

## Trainers' Competence Profile for international trainers within the framework of EuroMediterranean youth work

The competence profile drafted in this publication builds on the ETS proposal, the competences listed in the first TOTEM course, with the support of the Survey on Trainers' Competences within EuroMediterranean Youth Work, and the exercises done by participants at the TOTEM II.

EuroMed trainers' competences are divided into 4 levels depending on their level of aggregation, scope, purpose and job-specificity.

### Core Competences

Those highly aggregated with the most general scope that are usually applied to all international youth training activities regardless of geographical region or topic.

### Common Competences

Those other with a common definition across the international youth training profession. In this case they are subcompetencies of each ETS core competence.

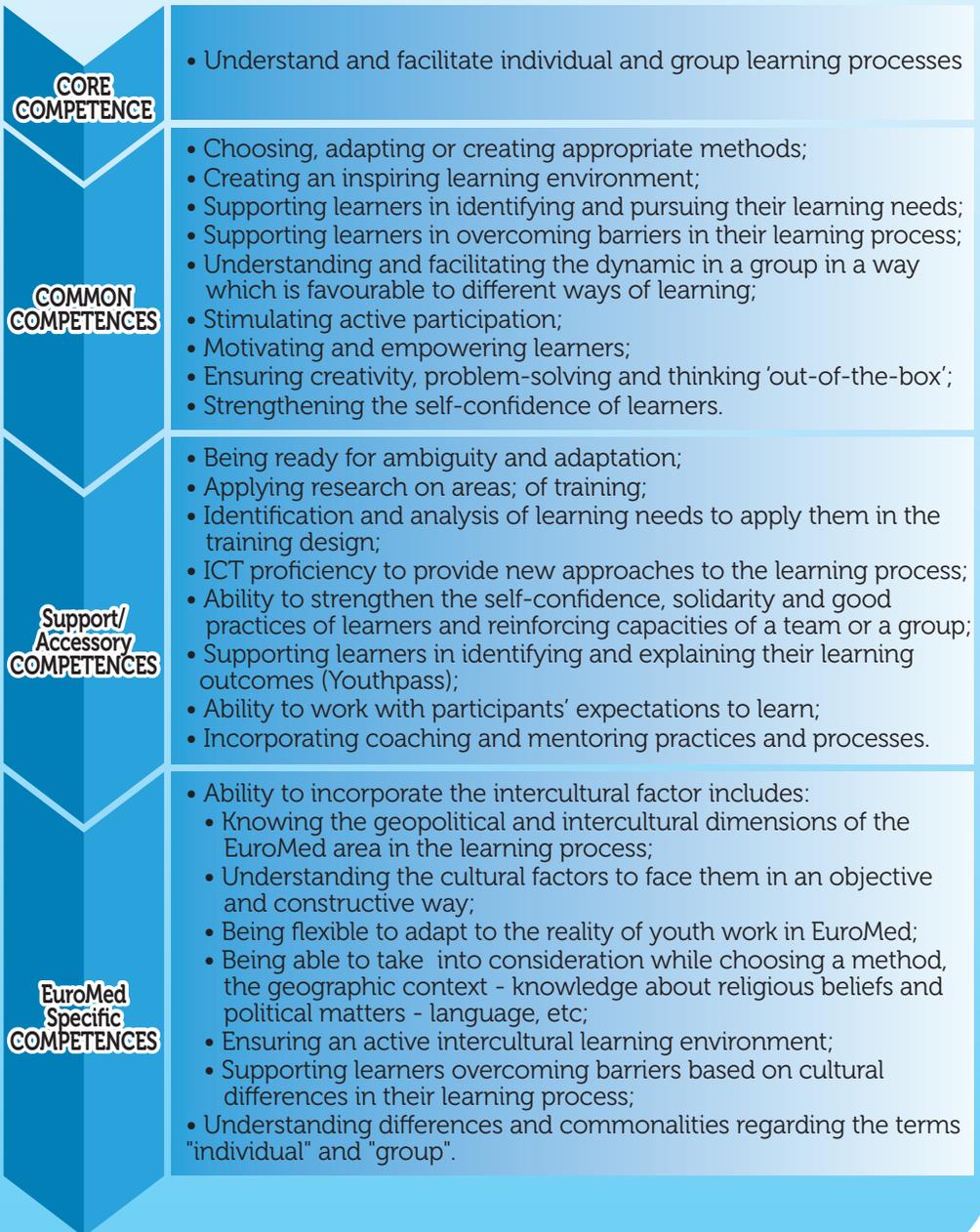
### Support/ Accessory Competences

Those include the adaptations and additions proposed in the survey and other documents included in the current research. Although they have been identified within this EuroMed research, they are common to other international youth training activities and applied depending on the topic and nature of the activity. We can also refer to them as third-tier competences or supplementary ones.

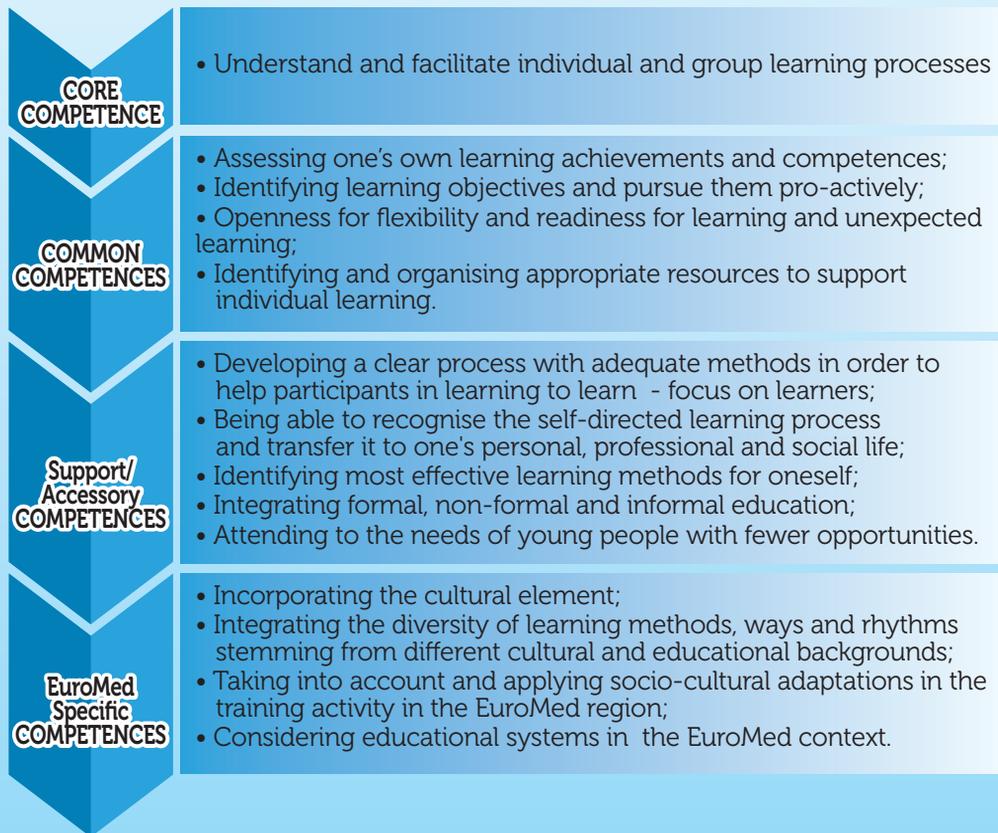
### EuroMed Specific Competences

Those with a common definition for use in EuroMed international training activities. They are complementary to the other competencies and deemed context-related and necessary for EuroMed trainers.

