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 accross the international youth training profession. In this case they are subcomptencies 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

CORE COMPETENCE	• Understand and facilitate individual and group learning processes
COMMON COMPETENCES	• Choosing, adapting or creating appropriate methods; • Creating an inspiring learning environment; • Supporting learners in identifying and pursuing their learning needs; • Supporting learners in overcoming barriers in their learning process; • Understanding and facilitating the dynamic in a group in a way which is favourable to different ways of learning; • Stimulating active participation; • Motivating and empowering learners; • Ensuring creativity, problem-solving and thinking 'out-of-the-box'; • Strengthening the self-confidence of learners.
Support/ Accessory COMPETENCES	• Being ready for ambiguity and adaptation; • Applying research on areas; of training; • Identification and analysis of learning needs to apply them in the training design; • ICT proficiency to provide new approaches to the learning process; • Ability to strengthen the self-confidence, solidarity and good practices of learners and reinforcing capacities of a team or a group; • Supporting learners in identifying and explaining their learning outcomes (Youthpass); • Ability to work with participants' expectations to learn; • Incorporating coaching and mentoring practices and processes.

EuroMed Specific COMPETENCES	• Ability to incorporate the intercultural factor includes:
	  • Knowing the geopolitical and intercultural dimensions of the EuroMed area in the learning process;
	  • Understanding the cultural factors to face them in an objective and constructive way;
	  • Being flexible to adapt to the reality of youth work in EuroMed;
	  • Being able to take into consideration while choosing a method, the geographic context - knowledge about religious beliefs and political matters - language, etc;
	  • Ensuring an active intercultural learning environment;
	  • Supporting learners overcoming barriers based on cultural differences in their learning process;
	• Understanding differences and commonalities regarding the terms "individual" and "group".

2. Learning to learn

CORE COMPETENCE	• Understand and facilitate individual and group learning processes
COMMON COMPETENCES	• Assessing one's own learning achievements and competences; • Identifying learning objectives and pursue them pro-actively; • Openness for flexibility and readiness for learning and unexpected learning; • Identifying and organising appropriate resources to support individual learning.
Support/ Accessory COMPETENCES	• Developing a clear process with adequate methods in order to help participants in learning to learn - focus on learners; • Being able to recognise the self-directed learning process and transfer it to one's personal, professional and social life; • Identifying most effective learning methods for oneself; • Integrating formal, non-formal and informal education; • Attending to the needs of young people with fewer opportunities.
EuroMed Specific COMPETENCES	• Incorporating the cultural element; • Integrating the diversity of learning methods, ways and rhythms stemming from different cultural and educational backgrounds; • Taking into account and applying socio-cultural adaptations in the training activity in the EuroMed region; • Considering educational systems in the EuroMed context.

3. Design educational programmes

CORE COMPETENCE	• Design educational programmes
COMMON COMPETENCES	• Developing an educational approach based on the key-concepts, values and consolidated practice of non-formal learning; • Knowledge and understanding of the values and purposes of youth programmes and policies; • Identifying appropriate ways and methods to address the values and purposes of youth programmes and policies in an educational activity; • Linking current developments in the policy areas and in society with the educational activity; • Integrating ICT, e-learning and related tools and methods into the educational activity; • Designing an evaluation process and impact assessment based on the needs of the stakeholders and the objectives identified, which will also support drawing relevant conclusions from the evaluation outcomes; • Choosing and designing appropriate ways and methods for collecting, interpreting and disseminating data; • Explaining to learners the reasoning of a methodology and its various parts and to properly debrief the exercises.
Support/ Accessory COMPETENCES	• Developing clear and measurable objectives of the educational programme; • Providing a linkage to the community including relevant communication outside the project/activity circle; • Being able to design and implement dissemination and exploitation of results.
EuroMed Specific COMPETENCES	• Designing the methods and programmes in a way that considers the diversity and sensitivity of the dynamic EuroMed region; • Integrating the different educational backgrounds, values and realities to apply them in the training activity; • Considering how learning design is different/similar in Meda countries.

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

CORE COMPETENCE	Communicate meaningfully with others
COMMON COMPETENCES	• Ability to listen actively; • Ability to be empathetic; • Ability to express clearly thoughts, feelings and emotions; • Sensitivity to gender-related issues.
Support/ Accessory COMPETENCES	• Ability to use different effective means of communications; • Providing methods to overcome the language barriers; • Being able to give and receive feedback - principles and practice; • Being able to agree on and apply training ethics; • Ability to use and understand non-verbal communication.
EuroMed Specific COMPETENCES	• Language proficiency in at least one of the languages used in EuroMed; • Promoting sensitivity to EuroMed-related issues (geopolitical, religious, gender, inter-generational, culture in general, etc.); • Integrating knowledge of gender issues across different EuroMed realities; • Considering gender issues in regards to culture and religious beliefs but at the same time emphasising universal human rights.

6. Intercultural competence

CORE COMPETENCE	Intercultural competence
COMMON COMPETENCES	• Reflected acceptance of ambiguity and change; • Awareness of one's own identity; • Willingness and ability to take on new roles; • Critically reflecting about and take distance from one's own perceptions and stereotypical constructions of reality; Self-reflection and making use of diverse ways and methods to increase self-awareness; • Ability to apply human rights principles. (NB . Survey responses pointed out that human rights skills should stand by themselves).
Support/ Accessory COMPETENCES	• Fostering participants' awareness and importance for integrating an intercultural approach in their youth work; • Ability to deal with National Agencies and other governmental bodies.
EuroMed Specific COMPETENCES	• Enabling participants to prepare and evaluate youth work activities with an intercultural approach; • Awareness about the different ways people in Meda are educated and to what extent this affects their participation; • Inclusion of gender issues within EuroMed; • Developing a deep knowledge about the meaning of all these concepts and ability to think interculturally out of the "European box."

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.