

Hold your Aces

Trainers Competence Cards for Self-Assessment

European
Training
Strategy







Competence

Selecting, adapting or
creating appropriate
methods

Competence area
Understanding & facilitating individual
and group learning processes





Criteria

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



Competence

Creating a safe, inspiring
learning environment

Competence area
Understanding and facilitating individual
and group learning processes





Criteria

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



Competence

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

Competence area
Understanding and facilitating individual
and group learning processes





Criteria

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



Competence

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

Competence area
Understanding and facilitating individual
and group learning processes





Criteria

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



Competence

Stimulating active
participation and
motivating and
empowering learners

Competence area
Understanding and facilitating individual
and group learning processes





Criteria

Knowledge of principles of participatory / emancipatory / empowerment pedagogy

Knowledge of personality models and/or theories

Skill to work with personality-related 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



Competence

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

Competence area
Understanding and facilitating individual
and group learning processes





Criteria

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



Competence

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

Competence area
Understanding and facilitating individual
and group learning processes





Criteria

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



Competence

Assessing one's own
learning achievements
and competences

Competence area
Learning to Learn





Criteria

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



Competence

Identifying learning
objectives and pursuing
them pro-actively

Competence area
Learning to Learn





Criteria

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



Competence

Undergoing personal /
professional development
through feedback

Competence area
Learning to Learn





Criteria

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



Competence

Acknowledging and
dealing with unexpected
learning moments and
outcomes

Competence area
Learning to Learn





Criteria

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



Competence

Identifying and providing
appropriate resources to
support individual
learning

Competence area
Learning to Learn





Criteria

Knowledge of existing appropriate resources for supporting learning

Skill to organise existing appropriate resources to support individual learning

Structured and organised approach



Competence

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

Competence area

Designing educational
programmes





Criteria

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



Competence

Transferring knowledge
or values related to the
activity to learners

Competence area
Designing educational
programmes





Criteria

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



Competence

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

Competence area
Designing educational
programmes





Criteria

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



Competence

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

Competence area
Designing educational
programmes





Criteria

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



Competence

Designing an evaluation
process and impact
assessment

Competence area
Designing educational
programmes





Criteria

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



Competence

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

Competence area
Designing educational programmes





Criteria

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



Competence

Contributing actively
to team tasks

Competence area
Cooperating successfully
in teams





Criteria

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



Competence

Being willing to take on
responsibility

Competence area
Cooperating successfully
in teams





Criteria

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



Competence

Encouraging and
involving other team
members

Competence area
Cooperating successfully
in teams





Criteria

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



Competence

Learning with and
from others

Competence area
Cooperating successfully
in teams





Criteria

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



Competence

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

Competence area
Cooperating successfully
in teams





Criteria

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



Competence

Managing disagreements
constructively

Competence area
Cooperating successfully
in teams





Criteria

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



Competence

An ability to
listen actively

Competence area
Communicating meaningfully
with others





Criteria

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



Competence

An ability to
be empathetic

Competence area
Communicating meaningfully
with others





Criteria

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



Competence

An ability to clearly
express thoughts and
emotions

Competence area
Communicating meaningfully
with others





Criteria

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



Competence

An awareness of
identityrelated issues

Competence area
Communicating meaningfully
with others





Criteria

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



Competence

Being diversity-aware

Competence area
Communicating meaningfully
with others





Criteria

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



Competence

Reflecting acceptance of
ambiguity and change

Competence area
Intercultural competence





Criteria

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



Competence

Maintaining awareness of
one's own identity

Competence area
Intercultural competence





Criteria

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



Competence

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

Competence area
Intercultural competence





Criteria

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



Competence

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

Competence area
Intercultural competence





Criteria

Knowledge of interrelations within
a given group

Knowledge of mechanisms linked
to stereotypical constructions of
reality

Skill to initiate critical reflection



Competence

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

Competence area
Intercultural competence





Criteria

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

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

Willingness to support and empower



Competence

Being able to apply
human rights principles

Competence area
Intercultural competence





Criteria

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



Competence

Connecting [youth]
policies and educational
programmes

Competence area
Being civically engaged





Criteria

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



Competence

Supporting learners
in developing critical
thinking

Competence area
Being civically engaged





Criteria

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



Competence

Integrating values
and beliefs

Competence area
Being civically engaged





Criteria

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)



Competence

Applying democracy and
human rights principles

Competence area
Being civically engaged





Criteria

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