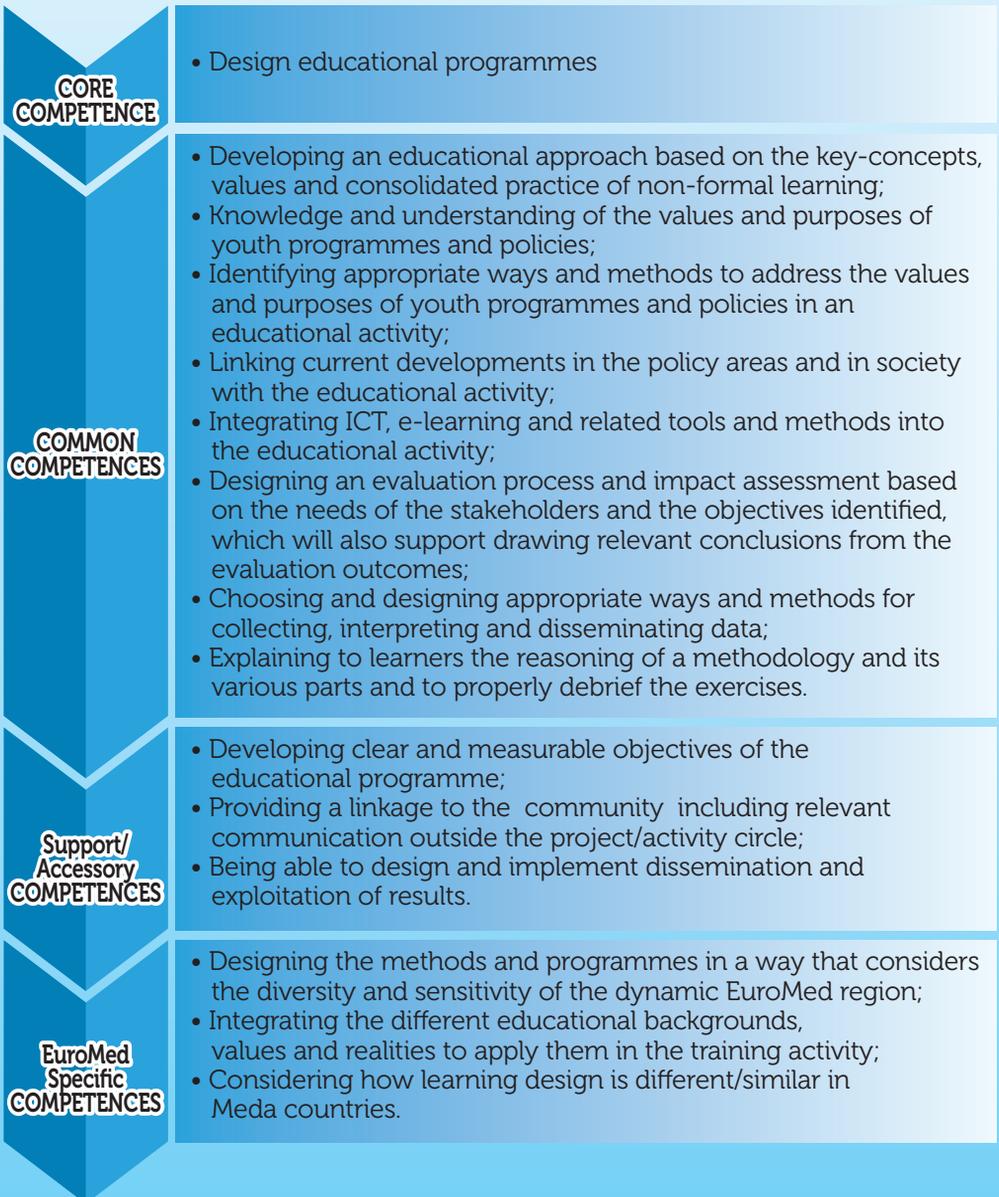
## 1. Understand and facilitate individual and group learning processes



## 2. Learning to learn



### 3. Design educational programmes



## 4. Cooperate successfully in teams

### CORE COMPETENCE

- Cooperate successfully in teams

### COMMON COMPETENCES

- Contributing actively to the tasks of a team;
- Readiness to take on responsibility;
- Encouraging and involving other team members;
- Learning with and from others;
- Dealing constructively with disagreements.

