity	Demonstrates an understanding of factors that support and block creativity
	Knowledge of ways and methods to encourage creativity, problem solving and 'out-of-the-box' thinking	Refers to a variety of methods that 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	Enables participants to be creative and think out of the box

		Facilitates problem solving
Skill to establish a supportive relationship with learners		Establishes a supportive relationship with learners
Curiosity and openness to improvise and experiment		Dares to improvise and experiment and to acknowledge the importance of this
Empathy, honesty and respect		Empathises with learners
		Dares to share emotions and insights honestly and respectfully

**EFFECTIVELY  
MANAGING ONE'S  
OWN EMOTIONS IN  
TRAINING  
SITUATIONS;  
RESPECTING  
ETHICAL  
BOUNDARIES  
VIS-À-VIS  
LEARNERS**

Knowledge of ways and methods to manage one's own emotions		Refers to a given theory when identifying their own emotions
		Demonstrates an understanding of emotional processes and methods
Knowledge of ethical boundaries		Adopts appropriate behaviour that respects ethical boundaries within a given group of learners
Skill to identify one's own emotions and relate them with a training situation		Recognises and reflects on their own emotions
		Relates the emotional process to the training situation
Skill to share one's own emotions with the group in an educational way and maintain ethical boundaries		Shares their own emotions with the group in an educational way
		Maintains ethical boundaries within the group of learners
Empathy, honesty, respect, acceptance of ambiguity		Empathises with learners
		Dares to share emotions and insights honestly and respectfully
		Accepts unpredictable reactions from others

**COMPETENCE AREA:**  
**Learning to learn**

<b>COMPETENCES</b>	<b>CRITERIA</b>	<b>INDICATORS</b>
<b>ASSESSING ONE'S OWN LEARNING ACHIEVEMENTS AND COMPETENCES</b>	Knowledge of the principles and methods of assessment and self-assessment	Refers to various assessment and self-assessment principles and methods
	Knowledge of the concept of competence and its uses in a learning context	Demonstrates an understanding of the concept of competence in a learning context
	Skill to choose and use assessment and self-assessment tools and to derive learning achievements from this	Applies the concept of competence in a learning context
		Applies appropriate methods for assessment and self-assessment of their own learning achievements
	Skill to adjust and convey the concept of competence to various groups of learners	Communicates the concept of competence to groups of learners
	Curiosity about their own learning process	Encourages curiosity about their own learning process
Openness and readiness to accept various perceptions of one's competences and learning achievements	Reflects on various perceptions and maintaining or recovering their own emotional balance afterwards	
<b>IDENTIFYING LEARNING OBJECTIVES AND PURSUING THEM PRO-ACTIVELY</b>	Knowledge of strengths, weaknesses and learning opportunities in relevant fields and contexts	Refers to strengths, weaknesses and learning opportunities in relevant fields and contexts
	Knowledge of the basic principles of learning processes	Understands how learning can be organised in an effective and meaningful way
	Skill to analyse learners' strengths, weaknesses and learning opportunities and to plan the learning process accordingly	Analyses learners' strengths, weaknesses and learning opportunities

Skill to plan the learning process according to learners' identified strengths, weaknesses and learning opportunities	Plans the learning process taking into account learners' strengths, weaknesses and learning opportunities
Commitment to implementing the learning plan	Motivates and supports the implementation of the learning plan
Awareness and acceptance of learners' responsibility for one's own learning process	Explicitly encourages and enables learners to take responsibility for their own learning process
Readiness to unlearn	Intends to let go of what they have already learned or acquired to make way for new experiences and learning achievements

**UNDERGOING PERSONAL/ PROFESSIONAL DEVELOPMENT THROUGH FEEDBACK**

Knowledge of the principles and mechanisms of feedback	Understands the values and mechanisms of feedback
Skill to give, receive and integrate feedback in a constructive way	Gives, receives and integrates feedback in a constructive way
Curiosity about and readiness to ask for feedback	Asks for feedback
Openness to accept one's own unconscious behaviours/habits	Integrates feedback and maintains or recovers their own emotional balance afterwards

**ACKNOWLEDGING AND DEALING WITH UNEXPECTED LEARNING MOMENTS AND OUTCOMES**

Knowledge of learning as a continuous process	Demonstrates an understanding of learning as a continuous process
Skill to reflect and adjust the learning process	Reflects on the learning process Changes learning processes accordingly
Openness for and readiness to balance between planned and unplanned learning objectives	Trains focus on planned learning objectives while remaining open to incorporating unplanned ones

