

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

SELECTING, ADAPTING OR CREATING APPROPRIATE METHODS

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

CREATING A SAFE, INSPIRING LEARNING ENVIRONMENT

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
Openness	Dares to share emotions and insights honestly and respectfully
Reflectiveness	Is open to everyone, every context and every situation
	Analyses situations in a comprehensive and impartial manner

UNDERSTANDING AND FACILITATING GROUP DYNAMIC IN A WAY THAT IS CONDUCIVE 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

Adjusts group processes according to any identified change in factors

Uses tools and methods to identify and support an individual's learning style

Empathises with learners

Respects different ways of learning and shows flexibility

**STIMULATING
ACTIVE
PARTICIPATION
AND MOTIVATING
AND EMPOWERING
LEARNERS**

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

Empathy, respect for differences, flexibility

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

Knowledge of factors that support and block creativity

Empathises with learners

Dares to share emotions and insights honestly and respectfully

**PROMOTING
CREATIVITY,
PROBLEM-
SOLVING AND
'OUT-OF-THE-BOX'
THINKING**

Knowledge of factors that support and block creativity

Refers to a variety of methods that encourage creativity, problem solving and 'out-of-the-box' thinking

Demonstrates an understanding of factors that support and block creativity

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

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