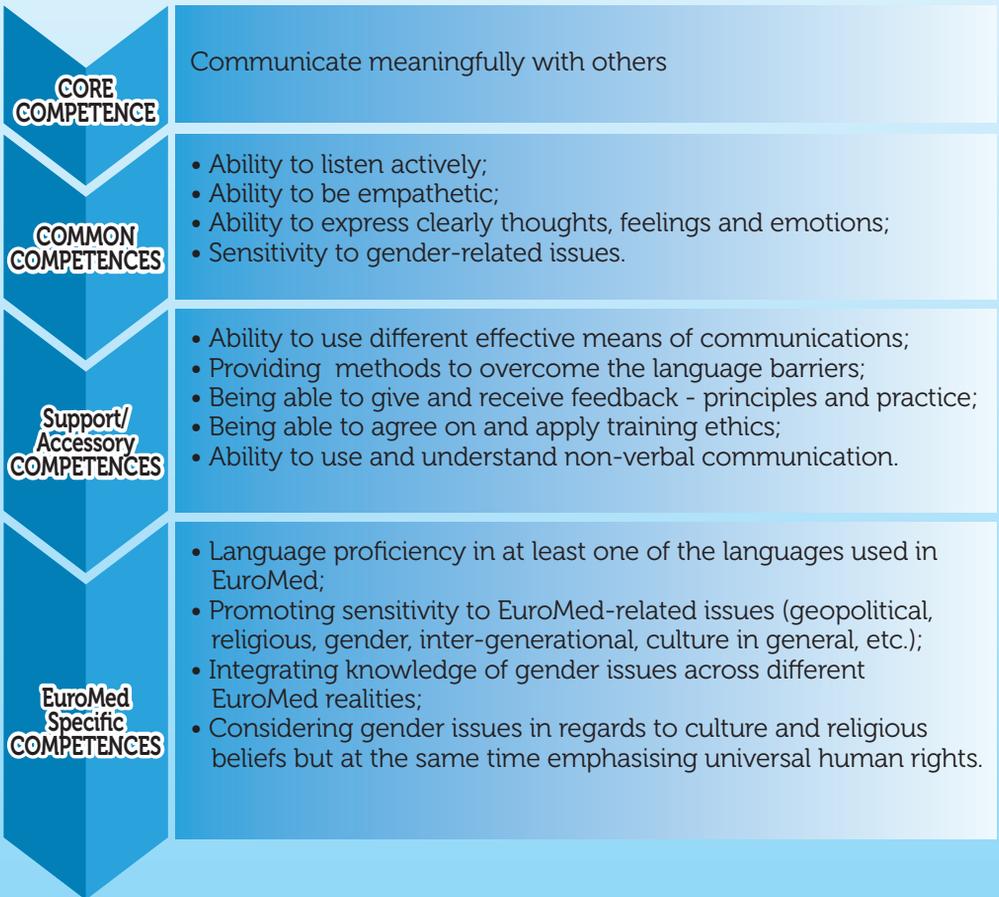
### Support/ Accessory COMPETENCES

- Ability to empathise, understand situations and act appropriately;
- Developing and putting in practice common definitions of teams and team values;
- Incorporating ICT and new media for collaboration;
- Ability to give a proper space to other team members;
- Being able to cooperate with people with different training styles and personalities;
- Dealing with conflict prevention, management, resolution and transformation.

### EuroMed Specific COMPETENCES

- Defining the roles in team work and division of labour within a team;
- Ability to communicate continuously regarding amendments, suggestions, urgent matters and solving issues within the team;
- Promoting the dynamic of cooperation and preparing the building of fruitful multicultural teamwork among participants;
- Providing methods and tools for preventing and resolving conflicts considering the specificities of EuroMed region;
- Developing and applying a common concept of disagreement and conflict for the different cultures of trainers and participants.

## 5. Communicate meaningfully with others



## 6. Intercultural competence



### Conclusions

Competences are an indication of what is needed to perform well as a trainer. Competences provide criteria for job selection, evaluation and training. Here, knowledge, skills and attitudes for working as a trainer in EuroMed are used to describe what the individual needs to do in order to improve performance. The comparison of this information to competence definitions provides the basis for a meaningful training needs analysis to guide the development of learning objectives. In the next section, we will go through the specificities that must be taken into account in the design and implementation of a training activity in EuroMed.