**IDENTIFYING  
AND PROVIDING  
APPROPRIATE  
RESOURCES TO  
SUPPORT  
INDIVIDUAL  
LEARNING**

Knowledge of existing appropriate resources for supporting learning

Refers to existing appropriate resources for supporting learning

Skill to organise existing appropriate resources

Organises existing appropriate resources for individual learning purposes

Structured and organised approach

Organises resources in a structured way for learning purposes

**COMPETENCE AREA:**

## Designing educational programmes

COMPETENCES	CRITERIA	INDICATORS
<b>DEVELOPING AN EDUCATIONAL APPROACH BASED ON THE PRINCIPLES AND VALUES OF NON-FORMAL LEARNING</b>	Knowledge of the concept and values of non-formal learning as an educational practice	Demonstrates an understanding of the values and key principles of non-formal learning
	Knowledge of ways and methods to identify learners' needs	Demonstrates an understanding of different educational methods and concepts for needs assessment
	Skill to assess/analyse learners' needs	Assesses learners' needs before or at the very beginning of the training activity
	Skill to adjust the educational approach to learners' needs	Addresses learners' needs through an adequate and tailored educational approach Makes adjustments if necessary
	Openness and readiness for unexpected elements when defining the educational approach	Is comfortable with having a flexible and adjustable programme
	Acceptance of the key concepts, values and consolidated practice of non-formal learning	Is comfortable with addressing and applying the principles of non-formal learning when designing a programme with a particular focus on 'learner-centeredness', 'transparency', 'democratic values', 'participation' and 'social transformation'
	Curiosity about learners' needs	Demonstrates a genuine interest in 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

Demonstrates an understanding of methods and approaches promoting an effective transfer of knowledge to the group of learners and addressing value systems

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

Applies methods and approaches for the transfer of knowledge and values in learning processes

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

Is comfortable with the contents, knowledge and values of the programme being challenged by the group of learners

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

Adjusts the approaches and contents in relation to the group of learners

**INTEGRATING  
LEARNERS' THE  
SOCIO-  
POLITICAL  
BACKGROUNDS  
INTO THE  
EDUCATIONAL  
PROGRAMME**

Knowledge of the socio-political contexts of learners

Demonstrate an understanding of or researches the socio-political contexts of learners

Skill to deal with the socio-political contexts of learners

Interprets relevant information from/about learners

Adjusts the methods and approaches to learners' contexts

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

Constantly verifies the alignment between the methods and the contexts/realities of learners

Openness and sensitivity to socio-political contexts of learners

Shows interest in and sensitivity to socio-political contexts of learners

**WHERE RELEVANT, INTEGRATING ICT<sup>2</sup>, 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

Refers to relevant ICT tools and related uses in non-formal learning settings

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

Applies ICT tools and e-learning where necessary/relevant

Connects 'offline' and 'online' learning environments and links them throughout the educational process

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

Is comfortable with exploring ICT tools

Is open to resistance to e-learning and makes efforts to overcome this resistance

**DESIGNING AN EVALUATION PROCESS AND IMPACT ASSESSMENT**

Knowledge of evaluation processes and assessment mechanisms and tools

Is aware of different evaluation and assessment approaches and how to apply them

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

Applies specific assessment methods and principles in evaluation processes

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

Draws conclusions from the evaluation

Ensures that outcomes are based on the content of the evaluation and impact assessment

<sup>2</sup> Information and communication technologies - ICT

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Openness to various evaluation and assessment approaches	Is comfortable with different evaluation and assessment approaches
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Recognition of the importance of evaluation and impact assessment during and after the educational process	Accepts evaluation and impact assessment during and after the educational process as natural and important
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**CHOOSE AND DESIGNING APPROPRIATE METHODS FOR COLLECTING, INTERPRETING AND DISSEMINATING INFORMATION (DATA, RESOURCES, FINDINGS, ETC.)**

Knowledge of different ways to collect information	Refers to various ways of collecting information
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Skill to collect, choose, interpret and use information according to the context of the activity	Defines appropriate ways to collect information
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	Identifies the information relevant to an issue or a question
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	Interprets the information according to the context of the activity
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	Makes relevant use of quantitative and qualitative data
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Openness to the ambiguity inherent in the information collected and to its use	Is comfortable with uncertainty when dealing with and using the collected information
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Recognition of the importance of collecting and using information	Sees the collection and use of information as natural and important
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**COMPETENCE AREA:**

## Cooperating successfully in teams

**COMPETENCES**

**CRITERIA**

**INDICATORS**

**CONTRIBUTING ACTIVELY TO TEAM TASKS**

Knowledge of the tasks of the team

Knows how to orientate and relate his/her efforts to the tasks of the team

Skill to clarify roles and responsibilities in the team

Masters methods and techniques to support a clear and fair division of roles and responsibilities

Promotes communication and cooperation amongst team members to show qualities and overcome resistance

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

Dares to be challenged and to take on new roles and responsibilities

Requests and offers support when needed

Looks for additional resources where needed

**BEING WILLING TO TAKE ON RESPONSIBILITY**

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

Analyses and identifies their own resources and limits in the context of the activity

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

Ensures that knowledge and skills in the team are shared and communicated

Contributes to team members' well-being with regard to the tasks to be performed

Openness and readiness to accept challenges

Challenges their own competences

Follows through with new tasks to ensure safety for the team members and learners

**ENCOURAGING  
AND  
INVOLVING  
OTHER TEAM  
MEMBERS**

Knowledge of the resources of team members

Demonstrates an understanding of team competences

Skill to involve other team members

Coaches colleagues – where possible and necessary – based on the approach to non-formal learning (e.g., if requested)

Encourages colleagues

Facilitates team spirit and trust

Skill to foster cooperation among team members

Applies team work mechanisms

Balances working styles and preferences

Challenges colleagues where necessary and appropriate

Highlights everyone's strengths

Curiosity and goodwill towards the team members

Shows genuine interest in and support for 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'

Acknowledges colleagues' learning potential and makes best use of it

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

Shares their own ideas and resources and shows interest in other team members' ideas and resources

Asks for support and recognises personal limitations

Supports colleagues' learning needs

**BEING AWARE  
OF THE TEAM  
PROCESSES  
AND HOW THEY  
AFFECT THE  
TEAM'S  
EFFECTIVENESS**

Knowledge of team processes and their influence on team effectiveness

Refers to team processes and their potential influence on team effectiveness

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

Manages tailor-made team work processes

Openness to team processes and recognition of their importance

Shows an interest in the team process and does not ignore any team work issues

**MANAGING  
DISAGREEMENTS  
CONSTRUCTIVELY**

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

Refers to these theories and concepts to understand and explain disagreement

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

Recognises disagreements and applies various ways to deal with them

Drives collective and individual emotions towards a resolution

Receives and phrases criticism respectfully, honestly and constructively

Listens to and expresses emotions in a team work context

Tolerance for interpersonal tensions and openness to deal with disagreements

Deals with frustration in a constructive manner

**COMPETENCE AREA:**

## Communicating meaningfully with others

COMPETENCES	CRITERIA	INDICATORS
<b>AN ABILITY TO LISTEN ACTIVELY</b>	Knowledge of the various dimensions and elements of active listening and non-verbal communication	Demonstrates an understanding of what lies behind the concepts of active listening and non-verbal communication Refers to theories and shares the sources of knowledge
	Skill to actively listen	Listens carefully to others without interrupting and in an unbiased manner Pays attention to body language
	Skill to support learners in engaging in active listening	Encourages sharing and expressing using adequate methods
	Non-judgmental and engaging attitude	Listens openly, without judgement
<b>AN ABILITY TO BE EMPATHETIC</b>	Knowledge of empathy and related mechanisms	Understands the difference between sympathy and empathy
	Skill to work with empathy in a way that allows others to learn from the experience	Applies empathy practices in a way that allows others to learn from the Experience Acknowledges the experience of the learner
	Skill to empathise and to relate to emotional mechanisms	Identifies what sparks their own emotions and empathises with the learner
	Openness to the expression of feelings and emotions	Is comfortable dealing with unexpressed concerns, feelings and emotions

	Readiness to challenge one's own emotions and beliefs	Where relevant, is honest about their personal emotional process
<b>AN ABILITY TO CLEARLY EXPRESS THOUGHTS AND EMOTIONS</b>	Knowledge of emotional intelligence principles	Shows a clear understanding of feelings and emotions and their impact on others
	Skill to deal with emotions and to ask for support	Creates opportunities for meaningful communication
		Relates the person to the issue/situation
	Skill to encourage sharing and support within the group	Creates a safe environment where feelings and emotions can be freely and respectfully expressed  Asks the right questions when confronted with unclear or unexpressed negative feelings
	Openness to the clear expression of thoughts, feelings and emotions	Recognises and understands when personal support is needed
<b>AN AWARENESS OF IDENTITY-RELATED ISSUES</b>	Knowledge of the various dimensions of identity	Demonstrates an understanding of modern concepts and theories of diversity
	Skill to develop, adjust and apply methods supporting an awareness of one's identity and its inherent elements	Deals with uniqueness through a complex approach to their own identity
		Addresses the issue of identity when working with a group of learners
		Explicitly or implicitly relates theories and experiences to the realities and identities of the group of learners

**BEING  
DIVERSITY-  
AWARE**

Knowledge of methods and approaches towards working with diverse groups of learners	Refers to methods and approaches towards working with diverse groups of learners
Knowledge of diversity-related mechanisms	Demonstrates an understanding of diversity-related mechanisms
Skill to use methods and approaches that enable cooperation among and working with different learners within a group	Applies methods that allow the group of learners to deal with diversity and support intra-group cooperation
	Deals with the limitations of certain principles and the impact they can have on a group's diversity
Skill to work with diverse groups of learners	Works effectively with learners from diverse backgrounds
Sensitivity and openness to diversity	Is sensitive to the needs of and challenges faced by learners and opportunities that exist within the group of learners

**COMPETENCE AREA:**

## Intercultural competence

COMPETENCES	CRITERIA	INDICATORS
<b>REFLECTING ACCEPTANCE OF AMBIGUITY AND CHANGE</b>	Knowledge of the notions and concepts of acceptance of ambiguity and change	Refers to theories, concepts and experiences that relate to ambiguity and change in the activity and when designing the educational approach
	Skill to deal with ambiguity and change	Demonstrates an understanding of their own biases and behaviours when addressing stereotypes
		Avoids using methods which implicitly reinforce stereotypes and discrimination
		Uses appropriate tools and methods to support learners in deconstructing and reconstructing reality (tackling stereotypes, prejudices, assumptions, etc.)
Openness to unexpected issues and to ambiguity within the group and the learning process	Works with the notion of change and overcomes resistance within the group of learners	
	Dares to face and deal adequately with ambiguity with regard to the group's and individuals' realities	
	Raises awareness of this dimension in an intercultural context	
<b>MAINTAINING AWARENESS OF ONE'S OWN IDENTITY</b>	Knowledge of identity-related mechanisms and theories (with a focus on cultural contexts)	Refers to concepts and theories related to identity Understands the link between the educational approach and the realities and needs of the group of learners
	Skill to raise identity-related awareness within the group	Encourages learners to reflect on their own identity and related elements / dimensions

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Openness to question and reflect on one's own identity    Openly reflects upon their own identity and the dynamic aspect(s) of it

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**SHOWING A WILLINGNESS AND ABILITY TO LOOK AT IDENTITY, CULTURE AND RELATED ASPECTS AND DIMENSIONS FROM DIFFERENT PERSPECTIVES**

Knowledge of the various dimensions of culture and identity

Understands culture as a dynamic and multifaceted process

Refers to related concepts and theories (in a(n) (inter)cultural context)

Knowledge of the theories and concepts of power relations

Refers to mechanisms dealing with power within and between groups

Skill to work with interrelated dimensions of culture and identity

Stimulates learners' reflection on identity and culture from different perspectives

Readiness to confront and be confronted

Dares to deal with the complexity of culture and its dimensions in the group and/or for the well-being of the learners

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**CRITICALLY REFLECTING AND DISTANCE ONESELF FROM ONE'S OWN PERCEPTIONS, BIASES, AND STEREOTYPICAL CONSTRUCTIONS OF REALITY**

Knowledge of interrelations within a given group

Conceptualises, analyses and synthesises information about or in the group

Refers to dimensions such as connectivity and complexity between identity, politics, society and history, among others

Knowledge of mechanisms linked to stereotypical constructions of reality

Understands personal biases and assumptions mechanisms

Skill to initiate critical reflection

Contrasts statements and beliefs

Recognises and interprets words, body language and non-verbal cues in a culturally appropriate manner

Encourages observation, experience, reflection, reasoning, and communication among learners

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**REFLECTING AND USING DIVERSE WAYS AND METHODS TO INCREASE SELF-AWARENESS**

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

Understands various approaches towards raising awareness and capitalises on the outcomes for the learners' benefit

Skill to enhance and capitalise the outcomes of an awareness-raising process for the learners' benefit

Raises awareness of conflicts within society and how they relate to the intercultural dialogue

Encourages exploring their own identity and deal with the resulting emotional potential

Encourages the expression of various point of view and is able to deconstruct certain processes

Willingness to support and empower

Promotes confidence and shows [a framed] flexibility in terms of their cultural and communicative behaviour

**BEING ABLE TO APPLY HUMAN RIGHTS PRINCIPLES**

Knowledge of basic human rights principles and how to work on them through different methods

Refers to the challenges of diversity in a human rights context

Skill to work on human rights through various methods (human rights education-related)

Uses and /or puts into practice the basics of human rights and human rights education and related methods

Skill to encourage reflection on human rights related issues

Supports learners' reflection on issues such as solidarity, social justice, promotion and protection of human rights, discrimination, dignity and equality etc., in relation to the content of the activity.

COMPETENCE AREA:

## Being civically engaged

COMPETENCES

CRITERIA

INDICATORS

**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
Skill to reflect on their personal civic engagement, values and beliefs in the course and to act in a responsible and constructive manner	Interprets own values and beliefs in relation to the content of the training course
	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 & 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

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